



SELF STUDY REPORT

FOR

2nd CYCLE OF ACCREDITATION

SWAMI VIVEKANANDA INSTITUTE OF SCIENCE AND TECHNOLOGY

**DAKSHIN GOBINDAPUR, SONARPUR, KOLKATA-700145, INDIA
700145**

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Driven by the mission of Swami Vivekananda, Swami Vivekananda Institute of Science & Technology (SVIST) was founded in 2008 in Dakshin Gobindapur, South 24 Parganas, Kolkata, West Bengal, India and it is still a premier institution for higher education with the mission of developing successful and trustworthy professionals. SVIST is a self-financing private Institution, approved by AICTE, New Delhi and affiliated with the Maulana Abul Kalam Azad University of Technology (MAKAUT), West Bengal. The UGC also granted SVIST the U/s 2(f) status in the year 2018. The Institute was accredited with a Grade: B by NAAC in the year 2019 for a period covering March 2024. The college has been awarded a 3.5-star rating for the calendar year 2021-22 and a 2-star rating for the academic year 2022-2023 by the Institute Innovation Council (IIC) of AICTE, New Delhi.

SVIST is well-equipped with excellent infrastructure, thoroughly maintained laboratories and a dedicated team of faculty members comprising of young and experienced persons. SVIST is striding ahead on its road to success by showing continuous improvement in producing good academic records. The Institute's main agenda is to achieve excellence in the field of technical education to satisfy the stakeholders and society with the best-talented technical minds from this temple of learning. Innovative teaching and learning methods, a ragging-free environment, and careful mentoring of aspiring technocrats in a green eco-friendly campus are the Institute's cornerstones for its successful evolution, developing creative and entrepreneurial abilities.

Vision

The Institute is driven to provide excellent educational opportunities that are responsive to the needs of our economically backward students, mostly educated through vernacular mediums and hail from rural areas, to transform them to meet and surpass the challenges of our nation's growing socioeconomic and technical demands.

Mission

Mission - 1: To be a student-centric Institute imbibing experiential learning skills, addressing the technological & professional needs of society.

Mission - 2: To train students as industry-ready professionals.

Mission - 3: To encourage students constantly towards research & higher studies as a part of career advancement.

Mission - 4: To promote co- and extracurricular activities for the overall personality development of the students.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

1. The institution transforms a bulk of below-average students mostly from vernacular medium, many of whom originate from underprivileged backgrounds into industry professionals by offering high-impact teaching and laboratory-based practical skills.
2. Financial support to our economically backward students through the Institute Scholarship (SVIST Merit-cum-Means Scholarship) and support for numerous other scholarships through our strong scholarship cell.
3. Equal emphasis on co-curricular and value-added programs on Emerging Technologies.
4. Green, pollution-free, Eco-friendly and amicable ambience for working.
5. Constant encouragement of faculty members to pursue Ph. D., research, advancement of qualification, etc., through paid leave.
6. Constant mentoring, monitoring, and a strong feedback system for students.
7. Training and grooming of students to make them industry-ready and enhance their Employability skills by imparting technical training, soft skills, GD and aptitude classes, etc.
8. Focus on building an Entrepreneurship Development Cell to promote a start-up ecosystem.
9. Good faculty retention due to a peaceful work environment.
10. Achievements in placement by students in various reputed organizations and reputed companies.
11. ICT-enabled classrooms, Wi-Fi-enabled campus, and advanced computing facilities.
12. Availability of a good number of.
13. Various clubs such as photography club, drawing and painting club, wall magazine club, music club, and Electoral Literacy club have been created to allow students to develop their skills and pursue their hobbies.
14. The institute was bestowed with the title of NPTEL Local Chapter to offer students MOOCs program to increase skill and technological knowledge.
15. The institute is the nodal centre for the IIT-Kharagpur virtual lab and IIRS/ISRO outreach network.
16. Strong Alumni base that helps for the job generation and referral drive of junior students. They also appraise the college about any known students still jobless, who are given the opportunity for new jobs through the job fair.
17. The institute has an association with Internshala and other companies for internship programs.
18. The institute conducts several government and non-government examinations such as WBJEE, NEET, JENPAS, ANM and GNM, Allen Career Institute exam etc, periodically.
19. The institute has implemented an internal IPR-Cell to facilitate cooperative research projects and the publication of patents.
20. IIC has been established in 2021.

Institutional Weakness

1. Inadequate publications of research papers due to unavailability of M. Tech, Ph.D. or relevant courses.
2. Lack of autonomy to introduce new courses or opportunity to bring changes in the existing courses
3. Since the course curriculum is as per MAKAUT, there is no flexibility in the academic curriculum.
4. There is a scarcity of well-qualified, i.e., Ph.D. and senior professors mainly in both core and software engineering fields. However, there is a continuous effort made by the management to recruit senior-level faculty members from reputed institutions.
5. Shortage of ample opportunity for Research Activities due to funding problems by Govt., Non-Govt. & External agencies.
6. More industry-experienced faculty members are required.

7. Collaborative research projects or work with industry or other reputed academic institutions to be enhanced.
8. Domicile issues in the admission process.

Institutional Opportunity

1. NBA accreditation for all programs soon.
2. NAAC accreditation with a higher grade.
3. Faculty-student exchange program with reputed National and foreign Universities.
4. Focus on Research activities & collaboration with institutes and industries.
5. Involving more faculty members in research-oriented programs.
6. External funding for research, projects and innovative programs.
7. Enrolment of Students in Internship programs in different renowned corporate houses & industries.
8. Academic Excellence to be enhanced.
9. Strengthen the Registered Alumni Association and Expansion of Alumni Network
10. Strengthen the innovation and incubation cells.
11. Registered in ARIIA, NISP, and PARAKH which are some flagship programs of MoE.

Institutional Challenge

1. Students come with various vernacular and ethnic backgrounds and training these Bengali and Hindi-speaking students in the English language and developing their communication skills is a challenging job.
2. Major Gap in the course curriculum concerning Industry standards and our inability to modify it as per the present market scenario due to guidelines by affiliating Universities.
3. Keeping pace with continuous modification of technological advancement.
4. To motivate both faculty members and students for research and innovation.
5. To build up future entrepreneurs from students.
6. Industry-sponsored live project.
7. Stiff competition towards bringing core companies to campus for bulk hiring.
8. To provide continuous training to bridge the gap between academics and industry.
9. The college started after the closing of accreditation by MNCs, therefore, placement by bulk recruiters of software companies is a real challenge.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

Swami Vivekananda Institute of Science & Technology (SVIST) is affiliated with and governed by the guidelines of Maulana Abul Kalam Azad University of Technology (MAKAUT), West Bengal, for curriculum layout and evaluation processes. SVIST targets Outcome Based Education (OBE) in all programmes and courses with clearly defined objectives and learning outcomes to align with the mission of the college.

At the onset of each academic year, the Institute's Academic Calendar is formulated in compliance with the academic schedule of the affiliating University, including various events like Guest Lectures, Workshops,

Seminars, Conferences, Industrial Visits and other Technical events. Various activities to support gender sensitization, environmental issues, human values and professional ethics are organized to enhance individual talents and ensure the overall development of the student. The Institute follows the Choice Based Credit System (CBCS) as insisted by MAKAUT, and students are encouraged to choose inter-disciplinary, intra-disciplinary courses that are offered as elective courses.

Students are offered certificate/add-on/value-added courses to fill the curriculum gaps, advancing their knowledge and expertise in their field of study. The main objectives are to introduce students to current technologies and to bridge the gap between industry and academia.

Following the guidelines of MAKAUT, monthly continuous assessments in the form of class tests, quizzes, assignments, and vivas are held as part of continuous evaluation. The Institute's Exam Cell administers theoretical and practical semester exams at the end of each semester, following the norms of the affiliating University.

Feedback is collected from numerous stakeholders, and suggestions are put into practice to improve the curriculum continuously. As a result, the institute ensures that curricular aspects are implemented effectively.

Teaching-learning and Evaluation

As the requirements and capabilities of students due to differences in background and academic merit are different, various teaching strategies are adopted to enhance their abilities and interest towards learning. The teaching-learning process is made student-centric by adopting outcome-based education processes and evaluation methods. The student-faculty ratio is optimally maintained.

The newcomers go through an AICTE-approved three-week induction programme where they learn about the Institute's culture. For first-year students, advanced or slow learners are identified based on the 12th standard results, and preliminary observation in the first three weeks. For 2nd, 3rd and 4th-year advanced or slow students are identified based on their performance in assessments and university semester examinations and the comparatively slow learners are helped through Remedial classes.

ICT (information and communication technology) is implemented in the classroom to improve learning. Innovative practices are adopted by faculties to develop interactive and collaborative learning among students. Innovative teaching practices include model building, case studies and discussions, project-based learning, experimental learning, etc.

SVIST looks beyond the curriculum to develop students' innovative skills and prepare students for successful academic careers and to keep the students industry-ready, special training programs are organized. The Institute follows the affiliating University's norms at the time of conducting the internal examination. Thus, a Central Examination Cell is thus formed. According to university rules and norms, all four CA and two PCA marks for Theory and Practical are uploaded into the University portal and students can access them by logging in with their login credentials.

As per AICTE & MAKAUT (affiliating university) guidelines, the Program Outcomes (PO) and Course Outcomes (CO) are accepted for all programs offered by the institution.

The Institute works diligently to enhance the teaching-learning processes and includes the students to enhance

learning outcomes and students' satisfaction. To improve the quality of the students as well as their satisfaction, the feedback of students at various levels becomes essential.

Research, Innovations and Extension

The Institute encourages research activities to maintain quality education and research. There is a framed R&D policy, which is available on the institute's website. The faculty members are encouraged to pursue research work, and the institute provides the necessary support. There is a provision of seed money to develop prototypes through project works by the students under the guidance of faculty members.

To further promote innovation activities, the Institute Innovation Council was formed in 2021 as per norms of the Innovation Cell, Ministry of HRD, Government of India. Faculty members have undergone and completed the Innovation Ambassador Training in September 2022. To promote innovation activities, the Institute organized internal Hackathons and participated in SIH, project exhibitions, workshops, seminars, Techfest, etc.

The Institute encourages faculty members and students to publish their research in reputable publications, book chapters, and journals with national and international indices, patents, etc.

The Institute facilitates extension activities by the students, faculty and staff members in the neighbourhood community to create a holistic environment. Their activities are reflected in the mandatory non-credit course and for Mandatory Additional requirements (MAR).

Collaborations are promoted with different academic institutions, industry and research organizations of repute to conduct research and development activities.

For this purpose, several MoUs have been signed with organizations like ORC Engineering Pvt. Ltd., Indian Cyber Security Solutions, Employability Life, BYJUS, BSNL, BOSCH, Capgemini, etc.

Infrastructure and Learning Resources

The Institute is situated on 5.06 Acres and 14121 square meters of built-up area and has the necessary infrastructure and resources to improve teaching and learning processes for educational excellence. The institution has policies for improving the infrastructural facilities. The campus comprises 07 smart classrooms with Wi-fi, each of which is an average of 60 square metres. The campus is supported by a robust library and well-equipped laboratories. The institute has a fully automated library with **more than xxx resources** in print format.

The library consists of a reading room with **100 seating capacity and open open-access stack room. The college is equipped with more than 320 computers for the students with 100 Mbps bandwidth.**

There are multipurpose playgrounds such as a basketball, volleyball, badminton court, and gymnasium for students and staff. The institute also offers other amenities such as separate common rooms for boys and girls, a canteen, transportation services, a facility for a backup power supply that is accessible around the clock, a lift service, and facilities for safe drinking water.

A civil maintenance and site supervisor is responsible for the maintenance of the physical infrastructure of the

campus while maintaining the Standard Operating Procedure (SOP). A campus-wide electrical maintenance and repair programme is being handled by an electrician under the direction of an electrical engineer. An on-site caretaker maintains the institute's housekeeping duties regularly.

Student Support and Progression

The institution apart from providing top-notch academics looks after the 360° progression of an individual through continuous monitoring. The economically challenged students are periodically updated and highly benefited through various scholarship schemes such as Kanyashree, MCM Scholarship (for both Minority & General), Swami Vivekananda merit cum means Scholarship, NSP Scholarship (for SC, ST, OBC), Aikashree scholarship, WBFS Scholarship and also institute provides half and full free scholarship. Institution facilitates a wide spectrum of job opportunities for all eligible students. The institution takes care of the grooming of students to make them industry-ready through various training such as soft-skill development, aptitude, GD & personality enhancement sessions and paid internships.

The institution maintains a proper structure for all sorts of grievance redressal and provides quick resolution through the proper system. Every subject teacher identifies the slow learners and provides the necessary remedial measures so that they can catch up with the rest of the batch. The institution encourages and provides coaching to students to pursue higher education and appear for various competitive exams.

Institution motivates and arranges opportunities for students to actively participate in various social and cultural activities to nurture their talents. The institution provides infrastructure for the students to actively participate in various sporting activities, thereby promoting the necessity of sports in daily life. Members of committees like anti-ragging, Cultural Fest, Tech Fest, Sports, etc., and different clubs include student representatives.

Furthermore, the Institution has an active and efficient Alumni Association through which job opportunities are created and institutional growth and development are catered to through frequent interactive sessions between alumni and current students and through arranging annual alumni meetings.

Governance, Leadership and Management

The institutional vision and mission are focused on enhancing students' ability and knowledge by providing an appropriate learning environment and training, as well as assuring significant contributions from experienced faculty members in R&D and various other academic activities. In this era of economic liberalisation, globalisation, and technological super-advancement, the Institute's mission is to improve the overall development of the student's personality within the framework of Swamiji's vision of social education.

The institute sincerely focuses on offering trustworthy leadership that ensures a wide range of Transparency and Accountability combined with Democratic employee engagement as well as the Decentralisation of authority and responsibility bestowed with a sharing and caring attitude. The Institute's strategic plan is designed by taking into consideration the Mission, Vision, and Quality Policy of the organisation, as well as by giving appropriate weightage to the feedback received from various stakeholders like students, faculty, employers, Alumni, etc.

The institute's administrative structure consists of various Statutory and Non-statutory entities, ensuring that policies are implemented through strategic management. These committees emphasized working together in

harmony for the smooth conduction of academics as well as for the implementation of action plans.

For both teaching and non-teaching staff, the institute has been regularly organising Professional Development courses and Administrative Training. The institute always encourages and supports teaching and non-teaching staff to foster their professional growth by providing financial assistance and also offers many welfare schemes depicting a caring attitude towards their wellbeing.

Internal and external experts regularly conduct financial and academic audits to monitor the financial management, resource mobilization, and sufficiency of various operational requirements of the teaching-learning process. Through routine audits conducted in coordination with all relevant departments, the IQAC monitors the overall development of the institution's various operations and institutionalises best practices to guarantee the effectiveness of the teaching-learning process.

Institutional Values and Best Practices

The institution undertakes numerous social, environmental and human development programmes to ensure the holistic development of the students as well as the institution. The institute promotes gender equity, has a yearly gender sensitization action plan, and has taken care of safety and security in addition to offering amenities, including a common room, counselling, and complete CCTV coverage for ensuing safety and security.

When sustainability and environmental improvement come into question, the institution never leaves any stone unturned to ensure that the students contribute significantly towards the protection of the environment. The institution has always strived to be at the top of the list, whether it be by making the campus plastic-free or environmentally friendly. In addition to the actions mentioned above, the institution undertakes measures like rainwater harvesting, the use of LED lighting and solar energy. The institute maintains a disabled-friendly environment and barrier-free campus, providing disabled-friendly restrooms and ramps on the ground floor for access to wheelchairs and a lift.

Not limiting itself within the boundaries of the campus, the institution has also taken initiatives to educate its neighbourhood about the importance of education through counselling sessions, literacy and promotional events. In times of social media marketing, the institution does not fail to make its presence on various social media platforms like YouTube, Facebook, Instagram, SVIST Academy app and so on.

The website lists the faculty, staff, and student code of conduct, as well as a variety of credit and noncredit required courses such as Values & Ethics in Profession and the Indian Constitution are included in the curriculum. The institute keeps a calendar of events and organizes and celebrates national and international commemorative days and events.

Beyond Curriculum Training, the induction programme for newly hired faculty and staff, the annual audit, and project exhibitions are a few examples of best practices that have been put into place at the institute level. One of the distinctive practices is Innovation, which will help the students develop entrepreneurial skills, leading to the students becoming successful entrepreneurs. Faculty members are provided with financial aid for publications and patents. One day per week of paid leave for higher studies, PhD work and continuous one month of paid leave for research or post-doc work.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	SWAMI VIVEKANANDA INSTITUTE OF SCIENCE AND TECHNOLOGY
Address	Dakshin Gobindapur, Sonarpur, Kolkata-700145, INDIA
City	Kolkata
State	West Bengal
Pin	700145
Website	www.svist.org

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	Sonali Ghosh	033-24379913	9433806989	-	principal.office.svist@gmail.com
Associate Professor	Anindya Sundar Das	033-	9831439857	-	anindyasundardas03@gmail.com

Status of the Institution	
Institution Status	Self Financing

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details	

State	University name	Document
West Bengal	Maulana Abul Kalam Azad University of Technology	View Document

Details of UGC recognition		
Under Section	Date	View Document
2f of UGC	14-06-2018	View Document
12B of UGC		

Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)				
Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
AICTE	View Document	02-06-2023	12	
AICTE	View Document	02-06-2023	12	

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

Location and Area of Campus				
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	Dakshin Gobindapur, Sonarpur, Kolkata-700145, INDIA	Urban	5.06	14121

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,Computer Science And Engineering,Computer Science And Engineering	48	XII or Equivalent	English	60	53
UG	BTech,Electrical And Electronics Engineering,Electrical And Electronics Engineering	48	XII or Equivalent	English	60	18
UG	BTech,Electronics And Communication Engineering, Electronics And Communication Engineering	48	XII or Equivalent	English	90	48
UG	BTech,Mechanical Engineering,Mechanical Engineering	48	XII or Equivalent	English	120	19
UG	BTech,Civil Engineering,Civil Engineering	48	XII or Equivalent	English	60	5
PG	MBA,Management,	24	Graduation	English	60	57

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	9				18				79			
Recruited	1	2	0	3	11	1	0	12	52	27	0	79
Yet to Recruit	6				6				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						70
Recruited	51		17		0	68
Yet to Recruit						2

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				25
Recruited	17	5	0	22
Yet to Recruit				3

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	1	2	0	8	1	0	8	4	0	24
M.Phil.	0	0	0	0	0	0	1	0	0	1
PG	0	0	0	3	0	0	42	24	0	69
UG	0	0	0	0	0	0	0	0	0	0

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

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

Details of Visting/Guest Faculties					
Number of Visiting/Guest Faculty engaged with the college?	Male		Female		Total
	0	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	1194	0	0	0	1194
	Female	154	0	0	0	154
	Others	0	0	0	0	0
PG	Male	33	2	0	0	35
	Female	23	0	0	0	23
	Others	0	0	0	0	0
Diploma	Male	0	0	0	0	0
	Female	0	0	0	0	0
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years					
Category		Year 1	Year 2	Year 3	Year 4
SC	Male	38	19	18	19
	Female	2	2	2	6
	Others	0	0	0	0
ST	Male	3	0	2	3
	Female	0	1	1	0
	Others	0	0	0	0
OBC	Male	17	18	7	13
	Female	3	2	1	1
	Others	0	0	0	0
General	Male	125	105	49	86
	Female	21	42	38	40
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		209	189	118	168

Institutional preparedness for NEP

<p>1. Multidisciplinary/interdisciplinary:</p>	<p>Swami Vivekananda Institute of Science & Technology (SVIST) have always strived for a multidisciplinary approach in its academic and co-curricular activities. Students are motivated to undergo industrial projects in the Multidisciplinary/Interdisciplinary mode by formulating teams from different programmes. Teams composed of students from different academic disciplines are also encouraged to compete in other technical competitions like Techfest and Hackathon. As part of a strong club activity at the institute, students from all disciplines collaborate to arrange various learning events. As a result, when writing computer programming code, students from civil</p>
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	<p>engineering or mechanical engineering work along with those from Electronics and Communication Engineering, Electrical & Electronics Engineering and Computer Science and Engineering, etc.</p>
2. Academic bank of credits (ABC):	<p>The institute has started looking into this aspect. Although it has not been formally adopted, the institute is governed by the policies of the university because it is affiliated with the Maulana Abul Kalam Azad University of Technology (MAKAUT), West Bengal, and there are some concerns with that. The university's adoption of ABC has been something the institute has been waiting for. The institute supports the ABC in theory.</p>
3. Skill development:	<p>A skill is a developed talent or competency in a certain ability that may be applied in a range of situations. Hard skills and soft skills are the two main categories of skills. Hard skills are quantifiable, as demonstrated by grades and percentages. Soft skills are often referred to as human skills. Soft skills are character attributes, including accountability, self-worth, sociability, self-management, and integrity/honesty. Our students have gone through different add-on, value-added courses and internship programmes prevalent in the institute and act as catalysts for hard skill development. To strengthen our students' communication or soft skills following the corporate needs, the following activities are taken into action: i. All students are required to take regular communication skills classes starting the day they arrive on campus. ii. All levels of communication classes with various exercises engage and inspire students to build their vocabulary from the first year onwards so they can speak and write English correctly. iii. For final-year students, the institute regularly offers training for group discussion, personality development programmes and interview preparation. iv. A few strategies that can aid students in succeeding include case studies, brainstorming, decision-making, problem-solving, successful presentations, flexible writing, cooperation, communication, and a sense of personal and societal responsibility, and our students learn all these through rigorous training programs.</p>
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	<p>The institute is extraordinarily fortunate to have roots in Indian culture and heritage. Many students travel to the institute from neighbouring states like Bihar,</p>

	<p>Jharkhand, etc. Students frequently ask to explain things in their mother tongues during English-language lessons in the classroom. Teachers assist students who have trouble understanding in class because of the use of English by explaining concepts in Hindi and Bengali outside of the classroom. The institute arranges a variety of orientation activities for each student and encourages them to participate in a range of scientific and cultural programmes. In addition to producing engineers, the institute also seeks to produce decent Indian citizens, and it claims to have begun this process at the dawn of the twenty-first century, probably before the concept of NEP had even been created.</p>
<p>5. Focus on Outcome based education (OBE):</p>	<p>Swami Vivekananda Institute of Science & Technology (SVIST) implemented OBE for all UG and PG programmes at the same time that it received NAAC accreditation in 2019. We disseminate Program Outcomes (PO), Program Specific Outcomes (PSO), Program Educational Outcomes (PEO) and Course Outcomes (CO) on our institutional website and also in the prominent places of all UG and PG departments. Faculty members evaluate student achievement following the OBE attainment Process. Each course outcome's level of achievement is often classified into two categories: i. Direct Assessment method, and ii. Indirect assessment method. Internal and external assessments act as benchmarks for direct assessment. Each course's internal assessment is based on the student's knowledge, abilities, and academic achievement, as shown through tests for ongoing internal evaluation, seminars, classroom activities, laboratory assignments, semester exams, etc. This approach provides compelling proof of student learning. A course-end survey is used to measure indirect assessment. The following steps are taken to establish course attainment benchmark values: i. We examined the prior years' course-by-course university grades. ii. The course coordinator determines the level of attainment and course competence. iii. The PAC Meeting determines the appropriate course target level for the entire programme. Giving 80% of the weight for direct assessment and 20% of the weight for indirect assessment is how PO/PSO assessments are conducted. The basis for direct evaluation is CO attainment, with a percentage of that attainment</p>

	<p>coming from internal and university examinations. Indirect assessment is done through the programme exit survey. Swami Vivekananda Institute of Science & Technology (SVIST) follows the Experiential Learning Model (ELM). A learner needs four skills to learn from an experience, i.e., the capacity to reflect on the experience, the ability to conceptualize the experience analytically, and the ability to make decisions and solve problems. The teaching-learning approach at SVIST not only emphasises experiential learning but also helps students build those above-mentioned four skills. Practicals, internships, field projects, industry visits, and other experiential learning activities are among the practices used by the institute. At SVIST, the teaching-learning process is primarily "with" the students rather than "for" the students. Teachers and students work together as a team, and the team as a whole owns the outcomes rather than one individual.</p>
<p>6. Distance education/online education:</p>	<p>The use of ICT-enabled equipment in the teaching-learning process has been encouraged by the Swami Vivekananda Institute of Science & Technology (SVIST), as also recommended in NEP. As a result, most of the classrooms are ICT-enabled with overhead projectors, smart panels and Wi-Fi connectivity. While conducting a class, faculty members switch between projections and chalk-and-talk, as and when necessary, as most of the classrooms are enabled with dual facilities. Online education plays a crucial role in our student's life due to pandemic situations. All faculty members use Google Meet and Google Classroom as LMS and sometimes a flipped classroom model is implemented. Students are reacting extremely well to the many educational materials that faculty members regularly post on the relevant Google Classroom, including articles, pre-recorded videos, YouTube links, assignments, etc. Online laboratory classes are frequently conducted using a variety of open-source simulation programs. The Institute has adopted a Choice-based Credit System (CBCS) in all the UG and PG programs and encourages students to enrol in courses from MOOC platforms as recommended by the AICTE. Thus, this new educational strategy encourages the use of blended learning. The learners get more self-assurance from online education and become more situationally savvy, enabling them to</p>

balance both the online and teaching-learning environments.

Institutional Initiatives for Electoral Literacy

<p>1. Whether Electoral Literacy Club (ELC) has been set up in the College?</p>	<p>Yes, an Electoral Literacy Club was set up in the college on 2nd December 2023.</p>
<p>2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?</p>	<p>The ELC coordinators and members are selected by the Principal from various stakeholders of the college. The ELC is functional with the following members: 1. Mrs. Pallabi Gharami, Assistant Professor, Department of Basic Science & Humanities and Teacher Coordinator 2. Dr. Arpan Dutta, Associate Professor, Department of Basic Science & Humanities, Member 3. Dr Sreetama Dutta, Assistant Professor, Department of Basic Science & Humanities, Member 4. Ms Aiswani Chakraborty, Assistant Professor, Department of Basic Science & Humanities, Member 5. Mr Arifuddin Modal, Assistant Professor, Department of Basic Science & Humanities, Member 6. Mohit Kumar Shaw, First Year student (ECE Department), Student Coordinator 7. Ms. Nila Das, First Year student (ECE Department), Student Member 8. Mr Hamza Uzzaman, First Year student (CSE Department), Student Member 9. Trisha Senapati, First Year student (CSE Department), Student Member 10. Anshuman Naskar, First Year student (ME Department), Student Member 11. Santosh Kumar, First Year student (CE Department), Student Member 12. Abhinandan Baitalik, First Year student (EEE Department), Student Member</p>
<p>3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.</p>	<p>The ELC of the college has been constituted for one month. So the Club is yet to arrange any formal camp or initiative under its purview. However, the college generally organizes the following activities related to 'Electoral Processes and General Election' under the personal initiative of the Principal and Teacher Coordinator of ELC. i. The teachers campaign in the college to encourage the new 1st year students to enter their names in the voter list. ii. The college conducts periodic campaigns among students to make them aware of their democratic rights and the importance of casting a vote under the slogan "My</p>

<p>4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.</p>	<p>vote, my right”.</p> <p>However, no initiative has been taken under ELC yet, as it has been formed for one month only. Following the curriculum of affiliating University MAKAUT, faculty members used to teach the Indian constitution for the CSE, CE and EEE branches. On 26th November Department of Basic Science & Humanities celebrates Constitution Day last year to commemorate the adoption of the Constitution of India and to instill among the students the idea of democracy.</p>
<p>5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.</p>	<p>Students above 18 years who have still not registered their names in the voter list are encouraged by the teachers to do so.</p>

Extended Profile

1 Students

1.1

Number of students year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
1406	1347	1365	1044	1110

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

2 Teachers

2.1

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

Response: 186

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

2.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
94	100	106	109	103

3 Institution

3.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
492.41	367.38	326.47	546.77	637.98

File Description	Document
Upload Supporting Document	View Document

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

1.1.1

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

Response:

Swami Vivekananda Institute of Science & Technology (SVIST) is approved by AICTE and affiliated with Maulana Abul Kalam Azad University of Technology (MAKAUT). MAKAUT course curriculum is the core of our commitment to academic excellence. The institution promotes creative learning and co-curricular activities to support the Institute's Mission and Vision.

- **Program-wise curriculum/Syllabus & Academic Calendar**

We receive the program-wise curriculum, syllabus and academic calendar from MAKAUT, based on which the Institute's Academic calendar is prepared as per the guidance of the Internal Quality Assurance Cell (IQAC) to ensure that the curriculum not only reflects academic rigour and to keep up with the most recent developments in technology and industry trends. The Institute Academic Calendar also reflects all important activities.

- **Time Table/Routine Preparation**

The Routine Committee, comprising faculty members crafts a timetable that optimizes faculty availability, ensures equitable distribution of resources, and accommodates the diverse needs of each program, which adheres to the prescribed curriculum and also fosters a conducive learning environment.

- **Preparation of Subject-Wise Course File**

Faculty members prepare subject-wise course files, following outcome-based education (OBE), which serves as comprehensive guides for course delivery, encompassing instructional strategies, and innovative teaching methodologies.

- **Conducting Regular Lectures/Lab Classes**

Faculty members deliver quality lectures and lab classes and are encouraged to adopt flexible teaching strategies, adapting to the evolving needs of students. Mandatory Additional Requirement (MAR) is a crucial part of the curriculum of MAKAUT. MAR activities include project work, paper publications, annual sports, blood donation, tree plantation, MOOC courses, sports and cultural activities, social responsibilities, etc.

- **Conducting Special Classes**

The Institution identify both slow and advanced learners. Remedial evening classes are provided for slow learners & advanced learners are encouraged to register for MOOCs, Coursera courses and other advanced classes for GATE, etc. Students also enrol in institutional Add-on and Value-added certificate courses to improve their employability skills. The institute provides a language laboratory to help students improve their soft skills, and it offers specialised classes to assist students with aptitude and interview preparedness.

- **Continuous Assessments**

The institution adheres to the university's Academic Calendar, including course start dates, semester examination schedules, Continuous Assessments (CA-1, CA-2, CA-3, and CA-4), practical assessments (PCA-1 and PCA-2), and more. The CAs encompass PPT preparation, Report writing, written exams held in physical mode by the institute and written exams held in online mode conducted by MAKAUT. Efficient record-keeping systems within each department facilitate the timely upload of CA and PCA marks into the university's portal.

- **Semester Examinations and Publication of Final Results**

The centralized conduct of semester examinations by MAKAUT and the institution's examination cell ensures a standardized and fair evaluation process, maintaining the confidentiality and integrity of the examination system to uphold academic standards. The evaluation of papers is done centrally through MAKAUT in the evaluation process after which the result is published in the MAKAUT portal. The university's official website serves as a platform for students to access their academic performance records promptly.

- **Student Feedback and Review**

To ensure effective monitoring and comprehensive development, the institution regularly collects, analyses, and takes action on feedback from all stakeholders, including students, faculties, employers, alumni, and others.

Aligned with the guidelines set by MAKAUT, SVIST continuously strives for excellence, ensuring that our students are well-equipped to meet the demands of the dynamic academic and professional environments.

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

1.2 Academic Flexibility

1.2.1

Number of Certificate/Value added courses offered and online courses of MOOCs, SWAYAM,

NPTEL etc. (where the students of the institution have enrolled and successfully completed during the last five years)

Response: 48

File Description	Document
List of students and the attendance sheet for the above mentioned programs	View Document
Institutional programme brochure/notice for Certificate/Value added programs with course modules and outcomes	View Document
Institutional data in the prescribed format	View Document
Evidence of course completion, like course completion certificate etc. Apart from the above:	View Document

1.2.2

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

Response: 57.84

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

2022-23	2021-22	2020-21	2019-20	2018-19
713	863	657	753	642

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

1.3 Curriculum Enrichment

1.3.1

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

Response:

In the ever-evolving technical education, institutions play a crucial role in shaping the future of professionals. SVIST integrates various social issues such as moral values, human values, professional ethics, gender equality, environmental and awareness towards sustainability into the curriculum, directed by affiliating University MAKAUT.

- **Professional Ethics**

Professional ethics encompass people's decisions and conduct in many fields and industries. By incorporating ethical considerations into coursework and practical experiences, SVIST fosters a sense of responsibility and integrity among its students and helps them develop a keen understanding of the ethical dimensions towards their chosen profession. An Induction Programme emphasising values and ethics, self-confidence, time management, anger management, stress management, yoga, personality development, and self-improvement as part of the curriculum for first-year students. The university curriculum specifies mandatory professional ethics courses like Principles of Management, Professional Practices, Organisational Behaviour, Indian Constitution, Introduction to Industrial Management, Values and Ethics, etc.

Effective Technical Communication, Soft Skills and Interpersonal Communication and Soft Skill Development Lab are incorporated into the curriculum to assist students in learning about communication dynamics and overcoming obstacles in communication.

Along with the regular curriculum the college celebrates National and International days such as Republic Day, Women's Day, Independence Day, Teacher's Day, International Yoga Day, Entrepreneurship Day, etc. These events aid in the moral, ethical, and social development of the students. The institute endeavours to ensure that students have a thorough comprehension of ethical and societal values.

- **Gender and Human Values**

Every individual is born free and entitled to equal rights and opportunities. The course related to gender issues provides a clear understanding of the gender gap in the workplace and the need to raise awareness that men and women should be given equal representation in all areas. In this regard, different subjects like the Constitution of India, Universal Human Values, Professional Practices, Law & Ethics, etc., are included in the curriculum.

SVIST does not practice gender discrimination and ensures equal opportunities for admission, employment, training programmes, and sports. The organization encourages female employees and students to participate in programmes that promote women's leadership development and empowerment. Boys and girls have equal opportunities to join a variety of clubs for academic, extracurricular, and social activities, such as photography, painting, wall magazine clubs, etc.

The members of the Women's Grievance Redressal Committee offer guidance, promote knowledge of gender problems, and address concerns relating to safety and security for faculty, staff and students. To increase awareness gender equity programs are conducted at regular intervals and gender equity sensitization is done regularly.

- **Environment and Sustainability**

Environmental sustainability is a global imperative, and educational institutions like ours play a crucial role in shaping environmentally conscious professionals. Integrating environmental issues into our curriculum such as Environmental Science, Environmental Engineering, Elementary Biology, Water Resources Engineering, Water and Air Quality Modelling, Non-conventional Energy Sources, etc., helps students understand the impact of their actions on the planet. This approach fosters a sense of environmental stewardship, preparing students to contribute to sustainable practices in their respective fields.

For environmental sustainability, the institution has already completed projects on the installation of LEDs, Rainwater harvesting systems and Automatic solar street lights.

The college has a green eco-friendly campus, tree plantation programs are conducted regularly, and SVIST nursery is maintained where students participate in gardening for accumulating MAR points.

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

1.3.2

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

Response: 82.36

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

Response: 1158

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

1.4 Feedback System

1.4.1

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

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

File Description	Document
Feedback analysis report submitted to appropriate bodies	View Document
At least 4 filled-in feedback form from different stake holders like Students, Teachers, Employers, Alumni etc.	View Document
Action taken report on the feedback analysis	View Document
Link of institution’s website where comprehensive feedback, its analytics and action taken report are hosted	View Document

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

Enrolment percentage

Response: 37.38

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

2022-23	2021-22	2020-21	2019-20	2018-19
209	189	118	168	157

2.1.1.2 Number of sanctioned seats year wise during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
450	450	450	450	450

File Description

Document

Institutional data in the prescribed format

[View Document](#)

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

[View Document](#)

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

[View Document](#)

2.1.2

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

Response: 20.62

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

2022-23	2021-22	2020-21	2019-20	2018-19
63	42	31	42	23

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

2022-23	2021-22	2020-21	2019-20	2018-19
195	195	195	195	195

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

2.2 Student Teacher Ratio

2.2.1

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

Response: 14.96

2.3 Teaching- Learning Process

2.3.1

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

Response:

SVIST has always focused on being a student-centric and student-friendly institute which has always concentrated on creating an ambience for experimental and participative learning and problem-solving methodologies. Teachers use a diverse set of ICT-enabled tools for the effective teaching-learning process. The pedagogy followed is to support student-centric learning. The diverse set of ICT tools helps to communicate, create, disseminate, store, and manage information. The faculty usually teaches using the chalk-and-talk method on the blackboard. Teachers frequently develop PowerPoint slideshows and videos, while various ICT tools such as smart panel boards, interactive whiteboards, projectors, tablets, and laptops are used to enable students to learn through audio-visual means. Therefore, ICT became an integral part of the teaching-learning interaction, through such approaches as replacing chalkboards with interactive digital whiteboards and the “flipped classroom” model where students watch lectures at home on the computer and use classroom time for more interactive exercises. Relevant resources like e-books, web pages, YouTube videos as well as different study materials are shared with students regularly. The support structure and systems based on different ICT tools are available to achieve student-centric learning such as experimental learning, Participatory Learning and Problem-solving methods of learning.

Experiential Learning: The department conducts add-on courses to support students in their experiential learning while giving stress on regular self-study beyond classroom hours and participation in interaction using different ICT tools with teachers during normal lectures/ tutorial classes/ lab class/ seminar/ project presentations, etc. The department communicates experiential learning practices such as lab experiments beyond the syllabus, labs, mini projects and projects in technical fest to improve the creativity and cognitive levels of the students.

Participatory Learning: Students participate in different activities such as seminars, group discussions, wallpapers, projects, and skill-based add-on courses, quizzes at intra or inter-department levels where they can use their specialised technical or management skills. Through the process of carrying out experiments in lab classes, seminars and related activities like project demonstrations and presentations, industrial visits, etc. student is made to learn and develop skills of collaborative learning.

Problem-solving methods: The college encourages students to acquire and develop problem-solving skills. For this, the department organises expert lectures on different topics and helps students to participate in different technical tests. Through the process of sincere participation of a student to perform well, he/she is compelled to appear in various evaluator tools like quizzes, unit tests, periodic class tests, university exams, mock interviews, viva-voce etc. and develop independent learning skills with the help of ICT tools and internet and Wi-Fi availability in the college.

Teachers, being digitally literate and trained to use ICT, these approaches can lead to enhanced higher-order thinking skills, provide creative and individualized options for students to express their understandings, and leave students better prepared to deal with ongoing technological change in their field of study. To assess students' understanding and learning needs, their strengths and weaknesses, various tests and exams in the form of assignments, quizzes, viva- voce and unit tests are conducted periodically.

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

2.4 Teacher Profile and Quality

2.4.1

Percentage of full-time teachers against sanctioned posts during the last five years

Response: 100

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

2022-23	2021-22	2020-21	2019-20	2018-19
94	100	106	109	103

File Description

Sanction letters indicating number of posts sanctioned by the competent authority (including Management sanctioned posts)

Document

[View Document](#)

2.4.2

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

Response: 15.43

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

2022-23	2021-22	2020-21	2019-20	2018-19
20	18	13	15	13

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

2.5 Evaluation Process and Reforms

2.5.1

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

Response:

The institute prepares its academic calendar guided by the affiliating University's Academic Calendar at the commencement of the semester. The college adheres rigorously to the criteria and regulations set forth by the affiliating university in the management of internal assessments and end-of-semester examinations operating through an established Central Examination Cell.

At the institute level, a committee has been established to oversee the assessment process being comprised of a senior teacher/HOD as the chairman and other members from both the teaching and non-teaching staff. Its primary responsibility is to address matters related to the evaluation process.

Internal assessment is done through four Continuous Assessments for theory (CA1, CA2, CA3, CA4) and two for laboratory papers (PCA 1, PCA 2).

The syllabus for CA exams is communicated to students by subject teachers in advance. Students deliver PowerPoint presentations (CA1) and submit PDF files (CA2) on the topics given. CA3 examinations in pen-paper mode followed by evaluation through a Digital Valuation System (DVS) implemented by the university. The university conducts CA-4 examinations online.

Course Outcome (CO) based question papers are prepared across all the departments of the institution for Continuous Assessments (CA). The quality of question papers complies with the course coverage and COs.

Barring CA4, the evaluated scripts are shown to students to realize their mistakes for improvement and also inquire about complaints (if any) from them. If the students observe any discrepancies such as errors in the question paper, allocation of marks or corrections, the respective teacher addresses the disparity by making the required corrections. A student dissatisfied with assigned grades may choose escalation to the Head of Department.

In addition, parents are provided with updates regarding their ward's academic performance through means of WhatsApp and email communication and also letters. Parent-teacher meetings are arranged to apprise guardians about their wards. The students receive guidance from their faculty mentor, and remedial lessons are provided to the under-achievers in the examinations. Reassessments are administered for students who are unable to participate in internal examinations owing to legitimate reasons.

The Internal Assessment marks are published on the University website within a specified timeframe. Students can access their results by logging into the university portal.

At the university level, in the event students have concerns regarding the assessment of their answer scripts, they may inform the respective subject faculty. If supposed essential, the matter may also be escalated to the head of the department for appropriate follow-up and resolution through review of results.

Students have the opportunity to address concerns about being dissatisfied with their results to apply for reassessment of their answer scripts within the specified time frame provided by the university following the announcement of the results. The announcement of the re-evaluation results is made following established rules of the university.

The institution ensures that the entire procedure is conducted transparently and adheres to specified time constraints through the college exam cell.

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

2.6 Student Performance and Learning Outcomes

2.6.1

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

Response:

As per AICTE & MAKAUT guidelines, SVIST follows outcome-based education (OBE). Hence the Program-Educational Objectives (PEOs), which are the statements that describe the expected achievements of graduates in their careers, and what the graduates are expected to perform and achieve during the first few years after graduation and Program-specific outcomes (PSOs) are what the students should be able to do at the time of graduation, are defined by each department, following the consultative process involving the stakeholders and are in line with the vision and mission of the college and department as well as the graduate attributes.

Program Outcomes (POs) are broad statements that summarize the professional accomplishments that the program wants to achieve and that students must achieve by the end of the program. POs cover a wide range of interconnected information, talents, and personality attributes that students must acquire before graduating. SVIST follow the Program Outcomes (POs) (twelve) defined by the National Board of Accreditation (NBA), New Delhi and are to be fulfilled by all the programs in higher education.

Course outcomes (COs) are direct statements that explain the essential and persistent discipline, knowledge, talents, and depth of learning that students should acquire following course completion. Course Outcomes (COs) for each subject are formulated by the Department in consideration of the course teachers and with expected cognitive, affective and psychomotor learning levels. COs for each course are mentioned in the syllabi of the program and COs formed should meet the following guidelines:

- Follows Bloom's taxonomy.
- Reflects the whole syllabus prescribed by the University for each course.
- The key topic of each unit is taken as the one-course outcome.
- No. of COs for each course should be a maximum of six.

The COs and their mapping with PO and PSO with their strengths are elaborately discussed and derived by the course committee members. During the commencement of each continuous assessment test and after the completion of the test, the course outcomes are reviewed. Considering the average value of mapping courses to POs and PSOs, we identify curricular gaps and plan accordingly for beyond the syllabus value-added courses or training for the recruitment drive. Thus, efforts are made to impart requisite knowledge by the way of "Content Enhancement Beyond Syllabus".

The POs, PEOs, and PSOs and COs are available on the institute website and are also communicated to students, teachers and other staff by displaying at the following locations:

- Institute Website
- Department Notice Boards
- Departmental Laboratories
- College corridors
- Dean, HoDs and Faculty rooms
- Classrooms
- Course files

During the student orientation program, HoDs of various programs, explain the significance of PSOs, PEOs and COs and thus enlighten students regarding the achievement of the desired competency in that particular program.

Workshops or seminars are organized to enlighten the faculty members regarding the development of PSOs, PEOs and COs. Thus, PSOs, PEOs and COs are instrumental in achieving the vision, mission, and objectives of the institution and department.

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

2.6.2

Attainment of POs and COs are evaluated.

Explain with evidence in a maximum of 500 words

Response:

Programme outcomes (POs) are attained through the university curriculum that offers several required courses including elective courses. Course Outcomes (COs) are well-defined and are prepared for each course by the respective subject teacher. The level of attainment for COs for both continuous assessment and assignments is set for each course on a scale of 0 to 3 based on marks scored by students.

Evaluation Guidelines for CO and PO Attainment:

a. Course outcomes:

The course outcomes shall provide a chance for students to prove the knowledge, skills and expertise learned from the specific course. The course outcomes are thus directly measured and are related to the program outcomes.

Process of preparation of course outcomes:

- All course outcomes are developed using Bloom's taxonomy and consequently, assignments, continuous assessment and practicals are aligned to CO addressing the level of Bloom's taxonomy.
- Each faculty has designed COs based on the number of units in the syllabus ranging between 4-6.

Methods of measuring the course outcomes:

- The course outcomes are assessed by the performance of students in the internal exams, assignments and university examinations. The internal exams are divided into 4 continuous assessments for theory and two sessional examinations for practical.
- Continuous assessment is planned in such a way that it covers all the course outcomes. The question paper format for internal examination is decided by the IQAC headed by the principal, following Bloom's taxonomy level.
- Since the question-wise results of students from the university semester examination are not available, so we have set the pass percentage for theory (45%) and the pass percentage for practical (50%) as the target level.
- The level of attainment for COs for both internal and University examinations is set on a scale of 0 to 3 based on marks scored by students.

- 1) If 30% of students have obtained marks above target, then the level is considered as low level 1.
- 2) If 40% of students have obtained marks above target, then the level is considered as medium level 2.
- 3) If 50% of students have obtained marks above target, then the level is considered as high level 3.

- The questions asked in the continuous assessments and assignments shall be mapped with COs and POs.
- The final CO attainment is calculated by making a correlation between attainment through continuous assessment and assignments with 30% weightage and external or university examination with 70% weightage.

b. Methods of measuring the Program outcomes:

The level of PO attainment is evaluated by Direct (80% Weightage) and indirect (20% weightage) tools, as per the details below:

Direct Attainment Tools:

The various direct assessment tools for assessing the POs attainment are as follows:

- Continuous assessment
- Assignments
- University theory examination
- Lab examination

Indirect Attainment Tools:

The various indirect assessment tools for assessing the POs attained are as follows:

- Graduate Exit Survey
- Alumni Survey
- Employer Survey

By the above methods, SVIST ensures the attainment of COs and POs through well-defined assessment criteria.

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

2.6.3

Pass percentage of Students during last five years (excluding backlog students)

Response: 95.48**2.6.3.1 Number of final year students who passed the university examination year wise during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
404	346	356	380	392

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

2022-23	2021-22	2020-21	2019-20	2018-19
438	350	364	400	415

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

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

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

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

3.1.1

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

Response: 78

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)

2022-23	2021-22	2020-21	2019-20	2018-19
35.60	11.10	10.10	10.15	11.05

File Description

Document

Upload supporting document

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

3.2 Innovation Ecosystem

3.2.1

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

Response:

Swami Vivekananda Institute of Science & Technology is aware of the shift in societal attitudes towards self-employment and entrepreneurship for the future of the global economy. SVIST has taken the initiative towards developing the ecosystem for innovation by providing the necessary infrastructure with resources. The students and faculties are motivated to take up innovative projects, grab opportunities and take an active role in using technology to meet societal demands. The assistance required for documentation, research paper publication, and patent acquisition is provided by the institution. The Institution has created knowledge-sharing methods through the following:

1. Research & Development Cell (R&D)
2. Entrepreneurship Development Cell (EDC)
3. Institute Innovation Cell (IIC)

Research & Development Cell (R&D Cell)

The R&D cell of the institution motivates students and faculty members to extend and explore new ideas in the field of R&D. The Cell is actively engaged in the transfer of information on specialized topics to the student, thereby supporting the implementation of the innovation ecosystem in the campus. It organizes trainings and workshops on IPR and Research Methodology. The initiative has been taken to establish an IPR Cell in 2023, along with the launch of an awareness campaign on intellectual property rights (IPR). The cell educates them on the required protection for their ideas by enlightening them about trademarking, copyrights, and patent applications. We have received a grant for IPR-related activity from the West Bengal Government. Due to the initiative of the R&D cell, more than 100 Journal Papers have been published, 13 Indian patents and 2 international patents have been published, and more than 50 National/ International Conference papers and Books/book chapters have been published in the last 5 five years. We have signed more than 15 MoUs with National organizations/Institutions. Not only faculty members but students take active participation in journal publication, conference, participation & even patent filing. They have also received the best paper awards from other colleges.

Entrepreneurship Development Cell (EDC)

SVIST has initiated to promote entrepreneurial spirit among students and to take up Entrepreneurship as a career and become job providers rather than job seekers. Activities of the EDC cell include organising Awareness programs, mentoring sessions and guidance by successful entrepreneurs in various fields, and sharing of success stories by entrepreneurs.

SVIST has taken the initiative to build up:

1. A start-up ecosystem within the campus.
2. Participation in various programs like National Level Entrepreneurship Camp organized by IIM Kolkata every year.
3. Regular visits to incubation facilities for example IIM Kolkata Innovation Park, NASSCOM 1000 Startup warehouse
4. One Day HR & Entrepreneurship Conclave

Institute Innovation Cell (IIC)

Institution Innovation Council was established during the academic year 2020-2021 through guidelines MoE and AICTE to develop an innovative and conducive learning environment for emerging budding entrepreneurs with need-of-the-hour business prospects. The institute has initiated IIC with the motto of creating a local innovative ecosystem. The institute received Letters of appreciation for calendar years 2021-2022 and 2022-2023 from the IIC-Ministry of Education Initiative. In the calendar year 2021–2022, a few faculty members completed the foundational and advanced level Innovation Ambassador course and have undertaken various activities prescribed by Innovation Cell, Ministry of Education. Every year we take part in the Smart India hackathon to promote Innovation and Start-up in campus.

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

3.2.2

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

Response: 43

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

2022-23	2021-22	2020-21	2019-20	2018-19
13	22	2	3	3

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

3.3 Research Publications and Awards**3.3.1**

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

Response: 0.56

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

2022-23	2021-22	2020-21	2019-20	2018-19
39	15	15	17	18

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

3.3.2

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

Response: 0.18

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

2022-23	2021-22	2020-21	2019-20	2018-19
18	4	9	2	1

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

3.4 Extension Activities**3.4.1**

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

Response:

Swami Vivekananda Institute of Science and Technology organizes a diverse range of extension activities to curve a path towards fulfilling its societal responsibilities. The institution promotes an institution-neighbourhood community network and encourages student engagement in activities that contribute to inclusiveness, and services that can be extended towards the holistic development of the students and the neighbourhood as a whole.

One of the most significant activities of SVIST Group is its CSR activity coined as the “Magic of Giving”. Faculty and staff closely monitor students' participation and performance in various social and community activities. For conducting such activities SVIST has taken Institutional Membership of the prestigious Indian Red Cross Society and has effectively arranged various programs like tree plantation, field visits, Swachh Bharata Program, Blood Donation Camps, Health check-ups and Eye check-up camps, distribution of Food, Clothes, Books and Blankets to the underprivileged groups of local areas and beyond. To expose the students to the pressing issues in our society, several activities are undertaken for the students to understand the needs to be addressed through visits to old age homes, distribution of Aids in the form of food, medicines, and clothes during the natural calamities like Amphan (2020) to the marginal groups of the society.

Apart from this, different groups of students and faculty members distributed food, rations, masks and sanitisers during the extended span of the COVID-19 pandemic.

The marginal and downtrodden section of society is a focus area for the CSR activity of SVIST and over the past few years we have done programs like Fruits Distribution in Eastern Railway, Winter Garments Distribution among Slum Area People in Park Circus Area, food distribution among slum area children.

The Institute as a part of extension activity has taken some initiative that serves the dual purpose of elevating professional interactions and fostering stronger community bonds of the neighbourhood student community and the young people of the nearby community.

The programmes that have been conducted for the purpose are Science Tech 2K22, 1 Day Workshop on Employment and Employability, Bengal Job Fair 2023 for Unemployed Youth, Multi-Industry Job Fair for the Unemployed Youth, A multi-Industry Job Fair 2k23, Personality and Career Development Workshop for the 10+2 Level School Students of West Bengal, 4 Days Employability Skill Development Workshop for the Job Seekers and Skill Enhancement workshops, career counselling of school children etc.

The student community of the neighbourhood and the surrounding areas have benefited through various government schemes like NSQF (National Skills Qualifications Framework), PMKVY-II (Pradhan Mantri Kaushal Vikas Yojana II), PBSSD (Paschim Banga Society for Skill Development), PMKVY TI (Pradhan Mantri Kaushal Vikas Yojana for Technical Institutes) for skill training of manpower to utilize in skill blossoming for socially benefitting young generation of the grassroots level by usage of the infrastructural facilities of the institute.

The institute also arranges special free classes for GATE, JEXPO, JELET, WBJEE etc. to foster stronger community bonds along with visits of school children in our institute to improve their computer literacy.

Our college Swami Vivekananda Institute of Science & Technology follows the path of Swami Vivekananda and believes in his vision that “It is a privilege to serve mankind, for this is the

worship of God. God is here, in all these human souls.”

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

3.4.2

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

Response:

Swami Vivekananda Institute of Science and Technology conducts various extension activities to fulfil its societal responsibilities, fostering an institution-neighbourhood community network and encouraging student engagement in inclusive activities for holistic student and neighbourhood development.

The institution has taken institutional membership of the Indian Red Cross Society and has organized programs like tree planting, the Swachh Bharat Program, Blood Donation, Health & eye check-ups, and distribution of food, clothes, books and blankets to underprivileged groups. They participated in visits to old age homes and distributed aid during natural calamities like Amphan (2020) to marginalized groups and distributed food, rations, masks, and sanitisers to marginal and downtrodden sections of society during the COVID-19 pandemic.

Some other programmes to benefit society include Science-Tech 2K22, a workshop on employment and employability, Job Fair, personality and career development workshops, employability and skill development workshops and career counselling for school children.

The institute offers free classes for various exams, such as GATE, JEXPO, JELET, and WBJEE.

The student community in the neighbourhood and surrounding areas has benefited from various government schemes like NSQF, PMKVY-II, PBSSD, and PMKVY TI to train manpower for skill development.

These initiatives aim to enhance professional interactions and foster stronger community bonds between the neighbourhood student community and nearby young people. This pursuit for excellence has attracted attention from recognized organizations, media houses, reputed bodies etc.

Hence over the past few years, SVIST has been bestowed upon by awards and recognitions from such prestigious bodies.

- The Swami Vivekananda Group of Institutions received the Education Excellence Award 2021 for best skill development Institute from renowned media house ZEE 24 Ghanta.
- The Swami Vivekananda Group of Institutions received the Academic Excellence Award

2021-22 for the Institute of Excellence in Infrastructure from TV9 Bangla.

- The Swami Vivekananda Group of Institutions received the Education Eminence Award 2022 for Excellence in Academic Performance from the prestigious media house News 18 Bangla.
- Swami Vivekananda Group of Institutes received the ABP Anand Shiksha Samman Award 2022 for Outstanding Education Excellence
- Swami Vivekananda Group of Institutions received the Education Excellence Award for contribution to the field of education on 22.08.2022.
- SVIST was the proud participant of the prestigious 5th Global Education Forum GEF: 2022-2023 held at the Indian Chamber of Commerce on 14.01.2023.
- Our principal was felicitated with the Certificate of Recognition for Valuable and Exemplary Contribution in the Education Sector by ArdorComm media and LinkedIn in New Normal Leadership Summit and Awards 2023 held at Taj City Centre on 23.02.2023
- Swami Vivekananda group of Institutes, received the Academic Excellence in Higher Education Award by News18 Bangla on 30.05.2023.
- Swami Vivekananda Group of Institutes, received the Education Excellence Award by TV9 Bangla for Excellent Academic Infrastructure on 31.05.2023.
- Swami Vivekananda Group of Institutes received the ABP Ananda Shiksha Samman Award 2023 on 08.06.2023.
- Swami Vivekananda Institute of Science & Technology received the Times Engineering Award from Optimal Media Solutions (A Times Group Company).

Such awards have motivated us to do better and at the same time have put a huge responsibility on us to excel further.

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

3.4.3

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

Response: 41

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

2022-23	2021-22	2020-21	2019-20	2018-19
26	6	2	5	2

File Description	Document
Photographs and any other supporting document of relevance should have proper captions and dates.	View Document
Institutional data in the prescribed format	View Document
Detailed report for each extension and outreach program to be made available, with specific mention of number of students participated and the details of the collaborating agency	View Document

3.5 Collaboration

3.5.1

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

Response: 28

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

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1

The Institution has adequate infrastructure and other facilities for,

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

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

Response:

Swami Vivekananda Institute of Science & Technology (SVIST) was established in the year 2008 and is committed to providing all the necessary infrastructure to suit the demands of the courses and the stakeholders.

- The institution is situated on 5.06 acres with a good compound wall and a built-up area of around 14121 square meters consisting of classrooms, laboratories, workshops, seminar halls, staff rooms, library, administrative block, canteen, hostels, Playground and sports room.
- The institution is situated in a noise-free and pollution-free environment and the classrooms are well ventilated for circulation of fresh air.
- There is a 100 KVA generator and uninterrupted power supply units (UPS) to cater to the needs of the staff and students.
- The Central Library, Digital Library, and Departmental Library add to the teacher-learning process.
- Internet bandwidth of 100 Mbps from two service providers caters to the needs of the college.
- The college has Biometric devices for an exclusive biometric attendance system for faculty and staff.

Classroom:

- The institution has an adequate number of ICT-enabled and smart classrooms and tutorial rooms and this is verified each year by the “Fact Finding Committee” of the affiliating university. The details are further uploaded to AICTE every year.
- The classrooms have LCD projectors and access to an internet connection.
- The institute has two seminar halls to conduct conferences/Workshops for students and staff. The halls are equipped with a public address system, projectors, internet and whiteboards.

Laboratories/ Workshops:

- The institution has well-equipped laboratories with state-of-the-art equipment and machinery. The necessary hardware and licensed/open source software are available in each department to carry out the curricular co-curricular and research activities. All the computer labs are provided with an uninterruptible power supply (UPS).

- The English Language laboratory in addition to catering to the 1st year students helps the students to prepare for GRE/TOEFL tests.
- Industry collaborative laboratories for fostering innovation are also available to help the students put their creative ideas into use.

According to AICTE norms, SVIST has the following instructional areas, as required for Engineering and Technology Institutes.

Particulars	Number of Rooms Available
AC Classrooms	24
Smart Classrooms	07
Laboratories	25
Computer Laboratories	11
Workshops	02
Drawing Hall	02
Seminar Hall	02
Central Library	01
Departmental Library	06
Language laboratory	01
Principal Room	01
Board Room	01
Offices	02
Examination Control Room	01
Training & Placement Office	01
H. O. D. Rooms	07
Faculty Rooms	08
Central Store and Maintenance	02
Common Room	02
Canteen	01
Sick Room	01
EDC & IIC Room	01

Computing Facilities:

- The Institute has sufficient Computing facilities. There are a total of 320 computers available to the students. A total of more than 418 computers are available in the college. Licensed software MATLAB, Xilinx, Oracle, etc., are available to the students and the faculty.

Sports Facilities:

- Indoor game facilities and spacious grounds are laid out for basketball, badminton, and volleyball, etc.
- The indoor games room is spacious which consists of an indoor gymnasium, carrom boards and table tennis tables.
- A dedicated Yoga instructor is available in the institute who conducts yoga training classes for

the students.

- The Cultural Activities Club promotes the cultural activities in the institute. In addition, a music club with a faculty coordinator conducts training classes in music once a week.

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

4.1.2

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

Response: 35.66

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

2022-23	2021-22	2020-21	2019-20	2018-19
134.83	93.22	94.98	217.17	305.19

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

4.2 Library as a Learning Resource

4.2.1

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

Response:

The library plays a central role in enhancing the quality of the academic and research environment in educational institutions. Swami Vivekananda Institute of Science & Technology (SVIST) has a modern computerized library, automated with the help of the KOHA Integrated Library Management System (ILMS) Software that is currently running on version 3.10.12. The library began using automation in 2013, after its initial installation in 2011. KOHA software is well-known for its intuitive interface, enabling smooth book transactions between students and faculty members.

The Institute library has huge collections of academic books, journals, magazines, rare books, other knowledge-upgrading books and newspapers available for borrowing and on-site reference. The library possesses a remarkable collection of 48,543 physical books. It provides access to 2235 e-journals via J-Gate for enhanced digital resources. In addition, the library has 30 offline journals, which guarantees a wide array of academic materials. SVIST has introduced the Book Bank facility, an altruistic endeavour, which provides books for all subjects for all the students each semester. Every semester, students are allowed to borrow 6 to 10 books, eliminating the need to buy them individually. SVIST has also registered with the NDLI Club.

The library offers a suitable atmosphere for concentrated and serene study, with a reading area specifically created to accommodate 100 students and is also well equipped with specialised PCs for accessing e-journal materials.

The library is equipped with reprographic and multimedia facilities, in addition to traditional resources, to cater to the varied academic needs of the students. We prioritise enhancing students' academic experiences to contribute to their development and scholarly endeavours. The institution's commitment to creating a rich learning environment for its students is highlighted by this multidimensional approach.

During the past five years, the library has added new volumes to its collection as per requirement to meet the curriculum changes. The average yearly expenditure for the purchase of books and periodicals over the specified period is INR 5.5 lakhs. The library footfall is approximately 150 per day by both faculty and students, which shows a consistent and significant involvement with the scholarly resources available.

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

4.3 IT Infrastructure

4.3.1

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

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

Response:

Due to the growing need for Internet access on college campuses as a result of the Internet's flexibility and ever-evolving standards of education, SVIST has put a thrust to setting up a stable and secure wired or Wi-Fi network for their students and assigns topmost priority to upgrading IT facilities to cater to this need. SVIST has an IT policy addressing IT Service Management, Information Security, Network Security, Risk Management and Software Asset Management standards. It outlines the responsible use of the Information Technology infrastructure at the institute such as the use of licensed software only, procurement of IP-based licenses wherever possible, antivirus, restricted access through the firewall, regular information backup, and encouragement for the usage of open-source software, wherever required.

In the last five years, the institute has consistently improved various computerisation facilities and its infrastructure. Deployment of IT infrastructure is done through the system administration team. This team addresses all the academic and administrative IT infrastructure requirements. The College regularly upgrades both the software and the hardware facilities. The following are the strategies for deploying and upgrading IT infrastructure and associated facilities.

- Computers are replaced periodically.
- Software is purchased and licenses are upgraded as per requirement.
- Firewall and Anti-virus software are upgraded regularly.

SVIST focuses on setting up adequate and latest IT infrastructure and resources are updated and upgraded continuously as per the requirements and changing technology.

Internet Connection: Dedicated internet connectivity of bandwidth 100 Mbps is provided by Airtel and Jio and an alternative connection is also there as standby. The campus is Wi-Fi enabled to promote digital flow. Faculty and Students can avail of the Wi-Fi facilities 24x7, 365 days. Internet facility is provided to the classrooms, faculty rooms and offices through Wi-Fi. Wherever high-speed connectivity is required wired connection through optical cable LAN services is provided to the laboratories and departments. A dedicated 418 numbers of desktop computer systems are provided for students, offices and faculty members.

PCs and their configuration: The Institute has a total of 418 computers with Processor i7/i5/i3, 2GB/4GB/8GB RAM, 256 GB/512 GB Hard Disk, and 3.10 GHz CPU Speed.

Software: For conducting various UG Courses, various software is used which includes Turbo C/C++, Oracle, Photoshop, MATLAB, Net Sim, IE3D, Xilinx ISE, ANSYS, DOE++, AutoCAD and PRO E. Microsoft Office, Python (Open Source).

Operating System: Our institute uses Windows Operating System (Windows 7, 8 & 10) as well as open-source operating systems like Ubuntu and other software tools such as Wireshark (Open Source).

CCTV: To prevent and check unwanted activities and for the security of the students in the college, CCTV cameras have been installed at strategic points. The coverage is archived and can be retrieved only by authorised personnel for reference if needed at any given time.

Additional information: For quality teaching, learning and research the college provides access to a

variety of online resources as follows:

- All the classrooms have projector facilities and laboratories are well equipped with either computer systems or WiFi.
- Students and faculty members can access electronic journals and e-books from the library's digital and computer labs.
- Students and faculty members can access MOOC resources.

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

4.3.2

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

Response: 4.39

4.3.2.1 Number of computers available for students usage during the latest completed academic year:

Response: 320

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

4.4 Maintenance of Campus Infrastructure

4.4.1

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

Response: 57.25

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)

2022-23	2021-22	2020-21	2019-20	2018-19
326.98	240.23	204.63	295.09	290.51

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

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1

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

Response: 91.15

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

2022-23	2021-22	2020-21	2019-20	2018-19
1314	1249	1088	967	1099

File Description

Document

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

[View Document](#)

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

[View Document](#)

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

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

5.1.2

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

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

Response: A. All of the above

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

5.1.3

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

Response: 46.05

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

2022-23	2021-22	2020-21	2019-20	2018-19
645	625	630	481	507

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

5.1.4

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

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

Response: A. All of the above

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

5.2 Student Progression

5.2.1

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

Response: 62.89

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

2022-23	2021-22	2020-21	2019-20	2018-19
277	228	202	278	252

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

2022-23	2021-22	2020-21	2019-20	2018-19
438	350	364	400	415

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

5.2.2

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

Response: 4.52

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

2022-23	2021-22	2020-21	2019-20	2018-19
10	11	7	1	4

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

5.3 Student Participation and Activities

5.3.1

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

Response: 4

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

2022-23	2021-22	2020-21	2019-20	2018-19
1	0	2	0	1

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

5.3.2

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

Response: 7.4

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

2022-23	2021-22	2020-21	2019-20	2018-19
8	8	5	8	8

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

5.4 Alumni Engagement

5.4.1

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

Response:

Some questions confound a student when deciding the perfect Institute to suit their needs. Over the past few decades, universities and colleges have rapidly expanded throughout the nation. When selecting the best and most promising option, students have many options to choose from. Alumni relations have emerged as a critical resource for any type of higher education institution hoping to differentiate itself from the competitors on a national and worldwide scale since everyone is vying for the best curriculum, faculty, and facilities. **An organization's alumni are the reflection of its past, a representation of its present and a link to its future. Educational institutions are changing the way they see and interact with their alumni community. With the advent of social media, alumni relationships have taken a different flavour altogether.**

Swami Vivekananda Institute of Science & Technology (SVIST) has started to harness the power of alumni through various networking platforms like LinkedIn, Facebook, WhatsApp, etc., by creating alumni groups and profiles on them. Swami Vivekananda Institute of Science & Technology Alumni Association was subsequently founded with the goals of strengthening links, encouraging growth, and enhancing the impact of our alumni.

The Alumni Association's Contribution through various means is as follows:

- 1. Book Donation:** Contribution by donating Books.
- 2. Alumni Interaction:** Alumni of SVIST give inputs to aspiring graduates. They are invited as resource persons at various events, guest lectures and panel discussions. They provide inputs and share their experiences regarding skill development, recent technologies & trends in the corporate world, application of knowledge and corporate working culture. They often provide referrals to juniors and information to the TP Cell for any vacancy in their company.
- 3. Placement & Career Guidance Assistance:** Our Alumni are working in organizations of well repute and distributed over broader spectrum in various capacities. They keep the faculties and the placement officer abreast of the available job opportunities. They assist and guide the students to crack the interviews by sharing proper guidance and insider tips. Often students working in a particular company share knowledge and experience about the interview skills required when company revisits the campus. They also share their experience with the students and motivate them for their career development in various domains.
- 4. Campus recruiters:** Alumni come to campus as recruiters for their companies and also recommend and promote SVIST to their employers for campus placements.
- 5. Entrepreneurship Awareness:** Some of our Alumni have established startups in different sectors, many of whom are first-generation entrepreneurs. They decided to become entrepreneurs during their academic span at SVIST. Through the journey as an entrepreneur, they learn various skills & knowledge. They enlighten the students with their success stories and challenges faced.
- 6. Alumni Meet:** We at SVIST have a tradition of inviting alumni for the Alumni Meet "Nostalzea" every year. In this meet the alumni get a chance to reconnect with the Alma mater and old friends and teachers. This is the best platform for networking and sharing new trends and current happenings in the corporate world. These inputs are helpful to academicians in moulding aspiring students.
- 7. Institute Social Responsibility:** Our Alumni in association with SVIST are engaged in conducting social activities for the welfare of society through Donations in the form of Books, Blankets, Chairs, Mats, Storage containers, stationery, etc.

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

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1

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

Response:

Establishing and upholding the institution's goals, guiding principles, and code of ethics is a collective responsibility shared by the Management Committee, the Principal, faculty and non-teaching staff. At SVIST, the vision, mission, and values form the bedrock for both present and future planning, serving as guiding lights for all stakeholders.

SVIST is committed to delivering high-quality education tailored to students' needs, preparing them to actively contribute to societal and technological advancements. Students, deeply engaged with technology, apply their knowledge to solve real-world problems, during Tech Fests Hackathon, coding competitions etc.

SVIST alumni, having made significant strides in diverse fields, stand as a testament to the institution's commitment to excellence. The ongoing transformation of the college into a better place is curated by the visionary leadership of the Principal and Director with support from the Deputy Registrar and Dean of Academics. While tactics, actions, and missions may evolve, the core vision and essential principles remain steadfast. The overarching goal is to position SVIST as a hub for academic excellence, offering professional transformation of mostly rural and overall mediocre students to successful engineers.

Our organization thrives in its mission through the promotion of participatory management and decentralization, ensuring that various key bodies contribute to the overall governance and development of the institution.

1. Board of Trustees (BOT): The Board of Trustees plays a pivotal role in overseeing the welfare and governance of the institution. This body is responsible for establishing policies and safeguarding the institute's material, financial, and other assets, contributing to the overall strategic direction.

2. Principal: Working under the purview of the Board of Trustees, the principal is granted the autonomy to implement policies effectively. The principal takes charge of enhancing the overall quality of education and administration, providing strong leadership, and managing the institution's day-to-day affairs.

3. Academic Council: Comprising members from each department reporting to the Principal, the Academic Council plays a crucial role in monitoring and enhancing academic standards. It addresses significant issues affecting the college's academic life and growth, ensuring a focus on educational excellence. The Dean Academics and Deputy Registrar provide support to the principal in Academics and Administrative activities respectively.

4. Heads of Departments (HOD) and Faculty: The Heads of Departments shoulder the responsibility of overseeing the operations within their respective departments. The collaborative and participatory decision-making process ensures the active involvement of faculty members and technical assistants in shaping the institution's academic landscape.

5. Training and Placement Cell: The Training and Placement Cell acts as a bridge between students, graduates, and the workforce, assisting and preparing students for optimal career decisions. The Training and Placement Officers (TPO), coordinators, along with the training placement officer, strive for the success of training and placement activities.

6. Administration: The administrative team oversees and maintains the establishment, handling crucial functions such as hiring, finance, accounting, and admissions. They are also responsible for construction, logistics, and the maintenance of official records, contributing to the smooth functioning of the institution.

Through this decentralized and participatory approach to management, each body within the organization plays a distinct yet interconnected role in steering the institution towards achieving its goal and fostering an environment of academic excellence and growth.

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

6.2 Strategy Development and Deployment

6.2.1

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

Response:

The institution has started a number of initiatives and programs to help students reach their goals of excellence by educating them to new domains of knowledge. For this reason, a number of additional courses and skill-development programs have been offered to students at all levels, and students from all fields are enthusiastically accepting them.

The Internal Quality Assurance Cell (IQAC) and the management committee collaborate to create and carry out the institute's long-range plans. The IQAC has its own vision and objectives, whereas the management committee uses the Principal to carry out its ambitions. To accomplish their goals, both committees create support strategies and schedule frequent meetings. Faculty members are also strongly encouraged to take part in different committees that are responsible for making choices. In these committees, they may identify issues, establish aims, investigate alternative methods, analyze outcomes,

organize meetings, and make decisions that are effective.

The institution fulfils the needs of its students and their parents while focusing more on strategic growth and addressing various issues from a stakeholder point of view. In addition, the institution arranges parent meetings to inform them of their ward's progress and to solicit comments. It also maintains an active placement unit that handles campus placements. Enhancing each learner's performance is made possible by the formative and evaluative remarks. In addition, the institution promotes student participation in blood donation camps, tree planting initiatives, and a charity activities, Swatch Bharat initiatives, sports , cultural and yoga activities for overall development of the students.

In addition, the institution runs Faculty Development Programs (FDP) with the goal of keeping faculty members' pedagogical knowledge and abilities up to date. It also requires labor to build a positive work culture and enhance the institution's internal development.

File Description	Document
Upload Additional information	View Document
Institutional perspective Plan and deployment documents on the website	View Document
Provide Link for Additional information	View Document

6.2.2

Institution implements e-governance in its operations

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

Response: A. All of the above

File Description	Document
Screen shots of user interfaces of each module reflecting the name of the HEI	View Document
Institutional expenditure statements for the budget heads of e-governance implementation ERP Document	View Document
Annual e-governance report approved by the Governing Council/ Board of Management/ Syndicate Policy document on e-governance	View Document

6.3 Faculty Empowerment Strategies

6.3.1

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

Response:

Our institute has implemented a performance appraisal system. The assessment is conducted by the principal, along with HODs, Heads of the Account section, Training & Placement etc. The evaluation encompasses various parameters, including feedback from HODs, class feedback, punctuality, regularity, days absent, working hours per week, involvement in research, higher studies, collaboration, innovation, entrepreneurship, anti-ragging efforts, and participation in other college activities. Personal observations and feedback from various stakeholders contribute to a comprehensive performance review. The principal's final recommendation is then forwarded to trustee members for the ultimate decision on career advancement or other courses of action.

The institution has implemented several policies aimed at the professional development and welfare of both teaching and non-teaching staff. These policies include:

1. EPF (Employees' Provident Fund): All employees receive EPF benefits as per the PF Act.
2. Gratuity: Gratuity is provided following the Gratuity Act.
3. ESI Scheme (Employee State Insurance): Employees drawing less than Rs. 15,000/- per month are covered under the ESI Scheme.
4. Medical Leave Accumulation: Medical leave is accumulated for utilization during medical emergencies, following specified leave rules.
5. Free Bus Facility: Faculty and staff members have access to free bus facilities.
6. Maternity Leave: Maternity leave is provided as per government norms.
7. Permissible Leaves: Various categories of permissible leaves are provided as per norms.
8. Special Paid Leave: Paid leave is granted for special cases such as terminal illness, accidents, etc. Special paid leaves are also granted for attending conferences, seminars, and higher study in India and abroad for a specified period with the approval of the higher authority.
9. Support for Higher Studies: Faculty members are encouraged to register for higher studies like M. Tech, PhD, and research. Regular paid leave is granted for career enhancement programs, and funding is provided for patents, seminars, conferences, refresher courses, publications, etc.
10. Educational Support: Support is given to staff members by providing half or full scholarships for two wards or close relatives for their education in this institution or other colleges of the same group.
11. Faculty Development Programs: Faculty members are encouraged to participate in faculty

development programs at regular intervals, mostly sponsored by the Institute.

12. Professional Memberships: Faculty and staff are encouraged to enrol as members of professional societies or bodies, with half-paid sponsorship.

13. Accommodation and Food: Some faculty and staff members are provided with free accommodation and food as part of a welfare scheme.

These policies collectively contribute to creating a supportive and enriching work environment for the staff, fostering their professional growth and well-being.

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

6.3.2

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

Response: 13.09

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

2022-23	2021-22	2020-21	2019-20	2018-19
34	15	4	7	7

File Description	Document
Policy document on providing financial support to teachers	View Document
Institutional data in the prescribed format	View Document
Copy of letter/s indicating financial assistance to teachers and list of teachers receiving financial support year-wise under each head.	View Document
Audited statement of account highlighting the financial support to teachers to attend conferences / workshop s and towards membership fee for professional bodies	View Document

6.3.3

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

Response: 81.9

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

2022-23	2021-22	2020-21	2019-20	2018-19
105	94	117	110	99

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

2022-23	2021-22	2020-21	2019-20	2018-19
31	26	25	25	22

File Description**Document**

Refresher course/Faculty Orientation or other programmes as per UGC/AICTE stipulated periods, as participated by teachers year-wise.

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

Copy of the certificates of the program attended by teachers.

[View Document](#)

Annual reports highlighting the programmes undertaken by the teachers

[View Document](#)

6.4 Financial Management and Resource Mobilization**6.4.1**

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

Response:

The Institute has some specific strategies to ensure the effective mobilization and optimal utilization of resources and funds from different Government sectors or non-government organizations as per rules and regulations. These strategies are crucial for achieving organizational goals, sustainability, and growth. The government sectors are NSQF (National Skills Qualifications Framework), PMKVY-II (Pradhan Mantri Kaushal Vikas Yojana II), PBSSD (Paschim Banga Society for Skill Development), PMKVY TI (Pradhan Mantri Kaushal Vikas Yojana for Technical Institutes), NTA (National Testing Agency). The funds received from the WBJEE board and NTA are utilized to conduct various entrance examinations whereas funds received from NSQF, PMKVY phase 2 & TI and PBSSD are mobilized through proper channels to utilize in skill blossoming for socially benefitting young generation of the grassroots level by usage of infrastructural facilities of the institute.

The institute has specific strategies for diversifying funding sources depending on financial planning and budgeting. Later on, these collected funds are optimally mobilised/utilised by strategic planning and Performance Measurement & Monitoring. This college generates funds from various sources, primarily allocated by the Board of Trustees. Additionally, revenue is generated from course fees paid by students across different programs. These funds are strategically utilized for various purposes, including the development and maintenance of existing infrastructure, fostering research and development activities, supporting training and placement initiatives, facilitating extracurricular activities, and covering daily operational expenditures. This systematic allocation ensures that the funds contribute to the holistic development and sustained functioning of the institution across multiple areas.

The primary areas from where funds are generated by the college are as follows:

- Funds are allotted by the Board of Trustees.
- Revenue generated from the collection of fees from the students enrolled in various courses under the Institution.
- Funds received from Government sectors or non-government organizations as per rules and regulations, i.e. NSQF (National Skills Qualifications Framework), PMKVY-II, PBSSD, PMKVY TI, for socially supporting locality students by reaching out to the grass root for facilitating education and employment.
- Funds received from WBJEE and NTA for conducting exams and supporting meritorious students through college infrastructure and human resources.

The aforesaid collected funds are utilized in the below-mentioned ways:

- Development of existing infrastructure
- Maintenance of existing infrastructure
- For Research & Development Activities
- For Training & Placement Activities
- For Extra Curricular Activities
- For Daily Expenditures
- Funds received from the WBJEE board and NTA are utilized to conduct various entrance examinations, i.e. WBJEE, JELET, GNM & ANM, and NEET.
- Funds received from NSQF, PMKVY phase 2 & TI and PBSSD are utilized for Skill

development.

The institution has appointed a qualified and practising Chartered Accountant (CA) to serve as an auditor, conducting audits of the college accounts once every year. The audited reports are thoroughly reviewed and submitted for examination to the Board of Trustees. Additionally, the institution seeks advice from external consultants on tax and legal matters as required.

As of the last audit completed on February 16, 2023, the college's accounts have not received any unfavourable remarks. The institution consistently adheres to financial regulations and ensures the timely filing of its income tax returns each year within the stipulated timeframe. This commitment to financial transparency and compliance reflects the institution's responsible financial management.

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

6.5 Internal Quality Assurance System

6.5.1

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

Response:

The Institute's Internal Quality Assurance Cell (IQAC), established in 2018, addresses various challenges to enhance the teaching-learning process and overall student development. To ensure an effective learning experience, IQAC implemented strategies such as providing lecture video links and class notes through Google Classroom, following a structured schedule. The utilization of the MHRD virtual lab portal for both physical and virtual lab classes was encouraged. Real-time recording of labs and lecture videos was initiated by the institute, with the content shared for student access.

IQAC also emphasized the importance of mentorship, advising students to enrol in aptitude and soft skill classes along with additional courses. Faculty mentors maintained regular communication with students, fostering a personal bond, improving the teaching-learning process, and enhancing attendance.

In response to the need for practical instruction beyond the regular curriculum, IQAC recommended the introduction of supplemental courses. Additionally, faculty members were encouraged to engage in research endeavours, fostering a culture of research within the institution. These initiatives collectively contribute to the holistic development of students and the overall quality enhancement of the educational experience.

The Internal Quality Assurance Cell (IQAC) has played a pivotal role in upholding and enhancing the quality standards of the institution while strategically planning for its growth. Continuous quality improvement has been a focal point not only for students but also for faculty and the broader institutional environment. The comprehensive approach includes various successful measures:

The institution gathers faculty feedback, overseen by the head of the institution, to ensure continuous improvement. Students' feedback on subjects, teaching methodologies, and other aspects is actively sought. Alumni feedback provides valuable insights into the institution's performance and areas of enhancement. The institution maintains an eco-friendly campus with a well-maintained natural water body. Faculty Development Programs are conducted to keep faculty members abreast of the latest advancements. Tutorials and remedial classes are organized to provide additional support to students. Internal evaluations, assignments, and regular attendance analyses, along with communication with parents, contribute to monitoring and improving student performance. Support for research and development is offered through various initiatives, including paid leaves for conferences/seminars/workshops, membership support, and registration fee assistance. The Training and Placement Cell actively provides placement assistance. These measures collectively contribute to the institution's commitment to quality assurance and continuous improvement.

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

6.5.2

Quality assurance initiatives of the institution include:

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

Response: A. Any 4 or more of the above

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

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1

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

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

Response:

Swami Vivekananda Institute of Science and Technology (SVIST) reflects a commitment to diversity and inclusivity. Our Institution has undertaken specific actions to champion gender equity.

The Institute proudly organises programs that consist of training sessions, workshops, and awareness campaigns that address unconscious biases, challenge stereotypes, and cultivate a culture of respect. Mentorship programs have been introduced to support the professional development of women. In addition to these, Women's Day is also grandly celebrated every year, thus encouraging female students and faculty members. Female students of our college also get opportunities to engage in a diverse range of sports activities like Table Tennis, Carom, etc.

The Institute enforces stringent policies against harassment, sending a clear message that such behaviour will not be tolerated. It creates a safe, secure and respectful environment for all by the installation of CCTV Cameras throughout the Campus. Apart from this, the Institute also has an active Women's Grievance and Redressal Committee against any kind of sexual harassment, so that women feel heard and supported, contributing to their overall well-being.

Recognizing the importance of diverse voices in the decision-making process, the Institute has women in the top positions as Principal and HODs. Further, Gender Equality in the Institute is ensured by maintaining a good number of intakes of Female Faculty members as well as students. Equal opportunities are given to both males and females without discrimination based on gender and all individuals are considered to be equal irrespective of their caste, gender, colour, profession and status.

The Institute also practices regular salary assessments, transparent pay structures, and a commitment to equal pay for equal work. To support work-life balance, our Institute implements flexible work arrangements and parental leave policies.

Regular Counselling Sessions are conducted both for the students and faculty members whenever required. An awareness program to educate about the various forms of harassment and violence has also been conducted as a part of the cultural fest, titled "Nirbhaya".

The following Gender Sensitization Action Plan is usually followed every year:

- Increasing awareness of gender equality by conducting various programmes.
- Monitoring workload allocation and ensuring transparency.

- Maintaining gender balance in the appointment of faculty members.
- Conducting activities by Women's Cell to encourage girl students.
- Grandly celebrating International Women's Day.
- Encouraging women (both students and faculties) to play lead roles in college-related activities and social activities.
- To encourage teachers, an awards ceremony shall be included in Teacher's Day.

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

7.1.2

The Institution has facilities and initiatives for

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

Response: A. 4 or All of the above

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

7.1.3

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

1. Green audit / Environment audit
2. Energy audit
3. Clean and green campus initiatives

4. Beyond the campus environmental promotion activities

Response: A. All of the above

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

7.1.4

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

Response:

In this thriving democracy, Swami Vivekananda Institute of Science and Technology is paramount in shaping informed and responsible citizens. For this, our Institute emphasizes instilling a deeper understanding of the Constitutional Values, rights, duties and responsibilities to its students and employees in varied ways.

To start with, the College has established its 'Code of Conduct' for students and staff and everyone abides by it.

Every year discussions, seminars, and workshops that delve into the significance of values like Justice, Equality, Fraternity, and liberty are held in the Campus. Apart from this, the Institute has taken initiatives to conduct visits to old age homes, organise blood donation camps, Tree Plantation Campaign, and Swachh Bharat Abhiyan to encourage a sense of social responsibility among the students and employees. A pledge to keep the Campus "Plastic Free" and the surroundings green, eco-friendly and clean has been taken through awareness activities.

Celebration of Independence Day, Republic Day, National Youth Day and Constitution Day is held to familiarize the students with their Constitutional responsibilities and values. Eminent resource persons are also invited for talks and discussions to inspire students and staff by informing them about the lives and sacrifices of freedom fighters and to emphasize the duties and responsibilities of citizens.

Apart from the Core subjects, subjects like the Constitution of India, the Essence of Indian Knowledge

Tradition, Organizational Behaviour, Values and Ethics etc. are included and taught to highlight the socio-cultural importance of the country.

We have an active “Electoral Literacy Club” to educate the students about the importance of elections. Intra and inter-college level sports activity and games are held, thus encouraging fellow feeling, harmony and brotherhood.

Inculcating cultural values in students is a crucial aspect of education. and goes beyond mere theoretical knowledge. Keeping this in mind, our college celebrates the cultural fest titled “ENTHUZZEA” annually, thus helping the students gain a deeper understanding of the rich cultural heritage.

By embracing these ideals, our institution contributes not only to the academic growth of the community but also to the development of responsible citizens who are essential for this democratic society.

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

7.2 Best Practices

7.2.1

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

Response:

BEST PRACTICE – 1

1. Title of the Practice:

Skill Development Programs for faculties and Skill Enhancing Training for students

2. Objectives of the Practice: The main objective of skill development programs for faculties is to set up a workforce proficient with the necessary skills and knowledge. Moreover, Skill Enhancing Training for students is a vital aspect of college education so that the students are employable and serve the needs of the ever-changing and dynamic market needs.

3. Context: Skilled employees yield higher productivity and can work effectively and efficiently. The institute has taken initiatives to provide skill development programs and has provided the required platforms like NPTEL, Coursera and other similar organizations for certification for the faculty members.

The Skill Enhancing Training is crucial for students navigating the professional landscape. It provides insights into diverse career paths, hones essential skills, and empowers informed decision-making. With

rapid changes in industries, this training ensures individuals make informed choices thus enhancing their employability. Special trainings are organized every weekend by internal faculties with external support through organizations like Ardent-Computech, Euphoria-Genx, Globsyn, Ogmatech-lab, Mukesh Hyundai Training Academy and other skilled personnel.

4. *Practice:*

In this practice, SVIST encourages the faculty members to attend faculty development programs (FDP), seminars, workshops etc. SVIST also takes the following steps:

- i) One day paid leave per week for faculties for their research purpose and for pursuing higher studies like M. Tech., Doctorate, Post-Doctorate, etc.
- ii) Not only paid leaves are provided for attending conferences, seminars, workshops, training, FDP etc. for faculty members but also financial support as full or partial registration fees for attending conferences, publishing papers or patents are granted.

Moreover, SVIST provides skill-enhancing training to the students in the following aspects. Creating interest in students to enhance their employability skills through various career counselling programs. These goals are achieved through the Training and Placement cell and Departments of Specialization:

- i. Students are trained in soft skill communication and presentation skills imparted by the faculty members of the English Department.
- ii. Specific training on Aptitude and programming skills is provided by hiring Professional Agencies as many jobs require varied technical skill sets.

5. *Evidence of Success:*

(i) By introducing various skill enhancing and assessment tools, students could perform well in placement and secure jobs. On average approximately, **60-70%** of students of our institute have been placed in reputed companies in the last 5 years.

(ii) Using online platforms, like NPTEL, Coursera etc. and also attending FDPs, many faculties have enhanced their skill and knowledge and contributed to research publication, patent filing etc.

6. *Problems encountered and resources required:*

Challenges:

- i. Inadequate Technology Access i.e. lack of necessary devices or internet connectivity.
- ii. Online platforms faced engagement problems compared to face-to-face interactions during the pandemic period.
- iii. Personalized career advice presents challenges for students due to differences in understanding level.
- iv. Students with limited digital literacy encounter difficulties navigating learning platforms.

Required Resources:

- i. Ensuring all students have access to necessary technology and seamless internet connectivity.
- ii. Investing in interactive and captivating online learning tools to bolster the participation of students and generate keen interest in them.
- iii. Implementing tailor-made training for tailored career guidance based on individual strengths and aspirations which may require the involvement of more resource persons and hence cost.
- iv. Providing additional support or courses to enhance students' digital literacy skills.

7. Notes (Optional):

- i. Successfully grabbing placement opportunities in top companies.
- ii. Skilled employees with higher productivity and the ability to work effectively and efficiently contribute more towards the enhancement of individual careers and the growth of the institute as a whole.

BEST PRACTICE – 2

1. Title of the Practice:

Financial Assistance to deserving and needy students (Scholarships)

2. Objectives of the Practice:

The objective of scholarships is to facilitate equitable access to education by alleviating financial barriers. By recognizing and supporting merit-cum scholarships to promote talent, and fostering a vibrant learning community that contributes to both individual growth and societal advancement.

3. Context:

Scholarships in institutes serve as catalysts for knowledge enrichment and foster intellectual growth and innovation. There are various scholarships like SVMCM, SC, ST, OBC, KANNYASHREE, National Scholarship, AIKYASREE etc. sponsored by the Government and SVIST-Institute scholarship, various non-government scholarships available for the poor but meritorious students. These opportunities not only alleviate financial burdens but also cultivate a vibrant community towards the pursuit of academic excellence.

4. Practice:

As we know the scholarship of an institute is an essential requirement for students who cannot afford the expenditure for continuing their study. So, being a well-wisher of students, our institute initiated the following steps so that they can grab the various scholarship opportunities.

- i. Explore and identify available scholarships from the government and within the institute, considering academic accomplishments and specific eligibility requirements.
- ii. Compile necessary documents, approval and completion of online and offline application processes following the application deadline.
- iii. Remain vigilant and conduct awareness programs regarding application deadlines to ensure punctual submission & develop a schedule for efficient time management, and monitoring.
- iv. To check the application of students for financial assistance for different scholarships.
- iv. After submission, application progress is monitored and promptly addressed any additional requests or inquiries from scholarship portals and approving bodies.

5. Evidence of Success:

The institute's scholarship initiatives have swiftly demonstrated success. SVIST is proud to state that the average percentage of the number of students who have benefited from scholarships and free ships provided by the Government, Institute and non-government agencies during the last 5 years is approximately **92%**.

6. Problems encountered and resources required:

Challenges: Insufficient financial resources may limit the availability of scholarships. Socioeconomic, geographic, or technological barriers could restrict certain groups from applying.

Required Resources: Adequate funding is necessary to provide a significant number of scholarships. Initiatives targeting diverse populations and ensuring equal access are essential.

7. Notes (Optional):

Notable student accomplishments, encompassing more and more low-income group students to aspire for higher education are some of the most positive outcomes. This signifies a commitment to shaping futures through education, affirming the program's positive trajectory.

File Description	Document
Best practices as hosted on the Institutional website	View Document
Any other relevant information	View Document

7.3 Institutional Distinctiveness

7.3.1

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

Response:

Swami Vivekananda Institute of Science & Technology (SVIST) promotes economic liberalisation and the development of technical skills following Swami Vivekananda's philosophy, "**The end of all education, all training, should be man-making**". College life is not all about academics, games and friends. It is also about learning to interact with other people and being aware of social, and environmental issues and inequities in society. SVIST provides every student with the support they require to grow as individuals and influence the society in which they live. SVIST is dedicated to educating students about social values and responsibilities.

The performance of the institution in one area distinctive to its priority and thrust is to accomplish its vision and missions:

Vision: The Institute is driven to provide excellent educational opportunities that are responsive to the needs of our economically backward students, mostly educated through vernacular mediums and hail from rural areas, to transform them to meet and surpass the challenges of our nation's growing socioeconomic and technical demands.

SVIST is an institution situated in an area which comprises a major portion of Sundarbans, Canning, and Basanti which are economically backward and rural areas of South 24 Pargana district in West Bengal. The institute offers UG and PG programs to the aspiring youths of the district. Every year many rural students (Girls and Boys) are admitted to different programs offered by the institution and the institution makes sure to provide all the basic need-based facilities to students as per the directives of the University and the State Government. As part of its vision to contribute to the nation's socioeconomic growth, SVIST has made great efforts to give back to the community through its students. Student committees are established to fulfil their societal responsibilities. The three-week orientation programme provides newcomers with an understanding of the vision and mission of the institute. Along with other sports, cultural and technical activities our college plans activities like tree plantation and field visits in collaboration with the Red Cross. To expose the students to the pressing issues in our society, several activities are undertaken for the students to expose them to the needs to be addressed through food and clothing distribution, old age home visits, etc.

The institution always aspires to help needy students overcome their financial and academic hurdles through the initiatives of the BOOK BANK facility through which students can avail free books every year. SVIST's vision is to provide financial support and scholarships to eligible and needy students, as most of our students are economically backward and hail from rural areas. The objective is to ensure that no aspiring student is deprived of entry into professional courses due to a lack of finances. SVIST has a Student's Welfare Committee and Scholarship Committee which helps underprivileged students of various reserved categories to apply for various state government and central government scholarships. For those students who are not eligible to get Government scholarships, the institute provides them Institute Scholarship (SVIST Merit-cum-Means Scholarship), and for the last five years, more than 90% of our students received scholarships. At every level, the institute ensures that students receive the best possible benefits and learning outcomes from their coursework in addition to offering financial aid.

Most of the students who take admission in our college are educated in **vernacular medium, have an**

average academic background and are from rural backgrounds. The communication skills of such students are usually poor. Because of this, our college puts tremendous efforts into developing the communication skills of our students by organising continuous soft skill classes that include GDs, Debates, Professional Communication, Interpersonal Skills, CV writing, mock interviews etc. Also, various seminars, workshops, and add-on courses are arranged to hone the technical and professional skills of students to make them ready for the job market.

Students are provided training through professional bodies like Ardent Computech, Euphoria Genx, Globsyn, and Mukesh Hyundai Training Academy for the technical skill training of students and also provided special platforms for assessing them and generating jobs. Some of these platforms are Cocubes, Aspiring Minds, TCS NQT, Reference Globe etc. Designing and implementing the practice of remedial classes and overcoming the language barrier is our prime motto. Remedial Classes help slow learners to learn and follow the subjects when some classes are missed thus helping them with particular subjects. Faculty members prepare video lectures and upload them to the SVIST YouTube channel (MISSION CAREER) so that students can learn at any time.

Mission:

Mission - 1: To be a student-centric Institute imbibing experiential learning skills, addressing the technological & professional needs of society.

Mission - 2: To train students as industry-ready professionals.

Mission - 3: To encourage students constantly towards research & higher studies as a part of career advancement.

Mission - 4: To promote co- and extracurricular activities for the overall personality development of the students.

It's a fact that students emerging from the Indian education system are lacking in the skills required by Industry. The gap between the university curriculum and the ever-changing expectations of industries is the main cause of this situation. The curriculum of the institute is university-driven and cannot be changed. However, the industry expects the graduates to be well-prepared and equipped with the necessary technical and professional skills. Communication skills, aptitude and soft skills play a significant role in the employability success rate. So, the institute has taken the initiative to bridge the gap and meet the industry expectations from fresh graduates after undergoing the curriculum. With the objective of an increase in the employability of students, the institution concentrates to instil the following skills to be developed:

1. Technical skill development
2. Soft skill development
3. Industry Exposure
4. Campus Recruitment Training

SVIST provides full financial support for all eligible students for the preparation and appearing in the TCS iON National Qualifier Test, CoCubes exam, AMCAT, etc. The institute has made efforts to set up industrial visits, facilitate conversations with HR managers from several industries, and offer internship opportunities.

Through this continuous skill enhancement, SVIST aims to transform the newly admitted, economically backward students with mediocre academic credentials, educated mostly through vernacular mediums and hail from rural areas, into industry-ready professionals where they get a chance to not only enhance their well-being and support their family for economic upliftment but also contribute to the socio-economic change.

File Description	Document
Any other relevant information	View Document
Appropriate web in the Institutional website	View Document

5. CONCLUSION

Additional Information :

Swami Vivekananda Institute of Science & Technology (SVIST) was established in 2008 and is situated on 5.06 acres of land in Dakshin Gobindapur, P.S. Sonarpur, South 24 Parganas, Kolkata, West Bengal. SVIST has acquired 2 more acres of land beside our existing campus for expansion and the total area at present is 5.06 acres. Our goal has been to instil good citizenship and social responsibility in our students in addition to academic excellence. The economically challenged students are highly benefited through different government/non-government scholarship schemes and institute scholarship scheme SVIST Institute Merit Cum Means Scholarship as well, which provides a wide range of freeship of-semester fees.

Many online workshops and seminars for faculty development and IIC-related programs were held during the pandemic. Faculty members adopted different online platforms for teaching and uploaded lecture videos on SVIST's official YouTube channel, "Mission Career". We organize different add-on and value-added courses for the students to bridge the gap between academia and industry. Additionally, we conduct skill development training every year to boost the placement rate.

New technologies have been utilized in SVIST for institutional governance, education, and learning. The campus community is ready to utilize information and communication technology (ICT) to its full potential. The HEI has implemented ICT literacy, electronic data management, and documentation.

SVIST faculty members have participated in national and international conferences and seminars, published journal articles in a variety of fields worldwide and published patents as well. The institution has established many cells, including the R&D cell, the Entrepreneurship Development cell (EDC), and the Institution Innovation cell (IIC), to enhance capacity building and soft skill development and promote entrepreneurship.

Thus, the HEI is pursuing its mission of excellence with unwavering determination and a distinctive approach.

Concluding Remarks :

We consider it an immense honour to provide this SSR, which has been meticulously and thoroughly examined. The institute is dedicated to Swami Vivekananda's philosophy, i.e., **"We want that education by which character is formed, strength of mind is increased, intellect is expanded, and by which one can stand on one's feet"** and continues to thrive and provide students with a top-quality education. SVIST is committed to pursuing its quest for academic success despite numerous challenges. The management is providing all-round support towards developing the institution into a centre for advanced teaching and learning. The institute has been providing quality higher education to the deprived students, needy and economically weaker sections from urban and rural areas of West Bengal, and achieving excellence through its vision, mission and goals.

Adhering to the vision and mission of the institute, we are striving to produce graduates with scientific brains and a humanitarian approach. Over the past five years, the institution has offered good infrastructure, the most up-to-date knowledge and information from its knowledgeable faculty, a strong culture of research, and a wide range of support services. With the capable assistance of the committed management, Principal, diligent teaching and non-teaching personnel, and stakeholders, the institute successfully executes the curriculum and quality procedures. The institute maintained transparency in all aspects, like the merit-based admission process,

internal evaluation mechanism, etc.

The institution focuses on modernizing the Teaching-Learning process with a thrust on the adoption of ICT and other modern mechanisms to empower the students and make them better prepared to face the challenges of the contemporary world. The institution aims to introduce new skill-oriented subjects to cater to the needs of the students.

As part of its social responsibility, the institute is dedicated to a range of extension activities, such as social and other community development projects, not only in the neighbourhood but also in the neighbouring communities. SVIST regularly organizes job orientation workshops to assist students in exploring new opportunities in the job market.

For the overall gradual development of the institute, structured feedback is collected from all the stakeholders. All the above activities have been planned by IQAC. The institute has given priority to sustainable development and environmental awareness through numerous endeavours.