





Criterion I – Curricular Aspects

Metric No.	Key Indicator – 1.1 Curriculum Design and Development
<p>1.1.1</p> <p>Q₁M</p>	<p><i>Curricula developed and implemented have relevance to the local, national, regional and global developmental needs which are reflected in Programme Outcomes (POs), Programme Specific Outcomes (PSOs) and Course Outcomes (COs) of the various Programmes offered by the Institution:</i></p> <p>Present a write-up within a maximum of 200 words.</p> <p>Institute takes immense pride in its commitment to developing and implementing curricula that are not only academically rigorous but also profoundly relevant to the dynamic needs of the local, regional, national, and global communities it serves. The curricula are designed to equip students with not only theoretical knowledge but also the practical skills and problem-solving abilities that are essential in addressing real-world challenges. The educational programs encompass variety of subject areas, such as Basic Science Courses (BSC), Engineering Science Courses (ESC), Humanities, Social Sciences, and Management Courses (HSMC), along with Professional Core Courses (PCC), Professional Elective Courses (PESC), Open Elective Courses, mandatory courses, laboratory work, summer internships, and project work, ensuring a well-rounded and comprehensive learning experience. SGSITS places a strong emphasis on outcome-based education across its diverse range of programs. This approach involves defining clear Program Educational Objectives (PEOs), Program Outcomes (POs), and Program Specific Outcomes (PSOs) for each academic program. To achieve this, course outcomes of every subject are carefully mapped to the relevant POs and PSOs, resulting in a comprehensive course articulation matrix. This mapping ensures that the content and objectives of each course directly contribute to the broader educational goals of the program. By implementing this outcome-based education framework, SGSITS aims to provide students with a holistic and practical learning experience that equips them with the skills and knowledge required to excel in their chosen fields and contribute meaningfully to society and industry. The Departmental Program Assessment and Quality Improvement Committee (DPAQIC) periodically reviews attainment of program outcomes. The recommendations are shared with the respective Board of Studies (BOS) in order to align curriculum with societal and industry needs. Internal Quality Assurance Cell (IQAC) meets quarterly to address the outside needs and ensure quality education across the departments. Laboratory work is integral to developing practical skills, enabling students to apply theoretical knowledge. The curriculum includes industrial training and internships, offering insights into industry specific practices. Encouraging outreach activities instills social responsibility, and sustainability principles are woven into teaching, fostering environmental awareness. Major projects address pressing societal and industrial needs, bridging academia and real-world applications. Graduates are thus well prepared to contribute meaningfully and tackle modern challenges effectively.</p> <p>https://drive.google.com/file/d/1RMrt3q1y9lO1nIWpWABtstyZfV5OF900/view?usp=drive_link</p> <p>File Description:</p> <ul style="list-style-type: none"> ● Upload additional information, if any

	<ul style="list-style-type: none"> • Link for additional information 				
1.1.2	<p><i>Number of Programmes where syllabus revision was carried out during the year:</i></p> <table border="1"> <tr> <td>Year</td><td>2023-24</td></tr> <tr> <td>Number</td><td>7</td></tr> </table> <p>Q_nM</p> <p>Data Requirement:</p> <ul style="list-style-type: none"> • Programme Code • Names of the Programmes revised <p>File Description:</p> <p>Upload the data template:</p> <ul style="list-style-type: none"> • Minutes of relevant Academic Council/BOS meeting • Details of syllabus revision during the year • Any additional information <p> Copy of 1_Criteria-1.xlsx</p>	Year	2023-24	Number	7
Year	2023-24				
Number	7				
1.1.3	<p><i>Number of courses focusing on employability/entrepreneurship/ skill development offered by the Institution during the year:</i></p> <table border="1"> <tr> <td>Year</td><td>2023-24</td></tr> <tr> <td>Number</td><td>599</td></tr> </table> <p>Q_nM</p> <p>Data Requirement:</p> <ul style="list-style-type: none"> • Name of the Course with Course Code • Name of the Programme • Activities which have a direct bearing on employability/ entrepreneurship/ skill development <p>File Description:</p> <p>https://drive.google.com/file/d/1EDIUFKAGWA1ci6-k_PSbrr92XcrWDGHK/view?usp=drive_link</p> <p> Copy of 1_Criteria-1.xlsx</p> <p>Upload the data template:</p> <ul style="list-style-type: none"> • Curriculum / Syllabus of such courses • Minutes of the Boards of Studies/ Academic Council meetings with approval for these courses • MoUs with relevant organizations for these courses, if any • Any additional information 	Year	2023-24	Number	599
Year	2023-24				
Number	599				

Metric No.	Key Indicator – 1.2 Academic Flexibility	
1.2.1	<i>Number of new courses introduced across all programmes offered during the year:</i>	
	Year	2023-24
	Number	04
	Data Requirement: <ul style="list-style-type: none">● Name of the newly introduced course (s)	

	<ul style="list-style-type: none"> Name of the Programme <p>https://www.sgsits.ac.in/files/MINUTES_OF_THE_29th_ACADEMIC_COUNCIL.pdf</p> <p>File Description:</p> <p>Upload the data template:</p> <ul style="list-style-type: none"> Minutes of relevant Academic Council/BoS meetings Any additional information 				
1.2.2 Q_nM	<p><i>Number of Programmes offered through Choice Based Credit System (CBCS)/Elective Course System:</i></p> <table border="1"> <tr> <td>Year</td><td>2023-24</td></tr> <tr> <td>Number</td><td>31</td></tr> </table> <p>Data Requirement:</p> <ul style="list-style-type: none"> Names of all Programmes offered through CBCS Names of all Programmes offered through Elective Course System <p> Copy of 1_Criteria-1.xlsx</p> <p> 1.2.2_scheme.pdf</p> <p>File Description:</p> <p>Upload the data template:</p> <ul style="list-style-type: none"> Minutes of relevant Academic Council/BoS meetings Any additional information 	Year	2023-24	Number	31
Year	2023-24				
Number	31				

Metric No.	Key Indicator – 1.3 Curriculum Enrichment
1.3.1 Q_nM	<p><i>Institution integrates cross-cutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability, and Human Values into the curriculum:</i></p> <p>Present a write-up within a maximum of 200 words.</p> <p>SGSITS, Indore integrates cross-cutting issues such as Professional Ethics, Gender, Human Values, Environment and Sustainability into the curriculum. This helps to have an overall holistic development of the students, who could contribute responsibly and meaningfully to society. This integration aligns with the Sustainable Development Goals (SDGs) and the National Education Policy (NEP) 2020, which emphasize the development of well-rounded, ethically conscious, and environmentally responsible citizens. First and foremost, the inclusion of Values, Humanities and Professional Ethics In the curriculum is instrumental in preparing students for the real world. It cultivates values like honesty, integrity, and accountability, which are crucial for success in any profession. Moreover, it assists students in handling challenging moral dilemmas and making ethical choices in their professions. A compulsory subject on "Constitution of India" plays a significant role in promoting gender equality. Through this curriculum, students learn about the legal framework and principles that uphold and safeguard the rights and equality of all genders in the country. The Essence of</p>


Indian Traditional Knowledge also helps students appreciate ancient wisdom, cultural heritage, and holistic approaches to life. It fosters a deeper understanding of traditional practices, encouraging mindfulness, sustainability, and a profound connection with India's rich cultural heritage. The presence of both NCC (National Cadet Corps) and NSS (National Service Scheme) in the institute plays a pivotal role in nurturing well-rounded and socially responsible individuals. NCC instills discipline, leadership, and a sense of patriotism, while fostering physical fitness and teamwork. NSS, on the other hand, engages students in community service and social outreach, promoting empathy and a sense of duty towards society. Together, NCC and NSS help students develop into responsible, compassionate, and committed citizens who are ready to contribute positively to their communities and the nation. An induction program is conducted for all first-year students, covering institutional policies, processes, and practices. The program also imparts knowledge about universal human values through expert talks. The sports section organizes regular activities and competitions, contributing to the overall development of students. Students actively participate in a range of extracurricular and co-curricular activities by joining clubs such as the Robotics Club, Nature Club, OJASWA, KSHITIJ, etc. The annual cultural fest, AAYAM, serves as a platform for them to showcase their talents through various events and competitions. The institute's adoption of the National Education Policy - 2020 into the curriculum is instrumental in promoting holistic and innovative education. It aids in fostering well-rounded individuals equipped with 21st-century skills, promoting research and critical thinking, and aligning with global educational standards, thereby preparing students for future challenges.

https://drive.google.com/file/d/1lygOT77uVvdG5S9s_N3rFTUEuUMamp6w/view?usp=drive_link

File Description:

Upload the data template:

- Upload the list and description of the courses which address issues related to Gender, Environment and Sustainability, Human Values and Professional Ethics in the curriculum
 - Any additional information

1.3.2 Q_nM	Number of value-added courses for imparting transferable and life skills offered during the year:	
	Year	2023-24
	Number	35
	<p>Data Requirement:</p> <ul style="list-style-type: none">• Names of the value-added courses (each with 30 or more contact hours)• No. of times offered (for each value-added course) during the year• Total number of students enrolled• Total number of students completing the course during the year <p>File Description:</p> <p> Copy of 1_Criteria-1.xlsx</p> <p>Upload the data template</p> <ul style="list-style-type: none">• List of value-added courses• Brochure or any other document relating to value-added courses• Any additional information	

1.3.3 *Number of students enrolled in the courses under 1.3.2 above:*

Q_nM

Year	2023-24
Number	2655

Data Requirement:

- Titles of value-added courses (beyond the curriculum) with 30 or more contact hours
- No. of times offered during the year
- Total no. of students completing the course in the year

File Description:


Upload the data template:

- List of students enrolled
- Any additional information

 Copy of 1_Criteria-1.xlsx

File Description

- Any additional information
- List of students enrolled*

<p>1.3.4</p> <p>Q_nM</p>	<p><i>Number of students undertaking field work/projects/ internships / student projects:</i></p> <table border="1"> <tr> <td>Year</td><td>2023-24</td></tr> <tr> <td>Number</td><td>1603</td></tr> </table> <p>Data Requirement:</p> <ul style="list-style-type: none"> Names of the Programme No. of students undertaking field work/projects / internships / projects <p>File Description:</p> <p>Upload the data template:</p> <ul style="list-style-type: none"> List of programmes and number of students undertaking field projects / internships / student projects Any additional information <p> 1_Criteria-1.xlsx</p>	Year	2023-24	Number	1603
Year	2023-24				
Number	1603				
<p>Metric No.</p>	<p align="center">Key Indicator – 1.4 Feedback System</p>				
<p>1.4.1</p> <p>Q_nM</p>	<p><i>Structured feedback and review of the syllabus (semester-wise / year-wise) is obtained from 1) Students 2) Teachers 3) Employers and 4) Alumni</i></p> <p>Options:</p> <table> <tr> <td> <p>A. All 4 of the above</p> <p>B. Any 3 of the above</p> <p>C. Any 2 of the above</p> <p>D. Any 1 of the above</p> <p>E. None of the above</p> </td><td> <p align="center">A</p> </td></tr> </table> <p>File Description:</p> <p>Sample of Feedback obtained and its analysis from various stakeholders</p> <p>https://www.sgsits.ac.in/files/Feedback_report_Jan_June_24r.pdf</p> <ul style="list-style-type: none"> Provide the URL for stakeholders' feedback report Upload the Action Taken Report of the feedback as recorded by the Governing Council / Syndicate / Board of Management Any additional information <p>Note: Data template is not applicable to this metric.</p>	<p>A. All 4 of the above</p> <p>B. Any 3 of the above</p> <p>C. Any 2 of the above</p> <p>D. Any 1 of the above</p> <p>E. None of the above</p>	<p align="center">A</p>		
<p>A. All 4 of the above</p> <p>B. Any 3 of the above</p> <p>C. Any 2 of the above</p> <p>D. Any 1 of the above</p> <p>E. None of the above</p>	<p align="center">A</p>				

1.4.2	<i>The feedback system of the Institution comprises the following:</i>
Q_nM	<div><div><div>A. Feedback collected, analysed and action taken made available on the website</div><div>B. Feedback collected, analysed and action taken</div><div>C. Feedback collected and analysed</div><div>D. Feedback collected</div><div>E. Feedback not collected</div></div><div>}</div><div>A</div></div> <p>File Description:</p> <p>Sample of Feedback Collection & its Action Taken Report</p> <p>https://www.sgsits.ac.in/obe-cs/feedback-action-taken (Students)</p> <p>https://www.sgsits.ac.in/files/Departments/CEAMD/Feedback/alumni_atr.pdf (Alumni)</p> <ul style="list-style-type: none">● Provide URL for stakeholders' feedback report● Any additional information <p>Note: Data template is not applicable to this metric.</p>