



SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

SREEPATHY INSTITUTE OF MANAGEMENT AND TECHNOLOGY

**SREEPATHY INSTITUTE OF MANAGEMENT AND TECHNOLOGY VAVANOOR
PO, KOOTTANAD VIA PALAKKAD DISTRICT**

679533

simat.ac.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Sreepathy Institute of Management and Technology is a self-financed engineering college, initially affiliated to University of Calicut and functioning from the academic year 2009-10. In 2015 the A.P.J. Abdul Kalam Technological University (APJKTU) Act for technical institutions was passed by the Government which made it necessary for such institutions to seek affiliation to it and SIMAT had to comply as mandated. In the initial transition period where the process of changing affiliations were being undertaken, SIMAT held dual affiliations like many such institutions in the same situation but now we are happy to report that the changeover is complete and we are exclusively affiliated to APJKTU..

SIMAT has 5 streams of engineering disciplines with a present intake of 240 students annually. For the past 11 years, SIMAT has gained a great reputation as an institution providing a high quality professional education and a friendly, welcoming environment. A deep-rooted sense of community and shared purpose are cornerstones upon which we have built our commitments to provide the excellence in education standards that we are renowned for. Our track record speaks to that in that we rank within the top 50 of all 150 self-financing engineering colleges in the state of Kerala for achievements in delivering academic results, far ahead of any college nearby. Right from inception and the passing out of the first batch of graduates, our departments have enabled our students to secure high University rankings. In 2014 Sreevidya and in 2017 Sruthi S both from the Computer Science and Engineering stream were ranked first in the University examinations for that year and brought further accolades to SIMAT and themselves. Recently in 2020, Swathy K from Electronics and Communication Engineering stream was placed 9th in the rank list published by APJKTU. Students representing various streams in SIMAT, have in a relatively short span of its existence, been able to garner over **50 University top ranks** which burnishes its reputation even more.

Vision

SIMAT draws its name from Vishnu, the second god in the Hindu triumvirate (or *Trimurti*), who is the preserver and protector of the universe according to Hindu mythology. He is the consort of Sree or Lakshmi, also known as Vidyalakshmi, the Goddess of Knowledge and Education.

SIMAT was established in 2009 in Vavanoor, a remote serene village about 20 kilometres from the Temple Town of Guruvayoor. This proximity has a spiritual bearing to the concept of this institution. The 14 acres of college campus amidst tranquil surroundings also adds to a wonderful learning ambience.

Management

The College is managed by Sreepathy Trust, formed in 2008, for promoting higher education in underdeveloped remote areas, and is owned and managed by Nambuthiris, the traditional Brahmins of Kerala, known as Keraladwijas in Sanskrit. The Nambuthiris, in addition to their ritualistic preoccupations, were also traditionally inclined scholars and teachers. Nambuthiri houses in the villages of Kerala were great centres of learning where knowledge in disciplines such as Ayurveda, Astrology, Architecture, Ethics and Mathematics were passed on to students under the gurukula system. It is this tradition of learning and education that the founders followed in the creation of a trust to promote higher education invoking the name and essence of

Vishnu, the preserver.

Sreepathy Trust envisions a society where people are placed at the centre of all development initiatives ensuring social justice, and to build an India where all people have access to education and economic self-reliance regardless of caste, creed, colour, language and gender, providing educational access to aspiring talent in rural areas to enable them to fulfil their dreams and ambitions.

Vision of SIMAT

'Striving for excellence in generation and dissemination of knowledge'

Mission

Mission of the Trust

- To establish and run or grant aid in cash or kind to schools, colleges, educational institutions, hospitals, old age homes, orphanages, youth clubs, libraries and any charitable institutions in India.
- To establish, acquire, run or grant aid and other financial assistance in the form of scholarships, prizes, stipends, loans and research fellowships to schools, colleges, libraries, reading rooms, hospitals and other such institutions at any place in the Indian Union for the development and advancement of education and dissemination of knowledge amongst the public specifically targeting children, youth and women.

Mission of SIMAT

- To mould engineers of tomorrow, who are capable of addressing the problems of the nation and the world, by imparting technical education at par with international standards.
- To instil a desire in students for research, innovation, invention and entrepreneurship.
- To strive for creative partnership between the industry and the institute.
- To impart the values of environment awareness, professional ethics, societal commitment, life skills and a desire for lifelong learning.

Core Values

- **Honesty:** The Institute will adhere to the highest standards of ethics and will maintain an environment of academic freedom and honesty.
- **Quality:** The Institute is committed to quality in all spheres of its activities, and will work towards continuous improvement.
- **Accountability:** The Institute is conscious that it is accountable to the society and to all its immediate stakeholders including students, staff, faculty, alumni and industry.
- **Transparency:** The Institute will function according to defined procedures and rules, which will be informed to all stakeholders. The Institute will make public all important information related to its functioning.
- **Compassion:** The Institute is aware of the conditions of the weaker sections of our society and our endeavour will be towards the solution of their problems through the research and education

programmes of the Institute.

- **Respect:** Each person in SIMAT is to be treated equitably with respect and dignity in all situations.
- **Sustainability:** The Institute is committed to minimizing our impact on the environment for the benefit of a more sustainable future.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

Sreepathy Institute of Management and Technology has:

- Earned a reputation among the public on the strength of professional management, excellent infrastructure and well qualified and experienced faculty.
- A campus of panoramic landscape
- An active NSS unit.
- Active student associations present in every department.
- Safe and secure environment for girl students, in particular

ACADEMICS

- The College, in addition to weekdays, works on alternate Saturdays, so that the students and faculty get an extra day for special coaching, and other professional development activities.
- Our students every year consistently secure University ranks.
- We use ICT enabled tools extensively in teaching learning process.
- The college recognizes and appreciates top academic performers in each class in University examinations by conducting merit evenings.

FACULTY

- Qualified, experienced and dedicated teaching faculty with good retention ratio.
- Responsibilities and authorities are delegated to HODs, resulting in a transparent management of academic process.
- Student centric functioning with mentoring, counselling through teachers and effective academic monitoring.

RESEARCH

- A well established research cell headed by Dr. K T Madhavan (Rtd Scientist, National Aeronautics Limited, Bengaluru).
- Completed funded project on “Performance Improvement of Unmanned Mini/Micro Vehicles” for Directorate of Aeronautics, Ministry of Defence.
- Proposed more than 6 projects on various emerging domains.

STUDENT CENTRIC APPROACH

- A very strong Counselling linked Tutorial System
- Students are good at organizational capabilities.

- More than 75% of eligible undergraduate students get placed every year in leading companies.
- Presence of a strong alumni base; alumni supports the college by way of guiding the students in their interaction with industry etc.

SKILL DEVELOPMENT INITIATIVE

- A dynamic Innovation and Entrepreneurship Development Centre (IEDC), constituted under Kerala Start Up Mission which has received many accolades.
- Remote Centre of IIT Bombay and an Outreach Centre of IIRS/ISRO are functioning inside the campus.
- Various coding clubs such as Hacker Space (Maker Lab), eYantra Robotics Lab, Code club International, and Coder Dojo are functioning in the campus.
- Kerala Block Chain Academy Innovation Club and several virtual labs are working inside the campus.

Institutional Weakness

A weakness is an institutional attribute requiring improvement. SIMAT during its progression has encountered weaknesses most of which may be accounted to the institutes geographical location and the selflessness of the management.

- **Faculty with industrial experience is less in number**

Being a self-financing institute located in a rural area, attracting highly qualified faculty either from other eminent institutes or having industrial experience has been a difficult task.

- **Communication skill of about 30% students' needs to be improved**

The student community of SIMAT is mostly from the schools that are located in and around the college. The institute adheres to the policy of giving admission to socio-economically weaker students, who hail mostly from local and government schools. The communication skills of such students require a lot of improvement.

- **Consultancy and extension activities need improvement**

Being located in rural area hamper many initiatives such as interactions with industries and other leading academic institutions.

- **Institute lacks in revenue generation**

The revenue depends solely on the tuition fees from the students and funds invested by the Trust initially. The fee structure followed by the institute is very nominal including various reductions, to support the financially weaker students. Due to this and decline in the number of students admitted, the institute is finding it difficult to generate the required revenue.

Institutional Opportunity

An opportunity is an external situation outside of Institutes' control that has no negative impact if not acted upon.

- To keep the faculty in-power with the technology advancements the institute in collaboration with external sectors can arrange for more number of FDPs /STTPS/ National Level /International Level conferences. In turn the faculty can arrange for specialized training programs for the students. This help in reducing the skill gap between the industry and the academia
- The technology is developing at a rapid rate. Artificial Intelligence, Machine Learning, Data Analytics, 3D Printing are the recent technological advances to name a few. The college can leverage this advantage, for placement, research and interaction.
- There may be opportunities to expand programs by increasing capacity, developing new programs, and partnering with other institutions / industries.

Institutional Challenge

Much attention has to be given to the challenges confronting the institute. It can be quoted that 'we are faced with an unpredictable world in which the only certainty is uncertainty and change is the only constant'.

- Frequent changes in the policies and regulations influence the institutional development to a great extent. The changing Social and economic scenario also lead to an unpredictable future. Placing students may become very difficult due to this changing scenario.
- Individuals and institutions providing online courses and research are also obviously posing a challenge to the institutes. This trend may lead to a decline in the students showing interest in joining technical institutes. Such unpredictable and declining quality of students may exert pressure on the teachers. Maintaining the student teacher ratio becomes a challenging factor.
- Another challenge can be with respect to increasing the number of student placements in core companies. For this it becomes necessary that the interaction between industry and the institute needs to be strengthened further. Maintaining consistency in signing MOU's / Collaborations and arranging for student exchange programs and Industry Internships is indeed a challenging factor.
- Being a college whose catchment area is mostly economically underdeveloped, the sole target of majority of students is getting employed immediately after graduation. Hence, encouraging students for higher studies either within the nation or abroad is a challenging factor.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

The curricular aspects are the backbone of any educational institution. Sreepathy Institute of Management and Technology, being a college affiliated to APJ Abdul Kalam Technological University is governed by the academic and administrative processes laid by the university. Being an affiliated college, not much contribution can be made in curriculum and syllabus development. The college provides an appropriate environment that is essential for teaching learning and other academic processes as listed below

- The college follows an academic calendar, prepared by the college in strict adherence to the calendar

issued by the University. The academic calendar and handbook gives information on the academic schedule and curriculum to the students.

- Students enrolled in the various programs have full flexibility in choosing the electives of their choice.
- To enrich the learning process the curriculum laid by the University is followed along with supportive activities like providing facilities for students to take up additional / add on courses including MOOC and arranging for expert talks / seminars / workshops.
- Several co – curricular activities and commemorative day celebrations like International Women’s Day, AIDS day etc. are being conducted in the college, to enrich students with a wide variety of co – curricular developments.
- Programmes with themes like Gender sensitization, environmental issues, moral and ethical values, better career options, community orientation etc. are conducted regularly..
- The college has an active NSS, IEDC and IEEE unit.
- Regular feedbacks are collected from Students, Parents, Faculty, Alumni and Employers.
- Under the guidance of IQAC the feedbacks are analyzed and recommendations / decisions taken are implemented .

Teaching-learning and Evaluation

The college offers a holistic teaching - learning system for the students as seen from the following

- The college follows a transparent admission policy. During admissions, implementation of the Reservations Policy is adhered to and a multitude of scholarships are provided for socio-economically weaker students. Meritorious students are also given institutional scholarships.
- When the student enters the college they are given an induction program to apprise them of the environment and the overall education system.
- Teachers combine traditional teaching methods with the use of modern teaching aids and ICT enabled facilities.
- All courses are conducted as per the OBE norms. The lecture plans are prepared in advance and a daily log of the class transactions is maintained by each faculty.
- CO/PO is disseminated to students by displaying the same prominently and publishing the course handouts in the website.
- Feedback is obtained from students to ensure that teaching is student-centric. The IQAC conducts quality audit and programs for improving the quality of teaching.
- Regular assessment of students is done through assignments, tests, tutorials, etc. The class mentors monitor the progress of students and maintain a constant interaction with them.
- Grievances if any, in the assesments are immediately solved by the faculty in charge. If the student is still unsatisfied, he can approach the HoD/Grievances Committee.
- Student mentoring and support is the primary focus of the institute. The students are mentored from the time of admission up to the completion of their program at various levels. A tutor is assigned to every 15 students to counsel and mentor them.
- The result analysis is carried out and remedial measures are adopted. Remedial classes are organized for students who have problems coping with the class work.
- Advanced learners are motivated and inspired to achieve higher goals and shoulder important responsibilities in student activities.
- The college has maintained a good university rank position in terms of the average university results.

Research, Innovations and Extension

SIMAT has a conducive environment for research related and extension activities as summarized below:

- The institution has a research and development cell that guides, supports and encourages the faculty in publishing papers, applying for grants and funded projects.
- Many faculty members regularly take part in seminars and workshops and publish papers along with students in conferences and peer reviewed journals.
- Frequent faculty development programs and expert talks are organized to enrich the research skills of the faculty and students. Workshops on technical writing and research methodologies are conducted regularly.
- Students participate in various outreach programs organized by various departments and NSS to create social awareness. The institute has an adopted village (Nagalassery Panchayath) where most of the community service activities are focused.
- The college plans, implements and tracks student's involvement in social activities which promote citizenship roles. Tree plantation, cleanliness drive, AIDS awareness, blood donation, health awareness lectures and training programs are conducted.
- Faculty members along with students interact with neighborhood schools and visits neighboring areas to build a sense of commitment to the community. One of the recent interaction was the Solar Yatra, where school students from nearby three districts were taught to assemble solar lamps.
- The institution also provides technical help to the nearby sectors.
- Several collaborations are made with industries, training and research institutions. Such collaborations are initiated and carried out under the IEDC unit which has a vibrant team striving to create an environment for self-employment and entrepreneurship development through formal and non-formal programmes.
- During the tough pandemic times, the college opened its doors of auditorium to the general public by converting it into the first line treatment center. The college hostel was utilized as a quarantine center.

Infrastructure and Learning Resources

The Management has developed adequate infrastructure and learning resources in the campus to achieve its objective of quality education.

- The college has a serene campus of 14 acres and is beautified by gardening and landscaping
- The college has a built up area of 14321.8 sq metres. At present there are 20 classrooms, 7 tutorial halls and 27 laboratories. The college has an indoor auditorium with seating capacity of 1500 and a spacious seminar hall. The seminar hall is well equipped with ICT enabled facilities, including an interactive display board, which can house around 150 people. The college also has a conference room and separate rooms for placement cell, Innovation and entrepreneurship development cell (IEDC), IQAC, NSS, counselling centre, sports and other such activities.
- Each department is given exclusive staff rooms which are equipped with computers and printers. All Departments have atleast one ICT enabled classroom and an exclusive computer lab.
- A common computing centre with 30 computers and 52 mbps internet connectivity is also available throughout the working hours for use of students and faculty.
- The college has a well-equipped computerized library with sufficient number of text books, reference books and research journals, with ample reading space and computers.
- The college also has a full time canteen and also a student amenities centre to cater to the various needs

of the students.

- The college has a physical education department with facilities for indoor and outdoor games. Play grounds are also available for outdoor games and other track and field events.
- Regular maintenance of all physical facility is done as per norms laid down in the operations manual.
- Annual verification of stock is done for all lab equipments and lab upgradations are done as and when required.
- Besides regular electricity system, provision of generator is installed for continuous power supply. The college also houses a solar power system having capacity of 30KW connected to the grid.
- A separate 1.5KW solar system is installed essentially for the campus street lighting.
- An RO plant is installed for providing safe and clean drinking water system.

Student Support and Progression

The college is committed to providing the best infrastructural and academic facilities to all its students.

- Different types of scholarships are provided to students and around 30% of students are benefited by this every year.
- The college conducts special training sessions for preparing students for various competitive examinations. It also conducts programs on career guidance.
- The college has established a separate language lab with computers and headphones to develop the communication skills of the students.
- Some of the students have cleared international/national level competitive examinations and have progressed to higher levels of learning or employment. A dedicated placement cell oversees the training and placement activities and an average of about 35% of outgoing students are offered campus recruitments.
- Several co – curricular, extra – curricular and sports activities with the active involvement of student senate are being conducted to facilitate holistic development of the student.
- Student participation is ensured in various academic and administrative committees.
- The college organizes arts and sports events every year in addition to the technical festivals.
- Other support services include redressal of Students Grievances and Internal Complaint Committee. Girl students can address their grievances to the ICC (which also addresses sexual harassment cases).
- The college has an active, registered Alumni Association. The alumni of the college have been actively involved in various events of the college either as resource persons, judges or facilitators for extra-curricular activities.

Governance, Leadership and Management

The administrative machinery is well knit and there is adequate decentralization of various functions.

- The management has a Vision of providing educational access to aspiring talent in rural areas regardless of caste, creed, colour, language and gender.
- The Director Board of the Trust and the Governing Council guide the Principal in the smooth functioning of the College. The principal is assisted by the Vice Principal, Dean and the Heads of Departments in all academic and administrative matters.
- A culture of participatory management is practiced at all levels as seen from the various committees formed. Both the top-down and bottom-up approaches are used to effectively implement policies.

- At the department level, suggestions from all the faculty are taken into account for teaching-learning, and evaluation process as well as in general administration.
- Students perform a major role in the administration through the student senate and departmental associations.
- The college has initiated several welfare measures for staff and students which include group insurance, ESI, staff club etc.
- Faculty members who attend FDP/workshop/conferences or join professional bodies are given financial support.
- The college has put in place the Internal Quality Assurance Cell. The IQAC has been ensuring the internalization of quality culture in all the system processes and plays a proactive role in reviewing the current status and evolves programs, policies and suggestions to improve quality in teaching and research.
- The good governance in college ensures the following:
 1. Budgetary provisions for the different processes in the system
 2. Management of finance.
 3. Decentralization and transparency in all processes of the system
 4. Internal and external auditing of academics and accounts
 5. Frequent meetings of HoDs and the staff to generate short term and long term plans.
 6. Existence of formal and informal grievance redressal mechanism for both the students and staff.
 7. E- governance in areas of administration, finance, student management and e-resources and examinations.
 8. Good human resource management.

Institutional Values and Best Practices

Various innovations are being practiced in governance, teaching and evaluation, student support, gender equity, environmental consciousness and sustainability, inclusiveness and professional ethics. Several best practices evolved internally by the institution have led to improvements in academic and administrative functionalities.

- A very effective Mentor-Mentee system is followed which has made a qualitative difference in the academic performance and instilled self-confidence among students. Each faculty member monitors the academic progress of a group of students and guides them to shape their professional career besides dealing with personal issues. The mentors also interact with the parents if necessary.
- The institute in its aim towards moving into a paperless campus is in the process of developing its own E-governance system. As a first step to this, the institute has embraced a system of E-circulars from 2013 onwards. All intimations from the higher authorities are circulated to all staff through electronic mode. The e-governance system is being fully developed by the faculty and students. This system includes features for leave management, faculty appraisal and the like. The college also has its own website developed from the scratch by the college fraternity over the years.
- Fighting the adverse pandemic situation, SIMAT has made an effective usage of the online mode of education by conducting more than 100 webinars under the support of IQAC, IEEE SB, IEDC, ISTE, Women Cell, NSS, Nature Club, Science Club, Yoga Club and Department Associations. The sessions were handled by faculty & research scholars from premier institutes, experts from industry and internal speakers from the college. All the webinars were 100% digital and paperless as posters/flyers, mementos, feedback, certificates, were all given in digital format.
- SIMAT regulaly conducts green, energy and environment audit and creates awareness about

environmental issues and climate change. It also conducts programs to encourage utilization of renewable energy sources and energy conservation..

NAAC

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	SREEPATHY INSTITUTE OF MANAGEMENT AND TECHNOLOGY
Address	SREEPATHY INSTITUTE OF MANAGEMENT AND TECHNOLOGY VAVANNOOR PO, KOOTTANAD VIA PALAKKAD DISTRICT
City	VAVANNOOR KOOTTANAD
State	Kerala
Pin	679533
Website	simat.ac.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	S P Subramanian	0466-2371500	9496292270	0466-2370300	principal@simat.ac.in
IQAC / CIQA coordinator	Sushma M	0466-2371800	9846277017	0466-2370200	sushma.m@simat.ac.in

Status of the Institution	
Institution Status	Private and Self Financing

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details

Date of establishment of the college	25-06-2009			
University to which the college is affiliated/ or which governs the college (if it is a constituent college)				
State	University name		Document	
Kerala	A.P.J. Abdul Kalam Technological University		View Document	
Details of UGC recognition				
Under Section	Date		View Document	
2f of UGC				
12B of UGC				
Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)				
Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
AICTE	View Document	30-04-2020	12	

Details of autonomy	
Does the affiliating university Act provide for conferment of autonomy (as recognized by the UGC), on its affiliated colleges?	No

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

Location and Area of Campus				
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	SREEPATHY INSTITUTE OF MANAGEMENT AND TECHNOLOGY VAVANOOR PO,KOOTTANAD VIA PALAKKAD DISTRICT	Rural	10.21	14321.8

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	BTech,Civil Engineering	48	Fifty percentage marks in Mathematics Physics and Chemistry in HSE or equivalent. Relaxation of five percentage of marks for reserved category	English	60	24
UG	BTech,Computer Science And Engineering	48	Fifty percentage marks in Mathematics Physics Chemistry in HSE or equivalent. Relaxation of five percentage in marks for reserved	English	60	46

			category.			
UG	BTech,Electronics And Communication Engineering	48	Fifty percentage marks in Mathematics Physics Chemistry in HSE or equivalent. Relaxation of five percentage in marks for reserved category.	English	30	12
UG	BTech,Electrical And Electronics Engineering	48	Fifty percentage marks in Mathematics Physics Chemistry in HSE or equivalent. Relaxation of five percentage in marks for reserved category.	English	30	10
UG	BTech,Mechanical Engineering	48	Fifty percentage marks in Mathematics Physics Chemistry in HSE or equivalent. Relaxation of five percentage in marks for reserved category.	English	60	22

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	4				1				68			
Recruited	3	1	0	4	0	1	0	1	39	29	0	68
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				16
Recruited	10	6	0	16
Yet to Recruit				0

Technical Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				20
Recruited	15	5	0	20
Yet to Recruit				0

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt.	0	0	0	0	0	0	0	0	0	0
Ph.D.	3	1	0	0	0	0	0	0	0	4
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	1	0	39	29	0	69

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

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

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

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
		UG	Male	300	0	84
	Female	198	0	53	0	251
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years					
Programme		Year 1	Year 2	Year 3	Year 4
SC	Male	1	5	4	7
	Female	1	0	2	5
	Others	0	0	0	0
ST	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
OBC	Male	37	38	68	97
	Female	31	36	45	60
	Others	0	0	0	0
General	Male	35	44	59	73
	Female	14	20	35	45
	Others	0	0	0	0
Others	Male	2	2	1	1
	Female	3	0	0	1
	Others	0	0	0	0
Total		124	145	214	289

Extended Profile

1 Program

1.1

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

2019-20	2018-19	2017-18	2016-17	2015-16
238	254	256	244	248

File Description	Document
Institutional data in prescribed format	View Document

1.2

Number of programs offered year-wise for last five years

2019-20	2018-19	2017-18	2016-17	2015-16
5	5	5	5	5

2 Students

2.1

Number of students year-wise during last five years

2019-20	2018-19	2017-18	2016-17	2015-16
630	819	1081	1211	1274

File Description	Document
Institutional data in prescribed format	View Document

2.2

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

2019-20	2018-19	2017-18	2016-17	2015-16
52	65	77	77	77

File Description	Document
Institutional data in prescribed format	View Document

2.3

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

2019-20	2018-19	2017-18	2016-17	2015-16
228	288	349	305	288

File Description	Document
Institutional data in prescribed format	View Document

3 Teachers

3.1

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

2019-20	2018-19	2017-18	2016-17	2015-16
61	81	80	84	90

File Description	Document
Institutional data in prescribed format	View Document

3.2

Number of sanctioned posts year-wise during last five years

2019-20	2018-19	2017-18	2016-17	2015-16
67	73	77	74	86

File Description	Document
Institutional data in prescribed format	View Document

4 Institution

4.1

Total number of classrooms and seminar halls

Response: 20

4.2

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

2019-20	2018-19	2017-18	2016-17	2015-16
479.999	509.21	576.24	603.61	618.26

4.3

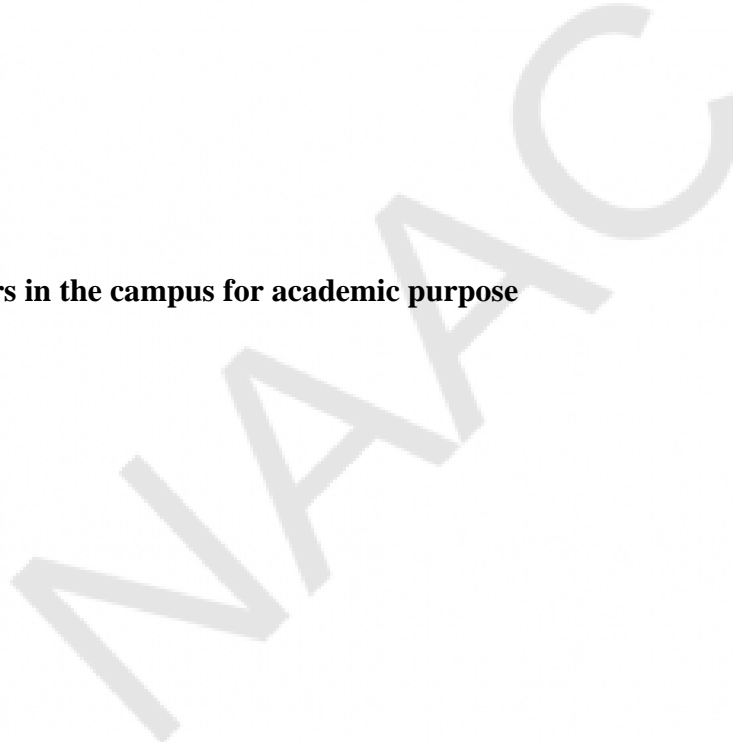
Number of Computers

Response: 371

4.4

Total number of computers in the campus for academic purpose

Response: 210



4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

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

Response:

The Institute spares no efforts to make sure that effective curriculum delivery is achieved through a well planned and documented process. Since our College is affiliated to KTU, we are required to implement the syllabi prescribed by the University.

- Keeping in tune with the UGC and AICTE instructions, SIMAT follows Outcome Based Education.
- Before commencement of each semester, Principal conducts a meeting with all Heads of Departments to discuss and finalise the ways and means with which curriculum delivery can be made effectively.
- A detailed Academic Calendar is finalized in accordance with the Academic Calendar of the affiliating University which is KTU.
- A time table committee is formed, in this meeting, with representatives from all departments and they draw up detailed timetable which efficiently deploys the units of time for academic and co-curricular purposes like theory, practical, tutorial, life-skill, value education and add-on classes thereby ensuring a balance between the different types of engagement a student is expected to participate in. Time table is prepared considering the individual choice, preferences and competence, as far as possible, for effective curriculum delivery.
- The teaching plans are prepared which consist of lesson plan, question bank, tutorial/assignment questions, lab manuals and teaching note. Faculty members take utmost care to complete the syllabus in time.
- Lesson plan is prepared with well defined course outcomes, subject notes, learning materials like PPTs etc. Classes are conducted as per the lesson plan.
- Course Committees and Class Committees are constituted which meet at least thrice in a semester- the first at the beginning of the semester, the second and third after the first and the second internal tests respectively.
- Course Committee – In the case of common courses for BTech (such as Mathematics, Physics, Chemistry etc.) a course committee is constituted by the Principal for each course. The chairman shall be a senior faculty member not offering the course. All faculty members handling the course for various classes and 4 student representatives among different classes are the members. These committees will monitor the conduct of the course, adherence to the course plan, time schedule,

completion of the syllabus, standards of internal tests and evaluation process. At the end of the semester, the committee will meet without the student representatives to review the conduct of the course and finalise the internal assessment marks and approve them.

- Course delivery as per lesson plan and completion of syllabus is monitored by HOD.
- Student's feedback is taken twice in the semester for teaching learning process (completion of the curriculum, redressal of grievances relating to evaluation etc.)
- Continuous assessment and progress of Lab work is done according to the manual for conducting lab experiments.
- Meetings with the Parents or class PTA are called after the result analysis of every semester to discuss students academic progress and other matters.
- Mentoring system is in place with around a maximum of 15 students assigned to one mentor faculty.

File Description	Document
Upload Additional information	View Document

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

Response:

At the start of the academic year, the College Academic calendar is prepared in accordance with the University Academic Calendar by the Dean (Academics) in consultation with the Heads of Departments. The main contents of the academic calendar include the start of classes, induction program for first year students, assignment submission dates, series test schedules, PTA meetings, placement activities and other celebrations like tech fest, sports and arts festival.

In the beginning of each academic session the students are made aware of the Academic Calendar and the same is uploaded on the College website and displayed on notice boards. The calendar outlines the semester class work schedule, internal examination schedule and external examination schedule etc. Any changes in the academic calendar due to unforeseen developments are communicated to the students at the earliest. The time tables are prepared by the respective Departments in a way that agrees with the College Academic Calendar. The teachers also prepare teaching plans according to the academic calendar. The schedule of external examinations is given by the University and the same is displayed on notice board. In case of any change in the University schedule, some changes are required to be made in internal evaluation as well. These changes are communicated to the students well in advance.

Lesson plan is prepared with well defined course outcomes, subject notes, learning materials like PPTs, manuals for conducting laboratory experiments etc. Classes are conducted as per the lesson plan. In case of first year students, an induction program for both parents and students is conducted as per AICTE and

KTU norms. Renowned experts are invited for the various sessions.

Class committee meetings and course committee meetings are conducted thrice in every semester to make sure that the Academic Calendar is adhered to.

The performance of the students is assessed on a continuous basis by conducting two series tests, as per the University norms, per semester. In addition to the same, assignments, mini-projects and quizzes are also the part of Continuous Internal Evaluation. The evaluated answer books are returned to the students and an opportunity is given to the students to discuss the evaluation with the teacher. The teacher rectifies errors on the spot, if any. Once the marks for all subjects are compiled and result analysis is carried out, the PAC deliberates and gives its recommendation to the HOD. A PTA meeting is conducted as per schedule in the academic calendar and the parents are made aware of their wards performance. Suitable remedial measures are intimated. Finally the Internal Assessment is calculated using the series test, assignment and regular attendance for 50 marks.

The adherence to academic calendar is verified by internal audit twice per semester and accompanied by external audit conducted by affiliating university. On the whole the Institution spares no efforts to make sure that the Academic Calendar is adhered to.

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

1.1.3 Teachers of the Institution participate in following activities related to curriculum development and assessment of the affiliating University and/are represented on the following academic bodies during the last five years

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

Response: C. Any 2 of the above

File Description	Document
Institutional data in prescribed format	View Document
Details of participation of teachers in various bodies/activities provided as a response to the metric	View Document

1.2 Academic Flexibility

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

Response: 100

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

Response: 5

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

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

Response: 42

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

2019-20	2018-19	2017-18	2016-17	2015-16
12	20	4	3	3

File Description	Document
Institutional data in prescribed format	View Document
Brochure or any other document relating to Add on /Certificate programs	View Document

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

Response: 14.66

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

2019-20	2018-19	2017-18	2016-17	2015-16
226	173	13	121	65

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

1.3 Curriculum Enrichment

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

Response:

Since our institution is affiliated to KTU, we follow the Curriculum of the University and over and above that we make every effort to integrate cross- cutting issues relevant to Gender, Environment and Sustainability, Human Values and Professional Ethics into the Curriculum by conducting a series of activities meant for the purpose throughout the Academic year.

Gender

SIMAT has a well documented policy on gender equality which emphasizes to support the achievement of equality between women and men to ensure sustainable development. The institute understands the importance of gender equality and thus maintains good ratio of women to men work force in both teaching and non-teaching. A vibrant and active Women's Development Cell has been working consistently in enhancing sensitivity about gender based issues and in providing congenial and supportive environment to girls for their overall development. Women's Development Cell conducts talks on women's development, women's health issues, role of Woman in Nature Conservation and training in self-defense for women. SIMAT also organizes talks by resource persons who have distinguished themselves in society on socially relevant issues like gender equality and gender sensitization which makes the students aware of the atrocities against women in the society.

Environment and Sustainability

Nature club of SIMAT organizes regular awareness programmes through posters, models, PPT presentation, talks and seminars to create an understanding and awareness among all to protect our environment and promote an ecological balance. Nature club in association with NSS volunteers organizes various environment related programmes like Earth Day, World Environment Day, tree plantation, Flood relief campaign, Clean India- Swachh Bharat Campaign etc. KTU curriculum includes the courses like Sustainable Engineering, Design and Engineering, Environmental Impact Assessment, Sustainable Engineering process, Energy Management and auditing to address Environment and Sustainability. Many Projects are undertaken by final year students relating to climate change, air and water pollution, sewage treatment, energy conservation, environmental protection, use of natural resources etc.

Human Values and Professional Ethics

In view of promoting the Human Values and Professional Ethics among the engineering graduates, KTU has included course like Life Skills, Professional ethics, Responsible Engineering and The Constitution of India in the curriculum. These papers primarily give the nuances of Human Values and Ethics and how

they are to be implemented in day to day social and professional life. SIMAT organizes Induction program for the new entrants to make them feel comfortable in their new environment, develop awareness, sensitivity and understanding of the self, people around them, society at large, and nature. Participation in extension programmes, workshops and attending guest lecture benefit students to learn and imbibe professional ethics. A well articulated code of ethics and conduct is formulated and published in the website to motivate the students become responsible citizens.

Hence, the institution takes a continuous effort in integrating cross-cutting issues to be an integral part of the curriculum to achieve holistic development of the students and to create a positive vibration on their study and societal commitment

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

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

Response: 5.81

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

2019-20	2018-19	2017-18	2016-17	2015-16
15	15	15	13	14

File Description	Document
Programme / Curriculum/ Syllabus of the courses	View Document
MoU's with relevant organizations for these courses, if any	View Document
Institutional data in prescribed format	View Document

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

Response: 72.76

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

Response: 462

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

1.4 Feedback System

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

Response: A. All of the above

File Description	Document
Any additional information (Upload)	View Document

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

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

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

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

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1 Average Enrolment percentage (Average of last five years)

Response: 63.15

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

2019-20	2018-19	2017-18	2016-17	2015-16
124	145	214	289	353

2.1.1.2 Number of sanctioned seats year wise during last five years

2019-20	2018-19	2017-18	2016-17	2015-16
258	324	384	384	384

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

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

Response: 46.1

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

2019-20	2018-19	2017-18	2016-17	2015-16
11	12	43	52	52

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

2.2 Catering to Student Diversity

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

Response:

Considering the significance of the process, the College has adopted a system, proven elsewhere, of identifying slow learners and advanced learners from 2019 onwards. Previously we used to identify and classify the slow and advanced learners by their performance in the internal tests and the University examinations. As we came to realize the importance and the impact of starting the process before the commencement of the programme, we started this new method. In this method we conduct an aptitude test before the commencement of the programme. The mark received in that test is added to the marks in their qualifying exams to identify slow and advanced learners.

The success of this classifications as well as the implementation of the works associated with it has a lot to do with our successful Tutorial System. The Tutor who becomes so intimate with their wards can easily identify their problems and find solutions. The students with major psychological deviations are referred to the professional Counselor who visits the College every week.

As the first step towards assessing the learning levels of students and organizing special programmes we organize an impressive “Induction Programme” for the new entrants on the first day itself.

We give emphasis on improving the performance of slow learners by providing remedial programmes which are conducted outside regular classes.

Activities for the improvement of Slow Learners

- Remedial Classes are conducted after regular teaching hours to assist slow learners.
- Tutorial classes are conducted to find out and solve problems associated with learning which ultimately affects the performance of the students.
- Students with psychological problems are identified during the Tutorial classes and referred to the Professional Counsellor.
- Personality Development sessions are conducted to motivate and build confidence in students.
- Peer learning is encouraged within the slow learners so that the students support and help each other in the learning process.

The major objective of this program is to make them competent and self confident to face the exams and reduce the drop out ratio.

Activities for Advanced Learners:

- Class toppers are honoured with cash Prizes, Certificates and Text Books/General Books of relevance.
- University Rank holders in each Department are felicitated and are awarded with Cash prize & certificates.
- Advanced Learners are encouraged to attend Seminars, Workshops and Technical Exhibitions to

gain knowledge on the latest developments.

- Names & photos are published in the SIMAT News letter, College Magazine & Website.
- Special Skills/Interests are Identified Guided and Encouraged.
- The students are motivated for applying to UPSC, GATE, GRE, TOEFL exams. Awareness classes are conducted for the same.
- The students are motivated to register for online courses like NPTEL/SWAYAM and also to participate in Industry oriented Add -On courses. Many students have completed the MOOC Course with top grades
- Students with Entrepreneurial skills are encouraged to have Startups with Financial assistance and Guidance by College as well as IEDC center .
- Students with Technical Interest have formed IEEE Student Branch and actively participate in various programmes.

File Description	Document
Upload any additional information	View Document

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

Response: 9:1

File Description	Document
Any additional information	View Document

2.3 Teaching- Learning Process

2.3.1 Student centric methods, such as experiential learning, participative learning and problem solving methodologies are used for enhancing learning experiences

Response:

SIMAT makes sure that student-centric methods are effectively used in regular academic practices as it makes the students more self-reliant and self-motivated. By applying these student-centric methods as far as possible, the institution strives to enhance the lifelong learning skills of students.

SIMAT encourages the staff members to use a variety of student centric methods, such as experiential learning, participative learning, problem solving methodologies etc. The staff members use the academic management system to upload course materials and references so that these are easily accessible to the students. Teaching aids like LCD and OHP projectors available in all departments are effectively used in the classroom to supplement the regular teaching. They also use the audio visual aids to demonstrate the concepts to students by utilizing the e-resources like NPTEL lectures, spoken tutorial and digital library. Multimedia teaching using PPTs is incorporated in the day to day teaching and this helps in right utilization of time by staff and enhances the student understanding of the subject.

Experiential Learning:

Engineering at SIMAT takes you beyond the classroom, bringing relevant concepts to life and putting them to work through a variety of experiential learning opportunities. From student projects to undergraduate research, experiential learning provides the ability to apply concepts and theory in a real-world setting to truly learn how an engineer works.

Student Projects:

All undergraduate degree programs require a project as a statutory requirement for the completion of programmes. Good ones among these projects culminate in an Annual Expo, showcasing the exceptional talents of engineering students and their dedication to solving the world's most pressing problems.

The institution imparts the following experiential learning practices:

- Laboratory Sessions with advanced experiments
- Internship to expand the knowledge on market trends
- Add-on Courses on latest technologies
- Case Studies, Prototype Model Making, Visual Aids usage
- Project development

Participative Learning:

These are some of the Participative Learning practices employed by the Institution:

- Tech Fest/Project Expo
- Group Discussion, Debate, Role Play, Quiz
- Technical Seminar Presentation
- Periodical Industrial Visit to get insight into the internal working atmosphere of industries
- Co-curricular & Extra-Curricular activities/contests to trigger self-confidence of the students
- NSS and extension activities

Problem-solving methods:

- Practical Sessions to get Hands-on experience
- Tutorial Sessions
- Brainstorming sessions
- Special Assignments
- Technical Seminar on contemporary topics cum group discussion
- Peer Group Teaching
- Quiz Sessions

The institution is very keen on implementing innovative methods such as Google Classroom, to make the learning experience more effective and interesting. To nurture the student-centric practices, the institution has created many advanced centers like E-Yantra, Go-Kart and Advanced Centre for Artificial & Machine Learning, etc. Students are highly motivated to take part in inter-collegiate, state level and national contests, value-added courses, Add-on programs, vocational education courses, and extension activities for their holistic development.

The institution makes significant efforts to explore flipped classrooms with ICT tools and e-resources, such

as NPTEL videos, e-books, PPTs, etc which helps to easily transform conventional teaching process to student-centric process. SIMAT leaves no stones unturned for enhancing the learning experience of students.

File Description	Document
Upload any additional information	View Document

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

Response:

We in SIMAT know very well that the Information and Communication Technology (ICT) plays a massive role in teaching-learning activities like content creation, administration, formative-summative assessments, performance management, training, knowledge management and knowledge organization. Knowing these we encourage teachers to use IT enabled teaching tools like PPT Presentation, Recorded Online videos, NPTEL lectures, Virtual Labs, Moodle, Google classrooms etc. An academic management system developed by Linways technologies is extensively used by the faculty for conducting the courses and uploading the resources useful for students. Faculty use Virtual lab for explaining Lab experiment in a systematic manner in this COVID Situation.

ICT enabled activities of the Institution:

- **IIT Bombay Remote Center (Local Chapter 1572)**

IIT Bombay Remote Center at SIMAT is a place from where the students and faculty can interact with the instructor (faculty at IIT) who is conducting the course or delivering a lecture from IIT Bombay. The live lectures are transmitted at Remote Centers using A-VIEW software. The remote center is open to faculties and students from nearby colleges.

- **Spoken Tutorial Project**

The Spoken Tutorial Project is about teaching and learning a particular FOSS (Free and Open Source Software) like Linux, Scilab, LaTeX, PHP & MySQL, Java, C/C++, LibreOffice etc. via an easy Video tool - Spoken Tutorials Google award winning MOOC. SIMAT has been a member of the spoken tutorial project since 2019. We offer 50+ add on courses using spoken tutorial projects.

- **ISRO/IIRS Outreach Center**

IIRS Outreach Programme focuses on strengthening the Academia and User Segments in Space Technology & Its Applications using Online Learning Platforms. Under this programme the two modes of content delivery system are developed using an online learning platform i.e Live & Interactive mode (known as EDUSAT) and e-Learning mode.

- **SWAYAM - NPTEL Local Chapter**

SIMAT has been an active local chapter of NPTEL since 2014. Faculty and students regularly take up MOOC courses offered by NPTEL to upgrade their knowledge.

- **Virtual Labs Nodal Center (Mentored by NITK and Amrita ValueLabs)**

Virtual Labs provides to the students the result of an experiment by one of the following methods (or possibly a combination)

1. Modeling the physical phenomenon by a set of equations and carrying out simulations to yield the result of the particular experiment. This can, at-the-best, provide an approximate version of the 'real-world' experiment.
2. Virtual Labs can be made more effective and realistic by providing additional inputs to the students like accompanying audio and video streaming of an actual lab experiment and equipment.

- **Google ACE Program**

Google Associate Cloud Engineer program is an online training program offered by Google to develop cloud based skills among students. Many of our students have successfully completed this course.

We are aware that when teachers are digitally literate and trained to use ICT, these approaches can lead to higher order thinking skills for students to express their understandings and empower students to be better prepared to deal with technological changes in society.

File Description	Document
Upload any additional information	View Document

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

Response: 17:1

2.3.3.1 Number of mentors

Response: 38

File Description	Document
Upload year wise, number of students enrolled and full time teachers on roll.	View Document

2.4 Teacher Profile and Quality

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

Response: 108.39

File Description	Document
List of the faculty members authenticated by the Head of HEI	View Document
Institutional data in prescribed format	View Document

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

Response: 5.47

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

2019-20	2018-19	2017-18	2016-17	2015-16
5	4	4	4	4

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

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

Response: 5.89

2.4.3.1 Total experience of full-time teachers

Response: 430

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

2.5 Evaluation Process and Reforms

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

SIMAT follows the rules and regulations set by the University in all matters including evaluation and we have very little freedom to make changes to it. The process is very robust and healthy in itself and all we have to do is to make it transparent. Internal Examination Committee is established for the purpose of smooth conduct of internal examinations. Some of the systematic methods adopted by SIMAT for achieving transparency are given below.

Details of marks awarded to each course and evaluation methods are given clearly in the Handbook for Students published by the Affiliating University and are available for students on the University as well as on the College website. A handbook printed, published and distributed to students every year by the College also explains in detail the process of evaluation. This elucidation starts from the very first day when an orientation programme is conducted for the fresher.

The proposed plan of activities connected with the evaluation is communicated to students and faculty at the beginning of the semester through the institute academic calendar which is prepared according to the Academic Calendar of KTU.

Schedule for end semester examinations will be communicated during the semester as and when the schedule is released by the University.

The internal assessment evaluation process is communicated to students by the respective faculty, tutors and also during orientation programmes for first year students.

Students are given general instructions regarding the evaluation methods of University answer scripts. The periodic instructions issued by the university are promptly communicated to the students. Such instructions are read in the classrooms and the copy of the same is displayed on the notice board. Tutors provide awareness to students regarding evaluation which is made easier by a very efficient Tutorial System. They also educate the students about any changes in the evaluation process.

Question papers for internal assessment are set based on Course outcomes and are approved by heads of the department. Valued answer scripts are distributed to students within three days of conduct of internal examinations and after verification, result analysis is done and marks are uploaded in the academic management system (AMS) so that students and parents can access this at any time.

Series Test's result analysis is published on the department notice board for transparency.

Above procedures are repeated twice in a semester as per KTU regulations.

After each series test, remedial classes of each course are conducted for slow learners, for academic improvement. The consolidated internal marks are published in the notice board and sufficient time is given to students to report errors. In case of assessment related grievance, students are free to approach their respective teacher or Tutor or HoD and still if their grievances are not resolved they can approach the Grievance Redressal forum. The grievances can also be lodged by sending an email to grievances@simat.ac.in which will be appropriately taken care of. After suitable corrections, the marks are uploaded to the University portal.

File Description	Document
Any additional information	View Document
Link for additional information	View Document

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

Response:

As our process of internal assessment is totally transparent and as the rapport our teachers have with their wards are excellent, the Grievance redressal process pertaining to internal evaluation in SIMAT is relatively easy, efficient and prompt.

At SIMAT the Grievance redressal mechanism of our internal examinations is a three tier process.

1. Department Level

The aggrieved student can appeal to his concerned teacher first and to his Tutor and finally to his Head of the Department. Generally, in most of the cases the complaint is amicably resolved during these meetings. If the student is not satisfied with the intervention of the Department level personnel he can approach the College Level Grievance Redressal arrangement.

2. College Level

The College has a Grievances Redressal Committee constituted by the Principal to address the grievances of the students and to consider their appeals on any decisions made by the college. This committee, consisting of three faculty members and chaired by a senior professor, looks into student's grievances and appeals and give its recommendations to the Principal for action.

Normally the Grievance Redressal Committee meets four times in a semester. But if it is necessary to take immediate action, depending on the nature of the grievance, the Grievance Redressal Cell will meet at once and take necessary steps. An aggrieved student can personally approach any member of the Committee. The student can give examination related grievances to the committee in writing or submit their grievance online. The grievance will be redressed as earlier as possible based on the nature of the issue. The grievances are analyzed by the committee and then forwarded to the concerned department for remarks. After receiving the remarks, the committee discusses about them, takes suitable actions to solve the grievances if found genuine.

3. University Level

KTU has a Grievance Redressal Cell with an email id redress@ktu.edu.in and Phone No.0471-2785608. Students can lodge their complaints with this facility of the University which will be taken care of

immediately.

Parents are also provided with an opportunity to voice their opinions about examination-related grievances related to their wards in Parent Teacher Meetings, duly attended not only by all faculty members but also the Principal. Students and Parents can also use the Facebook page <https://www.facebook.com/complaints.ktu/> to lodge their Grievances which will be looked into immediately. KTU has also appointed a Grievance Redressal Cell for addressing complaints of students. The students can submit their grievances on the above mentioned email or telephone number. The State Government also has a mechanism to redress the grievances of students. This student grievance redressal portal aims to function as an intermediary between the students, Universities, Institutions and the Ministry of Higher Education. The portal is made available to students studying in various Universities and Institutions across Kerala. Each grievance will be rightly handled by nodal officers at the University and Institution levels, and also will be closely monitored by the Office of the Higher Education Minister.

File Description	Document
Any additional information	View Document
Link for additional information	View Document

2.6 Student Performance and Learning Outcomes

2.6.1 Teachers and students are aware of the stated Programme and course outcomes of the Programmes offered by the institution.

Response:

SIMAT follows the OBE system from the year 2018 onwards. Learning outcomes, the main component of OBE, are statements that describe the knowledge or skills students should acquire by the end of a particular assignment, class, course, or program, and help students understand why that knowledge and those skills will be useful to them. They focus on the context and potential applications of knowledge and skills, help students connect learning in various contexts, and help guide assessment and evaluation.

Graduate Attributes drafted and accepted in the Washington Accord is identified as Programme Outcomes of the Engineering Degree Course by the NBA and we follow the same. Apart from these POs, our College has clearly stated Programme Specific Outcomes and Course Outcomes. KTU, the University to which we are affiliated, publish well defined Course Outcomes along with the syllabus of each Course from 2019 onwards and our College only has to make marginal changes to it. Ultimate care is taken by the concerned staff members while redrafting Course Outcomes and Programme Specific Outcomes. These Outcomes are reviewed and suggestions are given by the Department Advisory Board which is constituted in every Department with specific objectives.

Mechanism of Communication:

Our College has some novel as well as time tested methods for communicating these Learning Outcomes. Teachers spend some time every day, at the beginning of the class, to explain these Learning outcomes and

their significance. The students are expected to know the Programme Outcomes by heart.

- POs are displayed prominently in many common spaces in the campus along with the Vision and Mission of the College.
- PSOs are displayed on boards in prominent places of the respective Departments.
- All these Learning Outcomes are displayed prominently in the College Website easily accessible to everyone.
- POs and PSOs are displayed on boards in all Laboratories.
- COs are also communicated to students in the Series Test question papers
- Hard Copy of syllabi and Learning Outcomes are available in the college Library/ departments for ready reference to the teachers and students.
- Learning Outcomes of the Program are highlighted by the Speakers at the induction ceremony at the beginning of the Programme. Thus the students are acquainted with them from the very first day in the campus

As a major exercise in the success of the OBE system, each Course Outcome is mapped to Program Outcomes and Program Specific Outcomes in terms of their correlation. CO-PO & PSO attainment is calculated at the end of every semester and corrective measures are discussed to improve the attainment level.

Course Outcomes of all courses, Program Outcomes and Program Specific Outcomes of all programs are listed in attachments.

File Description	Document
Upload COs for all courses (examples from Glossary)	View Document
Upload any additional information	View Document
Paste link for Additional information	View Document

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

Response:

SIMAT has accepted and adopted Outcome Based Education which is a student-centered instruction model that focuses on measuring student performance through outcomes. Outcomes include knowledge, skills and attitudes. Program Outcomes, Program Specific Outcomes and Course Outcomes are evaluated to measure the knowledge, skills, and behaviour of students for the continuous quality improvement of each Course and Programs as a whole using the below-mentioned procedure.

Program educational objective, Program outcome, program specific outcome and course outcome are all measured using the guidelines set by the KTU which includes both direct assessment and indirect assessment.

Direct method is a measurable student performance indicators based on examination- internal and external,

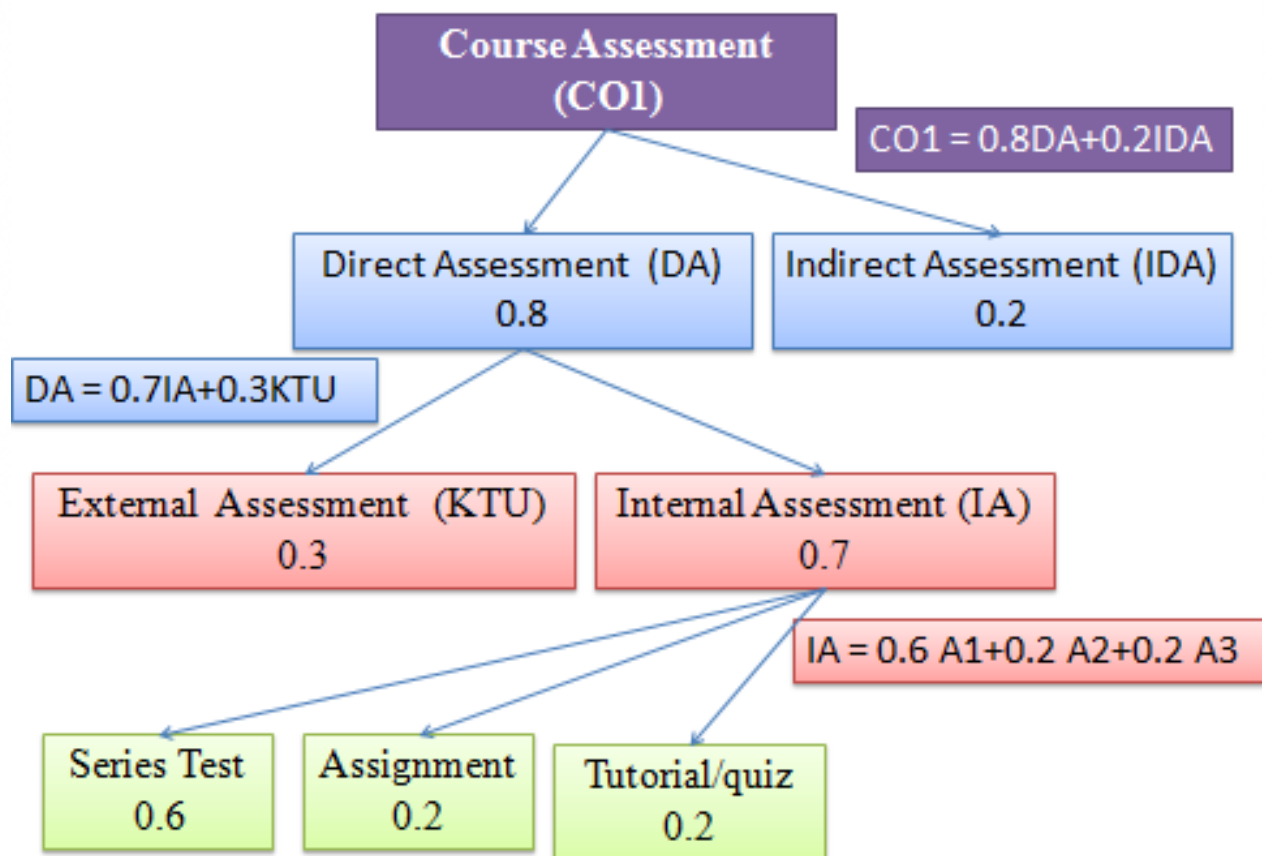
tutorial, assignment, laboratory, seminar etc.

Indirect method is a measurable student performance indicator based on student exit survey, alumni survey, employer survey, parents survey, students feedback, and Course exit survey.

The internal exam questions are mapped to their CO's. A threshold is defined based on the previous results and KTU guidelines and the attainment of a CO is calculated based on the percentage number of students who are above the threshold value.

For example: To calculate the level of CO1 for Test 1, first the marks scored by all students are listed CO wise and their max mark is specified. A pass percentage threshold is set based on the toughness of paper and previous results. If only 50% of students are above the threshold then 1(low) is the Attainment index. If less than 50% score above the set threshold, then the attainment index is 0. If more than 70% score above the set threshold, then the attainment index is 3.

A course exit survey is also conducted as a part of indirect assessment for each of the course at the end of the semester and the course outcome is calculated as $0.8DA+0.2IDA$. A sample calculation of CO is shown below



The Evaluation of attainment of POs and PSOs are based on the mappings from COs to POs and PSOs. To measure PO in direct method a CO/PO matrix is used. Lecturers of each course map their CO to the appropriate PO to ensure all PO are delivered throughout the study. The weightage scale uses the scale 1-3:

1=Low; 2=Medium; 3=High. The KTU has specified norms for calculation of PO.

PO attainment = 0.7 DA+0.3 IDA

For indirect assessment (IDA), the questions in the survey sheet are represented by the PO's and the students fill up the program exit survey after completing their course.

Percentage weightage for Direct and Indirect components													
Direct							Indirect						
70							30						
CO	Overall attainment	Program Outcomes											
		PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	2.08	3	3	0	0	0	0	0	0	0	0	0	0
CO2	2.56	3	3	0	0	0	0	0	0	0	0	0	0
CO3	2.4	2	3	0	0	0	0	0	0	0	0	0	0
CO4	2.2	0	3	0	2	0	0	0	0	0	0	0	0
CO5	1.9	3	2	0	0	0	0	0	0	0	0	0	0
<p>Direct attainment of PO1 = $(2.08 + 2.56 + 2.4 \cdot 0.66 + 2.2 \cdot 0 + 1.9) / 4 = 2.031$</p> <p>Indirect attainment of PO1 = 2.7 (through program exit survey at the end of eighth semester)</p> <p>Overall attainment of PO1 = $0.7 \cdot 2.031 + 0.3 \cdot 2.7 = 2.232$</p>													

File Description	Document
Upload any additional information	View Document

2.6.3 Average pass percentage of Students during last five years

Response: 86.98

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

2019-20	2018-19	2017-18	2016-17	2015-16
228	228	310	274	274

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

2019-20	2018-19	2017-18	2016-17	2015-16
239	302	359	313	304

File Description	Document
Upload any additional information	View Document
Institutional data in prescribed format	View Document
Paste link for the annual report	View Document

2.7 Student Satisfaction Survey**2.7.1 Online student satisfaction survey regarding teaching learning process**

Response: 3.41

File Description	Document
Upload database of all currently enrolled students (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: 4.75

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)

2019-20	2018-19	2017-18	2016-17	2015-16
0	0	0	4.75	0

File Description	Document
Institutional data in prescribed format	View Document
e-copies of the grant award letters for sponsored research projects / endowments	View Document

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

Response: 0

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

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

3.1.2.2 Number of departments offering academic programmes

2019-20	2018-19	2017-18	2016-17	2015-16
5	5	5	5	5

File Description	Document
Institutional data in prescribed format	View Document

3.1.3 Number of Seminars/conferences/workshops conducted by the institution during the last five years

Response: 130

3.1.3.1 Total number of Seminars/conferences/workshops conducted by the institution year-wise during last five years

2019-20	2018-19	2017-18	2016-17	2015-16
45	18	32	33	2

File Description	Document
Report of the event	View Document
Institutional data in prescribed format	View Document

3.2 Research Publications and Awards

3.2.1 Number of papers published per teacher in the Journals notified on UGC website during the last five years

Response: 0.13

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

2019-20	2018-19	2017-18	2016-17	2015-16
3	0	5	1	1

File Description	Document
Institutional data in prescribed format	View Document

3.2.2 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: 0.22

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

2019-20	2018-19	2017-18	2016-17	2015-16
4	3	7	4	0

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

3.3 Extension Activities**3.3.1 Extension activities are carried out in the neighborhood community, sensitizing students to social issues, for their holistic development, and impact thereof during the last five years.****Response:**

SIMAT ensures holistic development of students by engaging them in various extension activities in the surrounding community. The institute has an adopted village (Nagalassery Panchayath) where most of the community service activities are focused. The NSS Unit 233 functioning in the campus organizes 7-Day residential camps in the adopted village every year where students take up projects like surveys, maintenance works, Swatchh Bharath, various health and social awareness programs etc. Our students conducted The NILA project (survey on various polluting sources of Bharathapuzha River), and it attracted a special recognition from the “Metro-Man” of India, Dr. E Sreedharan, who is a patron of “Friends of Nila”, in 2019. The students conducted a detailed study on sources polluting the river and submitted a report suggesting suitable activities for rejuvenation of Bharathapuzha. Nature club of the institution actively involves staff and students in aggressive tree planting initiatives to transform the campus into a green shield.

In addition, blood donation campaigns are organized by the blood donation cell every year both within and outside the campus where hundreds of units of blood are donated to the blood banks. Blood donation awareness and HIV awareness programs are also conducted in connection with these campaigns. Medical Camps, Health awareness programs, polio immunization programs, classes for school students, surveys are only a few to mention. Students were also involved in flood relief activities like cleaning houses, distribution of food and cleaning kits etc. One of the major contributions by our students to the fisherman who rescued people during the devastating floods of Kerala in 2018 was in the form of cancelling all scheduled celebrations that year and donating the funds earmarked for celebrations to the fisherman and honoring them. They were honored in a meeting conducted at the Campus. Students are actively involved in home care, visits to palliative care units, distribution of ration kits to ailing families etc. An e-literacy program was conducted to the students of the neighboring areas of college during their summer vacation. The Civil engineering department offers advice and help to rebuild the homes of poor people in the neighborhood. The department has also conducted a detailed soil investigation project in 2019 for the construction of a comfort station and submitted a report to the Pattambi Municipality. The students also

help in reviving the local ponds in collaboration with the local bodies. They also help in cleaning the local health centre, bus stop and the local school.

SIMAT regularly organizes career counseling and guidance programs. 'Exam Mantra' is an annual program conducted by SIMAT for the higher secondary students of neighboring areas for facing the KEAM/NEET/JEE entrance exams. More than 1000 students have benefitted so far. To create awareness on renewable energy resources SIMAT IEDC conducts Student Solar Ambassador Programme - an initiative of IIT Bombay, in nearby schools. A survey on ground water sources, named "NEERARIVU" was also initiated recently, in association with the State Ground Water Department, with the help of a mobile application.

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

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

Response: 11

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

2019-20	2018-19	2017-18	2016-17	2015-16
5	4	0	1	1

File Description	Document
Institutional data in prescribed format	View Document
e-copy of the award letters	View Document
Any additional information	View Document

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

Response: 72

3.3.3.1 Number of extension and outreach Programs conducted in collaboration with industry,

community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., year-wise during the last five years

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

File Description	Document
Reports of the event organized	View Document
Institutional data in prescribed format	View Document

3.3.4 Average percentage of students participating in extension activities at 3.3.3. above during last five years**Response:** 58.39**3.3.4.1 Total number of Students participating in extension activities conducted in collaboration with industry, community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., year-wise during last five years**

2019-20	2018-19	2017-18	2016-17	2015-16
597	452	601	708	356

File Description	Document
Report of the event	View Document
Institutional data in prescribed format	View Document

3.4 Collaboration**3.4.1 The Institution has several collaborations/linkages for Faculty exchange, Student exchange, Internship, Field trip, On-job training, research etc during the last five years****Response:** 200**3.4.1.1 Number of linkages for faculty exchange, student exchange, internship, field trip, on-job training, research etc year-wise during the last five years**

2019-20	2018-19	2017-18	2016-17	2015-16
57	50	74	19	0

File Description	Document
Institutional data in prescribed format	View Document
e-copies of linkage related Document	View Document

3.4.2 Number of functional MoUs with national and international institutions, universities, industries, corporate houses etc. during the last five years

Response: 10

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

2019-20	2018-19	2017-18	2016-17	2015-16
2	2	0	3	3

File Description	Document
Institutional data in prescribed format(Data template)	View Document
e-Copies of the MoUs with institution./ industry/ corporate houses	View Document

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

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

Response:

SIMAT is set amid scenic beauty, situated on a verdant hillock, and provides a serene and peaceful campus atmosphere in its pursuit of excellence. Building and maintaining a well developed infrastructure is very important for any institutions of higher learning and we are committed to create, develop, provide and maintain necessary infrastructure in all the domains. This policy of our College on infrastructure is very much in tune with our Vision. Consequently the college authorities spared no effort either in the development of its physical infrastructure, or in the facilities provided for its campus. In addition, care and attention is given to provide modern classrooms, well equipped laboratories, modern well stacked libraries and seminar halls, to name a few of the facilities the founders have invested in pursuit of their overarching vision.

The college provides excellent, well-furnished and comfortable hostel accommodation separately for boys and girls with strict overall supervision of the management. Wardens of each hostel take care of discipline, academic interest etc in the hostels. Hostels and the College Canteen provide excellent food at reasonable cost to suit the variety of food habits of students. The college has a Central library which provides a serene atmosphere for deep and intense reading. The library is fully automated and has a growing collection of 16222 volumes 4168 titles. The Central Library has a digital section with e-books , e-journals, e-magazine and case reports. It is also a member of NDL. The college also organizes several seminars, talks, workshops, faculty development programs related to emerging technologies to keep everyone in college updated in their respective fields. The Institute provides a Language Lab where students are able to listen, practice and learn at their own pace and get individual attention from the teacher who monitors each one's progress. The campus is spread over an area of 14 acres comprising of buildings of high-standard, classrooms with proper ventilation and wide corridors, numerous laboratories, auditorium, smart classrooms, and library. The students and faculty can avail the First Aid and Sick Room facility and college provide transportation in case of any emergency situation. To ensure hassle free and safe transportation to staff and students, the college buses are plying to and fro from nearby places.

Five departments of the institute are having well equipped, fully furnished and well ventilated Laboratories. Each lab session is handled by one faculty and supported by a co faculty. Also, every lab has a lab instructor /technical assistant, who provides constant support and ensures maintenance of the laboratories.

The Learning Management System (LMS Modules) contributes a lot to the effectiveness of the Teaching Learning Process. The features include : Attendance Marking and Report Generation, Course material distribution, Library Management System, Document Repository, Digital Library, SMS and Mail Alerts, Online Feedbacks, Lesson Planner, Progress Report Generation, Publish Marks and Performance Analysis, Grievance Management, Time Table Management etc.

File Description	Document
Upload any additional information	View Document

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

Response:

The role of extracurricular activities in shaping a young individual's character is massive. Activities such as being a member of a sports team, learning a musical instrument, or attending a youth club are thought to be enriching life experiences. In SIMAT outside the standard framework of the educational curriculum, there are endless opportunities for students to learn new skills and ignite new passions.

The institution utilizes a good deal of its resources to provide an environment to its students where they are encouraged to indulge in sports and other extracurricular activities.

Sports and Games:

Students are trained in sports and games under the guidance of qualified and specialized coaches. The Assistant Professor in Physical Education oversees the activities of the department. We are aware that apart from training for competitive sports mere participation also has a positive influence in many areas. It supports positive mental health and improves social skills along with promoting physical health. Hence we give equal importance to mass participation along with preparing teams for inter-collegiate tournaments and facilities are provided for both.

We provide indoor facilities for Badminton, Table Tennis, Chess and Carrom Board. Outdoor facilities include Football, Volleyball, Cricket, Basketball, Athletics and Throwball.

Our college teams participate in the inter-collegiate tournaments for the above said games of the affiliating University every year. Some of our students have won medals in the University level competitions and students from our college were selected into the University team. Inter-department sports and games (Intra-murals) are conducted every year with great enthusiasm and participation which culminates in the annual athletic meet which is conducted amid great fanfare.

Cultural Activities:

The college has facilities for many cultural activities like dance, singing, drama etc. The college auditorium and seminar hall is used for practicing these art forms and competitions.

Every year the college conducts a Technical festival in the name **PANCHAJANYA**, a programme with the participation of talents and interests from all levels of educational institutions. The fest holds events like paper presentations, exhibitions, model displays and cultural programmes.

SARGOTHSAVAM is the Annual Art Festival of SIMAT. Major Cultural events are conducted at the Auditorium. Every year the College participates in the University Arts Festival in individual as well as team events.

“Soul Beatz” is a music group created by interested musicians and instrumentalists of our college. They regularly perform during cultural events and celebrations of the college

Yoga Club

Many of our students and faculty members are very much interested in the age old tradition of Yoga as a means of well being. A yoga club was formed with interested faculty and students as members. A yoga teacher from the neighboring Maharshi Vidyalaya volunteers to teach the group once in a week. International yoga day is celebrated every year and an awareness session on Yoga is held during the induction program for the first year students every year.

Thus, our Institution is bent upon providing the students every opportunity and facility to engage in extracurricular activities.

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

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

Response: 35

4.1.3.1 Number of classrooms and seminar halls with ICT facilities

Response: 7

File Description	Document
Upload any additional information	View Document
Institutional data in prescribed format(Data template)	View Document

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

Response: 0

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

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

File Description	Document
Institutional data in prescribed format(Data template)	View Document

4.2 Library as a Learning Resource

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

Response:

Libraries are the places where you can expect smart and clear answers to even most difficult questions. The services and resources extended by the Central Library of SIMAT help to create opportunities for learning and help shape new ideas and perspectives that are pivotal to a creative and innovative student community. Our Management, always committed, had realized the importance of automation of the Library very early and started the process as early as in 2009. Automation of the Library has become very fundamental nowadays and our Central Library is automated using “Linways Library Management System”. This system of automation aims to support workflows of a library in an integrated setup where different subsystems of a library like acquisition, cataloging, circulation, OPAC etc. are supported by software.

Elements of the ILMS:

In SIMAT library we have the module of Linways Management System, version 3.2.0. Students and faculty can search if a particular book is available in the library and specifically whether it is ready to be borrowed or is present only as a reference. They can see the number of books they have borrowed and the last date for return.

Facilities:

We have taken utmost care to provide library buildings and facilities which adequately meet the physical requirements for an excellent college library. It is housed in a part of the main building with an area of 424 square meters and has a seating capacity of 150. There are 16,222 volumes of books and 36 e journals available in the library. The quiet atmosphere, devoid of any sort of distractions, ensures a pleasant and inspiring study environment. It has separate areas for staff and students and for reference. It is spacious, well ventilated and well lit.

The library is accessible from 8:30 am to 6:00 pm on all college working days. On specific requests by students, the timings may be extended. Users can access the Library remotely over the internet through OPAC which is a component of the ILMS. Around 800 CDs are available pertaining to various subjects in our library. ISL Dictionary 2nd Edition pen drive is also available for physically challenged users. The Central Library is also a member of NDL which has a collection of more than 7 lakh e-books which the students and staff are making use of. NPTEL lectures are available for browsing in the library. Library also maintains University question papers, Project reports, Seminar reports, literature surveys etc. submitted by the students as part of their course curriculum.

Digital library:

Apart from NDL, we subscribe to K-hub virtual library which has variety of e-resources. SIMAT also has Ebooks which includes some "Rare books" (in the electronic format) which are distinguished by its early printing date, limited issue, special character of the edition or its historical interest.

Other facilities:

- Reprographic facility
- 10 dedicated computers for browsing for students
- Book bank
- Magazines and Newspapers

Briefly our Management leaves no stone unturned to guarantee the best possible services and facilities in the Central Library of SIMAT.

File Description	Document
Upload any additional information	View Document

4.2.2 The institution has subscription for the following e-resources

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

Response: A. Any 4 or more of the above

File Description	Document
Upload any additional information	View Document
Institutional data in prescribed format(Data template)	View Document

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

Response: 6.39

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

2019-20	2018-19	2017-18	2016-17	2015-16
3.19	4.32	6.3	8.83	9.30

File Description	Document
Institutional data in prescribed format(Data template)	View Document
Audited statements of accounts	View Document

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

Response: 6.78

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

Response: 48

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

4.3 IT Infrastructure**4.3.1 Institution frequently updates its IT facilities including Wi-Fi**

Response:

Our College is desirous of updating IT facilities such as internet speed, internet bandwidth, the configuration of desktop computers, laptops, LCD projectors etc., to provide futuristic infrastructure for the teaching-learning process.

The college in 2010 invested in an IBM server as a part of the upgrade along with three more labs with computing facilities, which all the departments shared. Later when the departments had full-fledged students each of the departments were provided with separate computing labs with the latest software for each of the branches. The state of the art computers were purchased and this lab is also utilised as a remote center for the various online training programmes held by IIT, Bombay, NITTTR etc. When Wi-Fi became popular, the college upgraded to Wi-Fi enabled Campus. Next, when the University started providing question papers in the online mode, one hour before the start of examination, SIMAT procured two high speed printers, CCTV camera and a reprographic facility to the examination control room. Regular updation of various licensed softwares is being done along with giving importance to the free and open

source software available. SIMAT, since its inception in 2009, utilizes the Learning Management System for e-governance developed by Linways Technologies, which is regularly updated. A separate language lab has also been established for students to develop their communication skills.

After reviewing course requirements, computer – student ratio, budget constraints, working condition of the existing equipment and also student’s grievances, action is taken by the Management. Even during the course of a semester, if a request is received for any replacement/up gradation/addition, the request will be sanctioned verifying the genuineness of the request.

Well qualified lab technicians are appointed for the upkeep and maintenance of the infrastructure under the guidance and support of the department of Computer Science.

Annual Maintenance Contracts are renewed periodically on equipment which ensures that the delays in repairs are avoided.

Each department has ICT enabled classrooms equipped with LCD projectors supported by audio visual systems. The college is outfitted with 210 computers and an interactive display board that is accessible to the students as well as the teachers for academic and co curricular purposes. A total of 38 printers are provided in the office, staff rooms, library, exam branch and laboratories. In the entire campus, the LAN connects all the computers with 100 Mbps speed capacity leased line provided by BSNL. Campus is wifi enabled though the students are given limited accessibility to this facility. Sufficient Ethernet ports are provided all over the campus, for laptops/devices in need of internet connectivity. Computer laboratories are equipped with state-of-the-art technology and are available to all the staff and students. The institute upgrades the software packages and also purchases software currently being used in the industry to make the students industry ready. A separate team with in-house staff takes care of the IT related needs of the campus such as hardware and networking.

File Description	Document
Upload any additional information	View Document

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

Response: 3:1

File Description	Document
Upload any additional information	View Document

4.3.3 Bandwidth of internet connection in the Institution

Response: A. 750 MBPS

File Description	Document
Details of available bandwidth of internet connection in the Institution	View Document

4.4 Maintenance of Campus Infrastructure

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

Response: 58.79

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

2019-20	2018-19	2017-18	2016-17	2015-16
253.4	292.43	355.84	382.81	362.09

File Description	Document
Institutional data in prescribed format(Data template)	View Document
Audited statements of accounts	View Document

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

Response:

The Institute has an established system for maintenance and utilization of computers, classrooms, equipment, laboratories etc. Our Management has a clear framework in which the allocation of responsibilities to ensure effective use and maintenance of existing infrastructure facilities are demarcated unambiguously.

Maintenance of common Physical Facilities:

The college Administrative Officer (AO) is in charge of the maintenance and cleanliness of the common physical facilities like classrooms, labs, furniture, student's amenity areas, cafeteria, sports ground and hostel buildings. The services of plumbers, electricians, and computer analysts are available during all working hours. Housekeeping services are outsourced on an annual contract basis and are available during day time on all days.

Facilities for transport are supervised and maintained by the transport in charge who incidentally is a senior driver who was given additional charge. Periodic maintenance and the remittance of taxes etc. are done by the in charge at the behest of the drivers. Periodic maintenance, remittance of taxes, fitness certification by the regional transport officer etc are being carried out promptly by the transport in charge.

Maintenance and Utilization of Seminar Halls and Auditorium:

Seminar halls and auditorium are under the purview of the Administrative Officer and the cleanliness is taken care of by the housekeeping team. A team of lab technicians are also utilised for maintaining the electronic/electrical equipments present in the halls.

Maintenance of Classrooms, Furniture and Laboratories:

Classrooms with furniture, teaching aids and laboratories are maintained by the respective department staff and attendants and supervised by the respective Head of the Department. The laboratory assistants take care of their respective laboratories. The Heads of Departments report to the Administrative Officer periodically for all the maintenance works.

Maintenance of IT facilities:

Maintenance of IT facilities are done as and when needed. This is in addition to the Annual Maintenance Contracts signed every year for some of the equipments. The Head of the Departments reports to the Administrative Officer about any repair/upgrade needed for the IT equipment under their jurisdiction and he in turn does the needful for the speedy rectification of the problem. Campus Wi-Fi is maintained by the System Administrator.

Maintenance of Library and Library Resources:

The Library staff is given clear-cut instructions on how to handle and maintain books and other resources of the Library. Written instructions are displayed in the Library for the visitors on the care and concern to be observed while handling the books. Fine is imposed on users who defy this and tamper with the original stature of the books or other documents.

Environmental aspects

Garden, solar panels, rainwater harvesting systems are maintained frequently by the National Service Scheme volunteers.

Everyday Emergency Maintenance

Day to day maintenance includes replacing light bulbs, repairing water leakages in taps, valves and cisterns, cleaning blocked drains, repairing locks and door handles and other minor repairs that warrant day to day repairs, are taken care of by the Administrative Officer with the support of electrician under the guidance of Electrical department..

From the above stated facts it is clear that our Management is committed to providing a hassle free environment so that the process of teaching and learning is carried out smoothly.

File Description	Document
Upload any additional information	View Document

Criterion 5 - Student Support and Progression

5.1 Student Support

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

Response: 22.92

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

2019-20	2018-19	2017-18	2016-17	2015-16
38	157	332	382	369

File Description	Document
upload self attested letter with the list of students sanctioned scholarship	View Document
Institutional data in prescribed format	View Document

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

Response: 15.59

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

2019-20	2018-19	2017-18	2016-17	2015-16
190	158	132	87	130

File Description	Document
Upload any additional information	View Document
Institutional data in prescribed format	View Document

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

1. Soft skills

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

Response: A. All of the above

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

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

Response: 113.97

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

2019-20	2018-19	2017-18	2016-17	2015-16
752	1038	1258	1268	1308

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

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

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

Response: A. All of the above

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

5.2 Student Progression

<p>5.2.1 Average percentage of placement of outgoing students during the last five years</p> <p>Response: 33.02</p>														
<p>5.2.1.1 Number of outgoing students placed year - wise during the last five years.</p> <table border="1"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>92</td> <td>104</td> <td>100</td> <td>133</td> <td>64</td> </tr> </tbody> </table>					2019-20	2018-19	2017-18	2016-17	2015-16	92	104	100	133	64
2019-20	2018-19	2017-18	2016-17	2015-16										
92	104	100	133	64										
File Description	Document													
Upload any additional information	View Document													
Self attested list of students placed	View Document													
Institutional data in prescribed format	View Document													
<p>5.2.2 Average percentage of students progressing to higher education during the last five years</p> <p>Response: 38.2</p>														
<p>5.2.2.1 Number of outgoing student progressing to higher education.</p> <p>Response: 89</p>														
File Description	Document													
Upload supporting data for student/alumni	View Document													
Institutional data in prescribed format	View Document													
<p>5.2.3 Average percentage of students qualifying in state/national/ international level examinations during the last five years (eg: JAM/CLAT/GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/State government examinations)</p> <p>Response: 65.81</p>														

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

2019-20	2018-19	2017-18	2016-17	2015-16
9	10	4	2	2

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

2019-20	2018-19	2017-18	2016-17	2015-16
28	13	5	5	2

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

5.3 Student Participation and Activities

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

Response: 3

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

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

File Description	Document
Institutional data in prescribed format	View Document
e-copies of award letters and certificates	View Document

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

Response:

Sreepathy Institute of Management and Technology follows a parliamentary system of election as per the guidelines of Lyngdoh Committee and APJ Abdul Kalam Technological University to form Student Council. **Student council** or the college senate actively participates in all endeavours of the college. The student council is comprised of the following members:

1. Chairperson
2. Vice Chairperson
3. General Secretary
4. University Union Councillor
5. Magazine Editor
6. Arts Club Secretary
7. Nominated Members
8. General Captain
9. Class Representatives

Under the leadership of the Council Chairman, the Art club secretary coordinates cultural and literary initiatives. Magazine editor collects articles from talented students for the annual college magazine. University Union Councillor and Class representatives serve as the responsible voice of the whole students in the matters concerned. The council selects the General Captain who is the coordinator of all sports related events. The annual cultural event Sargotsvam and annual sports meet are conducted with the help of various committees under the student senate. Around 60% of the students participate in cultural activities while 40% students participate in sports activities.

The major activities of the Student council are as follows:

- Coordinating curricular, co curricular and extracurricular activities of the student community within and outside the campus
- Celebrating major festivals
- Observing National/ International Days of Importance

- Conducting Medical Camps
- Extending Charitable and Community Services
- The Student Council acts as a channel of communication between the college authorities and students.

The students in the council are also able to develop their professional competencies like communication skills, organisational capability, the spirit of team work and collaboration etc. Moreover, working closely with students and the management gives them the opportunity to build strong, meaningful friendships and professional relationships.

Class Representatives:

Every class has two class representatives. Informal feedback on teaching-learning processes like teaching, course content, study material and practical sessions is sought through meetings with Class Representatives. The suggestions/grievances are accordingly addressed for an enriched teaching learning environment at Department level.

Student Chapters:

Student Chapters are established for professional bodies such as IEDC and IEEE. They conduct activities in alignment with respective professional bodies.

Students Associations:

Every Department has a Student Association with a faculty convener, student Secretary and the students as members. They organize various technical workshops, invited talks, skills/knowledge enhancement programmes etc

Executive committees of Grievance Redressal Cell, Discipline Committee, Anti-Sexual Harassment committee (ICC), Anti Ragging committee, Women's Cell, IQAC, Research and Development Cell, Transportation Committee, Canteen Committee, NSS and IEDC etc. are some of the academic & administrative bodies/ committees of the Institution having active participation of the student members.

On average 2 to 3 students are members of the executive committees with excellent participation from girl students to make the committees gender neutral.

File Description	Document
Upload any additional information	View Document

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

Response: 7.2**5.3.3.1 Number of sports and cultural events/competitions in which students of the Institution participated year-wise during last five years**

2019-20	2018-19	2017-18	2016-17	2015-16
8	6	7	6	9

File Description	Document
Upload any additional information	View Document
Institutional data in 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:**

The alumnus forms the major strength of an institution. SIMAT maintains a strong and a positive relationship with its alumni and can benefit the institute socially, academically and professionally. The Alumni Association of SIMAT formed in 2015, functions through its administrative body which holds periodic meetings, elects office bearers and regularly updates the database of the alumni of the institution. SIMAT conducts formal Alumni association meetings every year to reunite with their friends, staff, and management, revitalize their memories and share industry trends and needs to the prospective graduates. Alumni during these meets discuss their experiences as a student during their stay in the college and also their experiences at their workplace. Alumni attend the meet enthusiastically and exchange their ideas about making the association more active.

Apart from formal alumni association meetings, the institution also engages the alumni support in many ways such as collecting suggestions, feedback on existing curriculum, updates on emerging trends, etc through various networking platforms like LinkedIn, Face book, Twitter etc., which act as an impetus to improve the institute Teaching Learning and OBE process. The institution has included our alumni as a significant part of many of the notable academic and administrative bodies such as Internal Quality Assurance Cell, Department Advisory Committee; etc. The institution gives high regard to the suggestions of alumni and utilizes the services for the development of the institution in all the possible ways.

The most significant contribution of the Alumni is through their reputation at their work place which has led to repeat placement drives in succeeding years at our college. The alumni address the students about the options available for choosing their career and also mentor them to achieve their goals in life. They discuss the need for upgradation of their technical and non technical skills for improving their employment potential and career building. They help the Training and Placement Officer of the College to bring the HR Managers of the companies where they are working and advise the students about current recruitment

practices. Our alumni guide the students about the training programmes to be undertaken to get good scores in exams like GATE, IELTS, GRE, TOEFL, CAT etc. There have been instances of alumni helping new students to settle down at abroad through the alumni network especially in the Gulf Countries.

Besides these assistances, Alumni contribute a great deal monetarily which is being utilised for various developmental activities of the College.

The alumni are the Brand Ambassadors and loyal supporters of the college. SIMAT gives high priority to make the Alumni Association very active and engaged.

File Description	Document
Upload any additional information	View Document

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

Response: E. <1 Lakhs

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

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

Response:

VISION of SIMAT

“Striving for excellence in generation and dissemination of knowledge.”

MISSION of SIMAT

- To mould engineers of tomorrow, who are capable of addressing the problems of the nation and the world, by imparting technical education at par with international standards
- To instill a desire in students for research, innovation, invention and entrepreneurship
- To strive for creative partnership between the industry and the Institute
- To impart the values of environment awareness, professional ethics, societal commitment, life skills and a desire for lifelong learning

The Governing body of SIMAT recognizes and uses the contributions of leadership throughout the organization for promoting student success, sustaining academic quality, integrity and continuous improvement of the institution. Through established governance structures, processes, and practices, the Governing Council, administrators, faculty, staff, and students work together for the benefit of the institution. SIMAT encourages collegial rapport among all stakeholders while students, our primary stakeholders, and their success is our key focus. Within participatory governance committees, the process is to work with others in making decisions that are in the best interest of the College.

The institution follows a decentralized, democratic, and participatory method of governance with all stakeholders contributing actively in its administration. The Governing Body delegates authority to the Secretary and Principal who, in turn share it with the lower level in the hierarchy. The Heads of Departments, the Conveners of various committees and cells along with the staff representatives on higher decision-making bodies play an important role in determining the institutional policies and implementing the same. This system of governance is entirely in tune with the Vision and Mission of our Institution.

Strategic plan:

The Management of our Institution has drafted and approved a Perspective plan which is very much in tune with the vision and mission of the Institution. All the stakeholders, both external and internal, were consulted extensively before finalizing the draft of the Strategic Plan and each one had a unique perspective about what it would take for the organization to succeed. Internal stakeholders know the strengths and weaknesses of the organization like the back of their hands, often understand what gets in the way of success, and have first-hand knowledge of what it takes to deliver.

Participation of Teachers:

SIMAT ensures that the teaching community of the College is well represented in all the decision making bodies. In addition to their teaching responsibilities, teachers are members and conveners of the various committees constituted for the smooth and successful administration of the college. Governing Council, College Council, IQAC, Library Advisory Committee, Disciplinary Action Committee and Anti-ragging Cell are some of the administrative and executive committees in which teachers are prominent members. Teachers are also engaged in actively mentoring the students to mould them into engineers of tomorrow.

SIMAT maximizes all its efforts in organization and administration to attain its Vision and Mission.

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

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

Response:

One of the tasks of SIMAT Management is to harness the capability of human resources towards achieving quality outputs and attain organizational goals. The college has an organization structure that includes Director Board of the Trust, Governing Council, Principal, Vice Principal, Dean (UG academics), Heads of Departments, Administrative Officer, Faculty members, non teaching staff and other various committees which include students also.

The Director Board of the Trust, which owns the College, is the apex managing body but seldom interferes in the day to day affairs of the College. They are mainly concerned about the financial aspects of the functioning of the Institution. They delegate the Management authority to the Secretary, Governing Council, the Principal etc.

The Board of Governors is ultimately responsible for all the College's activities, specifically its educational character, senior management structure and its financial solvency. Members of the Board come from all sections of the Institution, bringing considerable experience to the College Management.

Principal is the main authority of the college, who is one of the governing council members also. The Principal, Dean(UG Academics) and HoDs combine to develop strategies for various academic activities and monitor the academic progress of the departments.

IQAC is a significant administrative body that is responsible for all quality matters. It is the prime responsibility of IQAC to plan, initiate and supervise various activities that are necessary to increase the quality of the education imparted at SIMAT and to develop a system for conscious, consistent and catalytic improvement in its overall performance.

Principal has distributed his academic and administrative powers to Heads of the Departments, who are the representative members of College Council. They meet once a week and the decisions taken in the

college council meeting are disseminated to staffs by HoDs through periodical departmental level staff meetings. Heads of the departments are empowered to individually plan their activities such as course allocation, purchase and maintenance of equipment and consumables, proposing the departmental budget, framing timetable, assigning department coordinators to various committees, organizing seminars and workshops, arranging Industrial visits, In-plant trainings, value added courses and help in revising COs and PSOs. Laboratories are headed by independent lab-in charges who are faculty members of the department, who will take care of the maintenance, purchase and service of the lab equipments. College office is functioning through office staffs who are supervised by the Administrative Officer. He also takes care of the activities related to maintenance of common infra-structure.

Participative management is made more effective through the organization of various committees, department associations, co-curricular and extracurricular clubs which are led by individual conveners/coordinators. Executive committees of Grievance Redressal Cell, Discipline Committee, Anti-Sexual Harassment committee (ICC), Anti Ragging committee, Women's Cell, IQAC, Research and development cell, Transportation committee, Canteen Committee, NSS and IEDC have both faculty and students as members.

From the above given facts it is obvious that the administrative system of our Institution is not centralized but participative in nature.

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

6.2 Strategy Development and Deployment

6.2.1 The institutional Strategic / Perspective plan is effectively deployed

Response:

“When it is obvious that the goals cannot be reached, don't adjust the goals, adjust the action steps.” Confucius

A clear set of goals, when combined with an honest appraisal of an organization's strengths and weaknesses, shows you what's important, what's relevant and what's actionable in your environment. A strategic plan is a written document that points the way forward for your institution. It both lays out your goals and explains why they're important. The strategic planning process also helps you uncover ways to improve performance. It can, for instance, spark insights about how to restructure the organization so that it can reach its full potential.

SIMAT has formulated a strategic plan as early as in 2014 which is posted on our website prominently. We accepted it as a challenge and attempted all-embracing, educated consultations to develop a plan that aligns with our future vision of this institution. We are confident that the extensive internal and external consultation process undertaken in the development of the plan, and the deep commitment it demonstrates

to supporting education and research will yield positive results.

Since the finalization of the plan and its approval by the Directed Board of the Trust, we have successfully executed many of those plans out of which some are elucidated here.

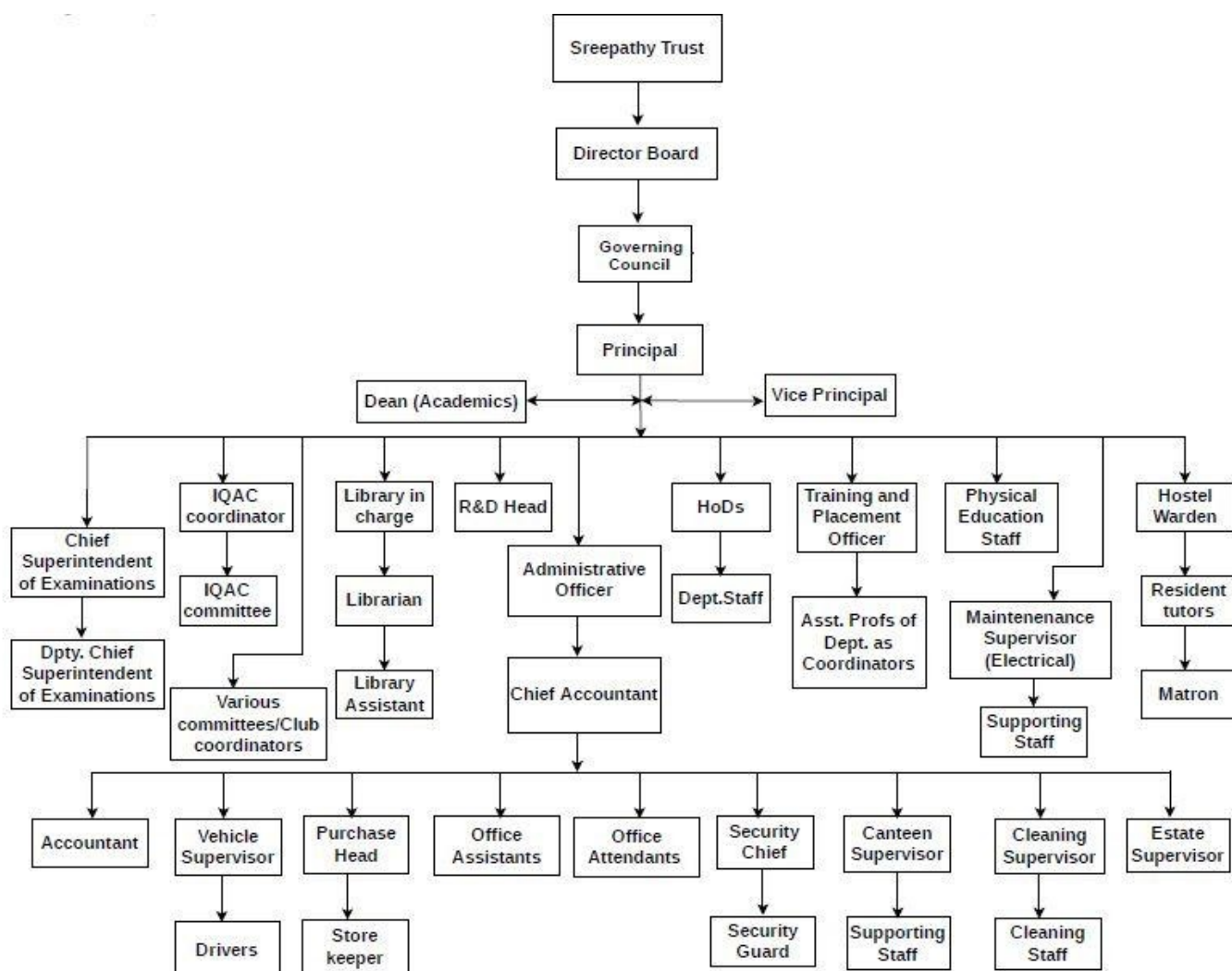
- To enrich the curriculum add on courses were introduced.
- To make teaching learning process more student centric, ICT tools were extensively used. Students were encouraged to participate in MOOC courses. The university rank holders list and results bear testimony to improved teaching learning process.
- E-Journals from IEEE and ASME were subscribed thereby increasing the quality of reference material available.
- Faculties were given financial support to attend workshop/conferences/FDP thereby achieving a wider academic research.
- Every year, a schedule of training programs for students of all years/branches was formulated to enhance their skill development and employability prospects.
- Energy auditing was done and a solar plant was installed for sustainable energy production. This solar plant is linked with the state electricity board grid.
- A RO plant for providing safe drinking water was installed.

SIMAT has strived to reach its strategic goals, but as the saying 'To exist is to **change**, to **change** is to mature, to mature is to go on creating oneself endlessly' implies, SIMAT is creating itself endlessly.

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

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

Response:



SIMAT, an affiliated self-financing college, is owned and managed by the Sreepathy Trust which was registered with a dream of uplifting the rural populace educationally. Affiliated to A.P.J. Abdul Kalam Technical University (APJAKTU), the Institution is governed by the statutes, rules and regulations of the Central and State Governments, UGC and AICTE in addition to the Affiliating University.

At the top level, activities of the college are governed by the Trust which is represented by the General Body, Director Board and its office bearers like Chairman and the Secretary. The Secretary of the Trust is the ex-officio Manager of the College who signs all documents on behalf of the Management. Though the Director Board of the Trust is the top most authority they rarely interfere in the day today affairs of the College.

Just below the DB in the organogram comes the Governing Council.

Governing Council of the college has been constituted with the main function to ensure that all stakeholders have full confidence and trust in our Institution. The college has identified and selected well known Academicians, Industrialists, distinguished scientists from well known Institutions/ Industries/Research Organizations besides representatives of the faculty in the Governing Council, who meet regularly and make policy decisions and give guidance and suggestions to implement policies successfully.

The Principal is the executive head of the institution and is vested with the powers to ensure the proper conduct of the academic programmes and all related activities. Under the leadership and guidance of the

Principal, Vice principal and IQAC team, the heads of the departments and other faculty members execute the plans approved by the governing body relating to curricular, co-curricular, extracurricular and other auxiliary activities. Further to ensure effective functioning, different committees are constituted to handle the specific areas that demand consideration and care. All these committees function effectively by the guidance and motivation of the Principal and Vice principal. Given are some of the Participative Governance Committees that are functioning in the College.

- College Council
- Anti-ragging Cell
- Surprise Inspection Squad
- Disciplinary Action Committee
- Internal Complaints Committee-prevention of sexual harassment
- IQAC
- Library Advisory Committee
- SC-ST Monitoring Committee
- Students Welfare Committee
- Students Council
- Students Grievance Redressal Forum

The office staff working under the Administrative Officer, execute all the general administrative and other associated services of the institution, under the guidance of the Principal and the Vice principal. The Administrative Officer is responsible for the maintenance of common facilities and infra-structure. The Estate Supervisor looks after the affairs of the real estate like managing laborers, remitting taxes etc.

The institution has independent service rule book that is approved by the management. It strongly follows the service norms of the institution, KTU and AICTE.

The Student Council is a body having specific duties and responsibilities assigned to them. The members are elected from the respective classes using parliamentary mode of elections.

File Description	Document
Upload any additional information	View Document
Link to Organogram of the Institution webpage	View Document

6.2.3 Implementation of e-governance in areas of operation

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

Response: A. All of the above

File Description	Document
Screen shots of user interfaces	View Document
Institutional data in prescribed format(Data template)	View Document

6.3 Faculty Empowerment Strategies

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

Response:

SIMAT has well placed and effective welfare measures for teaching and non-teaching staff. Welfare measures include various facilities and services provided for improving the academic and career growth, physical and mental health and general well being. The following are some of the welfare measures provided by our Institution.

1. Faculty development program, workshops for staff organized by professional bodies.
2. The college has an efficient staff club which promotes various welfare program for the staff members such as financial support to the staff during special personal events. It also conducts tours and other recreational activities for staff.
3. Staff members who have completed 1 year of service are eligible to avail 10 Half Pay Leave.
4. The total Casual Leaves for teaching staff are 12 and for office staff are 15.
5. The college provides 21 earned leaves to office/library staffs per year. A total of 100 earned leaves may be kept reserved by the staff.
6. The college provides 1 month vacation to the staff members per year along with Christmas and Onam holidays.
7. The college provides ESI leave for the non teaching and administrative staffs covered under ESI
8. The college provides 6 months maternity leave to the female staff members.
9. The salary of staff members is released within the first 3 working days of every month.
10. The college provides Duty Leave to those faculty members who register for higher education like PhD program and skill trainings.
11. The college provides PF and ESI as per Government Statutes.
12. The college provides duty leave and financial assistance for the staff members for attending workshops /conferences/seminars.
13. Group Insurance is provided for both students and staffs from United India Insurance Co Ltd.
14. All teaching and non-teaching staff can avail the transport facility on concessional rates.
15. Free uniform is provided to all teaching, non-teaching including drivers, sub-staff, and security staff.
16. Festival allowance is given to all the teaching staff, non teaching staff, administrative and other staff members of the college and Onakodi (New dress for Onam) for all staff members during Onam celebrations.
17. Stationery items like books are available for the staff members free of cost at the college store.
18. Rewards for the staff members achieving 100% result in University Examinations.
19. Awards and rewards for meritorious work.
20. Cab facility for Principal and Heads of the Department.
21. Subsidized canteen for all Staff.

22.The College provides salary certificates which enable the staff to avail loans from financial institutions.

File Description	Document
Upload any additional information	View Document

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

Response: 15.44

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

2019-20	2018-19	2017-18	2016-17	2015-16
12	9	13	16	10

File Description	Document
Upload any additional information	View Document
Institutional data in prescribed format(Data template)	View Document

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

Response: 5

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

2019-20	2018-19	2017-18	2016-17	2015-16
12	6	3	1	3

File Description	Document
Upload any additional information	View Document
Institutional data in prescribed format(Data template)	View Document

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

Response: 41.95

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

2019-20	2018-19	2017-18	2016-17	2015-16
30	49	45	20	18

File Description	Document
Upload any additional information	View Document
Institutional data in prescribed format(Data template)	View Document

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

Response:

Some of the objectives of the Performance Appraisal System of SIMAT, which has hitherto proven to be effective and efficient, are to provide feedback to employees about their performance and encourage improvement, to determine individual and organizational training and development needs and to improve overall organizational performance.

Based on appraisal report, staff members are provided opportunities to improve their weak areas. The performance appraisal for teaching staff is conducted by students' feedback and evaluation by the authorities. The students review the teachers on various parameters like subject knowledge, planning and preparation, content presentation, communication skills, classroom management, use of technology, counseling, time management, interaction with students, the level of encouragement and motivation, mentoring, dedication and hard work. This review is done through SIMAT academic management system platform. Batch wise report, individual faculty report and department report are generated at the end of the evaluation.

The Head of the Department grades the performance of the faculty member based on parameters like

student's feedback report, commitment of the faculty member towards students and department, and sincerity of the faculty member in discharging the academic and administrative duties. The IQAC of the college analyses the feedback report forwarded by HoDs and recommendations are conveyed to the Principal.

The College management also evaluates the performance of the teaching staff using the parameters like punctuality, use of innovative teaching methods, Principal's feedback report, research contribution, honesty and integrity. Faculty members with positive feedback are appreciated and those with poor feedback are counseled to make special efforts to improve their way of teaching for better learning.

For the non-teaching staff, the evaluation is done by the HoDs and Principal by assessing the work efficiency, cooperation with the teaching staff and need based support and help for students. The outcome of the review of the performance approval reports is also communicated to the staff through oral or written communication.

Staff Appraisal System of SIMAT is forward looking, directed towards increasing the capacity of employees to be more productive, effective, efficient and also provide several additional purposes including motivating employees, assessing employee potential, improving working relationships, assigning work more efficiently, and assisting in long-range planning.

File Description	Document
Upload any additional information	View Document

6.4 Financial Management and Resource Mobilization

6.4.1 Institution conducts internal and external financial audits regularly

Response:

Response:

A financial audit is an objective examination and evaluation of the financial statements of an organization to make sure that the financial records are a fair and accurate representation of the transactions they claim to represent. It can be grouped into two categories, namely, **Internal Audit and External Audit.**

The system of External Auditing and Internal Auditing have been introduced in SIMAT right from the beginning so as to review the routine activities and provide suggestion for the improvement and also to analyze and verify the financial statements of the Institution (SIMAT & Sreepathy Trust).

Internal Audit is conducted by any one of the Directors appointed by the Director Board and External Audit is conducted by a qualified Chartered Accountant, appointed by the General Body of Sreepathy Trust.

Summing up, it may be noted that Internal Auditing in SIMAT is a voluntary and continuous process initiated by the Management to check the efficiency of Operational System. At the same time, the External

Auditing is a statutory obligation for a Charitable Trust. We are bound to review and publish the accuracy and validity of the Financial Statements prepared once in a year by a registered Chartered Accountant.

Internal Auditing process in SIMAT:

By Internal Audit, we mean that an unbiased and systematic appraisal function, performed within SIMAT with the purpose of reviewing the day to day activities of the business and providing necessary suggestions for improvement.

The Internal audit in SIMAT is conducted by the internal auditor who is one of the Directors of SIMAT. A continuous audit is performed throughout the year. Internal Audit functions play a critical role in helping executives to reach their conclusions. Also, Internal Audit efforts to identify breakdowns in internal controls and safeguard against potential fraud, waste or abuse, and ensure compliance with laws and regulations.

Conducting External Audit in SIMAT:

The periodic, systematic and independent examination of the financial statements of the Institution conducted by a third party for specific purposes, as required by statute is known as External Audit.

For carrying out an external audit, the auditor is appointed by the General Body of the Sreepathy Trust. The External Auditor, a qualified Chartered Accountant, will be independent, i.e. not connected to the organization in any way so that he can work in an impartial way without any influence. The auditor has the right to access books of accounts to obtain necessary information and provide his opinion to the members by way of the audit report. The Annual Audit Report and Audited Financial Statements are presented in the annual general body of Sreepathy Trust every year and the necessary approvals are obtained. In other words, all financial activities are checked, reported and approved by the Organization regularly. Any queries, in the process of audit would be attended immediately along with the supporting documents within the prescribed time limits. The institution did not come across with any major audit objections during the preceding years.

File Description	Document
Upload any additional information	View Document

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

Response: 0

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

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

File Description	Document
Institutional data in prescribed format(Data template)	View Document

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

Response:

Sreepathy Institute of Management and Technology was started by Sreepathy Trust, a charitable organisation formed for the purpose of improving the educational facilities in the Society. Policies and guidelines are established to set out the standards and rules to which we subscribe and adhere to in implementing resource mobilization strategies.

Resource Mobilisation Policy:

Sreepathy Trust which manages SIMAT has a clear-cut policy on Resource mobilisation and the optimal utilisation of resources which it follows strictly.

Procedures:

The Trust is depending upon the following sources for effective running of the institution:

- 1.Capital from the promoters: The Capital of Sreepathy Trust is the Membership subscription of Rs. 1 lac each by all the members of Sreepathy Trust. The total amount comes to Rs.151.00 lacs
- 2.The major portion of entire expenditure for setting up huge infrastructure of the college has been raised by personal loans from the Members of the Trust, their relatives and friends.
- 3.A small portion of the entire expenditure, especially the working capital gap, is raised by Bank Loans/Overdraft.
- 4.The main source of income to meet the Revenue Expenditure such as Salary and to meet other running expenses for the day today activities of the college is the fees collected from students as per University and Government norms.
- 5.Another source of fund is contribution by PTMA which is normally used for specific purposes like improvement of infrastructural facilities, help for poor students, rewarding meritorious students etc.
- 6.The Alumni Association also contribute liberally for the institutional development like up gradation of facilities, rewarding meritorious students, sponsoring arts and Cultural programs, adopting poor students and extending a helping hand for costly medical treatments.
- 7.There is income from conducting online examinations such as GATE etc.
- 8.To meet the shortage /gap between fee collection and expenses, short term loans are raised from other financial institutions such as PNY Sabha or from the Directors

. Optimum utilization of resources:

1. After elaborate discussions with the management and governing body, Sreepathy Trust comes out with a budget of revenue and expenditure every year.
2. Based on the feedback from relevant department/activity heads, the required expenditure and money utilization plans are consolidated to arrive at the total financial requirements of the institution for the succeeding year.
3. The management and the administration devises strategies and plans for mobilizing funds for meeting the expected expenditure for day today running as well as developmental activities.
4. Care is taken while allocating funds to ensure that the allocations are sufficient but not in excess to ensure optimum utilization of funds.
5. Steps are also suggested and communicated to avoid wasteful expenditure and achieve cost effective spending.
6. Similarly different persons are assigned the responsibility of raising funds from different sources as indicated above.

File Description	Document
Upload any additional information	View Document

6.5 Internal Quality Assurance System

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

Response:

Despite the fact that NAAC has proposed the start of IQAC as a post accreditation quality sustenance measure, SIMAT has established it in 2019, well before the start of the accreditation process to develop a system for conscious, consistent and catalytic improvement in the overall performance of the Institution.

The IQAC cell is coordinated by a team of faculty members from all the departments under the supervision of IQAC Coordinator. The constitution is as per the guidelines of NAAC and the affiliating University. The objective of the cell is to develop a system for consistent improvement in the overall performance of the institution at all levels with the involvement of all stakeholders towards quality enhancement. Prior to IQAC being formed, SIMAT had an internal auditing cell which used to assist the KTU external auditor in auditing the academic and administrative affairs.

The IQAC has consistently striven to institutionalize quality assurance strategies and processes at every level of the institution's functioning. From devising strategies to improve the teaching-learning process through increased use of ICT, and formulation of standard procedures and forms for equalizing the procedures across all departments, IQAC is re-defining the boundaries of a vitalizing, meaningful and holistic education. The following are 2 practices, among many, systematized as a result of IQAC initiatives.

1. Reinforcing the system of documentation

Documentation is not only a way to track students' learning and thinking but also a resource that should have an effect over future planning. SIMAT used to document the various processes in different ways in different departments. Compilation of the data as and when required by the authorities was becoming difficult. Also many of the feedbacks taken from various stakeholders were done orally without proper documentation. IQAC deliberated on this issue and decided to strengthen the documentation system by standardizing the various processes like documentation required for remedial classes, filing systems to be maintained in the departments and also the various feedback forms.

2. Decided to keep the learning alive during the pandemic by conducting webinars

The use of ICT tools has become an integral part in teaching -learning process. IQAC has always encouraged teachers to utilize these tools in classroom teaching and laboratories.

During the lockdown, SIMAT was at the forefront in keeping learning lively by conducting various webinars under the forums of IEDC, IEEE and WDC. Students and faculty were introduced to the trending fields by a variety of academics and intellectuals. They were also encouraged to undergo courses offered in various platforms. The students were also able to make use of the virtual labs provided by premier institutes to upgrade their experiential learning.

Thus the newly set up IQAC is at the forefront of bringing quality improvement at SIMAT

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

6.5.2 The institution reviews its teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals through IQAC set up as per norms and recorded the incremental improvement in various activities (For first cycle - Incremental improvements made for the preceding five years with regard to quality For second and subsequent cycles - Incremental improvements made for the preceding five years with regard to quality and post accreditation quality initiatives)

Response:

The Institution has an active and bustling IQAC set up in 2019 as per the guidelines given by NAAC and KTU. The IQAC reviews the teaching-learning process, structures, and methodologies of operations and learning outcomes by introducing several initiatives some of which are outlined below.

- 1. Academic audit:** IQAC conducts an internal academic audit in a semester and takes appropriate remedial actions to improve the quality of education. During the audit course files, the University syllabus and lesson plan of the corresponding subjects are verified. CO-PO Mappings, CO attainments, and lecture notes of the corresponding subjects are also verified. To fulfill the content

beyond the syllabus, IQAC persuades the Departments to conduct various workshops, Guest lectures, Industry visits etc. Lab stock verification has been carried out before the commencement of each semester. The IQAC team has also devised strategies for online audit of academic works undertaken during this pandemic.

2. **Evaluation in Bloom's Taxonomy level:** As a part of outcome-based education, the question paper setting based on Blooms Taxonomy Level has been introduced. Under IQAC the internal examination committee regularly monitors and evaluates each and every subject's internal examination question papers and confirm its settings with the identified six levels within the cognitive domain. A question paper scrutiny committee has been formed every year under the supervision of the head of the Departments along with IQAC for monitoring and implementing all the examination related activities and for maintaining high standards in question papers.
3. **Conduct of Webinars/Quality improvement programs:** IQAC at SIMAT has been at the forefront of organizing webinars especially in this time of pandemic. In addition to that, IQAC has organised hands on training programs in conducting online classes so that the faculty at SIMAT is now fully equipped to deal with the intricacies of this system.
4. **Tutorial System:** Our Tutorial System, which is linked with the Counseling System, is in the safe hands of IQAC. One of the most effective systems functioning in SIMAT that bridges the gap between the student and teaching community is the tutorial system. All the personal, academic, co-curricular and Extra-curricular information about the student are recorded in the Student record maintained by the respective faculty Tutor (Mentor).

Evidently, there are incremental improvements in the areas in which IQAC has involved since its inception in 2019.

- IQAC took the responsibility of helping the faculty to achieve awareness about OBE and this has enabled them to understand the process and implement it.
- Around 75 seminars/webinars were conducted since the starting of the IQAC. This records marked improvement from earlier times.
- Our Tutorial System also records noticeable improvement after the leadership was taken over by the IQAC.

It is obvious that the establishment of IQAC has contributed towards the integration among the various activities of the institution and it also ensures clarity and focus in institutional functioning towards quality enhancement and by and large acts as a dynamic system for quality changes in SIMAT.

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

6.5.3 Quality assurance initiatives of the institution include:

1. **Regular meeting of Internal Quality Assurance Cell (IQAC); Feedback collected, analysed and used for improvements**
2. **Collaborative quality initiatives with other institution(s)**

3.Participation in NIRF**4.any other quality audit recognized by state, national or international agencies (ISO Certification, NBA)****Response:** B. 3 of the above

File Description	Document
Upload any additional information	View Document
Institutional data in prescribed format(Data template)	View Document
Paste web link of Annual reports of Institution	View Document

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A
A
C

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1 Measures initiated by the Institution for the promotion of gender equity during the last five years.

Response:

There are culturally rooted gender norms and attitudes in our society dictating which activities women are “allowed” to do, or what is considered “acceptable” for them to do. Norms and attitudes not only affect economic opportunities; they can also influence women’s mobility, security, safety, health, and many other aspects of their lives. SIMAT, initiated by the Women’s Development Cell, conducts activities targeted at advancing the skills and confidence of women to a level at which they are able to effectively participate in family and community discussions, decision-making and leadership.

The institution gives highest priority to gender equality in all areas of its operation. The college has appointed considerable number of women staff both in teaching and non-teaching. The institution has a Women Development Cell which works to promote gender sensitivity in the institution and produce harmonious atmosphere on the campus. As a part of its activities the cell carries out regular counseling to the female students in group level and at individual level. Women Development Cell observes International Women’s Day and National Girl Child Day every year. The outcome of the specific initiatives is the overall development of women and they serve to establish equality of opportunity and gender justice. It incorporates dialogues, exercises, and conversations to sensitize gender equality during student’s formative years. Our institute maintains zero tolerance towards sexual harassment and is very sensitive to issues related to women safety and security. Statutory committees like Anti-ragging Committee, College Internal Complaint Committee and Antisexual Harassment Committee are constituted as per the university guidelines and are functioning effectively.

Adequate security forces are deployed round the clock in the campus and also in the hostel premises. For industrial visits and study tours, both genders of faculty members accompany the students to look after their needs. Institution provides transportation and lady faculty members accompany them when girl students participate in the events outside the campus. Awareness programs on safety & security like self-defense program for girls are also conducted.

The Institution has a well-defined student mentoring system for all the programs starting from the first semester. This system also contributes towards the gender equity & sensitization in curricular and co-curricular activities. A faculty is assigned a total of 15 to 20 students to monitor and record their progress.

The college also provides a spacious and comfortable common room for the girls for healthy recreation and to enable mutual rapport among the students. This room has been designed to give students a place to relax, study and have informal discussions during the free time available. A table, bed with pillow and chair are placed in the common room.

The entire activities of the College function with the spirit of co-existence devoid of any sort of discrimination such as race, color, sex, language, religion, political or other opinion, national or social origin, property, birth or other status.

File Description	Document
Annual gender sensitization action plan	View Document
Specific facilities provided for women in terms of: a. Safety and security b. Counselling c. Common Rooms d. Day care center for young children e. Any other relevant information	View Document

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

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

Response: A. 4 or All of the above

File Description	Document
Geotagged Photographs	View Document
Any other relevant information	View Document

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

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

Response:

SIMAT is conscious about its responsibilities towards the environment and works on the Reduce - Reuse - Recycle principles to maintain an Eco-Friendly campus. The NSS unit of the college undertakes 'Swachh Campus' campaigns periodically, integrating the spirit of "Swachh Bharat Abhiyan", by involving the students in the cleanliness of the campus. With an intention to improve the environment condition in and around the institution, SIMAT conducts Green Audit and strives to implement the suggestions. The Institution also conducts 'Go Green' and 'No Plastic' awareness programs regularly.

Solid waste management

The solid waste generated in the campus includes plastics, food wastes, paper wastes, metals, wood etc.

Waste is collected separately using different dustbins for different waste such as degradable and non degradable. These dustbins are kept in all prominent places to ensure cleanliness and hygiene. The house keeping staff collects the waste from the bins every day. Degradable wastes are fed into the bio gas plant. It will process the waste in an eco-friendly manner, to produce biogas, which is used to fuel canteen stoves. The slurry output from the biogas plant is combined with dry leaves and garden scraps, to create high-quality manure through composting. An incinerator is also installed on the campus which provides a safe and effective way to dispose of non biodegradable waste material.

Liquid Waste Management

As the college is located in a rural area under Nagalasseri Grama Panchayath which does not have sewage treatment plants, waste water generated from the sanitary facilities is disposed of into septic tanks located at different places in the campus.

E-waste management

All the old non-working electronic goods are given away for recycling and we take special care to ensure that new electronic appliances which adhere to the environment protection rules and power consumption norms only are purchased. IEEE SIMAT Student Branch initiated the programme- clean-e project, where discarded and old computer peripherals are preserved in e-waste collection centers and are periodically cleared off. The collected electronic wastes are handed over to Kerala Earth Sense Recycle Pvt Ltd, Kanjikkode, Palakkad for recycling. All electronic equipment used in the campus are regularly maintained and repaired to ensure minimum e - waste.

Recycling System

The college has emphasis on minimum paper usage to save carbon emission in printers. To reduce the use of paper inside the campus, the college has adopted an e-Governance system allowing us to manage the routine activities and other processes in a paper free manner. The single side papers are re-used for writing and printing circulars in all departments. The recyclable wastes such as papers are collected and periodically supplied to the local recycling vendors to avoid wastage dumping. In some cases, NSS volunteers remove blank pages from the used books and recycle them into new books which are then distributed to our students and others in the neighborhood at reasonable prices. Metal and wooden waste are stored and given to authorized agents for further recycling.

File Description	Document
Geotagged photographs of the facilities	View Document

7.1.4 Water conservation facilities available in the Institution:

- 1. Rain water harvesting**
- 2. Borewell /Open well recharge**
- 3. Construction of tanks and bunds**
- 4. Waste water recycling**
- 5. Maintenance of water bodies and distribution system in the campus**

Response: C. 2 of the above

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

7.1.5 Green campus initiatives include:

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

Response: Any 4 or All of the above

File Description	Document
Geotagged photos / videos of the facilities	View Document

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

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

Response: B. 3 of the above

File Description	Document
Reports on environment and energy audits submitted by the auditing agency	View Document
Certification by the auditing agency	View Document

7.1.7 The Institution has disabled-friendly, barrier free environment

- 1.Built environment with ramps/lifts for easy access to classrooms.**
- 2.Disabled-friendly washrooms**
- 3.Signage including tactile path, lights, display boards and signposts**
- 4.Assistive technology and facilities for persons with disabilities (Divyangjan) accessible website, screen-reading software, mechanized equipment**
- 5.Provision for enquiry and information : Human assistance, reader, scribe, soft copies of reading material, screen reading**

Response: B. 3 of the above

File Description	Document
Geotagged photographs / videos of the facilities	View Document

7.1.8 Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and other diversities (within 500 words).

Response:

SIMAT has students and staff from diverse cultural and socioeconomic backgrounds. The institution provides an inclusive environment for everyone with tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and other diversities. All stakeholders are given equal rights to share their ideas for the development of the institution. Decisions on academics, made by higher officials, are very transparently conveyed to both students and staff thus ensuring the inclusive environment. The institution always puts effort into practicing an ethical way of dealing with people regardless of their background, race, gender and caste, so that the relationship is fair and healthy among all the people in the institution.

College uniform is designed to give the unique feeling of socio-economic equality among the students. Linguistic differences are assimilated by ensuring English as common professional language during working hours. However, care is taken to ensure no one, Teacher, Staff, or Student, is made to feel marginalized because of any linguistic insufficiency.

Different sports and cultural activities are organized inside the campus to promote harmony. Every year festivals of all religions like Christmas, Onam, Ramzan, etc are celebrated ensuring the total participation of all students and staff which help them to implant social and religious harmony. Events on cyber security, crime awareness, self-defense and Road Safety Week are conducted by the institution frequently to acquaint the students with the present style of living.

Republic Day, Independence Day and Gandhi Jayanthi are celebrated every year to highlight the struggle of freedom and importance of Indian constitution. National and International commemorative days like World Environment Day, Engineer's Day, World Habitat Day, National Science Day, National Technology Day, World Tele Communication & Information Technology Day, World Standard's Day, World Water Day, Women's Day, Yoga Day, Teacher's Day, Student's Day are also observed.

We promote good relations with neighborhood community through extension activities and other programs for the betterment of society. The NSS Cell of the college, operational since 2009, has undertaken many a socially responsible drives in the areas of charity initiatives towards the underprivileged in society.

There are different grievance redressal mechanisms in the institute like Student grievance redressal cell, Anti ragging cell and Women grievance redressal cell which deal with grievances without considering anyone's racial or cultural background. Institute has a code of ethics for students and a separate code of ethics for teachers and other employees which have to be followed by each one of them irrespective of their cultural, regional, linguistic, communal socioeconomic and other diversities.

Moreover, Women's Development Cell of the College conducts various programmes intended to sensitise all members of SIMAT community towards the statutory mandate prohibiting gender discriminations and sexual harassment at the work place and provide for dialogue, discussion, and deliberation on woman's rights and gender related issues. The latest one was from Mrs. Sara Joseph renowned Malayalam novelist and activist, recipient of Kendra Sahitya award on the topic 'Equality in family and Forefront'.

File Description	Document
Any other relevant information.	View Document

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

Response:

It is very important for educational institutions to imbibe a basic sense of social responsibility and sensitize students to social causes and issues, which are Constitutional obligations, by providing them with a positive environment for the same. As stated in our mission, SIMAT emphasizes on moulding engineers of tomorrow into worthy citizens with values of societal commitments. SIMAT organizes many events in this regard and the commitment of our students as responsible citizens can be measured by having a glance into the number of diverse activities they are involved in.

1. To ignite the national spirit in students and employees, Independence Day and Republic Day are celebrated at SIMAT every year to emphasize the importance of freedom, fundamental rights, duties, values and responsibilities of citizens as stated in Constitution of India and to keep the spirit of patriotism alive. All days of national importance such as Yoga Day, Constitution Day, Pulwama Day etc are also commemorated.
2. To uphold the values of a secular India, college organizes Onagosham, Iftaar get-togethers and Christmas celebrations
3. To help in discharging their duties as responsible citizens, students at SIMAT are given a road safety awareness talk by the motor vehicles department every year. NSS also celebrates a road safety awareness week. The local police are also involved in guiding the students in maintaining a drug free and anti ragging campus through regular interactions.
4. To promote spirit of equality SIMAT has prescribed uniform dress code for all the students.
5. As a statement of commitment towards environmental sustainability, SIMAT organises book binding and floor mat making sessions. Papers from used books are rebound to create new recycled books which are distributed to SIMAT staff, students and also to neighboring schools at a discounted price. They also participated in the drive to protect the nearby Nila River which was also spearheaded by the Metro Man, Dr. E. Sreedharan.
6. The students of SIMAT are actively involved in compassionate services towards the Pain and Palliative Care centre at the nearby center in Kootanad. They volunteer in keeping the premises clean and distribute food kits during festivals.
7. Many SIMAT students were voluntarily engaged in flood relief works by cleaning the houses and schools affected by the massive floods in Kerala during 2018 and 2019. They have distributed food kits to the people, collected funds which were contributed to the Chief Minister's relief fund and honored the fishermen of nearby areas who were instrumental in saving many lives. This showcases

their ability to proactively respond to the call for duty as and when needed by the society.

8. As a part of human values, during COVID-19, SIMAT once again contributed to society by taking up the mask challenge. The students themselves stitched masks and distributed it to the local neighboring houses and the nearby health center. Food kits were also distributed to the needy families. The students also developed an application to deliver groceries to the household from nearby distributors. This was appreciated by the University also.

File Description	Document
Any other relevant information	View Document

7.1.10 The Institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic programmes in this regard.

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

Response: C. 2 of the above

File Description	Document
Code of ethics policy document	View Document

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

Response:

SIMAT celebrates National and International commemorative days, events and festivals with a view to promote patriotism, concern for the community, human values and inclusiveness. Details of celebrations of different commemorative days are also regularly posted in the FaceBook and Instagram pages of the Institute.

Onam, which is the biggest and the most important festival of the state of Kerala, is celebrated every year with joy and enthusiasm. The celebration has many attractions such as the Pookkalam competitions, Thiruvathirakkali, Musical chair, Shingarimelam, Tug of war and other performances by the students and staff. Our College organizes an **Iftar party** in the Campus to celebrate the Holy Month of Ramadan. Free Iftar boxes containing dates, Bananas and juice are distributed to the students on the occasion to break their fast. Every year **Christmas** celebration begins with a grand feast followed by cutting of Christmas cake by the Principal and a Christmas carol sung by students and staff.

The Institute celebrates **Independence Day** on 15th August every year to re-experience the spirit of patriotism and to honor the glorious past of our country. **Republic Day** on 26th January is celebrated

wherein the students participate in reading the preamble of the constitution. On these occasions, the speakers highlight the sacrifice and struggle faced by freedom fighters for our independence. **Gandhi Jayanthi** is celebrated every year on 2nd October. On this occasion, NSS volunteers clean the college premises.

NSS Day is organized by the NSS Unit of the college on 24th September with a series of social activities and cleaning of college campus premises. Nature club of SIMAT observes **World environment day** on 5th June by conducting poster making competitions on nature related topics. The NSS volunteers along with the IEDC Club of SIMAT observe the **National Education Day** on 11th November by organizing various technical workshops for students. **Children's day** is celebrated on November 14 every year as a tribute to India's first Prime Minister, Jawaharlal Nehru to increase the awareness of rights, care and education of children.

International Yoga Day is celebrated by Yoga club of our college wherein students and staff perform various asanas. Every year on 5th September, the Institute celebrates **Teachers' Day**, which is also the birthday of Dr. Sarvepalli Radhakrishnan, the first Vice- President of independent India. NSS volunteers organize the function wherein students are invited to express their gratitude towards the teachers. Students presented gifts/cards to the teachers as a mark of respect. The Institute celebrates **International Women's day** on 8th March every year. Women's development club coordinates the celebration of Women Day. On the occasion, the speakers highlight the importance of Women empowerment that leads to social justice and equality. NSS Unit of SIMAT observes **Hiroshima day** on 6th August by spreading the message of peace and harmony. The volunteers prepare posters highlighting the importance of the day.

File Description	Document
Any other relevant 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 of Practice: E-SIMAT: Sreepathy E- Governance System

Objectives

Electronic Governance is the use of Information and Communication Technologies (ICT) for the planning, implementation, and monitoring of programs, projects, and activities.

Intended outcomes include

- Improved decision making

- Extensive saving in time, cost & efforts, easy accessibility of data
- Empowerment of faculty
- Students are encouraged to participate in governance
- Reduction of complexity
- Improved transparency

The underlying principle of this practice is to improve the internal workings of the Institution by reducing financial costs and transaction times so as to better integrate work flows and processes and enable effective resource utilization across the various fields aiming for sustainable solutions.

The Context:

Technology development at a rapid pace has ensured that exchange of information takes place rapidly, efficiently and in a transparent manner. At SIMAT we have applied the e-governance for circulation of circulars and notices since 2012. The Early efforts have demonstrated the potential of the practice, though much work remains before that potential can be fully realized. Achieving that potential requires addressing a broad set of issues regarding organization, policy, technology development and transition and systems architecture. Being situated in a rural area SIMAT has to face many issues and some of them are given under.

- Cost - Institutions need advanced servers and security systems to cope with vast amount of information and complex cyber threats. All these requirements constitute a huge investment.
- Inaccessibility - An e-Governance site that provides web based access and support often does not offer the potential to reach many users including those who live in the remote areas, having low literacy levels and low income.
- Technological Issues - Some stakeholders have slow or erratic internet connection. Others may not have resources to afford the infrastructure.
- Language and/or Cultural Barriers – As the websites are only available in English, limiting their usefulness to many stakeholders.

The Practice

The E- Governance system comprises of 2 Modules Viz. **E-Learning and Faculty Management & Services**

1. E-Learning:

- As a component of E-Learning, students are emboldened to enroll in MOOC which are online course aimed at large scale interactive participation and open access via the web.
- An active SWAYAM NPTEL chapter with a faculty as Single Point of Contact has commenced functioning from 2018. A good number of students and faculty members are utilizing the opportunity efficiently with at least 300 student certifications and 15 faculty certifications every academic year. In integration to NPTEL, we are partnered with COURSEERA enabling our stakeholders to explore courses offered by organizations like IBM, Amazon, etc apart from many foreign universities.
- Webinars: As a component of E-Learning initiative, SIMAT conducts Webinars which offer great flexibility and convenience and an effective learning experience. It is the online transmission of seminars, presentations, or similar content using video technology and is interactive and therefore

allows two-way communication between the organizer and the other participants. During the last few years we conducted more than 100 webinars under the aegis of IQAC, IEEE SB, IEDC, ISTE, Women Cell, IIC, NSS, Nature Club, Science Club, Yoga Club and Department Organizations. The sessions were handled by faculties & researchers from premier institutes like NITs & IITS, experts from industry and internal speakers from college including both staff and students.

- **Online Classes:** When the offline classes ceased all of a sudden due to the pandemic, because of our preparedness with the E-Governance system, the staff and students of our College were ready to start the online classes even before the authorities insisted to do so. From March 2020 itself, or to be precise, from the initial days of the post-offline sessions, our college commenced online classes.

2. Faculty Management & Services

The Leave Management System is a web based application that can be accessed throughout the organization or a designated group/Department. This system can be trained to automate the workflow of leave applications and their approbations. There are features like notifications, approval and cancellation of different type leaves etc. in this system. The objective of the Leave System is to automate Leave management. Employees can apply leave online; the HOD verifies and forwards it to the Principal for final acceptance.

Apart from these features, communication services of the campus, library services etc. are also included.

Evidence of Success

- **Module 1: E-Learning**
 - Top ranks in MOOC courses
 - Good participation of faculties and students in all webinars conducted by the college.
- **Module 2: Faculty Management & Services**
 - Reduced Paperwork
 - Employees can view their leave balance while applying for leave
 - Auto-Update Leave Balance
 - Automated carryovers

Problems encountered and Resources required.

- **In E- Learning**
 - **Adaptability Struggle:** Switching from traditional classroom and face to face instructor training to computer-predicated training in a virtual classroom makes the cognition experience entirely different for students.
 - **Technical Issues:** Many students are not provided with the high bandwidth or the vigorous internet connection that online courses require, and thus fail to catch up
 - **Contrivance shortage:** Not every student has a personal device to utilize for online learning. This mainly affects the Laboratory courses.
 - **Lack of interaction:** During the online lectures, it's hard to keep students engaged without a teacher's physical presence and face-to-face contact
 - **Time Management:** Time management is an arduous task for E-Learners, as online courses require plenty of time and intensive work.
- **In Faculty Management & Services**
 - **Mobile App:** In order to make the whole system all-inclusive and to get things done

- facilely, a fortifying Mobile App is compulsory
- **Cloud Storage:** Data storage in local Server affects the Up/Download speed. A cloud-based system will remove hassles like software installations and updates.

Notes:

From our modest knowledge of adopting E-Governance, our message to the Institutions who wish to adopt the system is that they will be successful if they pay attention to numerous details some of which are mentioned below:

- There must be well defined provision of budget for development and expansion regarding e-Governance adaptation. As for many cases, the finance would be subsidized, projection of enough justifications and necessary modifications to statutes, ordinances and acts of HEIs are necessary.
- Communication between ICT personnel, top management and other stakeholders need to be accentuated for gradual acceptance of ICT as a valued service provider rather than just a cost of doing business.
- An awareness drive/campaign will have to be carried out among stakeholders for the acceptance of the system.

We know that we have miles to go before the system is inclusive. We are straining every nerve to accomplish a comprehensive system of E-Governance by adding more and more components to it. But the restrictions and compulsions from the University and the Government limit us. Despite our obvious limitations we hope to realize our dream.

BEST PRACTICE - 2

Title of the Practice: Counseling Linked Tutorial System.

Objectives

Objectives of the Counseling Linked Tutorial System (CLTS) are manifold. The most significant objective of CLTS is to help students overcome learning obstacles. In an educational institution we can find students with varying degrees of personality problems and mental illnesses which contribute to poor performance. In this system the tutors, with their proximity to the students, are able to identify them and provide help.

Apart from this, the following are some of the key objectives of CLTS:

- To give the students one-on-one attention
- To provide positive work space
- To improve self-esteem and confidence
- To improve academic performance
- To provide individual and unique learning experience
- To encourage self-paced and self-directed learning
- Improves social and behavioural skills

Some of the underlying principles of this practice are Principle of Acceptance, Principle of Empathy,

Principle of Communication, principle of Confidentiality etc.

The Context:

As this system of linking the Tutorials with Counseling was somewhat a novel concept, we had to overcome a lot of constraints in implementing this method. The following are some of the major challenging issues we are facing while executing this practice:

- Non-cooperative Clients

Many of the students are not willing to disclose their problems and be counseled by the Teacher Counselors due to many reasons such as lack of trust in the Counselor, negative attitudes towards counseling etc.

- Lack of Parental Support:

Parents tend to avoid forums where their child's private and domestic issues are discussed with outsiders (teacher counselors included) due to cultural reasons.

- Workload pressure:

The pressures of completing the syllabus, which is generally overloaded, also add to the issues of implementing the practice. The Tutors find it hard to find sufficient time to talk to students individually to find out their problems which needed to be addressed.

The Practice:

One of the most effective systems functioning in SIMAT that bridges the gap between the student and teaching community is the Counseling Linked tutorial system. Each faculty member is assigned a group of students as their wards and that staff member, the Tutor, has the additional voluntary responsibility of moulding and guiding their wards in all academic & personal fronts. Slow learners with difficulties in understanding and learning the subjects at the pace it should be, are paid individual attention, guided and trained by the tutor on the better ways of learning. Sharing their own problems with their mentor provide a healthy relief to the students, thus enabling them to peacefully concentrate on their studies.

The Tutorial System at SIMAT is designed to:

- Provide the student with a personalized point of contact at the College;
- Support their academic and personal development;
- Help induct them into the academic community and their academic studies;
- Help them to learn and live in the college environment and show where to find sources of academic and welfare support.

A student should meet regularly with his/her Personal Tutor. These meetings may be integrated with academic tutorials, or they may be separate. However a student is entitled to meet with his/her Personal Tutor individually whenever he/she thinks is necessary.

To gain as much as a student can from the Personal Tutorial System, he/she should try to develop good communications with his/her Personal Tutor.

The Counseling Linked Tutorial System of SIMAT is a three tier arrangement. As the first step, the Tutors, having a close proximity with their wards, can easily identify any sort of aberration in the student's behavior, performance or such other matters of concern. The first tier of the system is the Tutor himself and the counseling is done during the Tutorial meetings. Adequate amount of time is spent on the student by which, in most of the cases, the student's problems are resolved. If the Tutor feels that the problem is beyond his comprehension he will then refer it to the Counseling Centre/Head of department. The third tier of the system is the professional counselor who visits our college every week. If the staff counselors also fail to make an impact, then the student will be referred to the professional counselor. Instead of going through this procedure a student can directly approach any staff counselors or the professional counselor if he/she wishes to and the transactions of the meeting will be strictly confidential.

Evidence of Success:

- Improved behavior of students towards each other creating a positive work environment
- Improvement in involvement of students in curricular and co curricular activities especially in extension activities
- Reduction in grievances from students
- Better social interaction between students and teachers leading to less misbehavior in campus
- Improvement in academic performance

File Description	Document
Best practices in the Institutional web site	View Document

7.3 Institutional Distinctiveness

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

Response:

SIMAT believes that research culture is pivotal to educational excellence. To ensure this, The Innovation and Entrepreneurship Development Centre (IEDC) for Skill Training, Research and Original thinking was established to help staff and students in the development of the Innovative and Entrepreneurial ecosystem.

The Entrepreneurship Development Club was established at SIMAT during the year 2014 under the wing of NSS. In 2015, with the support from Kerala Startup Mission (KSUM), IEDC was given the status of an independent body at SIMAT under the leadership of Mr. Sebin Sunny, Nodal officer. The center is also recognized and supported by the District Industries Center, Government of Kerala (DIC, Palakkad). The

initiatives taken up by the IEDC have been well applauded and the center has been awarded the best performing center consecutively in the years 2016-17 and 2017-18 by KSUM. Mr. Sebin Sunny P, Nodal Officer of IEDC was awarded the Regional Mentor of Change and exemplary mentor of change award by Mr. Ramanathan Ramanan (Mission Director of Atal Innovation Mission) in an award distribution event conducted at Niti Aayog, New Delhi during the period 2019-20 and 2020-21. Based on the activities organised towards fostering entrepreneurial ecosystem by IEDC, SIMAT was selected to organise a National Level 14 day FDP in “Startups & Entrepreneurship” by Entrepreneurship Development Institute of India (EDII, Ahmadabad) with the support of Dept. of Science & Technology (DST, Govt. of India) & KSUM from 10th to 22nd July 2017 at SIMAT.

The Club organises a variety of programs for the benefit of the neighboring community also. It includes both skill development and entrepreneurial activities. Hands-on training is offered at regular intervals to help the students update their technical knowledge and skill. It has associations with ISRO Outreach Center, IIT Bombay Remote center, SWAYAM - NPTEL Local Chapter, Raspberry Pi Foundation (UK), Advanced Skill Development Center (ASDC) under ASAP, eYantra Robotics Lab, IoT Lab, ED Club by DIC, AWS Academy, ICFOSS, FOSSEE etc.

As a remote center of IIT, Bombay, IEDC has conducted a lot of courses/workshops/internships and skill development programmes for both faculty and students in the area of emerging technologies and open source softwares such as R programming, SCILAB, IOT and open foam. Also training in 50+ open source software's are offered for students and faculties. The Student Solar Ambassador Programme is an initiative of Energy Swaraj Foundation (ESF), IIT Bombay and is supported by several ministries under Govt. of India. The programme aims at creating awareness on renewable resources among school students. SIMAT IEDC in association with NSS unit is conducting the programme in 25 nearby schools. Till date 3000 plus students have been trained in Solar Lamp assembly.

SIMAT IEDC is the only member in the state of Kerala to be identified as a member of FOSSEE, IIT Bombay. Under this various programmes like popularisation of open source softwares have been conducted.

IIT Madras identified SIMAT as one of the ACTIVE SWAYAM – NPTEL Local Chapters in Kerala and a letter of appreciation was received in this regard during the 2019 -20 period.

As an associate of ISRO and IIRS, a number of value added courses in remote sensing, GIS, GPS, Image Processing and Natural Disaster Management have been conducted regularly since 2017.

Advanced Skill Development Center (ASDC) under ASAP, Government of Kerala in association with SIMAT IEDC has conducted various skill development courses for students and faculty in cloud computing, machine learning, artificial intelligence, robotic process automation, CRM software development in collaboration with multinational companies like Google, AWS, UI and Sales Force.

IEDC has established an IOT lab functioning from 2016 onwards. The e-Yantra lab under IIT, Bombay and MHRD has donated a robot worth Rs. 40,000/ to our students. Also the team from SIMAT was given a special recognition award in connection with task based training conducted during 2017-18.

The major highlight of IEDC is the establishment of LORAWAN gateway at a cost of Rs. 1.5 Lakhs at SIMAT. This gateway may be used for student projects, startups and research support. The facility can be used by the general public also. It has a capacity to support 10,000 independent wireless sensor nodes. The

project was supported by ICFOSS, government of Kerala.

The Institution Innovation council (IIC) under MHRD had given a three star rating for SIMAT based on the activities conducted to foster an innovative and entrepreneurial ecosystem. IICDC - 2018 semi finals was held at IIM Bangalore. The all India innovation contest was organized by Texas Instruments, IIM B & Department of Science & Technology, Govt. of India. Solar Hydro Cooking project from Sreepathy Institute of Management And Technology was selected to the semi finals. The project was selected from 26K participants. Mr. Renveer, Veeran Shahas, Rahul & Vaishnav of ME 2015 Batch represented SIMAT in the Business and Technical presentation conducted at IIM Bangalore

SIMAT IEDC has an international tie up with Raspberry PI Foundation, UK. An active code club international for students in the age group 8 to 13 and Coder Dojo for students under the age group 8 to 18 has been conducting programs. Recently SIMAT IEDC was selected by Raspberry Pi foundation to partner their activities as a potential growth partner. As a part of the partnership, a consultancy project was awarded to set up STEM labs in India with the support of CILIP foundation UK, Central Library of Redbridge UK and Vision RCL UK. Some of the beneficiaries include PKV Vanitha library and research center and Quilon public library, Kollam. Around 50 children from both India and the UK have been taught Game development skills using Scratch and also made themselves familiar with Raspberry PI processor and Python programming language.

SIMAT IEDC is also a student partner of Internshala, India's no.1 internship and training platform. IEDC has also partnered with Virtual labs of NIT, Karnataka and Amritha Vishwa Vidyapeetham to support the faculty to conduct virtual labs during this pandemic period. The IEDC is also providing support in setting up of ATAL Tinkering labs in the neighboring schools.

File Description	Document
Appropriate web in the Institutional website	View Document

5. CONCLUSION

Additional Information :

Sreepathy Trust and the College were established at a time of great change and need. India was seeing rapid technological and infrastructure progress as it strove to establish itself amongst the larger economies. There was a focus and requirement to skill up the demographic dividend of younger working age population emerging to move the nation forward.

The Vision and mission of the Trust focuses on excellence in Education, Educational access to all, producing citizens with technical skills of a well-rounded nature that is true to the nation's civilizational ethos.

In a very local context, the needs of all sections of society for accessible, professional education to fulfil their aspirations were very much in demand across the state. High fees and short supply of engineering seats forced many students to seek education in neighbouring states which was not a desirable situation.

One could say the moment in time of the nation and the local environment intersected with the vision and mission of the Trust and the College.

Concluding Remarks :

The Nambudiris, who traditionally have been at the forefront of the Gurukul system of education imparting non-Vedic education in the arts and sciences to all members of society, are the promoters and visionaries behind the Sreepathy Trust and the engineering college.

The college since its inception has made remarkable strides in achieving a great reputation as an institution that excels in the quality of its education and providing the friendliest of environments for its students. The local community has provided tremendous support to the college and are a sustainable part of its existence.

The college is conveniently located for students of 3 districts to access.

The college owns more than 13 vehicles, primarily buses and makes transportation available to the majority of its students and faculty.

The campus sits on 14 acres of wooded serenity in the village of Vavanoor in Palghat District and about 20 Km from the renowned Temple Town of Guruvayur.

There are 20 laboratories amongst all the various departments all equipped with the latest instruments and technologies.

The library has over 16,000 volumes in addition to other relevant print and ejournals and ably supported by a 52MBPS leased line backbone to supplant further reading and research.

The college has a 1500 person capacity auditorium equipped with the latest in audio visual tech. This auditorium is the scene of many internal events and also in many occasions includes the wider outside community and helps to spread the awareness and message of the college.

In line with its commitment to the environment and renewable energy sources, the college sources majority of its power from an installed solar power plant on campus. Clean drinking water is provided by an on campus RO plant which caters to students and all staff and faculty.

SIMAT has since the last 11 years received accolades for its bright well skilled students all recognized in University rankings and job placements. It is a testament to the Vision and Mission of its Trust and makes it an invaluable institution for the local community and an asset for the State and the Nation.

NAAC

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																				
1.2.1	<p>Percentage of Programmes in which Choice Based Credit System (CBCS)/ elective course system has been implemented</p> <p>1.2.1.1. Number of Programmes in which CBCS/ Elective course system implemented. Answer before DVV Verification : 6 Answer after DVV Verification: 5</p> <p>Remark : Observation accepted</p>																				
1.2.2	<p>Number of Add on /Certificate programs offered during the last five years</p> <p>1.2.2.1. How many Add on /Certificate programs are offered within the last 5 years. Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>20</td> <td>26</td> <td>8</td> <td>3</td> <td>3</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>12</td> <td>20</td> <td>4</td> <td>3</td> <td>3</td> </tr> </tbody> </table> <p>Remark : Observation accepted</p>	2019-20	2018-19	2017-18	2016-17	2015-16	20	26	8	3	3	2019-20	2018-19	2017-18	2016-17	2015-16	12	20	4	3	3
2019-20	2018-19	2017-18	2016-17	2015-16																	
20	26	8	3	3																	
2019-20	2018-19	2017-18	2016-17	2015-16																	
12	20	4	3	3																	
1.2.3	<p>Average percentage of students enrolled in Certificate/ Add-on programs as against the total number of students during the last five years</p> <p>1.2.3.1. Number of students enrolled in subject related Certificate or Add-on programs year wise during last five years Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>234</td> <td>180</td> <td>17</td> <td>121</td> <td>65</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>226</td> <td>173</td> <td>13</td> <td>121</td> <td>65</td> </tr> </tbody> </table> <p>Remark : Observation accepted</p>	2019-20	2018-19	2017-18	2016-17	2015-16	234	180	17	121	65	2019-20	2018-19	2017-18	2016-17	2015-16	226	173	13	121	65
2019-20	2018-19	2017-18	2016-17	2015-16																	
234	180	17	121	65																	
2019-20	2018-19	2017-18	2016-17	2015-16																	
226	173	13	121	65																	
1.3.2	<p>Average percentage of courses that include experiential learning through project work/field</p>																				

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

Answer before DVV Verification:

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

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
15	15	15	13	14

Remark : Observation accepted

2.4.2 Average percentage of full time teachers with Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt. during the last five years (consider only highest degree for count)**2.4.2.1. Number of full time teachers with Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt. year wise during the last five years**

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
4	4	5	5	4

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
5	4	4	4	4

Remark : Input is edited as per document provided by HEI

3.1.2 Percentage of departments having Research projects funded by government and non government agencies during the last five years**3.1.2.1. Number of departments having Research projects funded by government and non-government agencies during the last five years**

Answer before DVV Verification:

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

Answer After DVV Verification :

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

3.1.2.2. Number of departments offering academic programmes

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
5	5	5	5	5

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
5	5	5	5	5

Remark : Input edited because this metric is opted out by HEI

3.2.1 Number of papers published per teacher in the Journals notified on UGC website during the last five years

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
3	0	3	1	1

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
3	0	5	1	1

3.3.4 Average percentage of students participating in extension activities at 3.3.3. above during last five years

3.3.4.1. Total number of Students participating in extension activities conducted in collaboration with industry, community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., year-wise during last five years

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
340	625	845	868	932

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
597	452	601	708	356

3.4.1 **The Institution has several collaborations/linkages for Faculty exchange, Student exchange, Internship, Field trip, On-job training, research etc during the last five years**

3.4.1.1. **Number of linkages for faculty exchange, student exchange, internship, field trip, on-job training, research etc year-wise during the last five years**

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
65	53	114	42	0

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
57	50	74	19	0

Remark : Observation accepted

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

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
1.66	2.8	43.99	74.45	72.36

Answer After DVV Verification :

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

Remark : Input edited because this metric is opted out by HEI

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

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
517	702	914	963	958

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
752	1038	1258	1268	1308

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

Answer before DVV Verification : D. 1 Lakhs - 3 Lakhs

Answer After DVV Verification: E. <1 Lakhs

Remark : Input edited because this metric is opted out by HEI

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

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
12	9	24	17	10

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
12	9	13	16	10

Remark : Input is edited as per document provided by HEI

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

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
36	57	56	21	17

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
30	49	45	20	18

Remark : Input is edited as per document provided by HEI

2.Extended Profile Deviations

ID	Extended Questions																				
1.1	<p>Number of courses offered by the Institution across all programs during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>243</td> <td>274</td> <td>276</td> <td>264</td> <td>268</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>238</td> <td>254</td> <td>256</td> <td>244</td> <td>248</td> </tr> </tbody> </table>	2019-20	2018-19	2017-18	2016-17	2015-16	243	274	276	264	268	2019-20	2018-19	2017-18	2016-17	2015-16	238	254	256	244	248
2019-20	2018-19	2017-18	2016-17	2015-16																	
243	274	276	264	268																	
2019-20	2018-19	2017-18	2016-17	2015-16																	
238	254	256	244	248																	
1.2	<p>Number of programs offered year-wise for last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>6</td> <td>6</td> <td>6</td> <td>6</td> <td>6</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>5</td> <td>5</td> <td>5</td> <td>5</td> <td>5</td> </tr> </tbody> </table>	2019-20	2018-19	2017-18	2016-17	2015-16	6	6	6	6	6	2019-20	2018-19	2017-18	2016-17	2015-16	5	5	5	5	5
2019-20	2018-19	2017-18	2016-17	2015-16																	
6	6	6	6	6																	
2019-20	2018-19	2017-18	2016-17	2015-16																	
5	5	5	5	5																	
2.1	<p>Number of students year-wise during last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>635</td> <td>837</td> <td>1103</td> <td>1230</td> <td>1285</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>630</td> <td>819</td> <td>1081</td> <td>1211</td> <td>1274</td> </tr> </tbody> </table>	2019-20	2018-19	2017-18	2016-17	2015-16	635	837	1103	1230	1285	2019-20	2018-19	2017-18	2016-17	2015-16	630	819	1081	1211	1274
2019-20	2018-19	2017-18	2016-17	2015-16																	
635	837	1103	1230	1285																	
2019-20	2018-19	2017-18	2016-17	2015-16																	
630	819	1081	1211	1274																	
2.3	<p>Number of outgoing / final year students year-wise during last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>233</td> <td>301</td> <td>358</td> <td>315</td> <td>306</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>228</td> <td>288</td> <td>349</td> <td>305</td> <td>288</td> </tr> </tbody> </table>	2019-20	2018-19	2017-18	2016-17	2015-16	233	301	358	315	306	2019-20	2018-19	2017-18	2016-17	2015-16	228	288	349	305	288
2019-20	2018-19	2017-18	2016-17	2015-16																	
233	301	358	315	306																	
2019-20	2018-19	2017-18	2016-17	2015-16																	
228	288	349	305	288																	

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
73	81	80	84	90

Answer After DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
61	81	80	84	90

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