



SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

SILIGURI INSTITUTE OF TECHNOLOGY

HILL CART ROAD, SALBARI, PO- SUKNA, SILIGURI, DIST- DARJEELING
734009

<https://sittechno.org/sit119.php>

SSR SUBMITTED DATE: 06-07-2021

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

July 2021

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Surrounded by the dense forests of Sukna, the lush tea gardens with a backdrop of the sub Himalayan ranges, Siliguri Institute of Technology, 5 km away from the city of Siliguri, established in 1999, is the largest self financed educational institution running under the vision of Techno India Group. With its sprawling and picturesque campus, this Institution invites the future generation with a vision to contribute towards the development of a new India teeming with the brilliance of our engineers and administrators who strive to encourage the spirit of free enquiry and imagination, upholding the human values for the advancement of our civilization. The Institute aims to provide the learners the holistic education that leads towards self-actualization. This self-financed institute has been approved by the AICTE to offer the students B.Tech degree in the different disciplines of engineering: Computer Science, Information Technology, Electronics and Communication, Electrical and Civil and MBA degree from the Department of Business Administration. All the members of the Institute with the mission to bear the torch of knowledge have set sail with the modern equipment of learning to enable the pupils to reach the harbour where awaits the glittering future. This organization had its first batch of engineering graduates in 2003 and first MBA batch in 2006. Affiliated initially to University of North Bengal, it is now affiliated to the Maulana Abul Kalam Azad University of Technology (MAKAUT), formerly known as West Bengal University of Technology (WBUT). Apart from academics the Institute aims to incorporate among the young minds the spirit of humanity by offering their service for the humble dwellers of the region with the various NSS activities to develop among the students an altruistic mind that makes a more fulfilling and rewarding life for the evolution of humanity at large.

Vision

To be a recognised institution offering high quality education, opportunities to students to become globally employable Engineers/Professionals in best ranked industries and research organisations.

Mission

To impart quality technical education for holistic development of students who will fulfil the needs of the industry/society and be actively engaged in making a successful career in industry/research/higher education in India & abroad.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

Siliguri Institute of Technology by virtue of being assessed and inspected regularly by the Statutory Regulatory Authorities like the AICTE and Maulana Abul Kalam Azad University of Technology (MAKAUT) has had the option to analyze its inherent Strengths. Based on the observations of SRA and internal analysis made by the stake holders the following are the Strength analysis of the Institution:

- Vision and Mission are defined and well disseminated
- Rigorous Academic Programs
- Program Educational Objectives, Program Specific Objectives are established and disseminated
- CO's introduced using Bloom's Taxonomy
- Recipient of sponsored Major research grants from Department of Science and Technology, New Delhi and Council of Scientific and Industrial Research, New Delhi
- Approval by MSME for entrepreneurship development in the region as host Institute.
- Employee commitment/engagement
- Good physical Infrastructure
- Employer support foundation
- Sustainability initiatives/practices
- Academic Performance of the student
- Adequate number of well equipped classrooms and laboratories
- ICT enabled class rooms
- Motivated students, Faculties and Staff
- Good Central Library
- Co-curricular and extra-curricular Activities

Institutional Weakness

Based on the observations of SRA and internal analysis made by the stake holders the following are the areas of improvement of the Institution:

- Sponsored research project and consultancy activities
- Strengthening of the Alumni Association
- Collaboration and MOU's with advanced academic and research Institutions
- Green Initiatives
- Number of students progressing towards higher education

Institutional Opportunity

Based on the observations of SRA and internal analysis made by the stake holders the following are the opportunities for the Institution to be explored:

- Development of leaders in Engineering and Management
- Interdisciplinary growth across all Departments
- Practice-based research
- Increased research funding
- Joint Research Programs
- Increase and strengthen internal and external collaborations
- Increase national and regional recognition
- Partnership with other institutions.
- Work collaboratively with major Institutions in research
- To maximize potential for becoming Center of Excellence.
- Enhancing employability of students through Industry Institute partnership and Alumni network.
- Enhanced entrepreneurship activities for self employment

Institutional Challenge

Following are the challenges faced by the Institution:

- Saturation of engineering education market
- Lack of awareness about the scope of engineering study and its prospects in future.
- Decreasing enrollment levels
- Lack of publicity in areas of excellence, value and quality
- Fast growing Government Engineering Colleges around
- Enhancement of student skills through additional measures as per the requirements of the Industry.
- Enhanced Faculty retentivity.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

Siliguri Institute of Technology being an affiliated college under Maulana Abul Kalam Azad University of Technology, implements the curriculum within the prescribed University framework, with a strong focus on outcome based education. Keeping in mind the Institute's mission and vision, curriculum delivery is ensured through a strategic planning that involves advanced planning in terms of preparation of the academic calendar, assessment schedule, class routine, course description and laboratory manuals. Lesson plans are prepared and executed through course description and course files. Through is a robust system of Continuous Assessment (CA1, CA2, CA3 and CA4) which includes internal tests, assignments, mini-projects, group discussions and quizzes. The performance of the students is evaluated throughout the semester. The faculty members of the Institution are routinely engaged in paper setting as well as evaluation of the answer scripts.

To provide for the horizontal mobility in the curriculum as well as supplementary programmes that will contribute towards the academic enrichment of the students, the Institute, suitably assisted and guided by the University, has ensured 100% courses offering CBCS/Elective papers. Up to 53 Add-on/Certificate Programmes have been included in the last five years with an average of around 65% of the students having enrolled in these Add on Courses.

Keeping in mind the holistic development of the students, the Institute has provision for sensitizing the students to the pressing concerns in the contemporary context relating to Professional Ethics, Gender, Human Values and Environment. 84 such University prescribed courses are offered across all the programs. As a further step forward towards the academic enrichment a certain percentage of the courses also offer experiential learning and 32% of the students are exposed to such learning processes.

Since the stakeholders complete the knowledge ecosystem, a well coordinated mechanism to gauge the learning outcomes as well as to update and address the need of the Academia/Industry and a feedback mechanism including Students, Teachers and Alumni are taken into consideration. The feedback form is available in the website and the feedback is taken, analyzed and an Action Taken Report is posted in the Website.

Teaching-learning and Evaluation

Admission to the Institute is done by adhering to the norms laid down by the Statutory Regulatory Authorities strictly on a merit basis with no discrimination as regards to gender/background/caste. Ours being a self financed college we do not have any provision for reservation of seats for various categories.

Keeping in mind the diverse background of the newly admitted students, the Institute initially gauges the learning levels of the students through rank and performance through a test on pre-requisites of the course at the beginning of the semester. Slow and advanced learners are identified. Remedial classes, doubt clearing sessions, motivational sessions, Mentor-Mentee interactions, monitoring of attendance, career counselling are some of the strategies adopted to academically strengthen and reach out to address the needs of the students.

The Institute promotes a student centric approach towards the teaching learning process. This is employed at all levels – programme, course and lesson, through experiential learning, participatory learning, collaborative learning, individual learning as well as adopting different problem solving methodologies.

Institution encourages faculty members to use innovative pedagogies through available ICT enabled technologies to supplement their teaching delivery. E-learning materials and different learning websites are used by most of the teachers as an e –resource. All issues both academic and personal of the students are addressed through a Mentor – Mentee system.

The Institution has a mechanism for continuous internal evaluation which includes four Continuous Assessments for theory papers based on internal tests, assignments, mini-projects, Group Discussions, quiz and two Continuous Assessments for Laboratory papers. Well-structured questionnaires regarding student feedback on the course outcomes in each course are taken and analyzed for inducing overall development of the teaching learning process. All internal/University examination related grievances are mediated by the Exam Cell of the Institution through the concerned departments.

Program and Course outcomes for all programs offered by the institution are stated and displayed on the website and communicated to teachers and students. The attainment levels are quantified through Course Outcomes, Program Outcomes and Program Specific Outcomes which are the hallmarks of Outcome Based Education.

Research, Innovations and Extension

The Institute encourages and motivates faculty members to actively participate in research and development activities that have materialized into Major Research Projects amounting to 76.65 Lakhs over the last five years, funded by the Department of Science and Technology, New Delhi and also the Council of Scientific and Industrial Research, New Delhi. There is a scope for faculty members to engage in interdisciplinary research aimed at deliverables in tune with the national thrust areas of research. The Institute offers generous administrative support in terms of infrastructure and space as well as demonstrates reasonable flexibility in the execution of the research projects. The faculty members have research contributions in peer reviewed journals as well as in book chapters. The MBA Department hosts a peer-reviewed bi-Annual SIT Journal of Management [ISSN: 2278-9111(Online) with impact factor 4.125; ISSN: 2349-6894 (Print)] to provide a platform for knowledge exchange through research articles. The Research and Development Cell conducts Workshops, Seminars, and Conferences funded by the Institute for the purpose of knowledge transfer among the students and faculty members.

The Institute has striven to cultivate an atmosphere of exchange of knowledge in areas pertaining to the awareness programme on IPR, Innovation Business Incubation supported by the Ministry of Micro, Small and Medium Enterprises (MSME) to encourage entrepreneurship among the students and also MOU's with external agencies. The Institute is also enlisted as a Nodal Centre to Conduct Live and Interactive Courses by IIRS-ISRO Dehradun and is the Nodal Centre of the Maulana Abul Kalam Azad University of Technology (Zone I) to host common meetings and academic events mediated by the University from time to time.

In tune with the Institute's mission and vision statement, the faculty members and students are sensitized on institutional social responsibility through various extension activities and socially relevant outreach programs by creating awareness among the students and in the neighborhood. Siliguri Institute of Technology National Service Scheme (NSS) Unit regularly organizes awareness campaigns on current issues affecting society *viz* medical checkup camps, free eye screening camps, Swaachta Abhijan in the campus, youth sensitization on anti drug abuse and so on.

Infrastructure and Learning Resources

The Institute is well spread out over a sprawling campus located on 10.43 acres of land. Maximal utilization of physical infrastructure is ensured with adequate number of spacious and well ventilated normal classrooms, ICT enabled smart classrooms, well equipped laboratories in strict adherence to the university curriculum, Workshop, several Seminar Halls, Conference Hall, State-of-the-Art Language Laboratory for developing communication skills of the students, well stocked Library, completed with a Art Gallery enhancing the aesthetic beauty of the campus. There is provision for budgetary allocation for annual maintenance of the physical infrastructure present within the campus.

The physical facilities within the campus are further supplemented by a 11 KV Substation for providing electricity to the campus, DG Sets for emergency power supply, Canteen and Cafeteria, First Aid facility, separate washrooms for students and staff members, Fire Extinguisher, clean drinking water facility, Reprography Room, Front Desk, Security Table, CCTV etc.

The emergence of the ever increasing overlapping of conventional classroom teaching with technological innovations in educational transactions is met in the institution through the adequate use of Desktop Computers, Servers, Printers, Laptops, Application Software, Projectors, Uninterrupted Power Supply, Wi-Fi Access Points and ISP. ICT enabled tools are also extended for managing administrative work. The existence of a structured and well organized institutional website acts as a ready reckoner to relevant information for the concerned stakeholders.

Keeping in mind the holistic development of the students, the Institute provides ample facilities for extra-curricular activities like football, cricket, basketball, volleyball, badminton court, table tennis and Carrom. Multi GYM Facility, yoga classes and cultural activities are also held.

The entire library is automated using Library Management Software (LMS) and transactions are automated by using a bar code reader. Students can borrow ten books at a time, out of which four textbooks under the Book Bank Facility and six reference books. Library provides books, journals, e-journals, e-books, e-databases, magazines, newspapers, previous year question papers, non-print materials like CD, DVD etc.

There is a well structured mechanism for procurement/maintenance work in the institute. The Academic Committee/IQAC convenes regular meetings to assess the infrastructural facilities and requirements.

Student Support and Progression

The Institute gives a conscientious drive to promote a meaningful learning experience in the campus and pave the way for their all round development. Value added courses through NPTEL and Bridge Courses enhance their curriculum. Statutory Committees like Grievance Redressal Committee, SC/ST Committee etc are functional to cater to the needs of the students. Needy students benefit from scholarships and free ships provided by the Government duly forwarded by the Institution. Facilities like Finishing School Program, Soft Skill Training Programs and modern Language Laboratory to improve their communication skills, ICT skills and guidance for competitive examinations are all a part of a concerted effort to harness and develop skills that will ultimately fetch students' meaningful employment. Above all the any issue pertaining to student grievance including ragging and sexual harassment are strictly dealt with in a timely and effective manner through the appropriate committees and redressal measures are taken.

The Institute has a robust Training and Placement Cell which facilitates the employability of the students. A good percentage of the students are placed each year. Some of the students also progress towards higher studies after qualifying in state/national level examinations. Students of the Institution are encouraged to participate in activities that foster a holistic development through extra curricular activities like games and sports and cultural activities. There is adequate infrastructural support within the campus to facilitate such events. The students actively participate in these activities and have also been awarded medals at the State level. The Institution has ensured proper representation to the students in various bodies/committees to inculcate a culture of participative management. Student representation is manifested from selection of Class Representatives to several other administrative bodies including the IQAC.

The Institute has a registered Alumni Association which has an office in the college. Although in its nascent stage, the Institution plans to strengthen the Alumni Association to utilize their involvement to build a strong support system through frequent Alumni meets which will help to generate academic and financial gains, as well as have access to necessary resources for the overall benefit of the students.

Governance, Leadership and Management

The leadership effectively functions in an all inclusive participatory environment in all areas of governance. The leadership functions of the head of the Institution are clearly defined *vis- a- vis* policy decisions and placed before the BOG for final approval. To promote inclusiveness in decision making faculty members are regularly involved in Departmental Committees, different Committees and their viewpoint are put forward through the appropriate hierarchical machinery. The Faculty members also have representation in the Board of Governors. Institute has a standard mechanism for entrusting authority and providing operational autonomy to all the various functionaries to work towards a decentralized governance system – at the Management level, Faculty level and Student level. Moreover, there are several committees which act as extension of the administrative organ in executing different activities of the Institution.

The Institute has a well thought out perspective plan that addresses the issues from the stakeholder's view for the long term development of the organization. The Key Indicators that are laid out in the perspective plan include Teaching-learning Methodologies, Strengthening of Industry - Institute interaction, Promotion of Research and Development, Community Engagement Plan, Improvement of the Student Support System and Employability factor and Improvement in Consultancy Services and Internal Revenue Generation. There exists Service Rules and Procedures and e-governance has been implemented in the area of student admission and

support.

There exists several welfare measures for both Teaching and Non Teaching members –EPF, ESIC, Maternity Leave, Free Wi-Fi, Canteen, free Medical Check up to name a few. The faculty members regularly attend Faculty Development Programs in the offline and online mode. The faculty members are provided with financial assistance to attend Seminars/Conferences at the National Level. The Institute also organizes Professional Development Programs from time to time.

There are established procedures for performance review of Faculty and Staff Members through an annual appraisal system. Institute has a provision to conduct audits. This being a self financed college, the main source of revenue is through student fees.

All academic and administrative activities of the Institution are monitored by the Internal Quality Assurance Cell of the Institute.

Institutional Values and Best Practices

The Institute displays sufficient proactiveness in the larger framework of its coexistence with society. The social responsibility of the organization is evident from its gender sensitization programs through invited talks, wide range of security measures and functional Women Grievances Committee, Internal Complaint Committee, Anti- Ragging Committee/Squad. Energy conservation issues are addressed through the use of LED bulbs. Waste management is done through adequate cleaning staff, use of coloured dustbins, preparation of compost and vendors for scrap disposal. Environmental concerns like maintenance of water bodies within the campus, restricted use of vehicles, ban on plastic and presence of lush green landscape are taken care of. Ramps, human assistance, availability of software are some of the measures adopted to facilitate the differently abled students in the campus. The social fabric in the Institution is vibrant and in sync with all the national festivals and commemorative events where students and faculty members participate in large numbers.

The best practices of the Institution are: **(i) Outcome Based Education and (ii) Employability Enhancement Drive.**

The Institute has adopted the Outcome Based Education model. There are methods to gauge the attainment levels of the learning outcomes via mapping of the Course Outcomes (CO) with the Program Outcomes (PO) and Program Specific Outcomes (PSO). Students are assessed multiple times through continuous assessments in the form of quiz, internal assessment, presentation and viva. This has helped in enhancing the quality of education with emphasis on more labs, major projects and workshops.

A comprehensive program has been designed to upgrade the students in terms of technical aptitude and soft skills to equip them well for the professional world. Through this program the students are provided career guidance and efforts are made to make them ready for competitive examinations. There has been a steady rise in the percentage of students meaningfully employed in the last few years.

The uniqueness of this institution lies in the holistic development of the students, which focuses on developing young minds not only to be academically proficient but also to build an attitude of greater social consciousness for the sustenance of society at large.

NAAC

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	SILIGURI INSTITUTE OF TECHNOLOGY
Address	HILL CART ROAD, SALBARI, PO- SUKNA, SILIGURI, DIST- DARJEELING
City	SILIGURI
State	West Bengal
Pin	734009
Website	https://sittechno.org/sit119.php

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Director	Pradosh Kumar Adhvaryu	0353-2778000	9434539514	-	director@sittechno.org
IQAC / CIQA coordinator	Banani Adhikari Das	0353-2778002	8617470795	-	bananiphysics65@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	
Date of establishment of the college	19-09-1999

University to which the college is affiliated/ or which governs the college (if it is a constituent college)

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	29-11-2016	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	15-06-2020	12	

Details of autonomy

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

Recognitions

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

Location and Area of Campus				
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	HILL CART ROAD, SALBARI, PO- SUKNA, SILIGURI, DIST- DARJEELING	Rural	10.43	17213

2.2 ACADEMIC INFORMATION

NAAC

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/ Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BTech,Civil Engineering	48	Class XII and WBJEE or JEE MAIN or WBJELET	English	75	44
UG	BTech,Computer Science And Engineering	48	Class XII and WBJEE or JEE Main or WBJELET	English	113	101
UG	BTech,Electrical Engineering	48	Class XII and WBJEE or JEE Main or WBJELET	English	150	42
UG	BTech,Electronics And Communication Engineering	48	Class XII and WBJEE or JEE Main or WBJELET	English	112	68
UG	BTech,Information Technology	48	Class XII and WBJEE or JEE Main or WBJELET	English	75	64
PG	MBA,Masters In Business Administration	24	Any Graduate and MAT or JEMAT	English	60	47

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	1				1				66			
Recruited	1	0	0	1	0	1	0	1	46	20	0	66
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				24
Recruited	24	0	0	24
Yet to Recruit				0

Technical Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				33
Recruited	14	19	0	33
Yet to Recruit				0

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt.	0	0	0	0	0	0	0	0	0	0
Ph.D.	1	0	0	0	1	0	8	2	0	12
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	38	18	0	56

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

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

Details of Visting/Guest Faculties					
Number of Visiting/Guest Faculty engaged with the college?	Male		Female		Total
	3		6		9

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
PG	Male	53	0	0	0	53
	Female	38	2	0	0	40
	Others	0	0	0	0	0
UG	Male	760	170	0	0	930
	Female	263	38	0	0	301
	Others	0	0	0	0	0

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

Programme		Year 1	Year 2	Year 3	Year 4
SC	Male	41	36	26	36
	Female	13	7	6	9
	Others	0	0	0	0
ST	Male	8	7	5	1
	Female	9	2	3	2
	Others	0	0	0	0
OBC	Male	25	17	18	53
	Female	5	8	4	25
	Others	0	0	0	0
General	Male	184	186	140	163
	Female	61	57	49	64
	Others	0	0	0	0
Others	Male	13	14	9	1
	Female	7	5	5	0
	Others	0	0	0	0
Total		366	339	265	354

Extended Profile

1 Program

1.1

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

2019-20	2018-19	2017-18	2016-17	2015-16
384	388	417	417	417
File Description		Document		
Institutional data prescribed format		View Document		

1.2

Number of programs offered year-wise for last five years

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

2 Students

2.1

Number of students year-wise during last five years

2019-20	2018-19	2017-18	2016-17	2015-16
1324	1340	1333	1374	1424
File Description		Document		
Institutional data in prescribed format		View Document		

2.2

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

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

File Description	Document
Institutional data in prescribed format	View Document

2.3

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

2019-20	2018-19	2017-18	2016-17	2015-16
393	406	324	355	460

File Description	Document
Institutional data in prescribed format	View Document

3 Teachers

3.1

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

2019-20	2018-19	2017-18	2016-17	2015-16
68	82	78	84	84

File Description	Document
Institutional data in prescribed format	View Document

3.2

Number of sanctioned posts year-wise during last five years

2019-20	2018-19	2017-18	2016-17	2015-16
68	82	78	84	84

File Description	Document
Institutional data in prescribed format	View Document

4 Institution

4.1

Total number of classrooms and seminar halls

Response: 48

4.2

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

2019-20	2018-19	2017-18	2016-17	2015-16
724.49	604.99	745.81	642.55	543.42

4.3

Number of Computers

Response: 427

NAAC

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

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

Response:

The Institute makes every effort to deliver the University curriculum with a strong focus on outcome based education. Each of the course contents is steered by specifically designed Course Outcomes (CO) which are in alignment with the Program Outcomes (PO) and Program Specific Outcomes (PSO). Curriculum is delivered by experienced faculties and resource persons with wide industrial and academic exposure.

To ensure dynamic delivery of the University curriculum Institute follows:

1. Advance Planning:

The Academic calendar is prepared well in advance in line with the calendar provided by the affiliating University, Maulana Abul Kalam Azad University of Technology (MAKAUT). Several departmental activities are planned in Departmental Advisory Committee (DAC) meetings for subsequent approval and implementation.

2. Strategic Plan Implementation:

The Departmental strategic plan is developed to include assessment schedule, various activities like workshop, seminar, industrial visit, guest lecture etc. Class routine, Course description and laboratory manuals are prepared and disseminated to the students at the beginning of the semester. Student's attendance, curriculum progress for individual courses, internal examinations is monitored by Departmental Advisory Committee. From the academic year 2018-2019, the University has introduced a robust method of Continuous Assessment (CA) for internal evaluation.

3. Lesson Plan implementation:

Well defined course outcomes help in providing direction to teaching and other activities. In each semester, courses are allotted to the faculty after discussions held in DAC meeting. Lesson plan is prepared by the concerned faculty member which depicts the organisation of the topics on different classes covering the stipulated hours of coverage by University.

Course Description:

The course description which includes course objective, course outcomes, weekly lesson plan, reference books etc. are prepared. The same is provided to the students at the beginning of the session.

Course File Contents:

Well documented course file is maintained for individual courses. The course file contains all the relevant information like Course Objective, Course Outcomes, CO-PO mapping, Syllabus, Daily Lesson plan, Assessment record and Attainment of CO/PO, student feedback etc.

4. The deployment of the action plans:

- Effective implementation of curriculum and assessment is periodically reviewed through departmental meetings and through the Academic Committee.
- Progress of the students is monitored by the Mentors assigned.
- Parent Teacher meetings are held to update the parents about the progress of their wards and their feedbacks are noted with due weightage.

5. Mentoring system:

For overall development of the students', mentoring system plays a crucial role. The mentors regularly monitor the attendance & performance of their mentees. Mentors also take care and counsel the individual students to enable them to overcome his/her personal/ learning difficulties.

6. Finer Aspects of Curriculum Delivery Process:

a) Teaching pedagogy review: Feedback from students are taken first at the Departmental level by the HOD and then from the office of the Director. The feedback are analysed and corrective measures are taken as and when required.

b) Use of extensive Information and Communication Technology (ICT).

c) Apart from regular curriculum various skill enhancing trainings are conducted by Training and Placement Cell as advised by the department.

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

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

Response:

Academic Calendar is prepared as per the University (MAKAUT) published academic schedule and the requirements at the department level. Accordingly, the action plans are formed. The institutional Academic Committee consisting of representations from various departments prepares the academic calendar well in advance before the commencement of the semester. The calendar outlines the semester class work schedule, internal examination schedule and external examination schedule. The Departmental Advisory Committee (DAC) finalizes the course allocation for the faculty members based on their choice and area of interest or expertise. The faculty members prepare the course description & Lesson plan before the

commencement of semester, indicating the topics to be covered lecture wise including the evaluation process for each subject and it is duly approved by the head of the department. The Academic Committee prepares the Timetable as per the guidelines for the number of credit hours for each subject prior to the commencement of the semester. Time-table is provided to the faculty members and students and is also displayed in the respective departmental notice boards. The internal examinations out of 30 are taken twice in a semester. The questions for the Internal Examinations are aligned to the respective course outcomes and are assessed accordingly. From the academic year 2018-2019, the performance of the students in the internal evaluation has been modified to include four Continuous Assessments (CA1, CA2, CA3 and CA4) for assessing the internal marks out of 25, following the time frame as mandated by the University (MAKAUT). Continuous assessment is done based on the internal tests, assignments, mini-projects, Term paper, PPT Presentation and quiz.

The marks for each CA are uploaded in the University portal using teacher login details provided by the University. The evaluated answer books are displayed to the students and an opportunity is given to the students to discuss the evaluation with the teacher. The laboratory performance of the students is also assessed through the Continuous Internal Evaluation process, wherein the students are assessed out of a total internal mark of 40, of which 30 marks are evaluated using appropriate Rubrics and 10 marks for attendance. This evaluation known as PCA1 (Practical Continuous Assessment 1) and PCA2 (Practical Continuous Assessment 2) are conducted at the middle of the term and at the end of the term respectively and the corresponding marks are uploaded in the University portal.

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

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

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

Response: C. Any 2 of the above

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

1.2 Academic Flexibility

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

Response: 100

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

Response: 6

File Description	Document
Minutes of relevant Academic Council/ BOS meetings	View Document
Institutional data in prescribed format	View Document
Any additional information	View Document
Link for Additional information	View Document

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

Response: 53

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

2019-20	2018-19	2017-18	2016-17	2015-16
12	11	16	09	05

File Description	Document
List of Add on /Certificate programs	View Document
Brochure or any other document relating to Add on /Certificate programs	View Document
Any additional information	View Document
Link for Additional information	View Document

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

Response: 52.29

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

2019-20	2018-19	2017-18	2016-17	2015-16
812	904	848	628	332

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

1.3 Curriculum Enrichment**1.3.1 Institution integrates crosscutting issues relevant to Professional Ethics ,Gender, Human Values ,Environment and Sustainability into the Curriculum****Response:**

Aided by the University prescribed curriculum, the Institute diligently ensures enrichment of the curriculum that is aimed at imbibing awareness on social values, human values and environmental sensitivity thereby leading to the holistic development of the students. There are several courses that are offered by the departments which address these issues thereby striving to develop disciplined professionals, irrespective of gender, blended with human values keeping in mind the environmental issues for future sustenance.

Professional Ethics

- Business ethics and professional ethics play a dominant role in today's society. The courses on Values and Ethics in Profession (Course Code HM-EE401), Team Dynamics at Work (HR 301), Employee Relations and Labour Laws (Course Code HR 402), Indian Ethos and Business Ethics (Course Code MB 105), Professional Practice, law and Ethics (Course Code CE(HS)801) are some of the courses that are taught as per the curriculum to create awareness and build up moral and ethical values among the students.
- It is penetrated among the learners by catering them to understand Business Ethics in social and office settings, understand telephonic and email etiquette, roles and responsibilities of Engineers/Managers and develop a work culture in their jobs with proper time management.

Gender

- Girls and boys participate in various extra and co-curricular activities such as paper presentations, organization of paper contests, group discussions, technical quiz programs, cultural festivals etc. Both boys and girls are made members of various academic, co-curricular and extracurricular

activities.

Human Values

- Universal Human Values are evaluative standards to distinguish between the right and wrong. The courses on Universal Human Values (Course Code MC 681), Human Resource Development and Organizational Behaviour (Course Code CE(OE)801A), Soft Skills and Personality Development (Course Code CE(OE)802A), Human Resource Development and Organizational Behaviour (Course Code CE(OE)801A), enhances the student to understand the importance of value education in life, which begins with self-exploration; an ability to pursue happiness, prosperity by seeking and establishing harmony at all levels.
- The students of the institute are encouraged to take part in various community service activities and programs as per the opportunity provided by National Service Scheme (NSS), The sole aim of these activities and programs is to provide hands-on experience to young students in delivering community service.

Environment and Sustainability

- The courses on Environmental Science (Course Code MC 401), Water Resources Engineering (Course Code CE (PC)603), Environmental Engineering – II (Course Code CE(PC)505) and Environmental Impact Assessment (Course Code CE(OE)802D), Air and Noise Pollution and Control (Course Code CE(PE)703A) provide the students an insight into the contemporary issues concerning environment and its impact on natural resources as well as sustainable technologies like Renewable Energy sources, Energy storage systems etc. The course Biology for Engineers (BS-B 401) reflects the intricate interdependence of the biological ecosystem with the habitable earth as well as the analysis of the biological processes at the reductionist level.
- To increase awareness, the Institute also observes Akshay Urjwa Diwas, World Environment Day and takes up Tree Plantation program on a regular basis.

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

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

Response: 3.96

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

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

File Description	Document
Programme / Curriculum/ Syllabus of the courses	View Document
MoU's with relevant organizations for these courses, if any Average percentage of courses that include experiential learning through project work/field work/internship	View Document
Minutes of the Boards of Studies/ Academic Council meetings with approvals for these courses	View Document
Any additional information	View Document

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

Response: 31.19

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

Response: 413

File Description	Document
List of programmes and number of students undertaking project work/field work /internships	View Document
Any additional information	View Document

1.4 Feedback System

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

Response: B. Any 3 of the above

File Description	Document
Any additional information (Upload)	View Document
Action taken report of the Institution on feedback report as stated in the minutes of the Governing Council, Syndicate, Board of Management (Upload)	View Document
URL for stakeholder feedback report	View Document

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

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

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

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

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1 Average Enrolment percentage (Average of last five years)

Response: 61.68

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

2019-20	2018-19	2017-18	2016-17	2015-16
366	339	318	411	370

2.1.1.2 Number of sanctioned seats year wise during last five years

2019-20	2018-19	2017-18	2016-17	2015-16
585	585	585	585	585

File Description

Document

Institutional data in prescribed format

[View Document](#)

Any additional information

[View Document](#)

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

Response: 72.38

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

2019-20	2018-19	2017-18	2016-17	2015-16
09	21	14	18	14

File Description

Document

Average percentage of seats filled against seats reserved

[View Document](#)

Any additional information

[View Document](#)

2.2 Catering to Student Diversity

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

Response:

We have a standard mechanism (which has evolved with time) for continuous monitoring and evaluation of the students.

Students are identified based on:

1. Rank of the student in entrance examination.
2. Performance in assessment process at the beginning of the semester (based on pre-requisites) to judge their basics and also during regular interaction (inside & outside classroom).
3. Performance in examination (last semester) for higher semesters.

This helps us to identify students as advanced learners and slow learners in the class. After the commencement of classes and completion of first internal examination, again the students are categorized based on their examination results. This helps to encourage students to learn and create enthusiasm in class.

For slow learners:

Departments take special care for the slow learners. The faculty counsellor assesses the nature of their problems and then motivates them in a friendly way to reach their academic goals. Extra classes are organized to clarify doubts, re-explaining of critical topics for improving performance. Weaker students are given more assignments, quizzes. Extra care is taken for each of them during tutorial classes. Weak students are sometimes tied together with bright students for problem solving. Appropriate counselling with additional teaching, eventually helps to give positive result.

For advanced learners:

The departments promote independent learning that contributes to their academic and personal growth. Challenging assignments are given to them. Bright students are given harder assignments; they are always encouraged to appear for competitive examinations. Sometimes topics beyond syllabus are taught to the bright students for their better subject understanding and to solve their queries. They are always encouraged to participate in NPTEL, Spoken Tutorial Value added training programs etc. and in various technical events like tech fests, technical quizzes and in house seminars and conferences.

Strategies adopted for student improvement:

1. Remedial classes / doubt clearing sessions to clarify doubts.
2. Devoting extra time for explaining critical topics for better understanding.
3. Attendance is monitored at regular interval as part of CA marks.
4. Motivational sessions are conducted to improve the mental ability of student.
5. Students can discuss their personal issues with teachers (mentors) for proper guidance.

6. Career counselling sessions are provided to students regarding various fields.

All the staff members maintain good relation with students and deal with their problems in a gentle and supportive manner.

File Description	Document
Upload any additional information	View Document
Past link for additional Information	View Document

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

Response: 19:1

File Description	Document
Any additional information	View Document

2.3 Teaching- Learning Process

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

Response:

The institute promotes an environment that nurtures effective learning and critical thinking. This gives us opportunities to enhance our role in shaping young minds and to improve the quality of education.

Experiential learning or active learning is a process of learning which considers the individual learning process. A group of students are allotted to a faculty member who mentors them and shares his/her experience in industry / academic level to enrich them with real life cases.

- The institute has well equipped laboratories for students to gain practical knowledge of the theoretical concepts taught.
- In addition to regular teaching-learning methods, special lectures, field study, project based learning helps the students to acquire necessary skills and knowledge.
- “Ask questions; be clear and confident about what you are learning” – our student-centric learning atmosphere always encourages the students to ask questions before accepting everything blindly.
- Use of AUTOCAD, an industry based Software for understanding engineering drawing (plan/elevation/3D view) and graphics from models. It is mainly used for 2D and 3D designs and it is also an effective tool for 3D printing.

The **participatory learning** includes activity learning, group discussions, case studies, NSS activities, soft-skill classes, industrial tours and trainings. Participative learning is a form of learning in which effort is made to involve students in the learning process more directly than other methods.

In participative learning, students are encouraged to

- Participate in project competitions and various technical events.
- Attend field/industrial visits.
- Attend sessions like group discussion, seminar, and quiz, poster presentation to make the learning more interactive and collaborative.
- Write technical paper.
- NSS is the part of our academics where students – the youth of the nation participate in social activities and thereby become responsible citizen of India.
- Soft skill training is imparted to the students for overall personality development and skill enhancement to groom them for their future placement opportunities.

Collaborative learning is an approach to teaching and learning that involves groups of students working together to solve a problem, complete a task, or create a product during this interaction. In the collaborative learning environment, the learners are challenged as they listen to different perspectives, and are required to articulate and defend their ideas. In doing so, the learners begin to create their own unique conceptual frameworks and not rely solely on an expert's or a text's framework. Thus, in a collaborative learning setting, learners have the opportunity to converse with peers, present and defend ideas, exchange diverse beliefs, question other conceptual frameworks, and are actively engaged.

There are many different **problem-solving** steps and methods, but the one we generally teach our students is:

1. Identify the problem.
2. Analyse it.
3. Identify or formulate possible solutions.
4. Evaluate the strengths and limitations of those solutions.
5. Select the best possible solution.

The above mentioned things are achieved through project work, tutorial classes, solving challenging problems etc. to name a few.

File Description	Document
Upload any additional information	View Document
Link for additional information	View Document

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

Response:

Effective teaching-learning process is beneficial for successful academics. To develop the requisite knowledge, skills, attitudes and habits in students, outcome-based education is extremely helpful. The purpose of the teaching-learning process at the institute is to be student-centric. So, we try to promote

student-centred learning. Each student is motivated to take the ownership of his or her learning and reflect on the learning process. Apart from adherence to academic calendar, methodologies to support slow & advanced learners and standard regular methods, various instructional methods and pedagogical initiatives as mentioned below are adopted for effective teaching-learning process:

ICT consists of different type of tools and systems that are used by the faculty members to improve teaching and learning situations. e.g.

- Internet based learning
- LMS server
- NPTEL
- Power point presentation
- CDs
- YouTube videos
- Video conferencing tools etc.

are some commonly used tools by the faculty.

Pedagogical trainings / workshops have been organized for the faculty members to improve teaching-learning process. These types of initiatives are welcomed by teachers as we all are life-long learners.

Attempt is always made to ensure that the quality of teaching and learning is as good as it can be. In this process different techniques like Collaborative learning, Think-pair-share, Real-life examples etc. are used.

Innovations in teaching and learning contribute a lot to the improvement of student learning. In our institute we are working on an idea of creating a blog / virtual space where faculty members can contribute and/or share their innovative ideas. Other stakeholders will also be allowed to comment and/or suggest in the posts to enrich the methods as suggested.

File Description	Document
Upload any additional information	View Document
Provide link for webpage describing the ICT enabled tools for effective teaching-learning process	View Document

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

Response: 21:1

2.3.3.1 Number of mentors

Response: 64

File Description	Document
Upload year wise, number of students enrolled and full time teachers on roll.	View Document
mentor/mentee ratio	View Document
Circulars pertaining to assigning mentors to mentees	View Document

2.4 Teacher Profile and Quality

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

Response: 100

File Description	Document
Year wise full time teachers and sanctioned posts for 5years(Data Template)	View Document
List of the faculty members authenticated by the Head of HEI	View Document
Any additional information	View Document

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

Response: 19.48

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

2019-20	2018-19	2017-18	2016-17	2015-16
12	21	19	12	13

File Description	Document
List of number of full time teachers with Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt. and number of full time teachers for 5 years (Data Template)	View Document
Any additional information	View Document

2.4.3 Average teaching experience of full time teachers in the same institution (Data for the latest

completed academic year in number of years)

Response: 9.09

2.4.3.1 Total experience of full-time teachers

Response: 618

File Description	Document
List of Teachers including their PAN, designation, dept and experience details(Data Template)	View Document
Any additional information	View Document

2.5 Evaluation Process and Reforms

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

Response:

Assessment is a vital part of successful teaching because instruction needs to be calibrated according to students' knowledge, skills, and interests. Tests, quizzes, and performance evaluations help teachers to develop appropriate instruction. Effective instruction is shaped by assessment because teachers use their knowledge about students to select materials based on interest and difficulty.

Internal assessment in college is so transparent that every student is well aware about the standard internal evaluation process of the theory & practical papers. The institute follows the regulations of the university (M.A.K.A.U.T.). Marks for the internal examinations are displayed in the department notice boards as per schedule. Student database committee is entrusted with the responsibility of keeping the records of the results of all examinations.

Slow learners are given special attention if they have scored low in the examination. Heads of the Departments keep an eye for the development of the slow learners. Parent-teacher meetings conducted every semester to apprise parents regarding his/her ward's performance in examinations and suggestions/opinions are sought from them about the scope of improvement in teaching-learning methods. Class co-ordinator (faculty) communicates with the students regarding the labs and courses of each semester.

Sl. No.	Assessment Tools	Relevance / purpose	Assessment Process / Tools
1.	End- semester Exams including practical / sessional (70 marks for theory &	To judge summative knowledge by evaluating the overall understanding	Once in a semester conducted by

	60 marks for practical/sessional)	for of the course	University.
2.	Internal Exam I & II (15 marks)	To evaluate the formative knowledge based on different COs.	Both the internal question papers together cover all COs and average marks of both internal contribute to the internal assessment.
3.	Quiz*	To analyze the conceptual understanding and in depth knowledge of the subject and to prepare for different competitive examinations	Multiple Choice Questions (MCQ) based evaluation scheme.
4.	Assignment*	To assess problem solving capabilities and conceptual understanding of the subject	Submitted assignments are evaluated according to the weightage of each CO.

*Quiz/assignment/presentation etc. (10 marks) and attendance (5 marks)

Apart from end semester examination, all other assessment tools come under continuous evaluation and teachers need to evaluate the performance of the students and submit marks to the university four times in a semester namely CA1, CA2, CA3 & CA4.

Student's laboratory performance is evaluated on the basis of their regular lab performances. Rubrics based evaluation is used for marking. Out of 100 marks for practical papers, 40 marks are allotted for internal performance and 60 marks is for the university examination. Here also teachers need to evaluate the performance of the students and submit marks to the university two times in a semester namely PCA1 & PCA2.

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

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

Response:

The different Examination / Evaluation conducted in a semester is as detailed below:

Internal Assessment: Conducted as per the guidance of University following the Academic calendar. The mark for Internal assessment is submitted to the University Portal 4 times for theory papers namely CA1, CA2, CA3 & CA4 and 2 times for Practical namely PCA1 & PCA2.

External Examination: Conducted at the end of the semester by the University.

The entire Examination process is handled by the College Examination Cell in co-ordination with the Examination Sub-committee of each Department.

The Examination Cell is headed by the Officer In-charge (OIC) and having members from all the departments. The Examination Cell continuously keeps in touch with the university for matters related to examination.

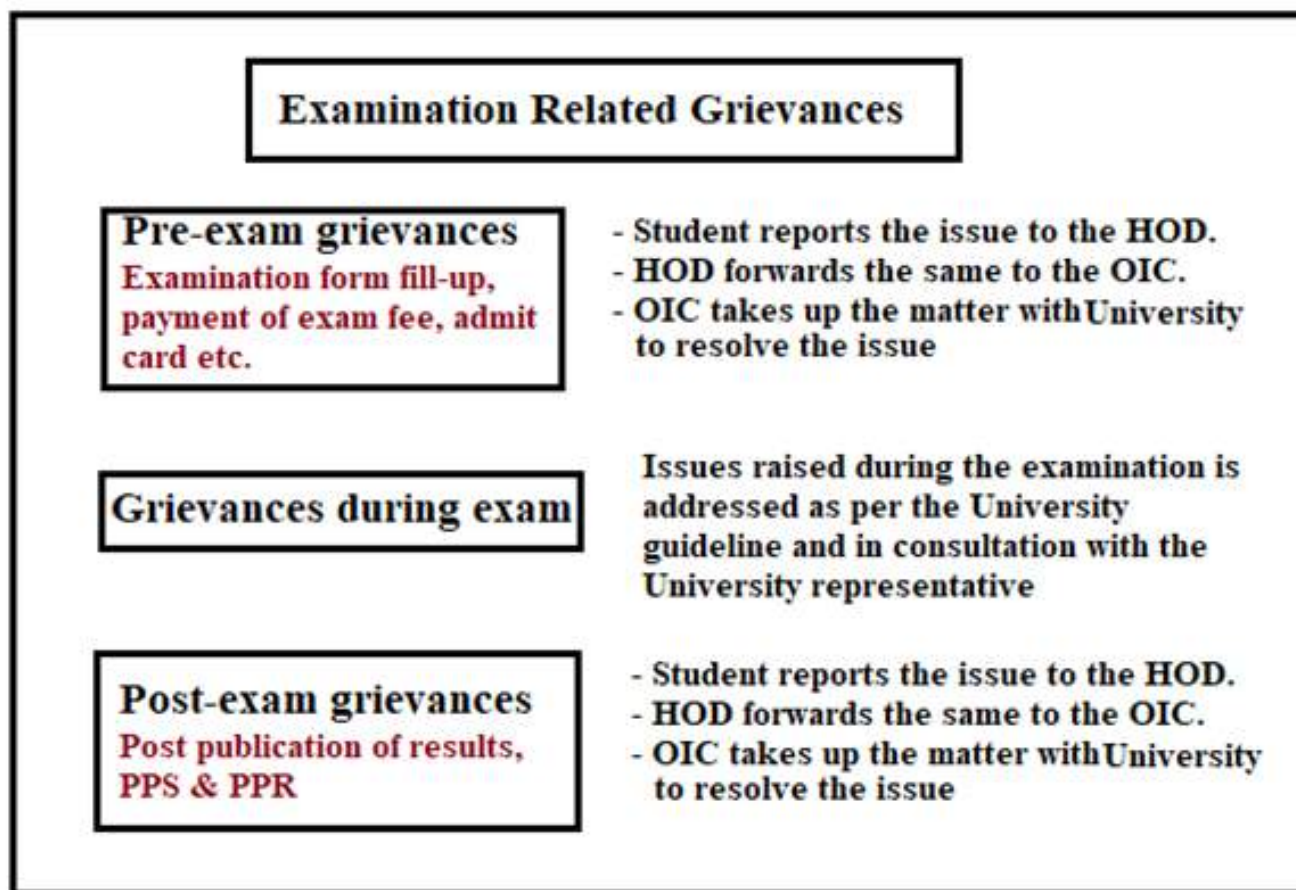
The college strictly follows the guidelines and rules issued by the affiliating university while conducting internal tests and semester-end examinations. The answer scripts of all Internal Assessments are shown to the students after evaluation for their doubts & clarification if any. After each internal assessment once the mark is uploaded the same is available to the student in their login portal of the University.

Internal evaluation of Practical, Viva-voce, and lab copy evaluations are done in the lab only and is shown to the students after every experiments. Thus the process remains transparent and grievances are minimized.

Any malpractice during University examination is referred to the Examination Cell and is dealt with as per the guidelines of the University.

There is a rule in the University for Post Publication Scrutiny (PPS) and Post-Publication Review (PPR) after the publication of results and the students can apply through a defined process of the university. The above system facilitates the student for resolution of his/her grievances for external examination.

Following chart provides a basic idea about the grievance redressal mechanism related to external examination as followed in the Institute.



The examination system thus implemented in the Institute for internal tests as well as end semester examinations has resulted in transparent, time-bound, and efficient manner.

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

2.6 Student Performance and Learning Outcomes

2.6.1 Programme and course outcomes for all Programmes offered by the institution are stated and displayed on website and communicated to teachers and students.

Response:

Program and course outcomes for all programs offered by the institution are stated and displayed on website and communicated to teachers and students.

The Program Outcomes are published and disseminated at:

- 1.College Website

2. Departmental page
3. Lab Manuals
4. Department Laboratory
5. Display boards in the institution and in departments
6. College brochure
7. T&P Office and Placement brochure
8. H.O.D. Chamber
9. Faculty and staff rooms
10. Departmental seminar room
11. Students Orientation Programmes

In addition to this, the stakeholders are made familiar with program outcomes through faculty workshops, student workshops, student induction programs, faculty meetings, parent teacher meetings, industry interaction etc.

The Course Outcomes are communicated to the students by the respective faculty. Course description, course file etc. of a course contains the COs.

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

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

Response:

- Program Outcomes (POs): Aligned to graduate attributes and represent the knowledge, skills and attitudes the students should have at the end of the program.
- The Course Outcomes (COs): The knowledge skills that the student is supposed to acquire at the end of a course. It defines the cognitive processes provided by a course.
- Program Educational Objectives (PEO): Broad statements that describe the career and professional accomplishments in around five years after graduation.
- Program Specific Outcomes (PSO): Describe what the graduates of a specific engineering program should be able to do.

Outcome based education facilitates an overall learning of an engineering graduate being trained in all the program outcomes. Outcome-based Education (OBE) mainly focuses on two main components: 1) Programme Outcomes (POs) which is measured at the point of graduation, and 2) Programme Educational Objectives (PEOs) assessed over a longer period of time (around 4–5 years) after graduation.

This ensures that a graduate possess sound knowledge in the specific program which entitles their global

mobility and acceptance. The courses are taught using various teaching methodologies like class room teaching, laboratory experiments, seminar, projects etc. Each course is designed with specific COs following Bloom's taxonomy and each CO is mapped to the POs & PSOs. The attainment of CO's is quantified for each assessing student. Their performance is recorded and analysed using MS-Excel software. The quantification methodology involves detailed question paper articulation wherein each question is mapped to a CO. Thus considering continuous internal evaluation data one can measure the attainment of COs and the POs & PSOs for a batch of students. The level of attainment varies based on the level of the course and efficiency of the student.

The main methodology in measuring the attainment level of PEOs involves an anonymous questionnaire survey from various stakeholders. A dedicated set of survey questions is customised for courses taught. The set of questions are prepared and finalized by members of staff to formulate the survey. The outcomes of the discussion are translated into an anonymous questionnaire survey as a tool to measure the attainment of PEOs against three discrete levels. The questionnaire survey contains questions from groups consisting of details, professional development, job prospects, continuous professional training and the PEOs.

Attainment is measured in terms of actual percentage of students getting set percentage of marks. If targets are achieved then all the course outcomes are attained for the year. Program is expected to set higher targets for the following years as part of continuous improvement. If targets are not achieved the program should put in place an action plan to attain the target in subsequent year. The following table shows our institutional attainment level.

Attainment Level	Inference
Level 1	70% of the students have attained more than the target level of that CO
Level 2	60% of the students have attained more than the target level of that CO
Level 3	50% of the students have attained more than the target level of that CO

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

2.6.3 Average pass percentage of Students during last five years

Response: 98.82

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

2019-20	2018-19	2017-18	2016-17	2015-16
393	406	324	355	460

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

2019-20	2018-19	2017-18	2016-17	2015-16
411	409	325	356	461

File Description	Document
Upload list of Programmes and number of students passed and appeared in the final year examination (Data Template)	View Document
Upload any additional information	View Document
Paste link for the annual report	View Document

2.7 Student Satisfaction Survey

2.7.1 Online student satisfaction survey regarding teaching learning process

Response:

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

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

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

Response: 76.65

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

2019-20	2018-19	2017-18	2016-17	2015-16
0	33.6	43.05	0	0

File Description	Document
List of endowments / projects with details of grants	View Document
e-copies of the grant award letters for sponsored research projects / endowments	View Document
Any additional information	View Document

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

Response: 2.94

3.1.2.1 Number of teachers recognized as research guides

Response: 2

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

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

Response: 0

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

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

3.1.3.2 Number of departments offering academic programmes

2019-20	2018-19	2017-18	2016-17	2015-16
06	06	06	06	06

File Description	Document
Supporting document from Funding Agency	View Document
List of research projects and funding details	View Document
Paste link to funding agency website	View Document

3.2 Innovation Ecosystem

3.2.1 Institution has created an ecosystem for innovations and has initiatives for creation and transfer of knowledge

Response:

Over the years, the Institute has taken considerable initiative to instill a culture of dissemination of knowledge through several channels with the aim to develop a robust ecosystem for the academic enrichment of the students and faculty members alike. They include:

1. Formation of Research and Development Cell
2. Performance Appraisal System
3. MSME Programme
4. Entrepreneurship Cell
5. Awareness Programme on IPR
6. MoU with external Agencies
7. Nodal Centre to Conduct Live and Interactive Courses by IIRS-ISRO Dehradun

8. Publication of SIT Journal of Management
9. Nodal Centre of Maulana Abul Kalam Azad University of Technology (Zone I)
10. Several Seminars/Workshops etc.

The college has a Research and Development Cell to motivate the faculty members to undertake research activities both in the core subjects as well as interdisciplinary areas and provide a platform for submission of research proposals to various funding agencies like CSIR, DST, WBDST etc. Five Major Research Projects funded by CSIR and DST have been implemented in SIT. Besides this, the R & D cell also conducts Workshops, Seminars, and Conferences for the purpose of knowledge transfer among the students and faculty members. The Institute has an annual performance system through a Self-Assessment Report where issues relating to publications, research guidance and contribution to curriculum development are assessed.

Siliguri Institute of Technology has been approved as Centre of Innovation Business Incubator by the Ministry of Micro, Small and Medium Enterprises (MSME) to encourage entrepreneurship among the students. The main purpose of this venture is to provide information on entrepreneurship among the students and the role MSME plays to support their ideas and ventures. A one Week Management Development Programme (MDP) from 20.01.2020 to 24.01.2020 was held at Siliguri Institute of Technology under the auspices of Development Commissioner, MSME. The Entrepreneurship Cell in association with the Wadhvani Foundation is linked with the National Entrepreneurship Network (NEN) for the students to promote entrepreneurial and start – up activities. The Institute also organizes awareness programs on Intellectual Property Rights (IPR). A few MOU's have been signed to expose the students to the challenging skills required in Industry/Academia in the contemporary context. The Institute is enlisted as a Nodal Centre to Conduct Live and Interactive Courses by IIRS-ISRO Dehradun.

The MBA Department hosts a peer-reviewed bi-Annual SIT Journal of Management [ISSN: 2278-9111(Online) with impact factor 4.125; ISSN: 2349-6894 (Print)] with the aim to provide a publishing platform for researchers, academicians, and professionals from diverse domains of management to share innovative research ideas and practical experiences to stimulate scholarly debate in the development of management science and decision making.

SIT is also the Nodal Centre of the Maulana Abul Kalam Azad University of Technology (Zone I), with Nine Colleges under its fold and host common meetings and academic events mediated by the University time to time. Moreover, the Institute provides financial support to conduct several workshops/Seminars/Conferences.

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

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

Response: 45

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

2019-20	2018-19	2017-18	2016-17	2015-16
7	9	16	9	4

File Description	Document
Report of the event	View Document
List of workshops/seminars during last 5 years	View Document
Any additional information	View Document

3.3 Research Publications and Awards

3.3.1 Number of Ph.Ds registered per eligible teacher during the last five years

Response: 1.5

3.3.1.1 How many Ph.Ds registered per eligible teacher within last five years

Response: 3

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

Response: 2

File Description	Document
List of PhD scholars and their details like name of the guide , title of thesis, year of award etc	View Document
Any additional information	View Document
URL to the research page on HEI website	View Document

3.3.2 Number of research papers per teachers in the Journals notified on UGC website during the last five years

Response: 1.98

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

2019-20	2018-19	2017-18	2016-17	2015-16
23	24	26	50	34

File Description	Document
List of research papers by title, author, department, name and year of publication	View Document
Any additional information	View Document

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

Response: 1.44

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

2019-20	2018-19	2017-18	2016-17	2015-16
26	24	24	13	27

File Description	Document
List books and chapters edited volumes/ books published	View Document
Any additional information	View Document

3.4 Extension Activities

3.4.1 Extension activities are carried out in the neighborhood community, sensitizing students to social issues, for their holistic development, and impact thereof during the last five years.

Response:

Siliguri Institute of Technology has been in the forefront of NSS activities. The Institute has established university approved NSS wing in A.Y.2015-16. The College has a unit, with strength of 113 volunteers in 2016-17, 103 volunteers in 2017-18, 78 volunteers in 2018-19 and 101 volunteers in the current academic year 2019-20 across all departments along with the program officer and committee members of NSS units. Every student member of NSS serves for a period of at least two years with engagement in community service.

Siliguri Institute of Technology National Service Scheme (NSS) Unit regularly organizes Awareness campaigns on current issues affecting society, Medical checkup camps, Free Eye screening camps etc. Siliguri Institute of Technology believes in holistic development of a student and hence these activities are incorporated in their educational pursuits to arouse the social consciousness of students and provide them with the opportunity to work with the people in and around the educational campuses creatively and constructively and to put the education they received to concrete social use. NSS SIT Unit always looks forward to many social and noble initiatives of making our society a better place to live in.

The Institutional Social Responsibility of the College is reflected in its vision and mission statements. The Faculty and the students are sensitized on Institutional Social Responsibility through the various extension activities and socially relevant outreach programs by creating awareness among the students and in the neighborhood. Some of the important outreach programs are organized through NSS. The List of Social Outreach programs include:

- Rallies and Awareness campaign on health and hygiene in selected Wards of Siliguri Municipal Corporation
- Rallies and awareness programs on social and environmental issues in selected Wards of Siliguri Municipal Corporation.
- Free Eye screening Camps and tree plantation drives.
- Minimum one Swaachta Abhijan in the campus as well as selected areas and wards of Siliguri Municipal Corporation.
- Minimum one Medical camps like Eye check up, General diseases and Pediatrics, Blood Sugar test in selected areas of Siliguri
- Youth sensitization on anti drug abuse, prevention of Dengue among school students in government aided schools.
- Blanket distributions to the needy in selected area of Siliguri.

In the process students develop the understanding of the various diseases, its causes and remedies. They come to know about their own health. It also creates learning for students for primary health centres where the check-ups can be done at an affordable rate. These activities also sensitize the students on social issues and make them socially responsible. These activities enable the students to upgrade their personality, gain experience and acquire leadership qualities through community services.

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

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

Response: 4

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

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

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

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

Response: 36

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

2019-20	2018-19	2017-18	2016-17	2015-16
0	7	13	10	6

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

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

Response: 14.82

3.4.4.1 Total number of Students participating in extension activities conducted in collaboration with industry, community and Non- Government Organizations such as Swachh Bharat, AIDs awareness, Gender issue etc. year-wise during last five years

2019-20	2018-19	2017-18	2016-17	2015-16
103	350	380	103	60

File Description	Document
Report of the event	View Document
Average percentage of students participating in extension activities with Govt or NGO etc	View Document

3.5 Collaboration

3.5.1 Number of Collaborative activities for research, Faculty exchange, Student exchange/ internship per year

Response: 258

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

2019-20	2018-19	2017-18	2016-17	2015-16
70	58	51	39	40

File Description	Document
e-copies of related Document	View Document
Details of Collaborative activities with institutions/industries for research, Faculty exchange, Student exchange/ internship	View Document
Any additional information	View Document

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

Response: 3

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

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

File Description	Document
e-Copies of the MoUs with institution/ industry/corporate houses	View Document
Details of functional MoUs with institutions of national, international importance, other universities etc during the last five years	View Document

NAAC

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

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

Response:

The Institute has a sprawling and picturesque campus located on 10.43 acres of land with 15,468.sq. m. build-up area. The institution ensures adequate availability and optimal utilization of physical infrastructure to create a good learning environment. The college has following facilities.

Academic Facilities

The institute has the adequate facilities as per the requirement of the statutory bodies.

Particulars	Description	N Ava
Classrooms	Ergonomically designed classrooms having ample natural light & ventilation with glass boards.	4
Smart classrooms	Well equipped classroom with ICT enabled facilities	0
Laboratories	Well equipped with multiple sets of apparatus as per the curriculum & beyond curriculum. The labs are designed and maintained as per AICTE norms with respect to carpet area, lighting, ventilation, and furniture & fixture.	0
Workshop	Well-equipped in all respect to develop technical skills of the students as per the academic curriculum.	0
Seminar Halls	Adequate seating capacity with LCD projection and Public Address system and white board	0
Conference Room	Adequate seating capacity with LCD projection	0
Language Lab	Installed by CACM, STEP, IIT Kharagpur links multi- user Interactive Software Integrated Learning System (ISILS). This makes content delivery and interactive set up development with digitized contents on language and communication skill development smoother.	0
Library	Having a carpet area of 597 sq. m with reading rooms for students and staff.	0
Art Gallery	Beautifully decorated facility where different types of art-works are preserved scientifically	0

Computing Facilities

Sl.	Particulars	Qty
1	Desktop Computers	439
2	Servers	7
3	Printers	26
4	Laptops	2
5	Application Software	22
6	Projectors	16
7	UPS	16
8	Wi-Fi Access Point	30
9	ISP	1

Other facilities

1. 11 KV Substation for providing electricity to the campus
2. 2 nos. DG Sets for emergency power supply
3. 3 nos. canteen & cafeteria
4. Fast aid facility
5. Separate Common Room & washrooms for girls.
6. Separate washrooms for students and staff members.
7. Fire extinguisher.
8. Clean drinking water facility.
9. Gymnasium
10. Facilities for outdoor & indoor games
11. Reprography Room
12. Front Desk
13. Security Table
14. CCTV
15. Garden with variety of trees and plants in surrounding.

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

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

Response:

For overall development of the students, Institute provides ample facilities for co-curricular and extra-curricular activities. Students are always encouraged to participate in various co-curricular and extra-curricular activities in addition to regular academic activities. The affiliating University MAKAUT, WB has created a unique mechanism of awarding Activity Points over and above the academic grades under Mandatory Additional Requirement (MAR) vide their notification 11.06.2018.

Following facilities are available in the Institute for indoor & outdoor games

Sl. No.	Facilities	Area
1.	Football & Cricket Playground	87240 Sq. Ft
1.	Basketball Court	11730 Sq. Ft
1.	Volleyball Court	6456 Sq. Ft
1.	Badminton Court	6456 Sq. Ft
1.	Table Tennis	7713 Sq. Ft
1.	Carrom Board	2 Nos.

Gymnasium:

The Institute is having its own Multi GYM Facility inside the campus for both Boys and Girls students and for the staff members.

Size : 569 Sq. Ft

User Rate : 20-25 people per hour

Yoga classes are being conducted for promoting health in the staff and students.

Various Cultural activities are conducted in the seminar halls, Auditorium and open air theatre of the institution.

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

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

Response: 25

4.1.3.1 Number of classrooms and seminar halls with ICT facilities

Response: 12

File Description	Document
Upload Number of classrooms and seminar halls with ICT enabled facilities (Data Template)	View Document
Upload any additional information	View Document
Paste link for additional information	View Document

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

Response: 15.66

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

2019-20	2018-19	2017-18	2016-17	2015-16
25.63	21.56	85.56	192.2	162.1

File Description	Document
Upload Details of budget allocation, excluding salary during the last five years (Data Template)	View Document
Upload audited utilization statements	View Document
Upload any additional information	View Document

4.2 Library as a Learning Resource

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

Response:

The Central Library provides books, journals as well as information on various topics to suffice the hunger for knowledge, was set up in the 1999 along with the Institute. In today's high-tech learning environment, "The Central Library" as a leaning resource is taking up increasingly more academic space and time in a life of learner.

Quality of services and user interaction in the library is rich, vibrant and simultaneous as it has a healthy mix of people with varied background. A journey towards the future with a careful coordination and planning is the hallmark of this library confronting the challenge of globalization.

It has a carpet area of 6422.56 Sq ft. The library has a total collection of 73674 volumes of books.

The entire library is automated using Library Management Software (LMS) and transactions are automated by using bar code reader. Some of the salient features of LMS are as follows:

- **Name of the ILMS : LIBSYS**
- **Nature of Automation : Fully automated**
- **Version : LS 5.0**
- **Year of Automation : 2007**

Student can borrow ten books at a time, out of which **4 nos. textbooks under Book Bank Facility and 6 nos. reference books**

The Central Library is also a member of DELNET (Developing Library Network), which gives access to E-Books and full text E-journals both National and International.

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

4.2.2 The institution has subscription for the following e-resources

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

Response: A. Any 4 or more of the above

File Description	Document
Upload any additional information	View Document
Details of subscriptions like e-journals, e-ShodhSindhu, Shodhganga Membership , Remote access to library resources, Web interface etc (Data Template)	View Document

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

Response: 12.65

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

2019-20	2018-19	2017-18	2016-17	2015-16
12.06	12.12	14.17	14.36	10.53

File Description	Document
Details of annual expenditure for purchase of books/e-books and journals/e- journals during the last five years (Data Template)	View Document
Audited statements of accounts	View Document
Any additional information	View Document

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

Response: 4.67

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

Response: 65

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

4.3 IT Infrastructure

4.3.1 Institution frequently updates its IT facilities including Wi-Fi

Response:

The college has developed a well-maintained IT infrastructure for the users. The entire campus is WiFi enabled backed by high-speed internet connectivity.

To support computing requirements the campus is equipped with 439 desktop computers. The institution has a policy for periodical upgradation of the computer systems.

Dedicated heavy duty online UPSs are available for ensuring uninterrupted power backup support. Sophisticated networks (both wired and wireless) supported by high-end servers are utilized for Internet/ Intranet connectivity in the institute premises. Servers (DNS, Proxy, web servers etc.) are configured and maintained by utilizing in-house expertise. Latest software (Licensed & Open source) along with licensed antivirus solutions are available to fulfil both academic and administrative requirements.

Details of IT infrastructure is as listed below:

SL. NO.	PARTICULARS	QUANTITY
1	Desktop Computers	439
2	Servers	7
3	Printers	26
4	Laptops	2
5	Application Software	22
6	Projectors	16
7	UPS	15
8	Wi-Fi Access Point	30
9	ISP	1

Usage of Computers

Computers used in Laboratories	355
Computers used by Faculty members & departmental activities	72
Computers used for administrative work	12

ISP Details

INTERNET PROVIDER (ISP)	SERVICE PUBLIC IP	BANDWIDTH & CONNECTION TYPE
Meghbela (PMPL) Broadband Pvt. Ltd.	103.193.90.74	40 Mbps (1:1) - Internet Leased Line (ILL)

Internet registered domain name

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

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

Response: 3:1

File Description	Document
Upload any additional information	View Document
Student – computer ratio	View Document

4.3.3 Bandwidth of internet connection in the Institution**Response:** B. 30 MBPS – 50 MBPS

File Description	Document
Upload any additional Information	View Document
Details of available bandwidth of internet connection in the Institution	View Document

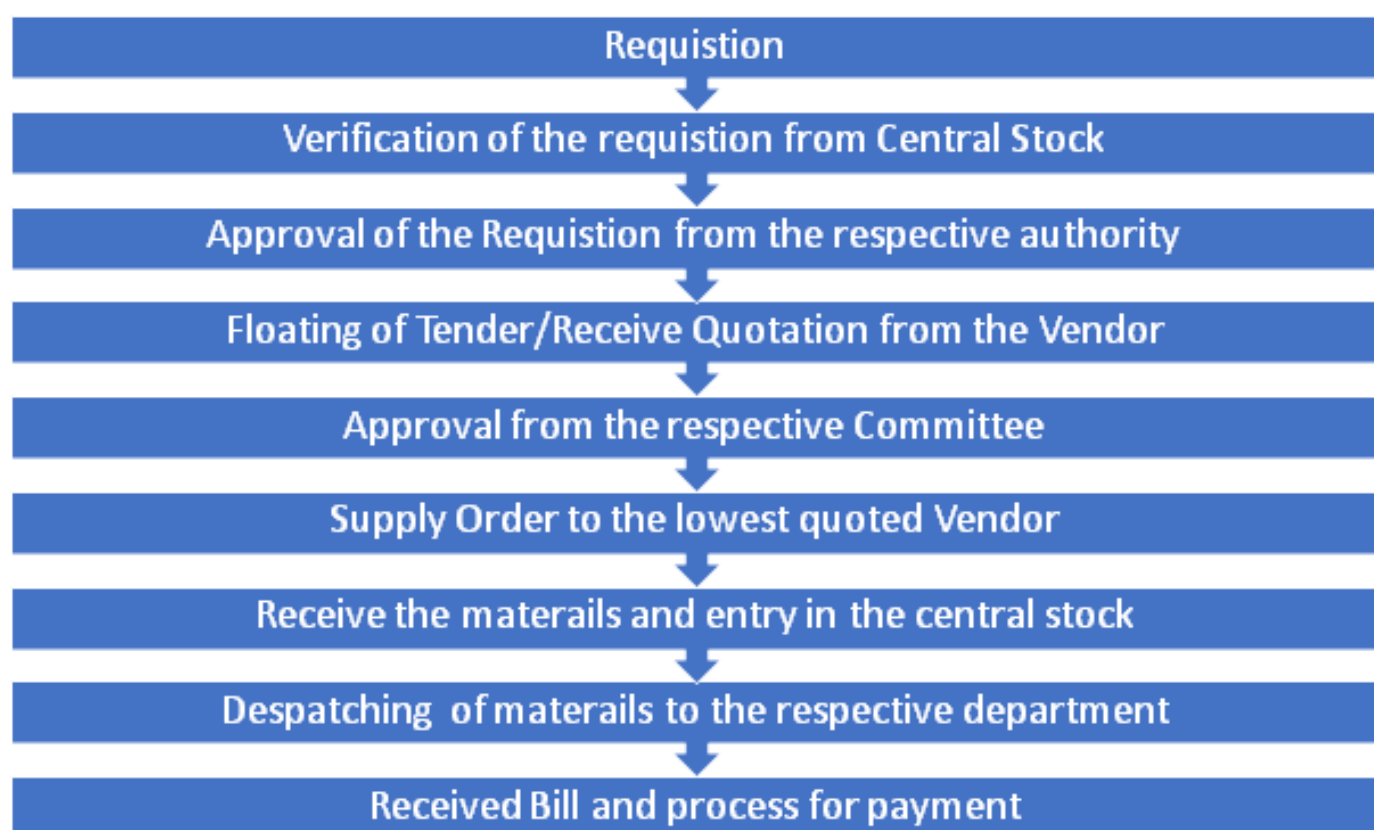
4.4 Maintenance of Campus Infrastructure**4.4.1 Average percentage of expenditure incurred on maintenance of infrastructure (physical and academic support facilities) excluding salary component during the last five years(INR in Lakhs)****Response:** 13.29**4.4.1.1 Expenditure incurred on maintenance of infrastructure (physical facilities and academic support facilities) excluding salary component year-wise during the last five years (INR in lakhs)**

2019-20	2018-19	2017-18	2016-17	2015-16
51.11	29.16	110.98	110.87	122.04

File Description	Document
Upload any additional information	View Document
Details about assigned budget and expenditure on physical facilities and academic support facilities (Data Templates)	View Document
Audited statements of accounts	View Document

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

The Institute continuously strives to provide adequate physical infrastructure and constantly upgrading facilities in order to provide a good teaching learning environment. Academic Committee/IQAC convenes regular meetings to assess the infrastructural facilities and requirements. In order to ensure maintenance and optimum utilization, various systems and procedures are established so as to benefit all the stakeholders. Following chart provides a brief idea about the procedure followed for procurement/maintenance work in the institute.



The available infrastructure is utilized optimally in the following respect:

- The classrooms are utilized for the conduct of classes during working hours as well as for tutorial classes and remedial classes.
- The central library act as knowledge center of the institute and is established on more than 6000 sq. ft. area. The library remains open from 10 am to 6.30 p.m. It provides books, journals, e-journals, e-books, e-databases, magazines, newspapers, previous question papers, non-print materials like CD, DVD etc. Institute has a Library Advisory Committee to monitor the overall processes of library. It consists of - Director- as a Chairperson, Jt. Convenor – Senior Faculty Member, One member from each departments and Librarian. Books are procured after selection from each department and duly forwarded through Library Advisory Committee. After acquisition of books, these are processed through technical processing section after due necessary checking. Processed books are shelved properly and circulated as per requirement by the user through Library Management Software (LIBSYS). E-databases, e-books and e-journals are accessible from Digital Library Section as well as throughout the campus.
- The laboratories are utilized for conducting practical classes and also provide facilities to the students for technical projects.
- Each department is equipped with a separate HOD room, Staff rooms, laboratories and meeting room for efficient functioning.
- The seminar halls are used for conducting guest Lectures, Conferences, Workshop, technical Symposiums, etc.
- Examination Cell, Canteen, Admission Cell, Accounts section, Administrative block, training and placement cell, are available
- Parking facilities, Food cafe, drinking water etc., are available in the campus.
- Separate workshops, engineering-drawing halls are available.
- The facilities and infrastructure of the Institute are planned and modified on the basis of feedback received from the stakeholders to meet the growing requirements of academia and industry.

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

NAAC

Criterion 5 - Student Support and Progression

5.1 Student Support

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

Response: 13.63

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

2019-20	2018-19	2017-18	2016-17	2015-16
179	193	206	194	152

File Description

Document

upload self attested letter with the list of students sanctioned scholarship

[View Document](#)

Upload any additional information Average percentage of students benefited by scholarships and freeships provided by the Government during the last five years (Data Template)

[View Document](#)

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

Response: 1.62

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

2019-20	2018-19	2017-18	2016-17	2015-16
45	3	11	20	31

File Description

Document

Upload any additional information

[View Document](#)

Number of students benefited by scholarships and freeships institution / non- government agencies in last 5 years (Date Template)

[View Document](#)

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

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

Response: B. 3 of the above

File Description	Document
Details of capability building and skills enhancement initiatives (Data Template)	View Document
Any additional information	View Document
Link to Institutional website	View Document

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

Response: 11.53

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

2019-20	2018-19	2017-18	2016-17	2015-16
200	75	197	179	130

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

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

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

Response: A. All of the above

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

5.2 Student Progression

5.2.1 Average percentage of placement of outgoing students during the last five years

Response: 33.8

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

2019-20	2018-19	2017-18	2016-17	2015-16
144	139	91	105	186

File Description	Document
Upload any additional information	View Document
Self attested list of students placed	View Document
Details of student placement during the last five years (Data Template)	View Document

5.2.2 Average percentage of students progressing to higher education during the last five years

Response: 14.76

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

Response: 58

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

5.2.3 Average percentage of students qualifying in state/national/ international level examinations during the last five years (eg: IIT-JAM/CLAT/ NET/SLET/GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/State government examinations, etc.)

Response: 21.08

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

2019-20	2018-19	2017-18	2016-17	2015-16
10	2	4	9	26

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

2019-20	2018-19	2017-18	2016-17	2015-16
56	28	37	46	52

File Description	Document
Upload supporting data for the same	View Document
Number of students qualifying in state/ national/ international level examinations during the last five years (Data Template)	View Document
Any additional information	View Document

5.3 Student Participation and Activities

5.3.1 Number of awards/medals won by students for outstanding performance in sports/cultural activities at inter-university/state/national / international level (award for a team event should be

counted as one) during the last five years.

Response: 6

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

2019-20	2018-19	2017-18	2016-17	2015-16
0	0	3	2	1

File Description	Document
Number of awards/medals for outstanding performance in sports/cultural activities at university/state/ national/international level during the last five year	View Document
e-copies of award letters and certificates	View Document
Any additional information	View Document

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

Response:

College creates a platform for the active participation of the students in the various bodies/committees. This in turn helps the students to gain leadership qualities, knowledge about rules & regulations and execution skills.

Its formation, activities, and other details:

- There are student societies / bodies in the departments.
- Each class has student class representatives (CRs).
- The CRs act as a bridge between students and the department. The opinions, views and suggestions of the entire class w.r.t. the faculty, courses, syllabus and any other things related to the class is communicated to H.O.D. by the CRs.
- The CRs are nominated by the students representing the class.
- Various programs like paper presentations, workshops and seminars are organized by these bodies every year.

Apart from the above our students are also included in various committees (to name a few) as mentioned below:

- IQAC
- Cultural Committee
- Tech-Mgmt committee
- Anti-Ragging Committee
- Games & Sports Committee
- T&P Committee

The idea to involve students in different committees is driven by the thought that it will help our students to develop their personality, organizational skills, understand how to work in a time bound framework and career through interactive programs with the faculty, administration and different types of people from various spheres of life.

The target is to provide a platform to the students to enhance their skillsets through various co- curricular and extra-curricular activities. Our students take active role in conducting all the major technical, cultural, literary and sports activities organized in the college. All these activities are supervised by a team of faculty and staff members.

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

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

Response: 20.4

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

2019-20	2018-19	2017-18	2016-17	2015-16
14	31	19	22	16

File Description	Document
Upload any additional information	View Document
Report of the event	View Document
Number of sports and cultural events/competitions in which students of the Institution participated during last five years (organised by the institution/other institutions (Data Template)	View Document

5.4 Alumni Engagement

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

Response:

The institute has an alumni Association which has an office in the college. Though a little late but the alumni association has started functioning. The alumni association has been registered officially in 2019. The institution will expect and try to ensure that the association plays a pivotal role towards the development of the institution by extending all the necessary supports. Presently membership campaign is going on and responses have started coming up. We are expecting more to come forward to be connected with their alma-mater through this initiative. We believe that the association would play a significant role in the quality enhancement of the institution.

Details of the alumni association:

Name: SIT Alumni Association

Registration number: S0008535 of 2019-2020

Office address: Siliguri Institute of Technology ,Sukna – 734009, West Bengal, India

Sl.No.	Name	Designation
1.	MR.MITHUN ROY	President
2.	MR.SUDEEP BASU	Vice -President
3.	MR.ANINDYA BASU	Secretary
4.	MR. SUBHAMAY SARKER	Joint Secretary
5.	MR. SUJIT CHATTERJEE	Joint Secretary
6.	MR.KALLOL DUTTA	Treasurer
7.	MS.ADITI SENGUPTA	Exe-Member
8.	MS.SUTAPA BHATTACHARYA	Exe-Member

Alumni Association acts as a bridge between alumni, current students, and college authority. Our alumni are our pride. They are the brand ambassadors of this institute. They also can act as a bridge between industry and academia. So, their feedback is very important for the institute. We are planning to organize an alumni meet at institute very shortly where our present students will be able to hear from them about industry expectations from a fresher. Earlier different alumni related programs were organized by respective departments through departmental initiatives.

Alumni Benefits for Students:

- Career counselling / advising

- Industry Institute Interaction
- Mentorship
- Placement / internship guidance / assistance
- Project Assistance for final year students
- Arranging industrial trainings / visits

The aim of the Alumni association is to support the Institution's goals, its Vision and Mission and to strengthen

the ties between alumni, the community and the industry.

Primarily, the embedded attributes of the Alumni Association are two-fold:

- Enthusiasm and willingness of its members to take on the institutional initiative for sustenance.
- Interest of a reasonable nucleus of alumni of the institution to participate in the association's activities.

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

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

Response: E. <1 Lakhs

File Description	Document
Upload any additional information	View Document
Link for any additional information	View Document

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

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

Response:

VISION OF THE INSTITUTE

To be a recognised institution offering high quality education, opportunities to students to become globally employable Engineers/Professionals in best ranked industries and research organisation.

MISSION OF THE INSTITUTE

To impart quality technical education for holistic development of students who will fulfil the needs of the industry/society and be actively engaged in making a successful career in industry/research/higher education in India & abroad.

Leadership functions of the Head of the Institution

- To promote and develop good governance within the college compatible with and supportive of affiliating university governance structures and policies in line with AICTE / NBA / NAAC.
- To frame the policy issues for the betterment of the institute in consultation with the college team and present the same to the BOG for final approval.
- To take initiatives, in collaboration with academic units, to be recognized at national and international level.
- To look after all the administrative and academic activities falling in line with the AICTE, University and the Government of West Bengal norms, in all aspects.
- Conduct all the UG and PG programmes according to the affiliating university guidelines.
- Appoint faculty and staff members according to the norms of the AICTE and affiliating university.
- To monitor admission, regular academic activities in coordination with the Academic Committee of the institute, placement activities in coordination with placement cell.
- To foster an environment for industry institute interaction, support and coordinate the enhancement of research activities within the college and across colleges, maintain discipline among students and staff.
- To monitor smooth conduct of quality management system in accordance with NBA and NAAC.
- Entrepreneurship promotional activities using the setup of EDC (Entrepreneurship Development Cell).
- Business Incubation Cell to support innovative project ideas for a successful startup.

Role of faculty members in decision making

Our organizational management strategies promote inclusiveness in decision-making. Faculty members are regularly involved in department level meetings and the observations are forwarded on to the Head of the

institute for final decision. Basically faculty members are working as members of different committees constituted at department level as well as institute level where the resolutions and decisions of committee members play vital role in decision making. The Head of the institute regularly conducts senior level meetings with HODs to discuss various issues. Afterwards all the issues are addressed by the Head of the Departments with the faculty members for implementing the decisions taken at the meeting by the Head of the institute in consultation with the HODs. All the concerned faculties of the departments come up with their proposals for the up-gradation of academic as well as overall improvements of the department level, HOD verifies and reviews the same and forwards to the Head of the institute for further approval. All the processes are cycled throughout the year for maintaining academic ambience. There is faculty participation in the Governing Body of the institute where policy decisions are discussed and approved.

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

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

Response:

The institution practices decentralization and participative management

All the departmental activities of the institute are directly supervised by the Head of the institute. Day-to-day academic activities of the departments are looked after by the respective Head of the Departments. Examination related issues are managed by the Controller of examinations. Under direct supervision of the Head of the institute administrative office, examination cell, central library and all the respective departments function. Whenever necessary Head of the institute conducts meetings with the concerned in charges / HODs and at department / unit level; Heads / Concerned In-charges conduct the meeting with the concerned members to discuss various issues and observations made are forwarded on to Head of the institute for further action. Similarly, the outcomes of the Head of the institute meeting are passed on to individual faculty/staff for implementation.

Decentralization

Institute has a standard mechanism for entrusting authority and supplying operational autonomy to all the various functionaries to work towards a decentralized governance system.

1. Management Level

The Governing Body delegates all the academic and operational decisions based on policy mechanism to the Head of the institute in order to achieve the vision and mission of the institute. The Head of the institute in coordination with IQAC and academic committee frames common working procedures and entrusts the implementation with the faculty and staff members.

1. Faculty Level

Different committees are constituted comprising of faculty members. These committees are entrusted with the responsibilities to conduct various activities / programs within their scope of work. Faculty members are encouraged to showcase their leadership skills and team building capacity by playing their roles in various capacities e.g. in-charge / coordinator of different committees, convener for organizing various seminars /workshops/conferences/FDPs, conducting industrial visits / tours etc.

1. Students Level

Students are encouraged to play important roles as coordinators / convenors / members of different committees and contribute positively. In the process they learn to act as a team member while building their leadership capabilities.

The following committees are in existence to decentralize the academic and administrative activities:

- IQAC
- Anti-Ragging Committee and Anti Ragging Squad
- Grievance Redressal Committee
- Academic committee
- IIPC & EDC Cell
- R & D Cell
- Examination Committee
- Training and Placement Committee
- Cultural Committee
- Tech-fest Committee
- Games and Sports Committee
- Library advisory Committee
- NSS Committee
- NAAC Committee
- Student Welfare Committee
- Hostel Monitoring Committee
- Women's Grievance Redressal Committee
- Admission Committee
- Disciplinary Committee
- College Magazine Committee

Case study

Every year annual sports, technical competitions and cultural fests are organized in the institute where overwhelming participation from all levels are observed. The student committees work towards it under the supportive guidance of the faculty and staff members. The college authority extends all the necessary support and cooperation for successful conduction of the events. These events have been witnessing active participation of students as well as staff year after year.

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

6.2 Strategy Development and Deployment

6.2.1 The institutional Strategic / Perspective plan is effectively deployed

Response:

The institute has a perspective plan for development for the coming years. The institution takes effort in finding the key performance indicators for performance assessment and development. It addresses the issues from the stakeholder's view and takes steps to satisfy their requirements.

Perspective Plan for the development of college:

- **Teaching-learning**

1. Development of more smart class rooms with modern facilities
2. Encouraging and implementing the ICT based teaching-learning processes in a better way
3. Implementation of CBCS in course curriculum
4. Extensive use of online teaching - learning resources
5. More MoUs for faculty and student exchange programmes utilizing the Alumni Potentials also.

- **Strengthen industry-institute interaction**

1. Invite industry experts as well as Alumni for motivating students and imparting real-life knowledge
2. Strengthen campus placement and training/internship facility by making more industry connections
3. Motivate students and faculty to work on real projects in collaboration with industries.
4. MoU with industry for internship of students.
5. Inviting Alumni to allocate as well as monitor and evaluate Projects.

- **Research & Development**

1. Promoting a research ambiance in terms of establishing R&D centres that can execute R&D sponsored projects from funding agencies as well as to produce a good number of research scholars.
2. Organize more conferences, seminars and workshops

3. Encourage participation in FDPs, short term courses, orientation programmes etc.
4. Motivate for publication in indexed research journals
5. MoUs with premier institutions and take up collaborative research projects through active participation of Alumni.

6. Promote interdisciplinary research

- **Community engagement Plan:**

1. Take-up community service
2. Tie-ups with voluntary organizations, NGOs etc.
3. Work towards community development of surrounding areas
4. Extending all possible support to government and local bodies towards community development.

- **To improve student support system and employability factor**

1. Being well connected with students through a mentor-mentee system, where apart from faculties the Alumni role will be significantly utilized.
2. Looking after and providing academic support, looking after non-academic issues for holistic development of the students.
3. Conduct more employability enhancement programmes throughout the year for better job conversion ratio, where also Alumni participation will be sought for in a significant way.
4. Regular awareness programme for entrepreneurship and start-up as career objectives.

- **Improve consultancy services and IRG**

Activity successfully implemented based on the strategic plan

Our institute in its student centric approach always tries to create an ambience and support system which is helpful for the holistic development of the students. As a part of this process the following activity has been successfully implemented:

The idea is to enhance the employability of the students immediately after graduation, through higher studies and building Entrepreneurship. It is implemented through the established effective mentorship with the support from all the members of the institute. The entire process is supervised and monitored by The Director, Principal and HOD's. A mentor is assigned a small group of students to keep touch with his/her mentees regularly so as to provide necessary support in all possible ways e.g. career counselling, psychological support, academic guidance etc.

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

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

Response:

Governing body

Governing body is basically responsible for entire policy making and to verify the reports through various correspondences. The decision making mechanisms are made at appropriate levels in the organizational hierarchy. Statutory bodies such as IQAC, Anti-ragging Cell etc., as per the university/government guidelines are also included in the organizational structure of the institution. Induction of Alumni representation in BOG is in process. A committee of faculty members and administrative staff are involved in the planning and implementation and evaluation. There are various bodies that serve academic as well as administrative support to the institution.

Functions of various bodies:

- 1. Examination Cell:** To help and ensure smooth conduction of examinations in the institute as per guidelines issued by the university (MAKAUT) and keep records of all the necessary activities.
- 2. R&D Cell:** To monitor and guide all the R & D related activities in the institute. This cell also motivates the faculties to pursue research and participate in various conferences/seminars/workshops throughout the year in various regions of the country. Also this committee guides the faculty members to prepare and send research proposals in different organizations like DST, CSIR etc. for revenue generation.
- 3. Academic Committee:** This committee designs the academic structure of the institute in accordance with the university guidelines and takes care of all the academic issues like class room monitoring, student grievances, assessment of feedback system etc.

Service rules and procedures

The institution strictly follows the service rules according to the AICTE/UGC norms. It has been uploaded to the website too. The teaching and non-teaching faculty have the benefits of EPF and Casual/Annual/Medical/Maternity/Compensatory Leaves.

Recruitment is conducted according to the norms of the University and AICTE. The institute/management selection committee composed of Principal/Director, HOD and subject experts evaluate the suitability of the faculty member by his/her performance during the selection process according to the parameters.

Promotional Policies:

Promotions are based on merit, qualifications and the performance as evident in the Self Appraisal Report, required for the higher position. A pay rise is imminent in case of promotions but the management reserves the right to do so.

Grievance redressal mechanism:

The purpose is to provide an avenue for the staff / students to redress their grievances in order to maintain an academic friendly ambience among students, staff and management in the Institute and to comply with the AICTE Regulations to provide for establishment of Grievance Redressal Committee in each Institute approved by AICTE. Respective committee members meet to discuss and address the grievances, if any, received in writing from the concerned students/staff. The committee maintains the minutes of the meetings and submit the copy of the same to the Director/Principal. The committee conveys the decision to the aggrieved students/staff in writing from the institution. There is a Women Grievance Redressal Committee for Women/ Girl Staff and Student.

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

6.2.3 Implementation of e-governance in areas of operation

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

Response: D. 1 of the above

File Description	Document
Screen shots of user interfaces	View Document
Details of implementation of e-governance in areas of operation, Administration etc	View Document
Any additional information	View Document

6.3 Faculty Empowerment Strategies

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

Response:

Following welfare schemes are available for teaching and non-teaching staff

1. The Institute provides various leaves to facilitate all its employees.
2. The employees are entitled to Dearness Allowance and House Rent Allowance, as per the policy of the college.
3. EPF facility
4. ESIC facility is provided to all its employees having Gross Salary less than or equal to Rs 21,000/- per month.
5. Transport facility to all the faculty and staff members
6. Free periodic medical check up
7. Canteen facility
8. Providing TA/lodging/registration fees for attending seminars/conferences/workshops etc.
9. Maternity leaves
10. Gymnasium and common room for students and staff
11. Playground and basketball court for students and staff
12. Guest house in the college campus
13. Free Wi-fi
14. Basketball Court
15. Badminton Court
16. Volleyball Court
17. Cricket & Football ground
18. Security staff 24 x 7
19. Medical Assistance
20. Career Advancement facility for undertaking Masters and PhD etc.

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

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

Response: 7.29

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

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

File Description	Document
Upload any additional information	View Document
Details of teachers provided with financial support to attend conference, workshops etc during the last five years	View Document

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

Response: 1.2

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

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

File Description	Document
Upload any additional information	View Document
Details of professional development / administrative training Programmes organized by the University for teaching and non teaching staff	View Document

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

Response: 14.72

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

2019-20	2018-19	2017-18	2016-17	2015-16
37	5	0	2	9

File Description	Document
Upload any additional information	View Document
IQAC report summary	View Document
Details of teachers attending professional development programmes during the last five years	View Document

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

Response:

Procedure for Performance review of faculty & staff Members

- Regular Performance Appraisal of faculty and other staff members is an essential parameter for career and professional development; hence the Performance Review is conducted by the Appraisal Committee duly appointed by the Authority.
- The Performance Review Report is the Key Document for all Promotion, Salary adjustment and handling Performance related issues. Hence it is very essential to prepare the Performance Review Report each year preferably in the month of July and the results may be declared preferably within three months after the Performance Appraisal is taken.
- The Primary Key Performance Area (KPA) for Non-Teaching employees will be decided by their HODs/supervisors as per the actual work.
- During the Performance Review each of the HODs/Supervisors and employees will meet and review the target Vs. actual achievements and Grade each employee as **Excellent or Standard or Unsatisfactory**.
- Director/Principal and HOD will be the competent authority to make the performance review of an employee.
- It will be duly considered whether the faculty member has contributed positively in real world knowledge applications where feedback of students also considered.
- The Director/Principal assimilates all Key Result Areas (KRAs) and prepares a confidential report of the employee's annual performance at the end of each year.

Procedure for Promotion of faculty & staff Members

- Eligible Regular Employees are entitled for promotion.
- Acquiring eligible qualification, Annual Performance review report and experience will be considered during the promotion review, however they do not establish the right to be promoted to higher cadre. Depending upon available vacancy and other criteria, the candidate will be considered along with other eligible candidates who have applied for the position.

Promotion of Faculty positions will be decided as per the following procedures

- Availability of sanctioned vacant posts is to be decided by the Governing Body.
- The Governing Body will constitute a Selection Committee for consideration of internal cases fit for promotion to fill up the vacant sanctioned posts.
- On fulfillment of stipulated conditions of the regulatory body and/or norms of the College, the

candidate will be eligible to appear before the Selection Committee.

- Application of eligible candidates will be scrutinized by the concerned Committee. The Committee will consider the points as mentioned along with other points decided by the Committee.
- The Committee will conduct a personal interview/test of the eligible candidates and their opinion including Annual Performance review report, will be placed before the authority for appropriate decision regarding promotion including the date from which the order will be effective.
- Based on the recommendation of the selection committee the competent authority may issue the promotion order to the deserving candidates.

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

6.4 Financial Management and Resource Mobilization

6.4.1 Institution conducts internal and external financial audits regularly

Response:

The Institute conducts both internal as well as external audits for every financial year. Internal audit is conducted to monitor & evaluate the financial process that is being followed in the institute. It also conforms to the information and compliance with policies. The Books of Accounts of the Institute are audited by the Internal Audit team. As per stipulated provisions of the Income Tax Act, statutory audit is conducted once in a year by the External Auditors.

The Institute follows the following financial process:

1. At the beginning of the financial year, the Director submits a proposed budget received from all the departments under specified head of accounts.
2. Director reviews the same in cognizance of previous years' actual expenses of the departments and a consolidated budget is prepared.
3. The consolidated budget is thereafter submitted for approval by the BOG.
4. All the expenditures are monitored by the Accounts Department as per authorization of the Management and provision in the approved budget..

As a regular practice and to maintain transparency the college accounts are audited every financial year by internal as well as external auditor(s).

The last audit was done for the financial year 2019-2020.

Till date no major audit objections are recorded.

For better record keeping and financial services, suggestions received from the auditor(s) are considered and complied upon. Audit objections on any discrepancies are settled within the specified time schedule under the directions of the Statutory Auditors.

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

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

Response: 0.2

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

2019-20	2018-19	2017-18	2016-17	2015-16
0.2	0	0	0	0

File Description	Document
Details of Funds / Grants received from of the non-government bodies, individuals, Philanthropers during the last five years	View Document
Any additional information	View Document
Annual statements of accounts	View Document

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

Response:

The College being a private self-financed, the main source of revenue generation is the tuition fees collected from the students as per the fee structure stipulated by the State Government.

The institution has a mechanism in place to ensure sufficient budgetary provisions for academic and administrative activities and to monitor the effective, efficient and optimal use of financial resources.

At the beginning of the financial year, the Director submits a proposed budget received from all the departments under specified head of accounts to meet the requirements of the departments taking into consideration the annual intake of students, laboratory and infrastructure developmental

expenses, requirements of latest technologies, additional faculty and staff requirements and other routine expenditure like salary, maintenance, equipment procurement, infrastructural development etc.

Institution maintains a reserve corpus fund which is used as matching grants for developmental purposes.

Resource mobilization is carried out by following means:

- Fees from Students
- Interest on Fixed Deposits, Recurring Deposit Account & Savings Account
- Hostel Income
- Rent Income
- Income from Canteen
- Miscellaneous income

Optimum utilization of funds & resources is ensured through: -

- Adequate funds are utilised for effective teaching-learning processes which include Induction Programmes, Workshops, different activities, training programmes, etc. that ensures quality education.
- Budget is utilized for development and maintenance of infrastructure of the Institute towards upkeep of the fixed assets, repairs & maintenance of classrooms, laboratories and administrative areas etc. and to meet day to day operational and administrative expenses.
- Funds are also allocated towards security, firefighting charges, AMC charges, etc. for regular upkeep of the campus,
- Funds are allocated to encourage research and development activities and for enhancing library facilities like subscriptions to Books/ Journals/ Periodicals/ Magazines. The Library Advisory Committee takes care that the resources in library are utilized optimally.
- To conduct student activities like technical competitions, cultural activities, literary events, seminars, workshops, placements, study notes and study material printing etc.
- Some funds are allocated for social service activities as part of social responsibilities through NSS and CSR.
- Purchases are made as per the recommendations of the Purchase Committee of the Institute.
- The amounts withdrawn from the banks follow a systematic mechanism of obtaining the approval at various levels.
- If any expenditure is made beyond sanctioned budget, it gets ratified in a special meeting. Any financial crunch is managed by deferred expenditure.
- The financial statement, Income and Expenditure details are available through Profit and Loss Account, Balance Sheet and Ledgers, and duly audited by Statutory Auditors.
- To ensure the optimum utilization of resources, time to time directions are issued by the Director.

File Description	Document
Upload any additional information	View Document
Paste 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

Response:

The Internal Quality Assurance Cell (IQAC) of the Institute was set up 01.11.2019 aimed at implementing and maintaining ultimate academic discipline and standard of the Institution. The IQAC is a significant administrative body entrusted with the responsibilities of guiding and monitoring quality assurance initiatives of the Institution. All the academic and administrative activities of the Institution are routed through the IQAC. The IQAC since its inception has coordinated activities of the Institution for which it has been entrusted.

The roles and responsibilities of the IQAC include:

1. To monitor the academic activities as well as the R and D activities of the Institute with the objective to upgrade and raise the quality of education in the Institution.
2. Take necessary initiative for smooth conduction of Internals/ Lab Examinations/ Training of Students.
3. To conduct Academic Audit for upgradation of academics every semester.
4. Analysis of semester results and recommendation of appropriate measure as per the requirement for upgradation.
5. To arrange remedial/special/ doubt clearing classes as per the requirement.
6. Take necessary initiatives for Affiliation /Approval/Accreditation of programs from the concerned authorities.
7. To prepare the Academic Schedule, Academic Calendar keeping parity with the University Course Curriculum.
8. To prepare future plans for academic upgradation, qualification upgradation, research promotion, consultancy and Faculty Development
9. To guide the examination committee for smooth conduction of University Semester Examinations.
10. Preparation, proper planning for admission and extending necessary support and guidance to the Admission Committee

11. Proper monitoring of any other student matters like Examination Form Fill up, Registration.

Two IQAC initiatives which have contributed significantly in quality improvements are:

1. **MOOCs:** The Massive Open Online Courses (MOOCs) for students has been introduced under the aegis of the affiliating University, Maulana Abul Kalam University of Technology where a B.Tech student will have the option to obtain a B.Tech Honours degree provided he/she acquires 20 additional credit points during the 4 year course only through online courses (MOOCs). This beyond syllabus co-curricular courses give students the necessary edge to supplement the curriculum as well as to develop additional skill sets for better employability by getting exposed to experts from Academia/ Industry. Presently this program is being successfully implemented through NPTEL/Swayam platform as well as courses from Coursera, Edex. Any suggestions or modifications in this regard are monitored by the IQAC.

2. Mandatory Additional Requirement

The Mandatory Additional Requirement (MAR) has been introduced as an integral part of the curriculum of Maulana Abul Kalam Azad University of Technology, under which a student has to obtain a minimum of 25 MAR activity points in each academic year. Keeping in view the holistic development of the students this program is rigorously followed where the students can harness their skills in diverse areas ranging from social activities, photography, cultural activities upto entrepreneurship. The MAR marks are uploaded in the University portal. Moreover during the lockdown period a revised list of special activities for MAR was circulated which was implemented in the Institution through the IQAC.

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

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

Response:

There exists in the Institute an established norm to implement and monitor an effective teaching learning process that incorporates an all inclusive approach through adoption of methodologies, implementation of strategies for improvement and refinement as well as assessing the learning outcomes through guidelines provided by the IQAC. The teaching-learning process is also reviewed in the meetings of Academic Committee, Department Academic Committee (DAC) meetings, through interaction of the Class representatives first with the Head of the Department and also with the Head of the Institute, parent teacher meetings, Faculty Interactions and suitable measures are taken from time to time.

Some of the initiatives implemented to enhance teaching learning are as follows:

1. CA BASED INTERNAL ASSESSMENT

One of the tactile strategies to boost the learning outcomes of the students is continuous assessment (CA). Whenever a student enters a course the entire internal assessment of theoretical part of the course is done through four Continuous Assessments (CA1, CA2, CA3 and CA4) through assignments, quiz, internal exams, powerpoint presentations, term paper, mini projects etc., for evaluating the internal exams out of 25. The basic idea of this process is to familiarize the student with the course content in small and manageable proportions and also assess the knowledge and skills of the students at the same time. Such assessment procedures provide important data on the performance of the student and also provide provision for quantifying the incremental academic improvements of the student with respect to the course pursued. The teaching learning process of the Institution being based on the Outcome Based Education Model, all the internal questions, assignments and quizzes are aligned to the Course Outcomes (COs). The IQAC lays special emphasis on the conduction of the CA based Internal Assessment through questions strictly aligned with the COs. Similarly, there is a mechanism for continuous assessment (PCA1 and PCA2) for laboratory/practical papers where rubric based evaluation of the students is done twice a semester and the marks are uploaded in the University portal.

2. DIGITAL (ICT) INITIATIVES

- i. Conduct of online classes in the digital mode.
- ii. Conduct of MOOCs courses through NPTEL/SWAYAM platform for students and Faculty members since Siliguri Institute of Technology is a local chapter of NPTEL.
- iii. Conduct of Spoken Tutorial Classes with IIT Bombay for ICT based Software Training Workshops and also to support laboratory based subjects.
- iv. Faculty members are encouraged to use ICT based tools like use of e- resources, LMS Server, NPTEL, Powerpoint presentation, CDs, YouTube videos, Video conferencing tools etc. to supplement their classroom delivery.
- v. Faculty members are encouraged to take up additional classes in well equipped classrooms with ICT enabled facilities to improve the teaching learning process.
- vi. During the Pandemic situation the entire teaching learning pedagogic process has shifted to the digital mode where Google and other Digital Platforms are extensively used to conduct online classes.
- vii. The class records are maintained digitally.

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

6.5.3 Quality assurance initiatives of the institution include:

- 1.Regular meeting of Internal Quality Assurance Cell (IQAC); Feedback collected, analysed and used for improvements**
- 2.Collaborative quality initiatives with other institution(s)**
- 3.Participation in NIRF**
- 4.any other quality audit recognized by state, national or international agencies (ISO Certification, NBA)**

Response: C. 2 of the above

File Description	Document
Upload details of Quality assurance initiatives of the institution	View Document
Upload any additional information	View Document
Paste web link of Annual reports of Institution	View Document

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

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

Response:

The Institute believes in providing a healthy environment to all the students and employees and motivates them to maintain the same. Today's society is facing lots of challenges, gender equity being one important issue among them. Our faculty and staff always promote gender equity and encourage the students also in the same direction. Sometimes eminent personalities from various fields are also invited to deliver talks on topics highlighting the role and importance of women in our society and how gender equity can make this world a better place for all of us.

Our organization believes in an inclusive work culture and provides equal opportunity to all. No discrimination is made / encouraged on the basis of gender, caste, colour, religion, language, physical structure etc. or any other things which are against humanity. We can proudly say that about 40% of our workforce is female as on date. At Siliguri Institute of Technology along with maintaining education quality, highest importance is given to the safety, security, well-being and healthy working environment for all.

To ensure the safety and security we provide the followings:

- Security guards across the campus including at the entry/exit points.
- CCTVs installed throughout the campus and monitored.
- Implementation of Anti-Ragging and Anti-Smoking campus.
- Involvement of faculty and staff members for ensuring safety, security and discipline in the campus.
- Inclusion of female members in various committees of the institute.
- Awareness campaign through NSS activities.
- Separate hostels for girls and boys.
- Day care facility for children of the staff provided on demand.
- Separate common rooms for girls and boys.
- Female staff at the medical centre

Apart from regular activities as mentioned already, we have various committees to take care of the situations (in case there are unwanted situations) such as:

1. Women Grievances Committee:

It consists of a coordinator and a few members. We are proud to state that in our college the incidents of sexual harassment of women are nil due to the awareness and discipline in the campus. To make the women aware of their rights this cell interacts with women staff/students to identify any sort of issues, if existing. The cell is doing a great job and is capable of dealing the cases very confidently with its team.

2. Anti- Ragging Committee & Squad:

Anti- Ragging Committee and Squad have been formed to handle the issues pertaining to ragging/harassment as per the guidelines of UGC, AICTE and the University. The names of the committee members along with their mobile numbers are displayed at different places in the institution. Any student can lodge a complaint in case of any inconvenient incident.

3. Internal Complaint Committee (ICC):

To further promote gender sensitization a functional ICC is present authorized to take up legal steps if required to address issues related to sexual harassment and drive home the message that the Institute has zero tolerance towards such incidents.

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

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

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

Response: D. 1 of the above

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

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

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

Response:

Our institute has an environment friendly lush green campus and a well-maintained waste management process. We follow a reduce, reuse and recycle policy as part of the waste management system. Planting lots of trees helps us towards carbon neutrality. We always try to create awareness about energy conservation and energy efficiency among staff and students and try to follow a few things to save energy as “energy saved is energy generated”; e.g. switching off electrical appliances when not in use, avoiding computer printouts until absolutely necessary etc.

- **Solid and liquid waste management:** Dustbins are placed at different locations in the campus. Cleaning staff are engaged who manage all the waste in the campus. All waste/garbage from college and hostel is segregated at source. The dead leaves (from the garden) and the waste papers are not put on fire. The biodegradables are buried in the soil to compost and to be used as fertilizer. The generated waste is collected by use of differently coloured dustbins. The process is regularly monitored. Few wastes are used for decoration of the campus.
- **E-waste management:** Computers and peripherals are maintained regularly to continue usage and to avoid its wastage. Electronic components (plastic/metallic) are handed over to vendors for disposal. By recycling the electronic components, we try to recover valuable and working materials from old setups for further use.

The cartridges of laser printers are reused through refilling.

File Description	Document
Any other relevant information	View Document
Link for Relevant documents like agreements/MoUs with Government and other approved agencies	View Document
Link for Geotagged photographs of the facilities	View Document

7.1.4 Water conservation facilities available in the Institution:

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

Response: C. 2 of the above

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

7.1.5 Green campus initiatives include:

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

Response: B. 3 of the above

File Description	Document
Various policy documents / decisions circulated for implementation	View Document
Geotagged photos / videos of the facilities	View Document
Link for any other relevant information	View Document

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

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

Response: E. None of the above

7.1.7 The Institution has disabled-friendly, barrier free environment

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

Response: E. None of the above

File Description	Document
Policy documents and information brochures on the support to be provided	View Document
Geotagged photographs / videos of the facilities	View Document
Details of the Software procured for providing the assistance	View Document
Link for any other relevant information	View Document

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

Response:

Our institute takes different initiatives to promote and maintain an inclusive environment by organizing various events throughout the year to promote tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and other diversities. The programs conducted are as below:

- As the institute has students from different parts of India, we celebrate each other's festivals, music, and art. Regional concerns are factored in while framing policies. Holidays and vacations are formulated keeping in mind regional occasions.
- Celebration of days of national importance e.g. Independence day, Republic Day etc. The staff and students participate in large numbers for the cause of the nation. Various performances including inspiring & motivational speeches are conducted with great enthusiasm.
- Induction program for newly admitted students to make them aware of the culture that we follow to promote tolerance and harmony.
- Commemorate days like Women's day, National Yoga day, Engineers Day, National Science Day, National Management Day, Teachers Day, World Environment Day, Akshay Urga Diwas etc. to name a few where active student participations are observed.
- SIT National Service Scheme (NSS) Unit regularly organizes activities to arouse the social consciousness of students and provide them with the opportunity to work with the people in and around the educational campuses creatively and constructively and to put the education they received to concrete social use. NSS SIT Unit always looks forward to many social and noble initiatives of making our society a better place to live in.
- 'Clean campus' drives are organized.
- Various sports events like cricket, football, badminton, chess, table tennis, volleyball, basketball etc. are organized regularly with a huge participation and success.

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

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

Response:

- The institute observes Republic Day & Independence Day where the National flag of India is hoisted followed by the National Anthem. A good number of students and faculty & staff members attend the events. Head of the institute addresses the august gatherings and shares the importance/relevance of these observances.
- A course on Indian Constitution is taught to the students which helps them to be aware about the constitution and the rights.
- Celebration of International Women's Day
- Observance of World Environment Day
- Observance of Engineer's Day, National Science Day, National Management Day, National Teachers Day encourage the students to understand the importance of these days.
- Life skill training by external experts organized in the institute by the MBA Department with an objective how to lead life with perfection. The participants were given training regarding self-discipline, stress management skills of individuals.
- Health checkup camps have been organized in association with Desun Hospital, NeotiaGetwel Hospital, Basu's Clinic, Himalayan Eye Hospital, Medica North Bengal at different point of time.
- Voluntary Blood donation camps were organized in association with Rotary Club, North Bengal Medical College, and Siliguri Welfare Organisation where students, faculty and staff members responded overwhelmingly to donate blood generously.
- Milk donation program was organized for the children and pregnant women at Salbari areas during the lockdown period maintaining all Covid-19 protocol.
- "Days with Books" have been organized at Siliguri Institute of Technology campus every year in the month of February since 2015 to inculcate the reading habits of the students. Massive responses have been received from the people in this event every year. Walk for books was an integral part of this book fair to create love and awareness for books.
- International Yoga day was observed at SIT campus to increase the habit of yoga and meditation amongst the students and faculty-staff members.

File Description	Document
Link for details of activities that inculcate values necessary to render students in to responsible citizens	View Document
Link for any other relevant information	View Document

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

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

Response: B. 3 of the above

File Description	Document
Details of the monitoring committee composition and minutes of the committee meeting number of programmes organized reports on the various programs etc in support of the claims	View Document
Code of ethics policy document	View Document
Any other relevant information	View Document

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

Response:

The institute observes days of importance and birth anniversaries of eminent personalities. Our students along with faculty & staff members celebrate the days by breaking the boundaries of caste, religion etc. to make the world a better place to live. Through the programs conducted on the days effort is made to enlighten the young minds. Every year our institute organizes such type of events and with these commemorations we try to make all aware of the importance and strength of national integrity in the country.

The list of programs are:

- Republic day celebration
- Independence day
- International Day of Yoga
- Blood Donation Camp
- Swatch Bharath
- Engineer's Day
- Netaji Birthday celebration
- Saraswati Puja
- Teachers Day
- Vishwakarma Puja
- Basanta Utsav

- Pre Diwali Lightening of Lamps
- Birthday of Rabindranath Tagore

File Description	Document
Link for Geotagged photographs of some of the events	View Document
Link for any other relevant information	View Document
Link for Annual report of the celebrations and commemorative events for the last five years	View Document

7.2 Best Practices

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

Response:

Best Practice – 1

1. Title of the Practice : Outcome based education

2. Objectives of the Practice

The objectives are to help the students to learn the followings:

- How to think and analyze intellectually.
- How to think, perform & act like professionals.
- How to perform under different practical situations.
- Ethical / societal values – introduce students to the purposes guided by the values for he/she is professionally responsible.

3. The Context

The conventional teaching was frequently portrayed as teacher-centric, educational modules centric and formal; in other words only transmitting data from the educator to the learner. The conventional learning provided the learner with information or abilities or both, but they were not coupled to a particular setting. So the learning created a vacuum and could not be considered as outcome centric. A learner-centric approach was being missed. It was content-based educational modules whereby the instructor was educating and the learner was memorizing.

Outcome Based Education (OBE) is an adaptable, empowerment-oriented approach to learning. It is focused at preparing learners with the information, competence and directions required for professional achievement after they take off from the institution. Subsequently its directing vision is that of a competent future citizen. Result at institute level is of limited advantage unless learners are prepared well to sail for

victory in life under challenging situations.

The key guideline of OBE states that all exercises (educating, evaluating etc.) are adapted towards, not what the educator is getting to educate, but what the result of that imparted education should be, what the learner is expected to deliver and at what standard.

4. The Practice

Based on the academic calendar provided by the affiliating university - Maulana Abul Kalam Azad University of Technology, our college prepares its own academic calendar. For the benefit of the students various competitions, workshops, presentations and guest lectures etc. (apart from regular curriculum based teaching) are organized / conducted regularly to make them prepare for the outer world. Students are assessed multiple times throughout the session to judge their knowledge of understanding for the respective courses; continuous assessments in form of quiz, internal assessment, presentation, viva etc. helps in the process. Feedback from students also helps the teachers to find out the problems and how to mitigate that. Doubt clearing sessions are arranged for the slow learners. Mentorship of students is also proving beneficial for the students.

5. Evidence of Success

SIT's mission of imparting quality education through OBE has started showing results gradually. The strategic change in teaching methodology has helped in transforming the campus life with emphasis on more labs, major projects, workshops etc which gives students hands-on experience.

6. Problems Encountered and Resources Required

The institute is dedicated to the cause of the students by making them knowledgeable. But many obstacles are faced by both students and the faculty & staff members e.g. family background, time constraints, students involvement and interest, the teacher student synchronization etc. In order to address these issues the faculty & staff members are working in connection with the students, talking with the parents and trying to find every possible solution, even beyond working hours.

Best Practice – 2

1. Title of the Practice : Employability enhancement drive

2. Objectives of the Practice

The objective is capacity building and to develop necessary skills of the students to make them industry ready. A comprehensive program has been designed to up-skill the students in terms of technical, aptitude and soft skills to equip them well for the professional world once they take off from the institute after completion of study.

3. The Context

When the supply is plenty, we look for quality and/or additional features while choosing. In this competitive world to grab a job something extra is advantageous apart from the curriculum. The recruiter looks for three things mainly in a candidate – knowledge, skills and attitude. Keeping this in mind this

program has been designed for the benefit of the students. Through this program the students are provided career guidance and efforts are made to make them ready for competitive examinations (campus drive and others).

4. The Practice

The purpose of the program is to give the students a competitive edge to excel in their desired field. This program helps students to develop their personality and equip them with the additional skills necessary to succeed in the workplace. This program is an add-on in terms of technical, aptitude and soft skills that enable our students to have a holistic view about themselves, realize their potentials and in turn make better career choices. There are two verticals of the program:

1. Technical Training
2. Soft skill Training

The program goes hand-in-hand with the regular course of studies and extends from 1st year to final year. The details of the program are as follows:

1. **1st Year:** Basic of Computer / C or Python
2. **2nd Year:** C++' OOPs, AUTOCAD / Java , J2EE, Energy Management System, Embedded System
3. **3rd Year:** Data Analytics, Android Application Development, REVIT / Machine Learning, IoT, Big Data Hadoop, BIM, PLC & SCADA
4. **4th Year:** Brush up session on Data Structure, C, coding and Finishing School

Apart from the trainings mentioned above, aptitude and soft skill sessions are conducted throughout the year. With the diversified work culture and the demand of the corporate world, students need additional skills to grasp a seat for themselves and prove their worthiness.

5. Evidence of Success

Success of a program is measured by the performance or outcome of it. It may not be out of place to mention that this program is the need of the hour and is helping our flag bearers to excel in their technical and behavioral skills. The placement percentage below will speak for itself.

Placement percentage



6. Problems Encountered and Resources Required

Every change brings challenges with it; this program was not an exception. Initially it faced challenges in terms of course content, outsourced partner, budget, acceptance of the program by the students etc. But problems were not permanent as they were solved and sorted out gradually with time. Course content and requirements of the module were outlined by collaborative effort of our stakeholders, corporate partners and HR leaders; outsourced partners were finalized, budget was allocated and students started accepting the program and steadily showed interest to attend. At this juncture it may not be wrong to say that it has become an irrevocable part of our academy.

File Description	Document
Link for Best practices in the Institutional web site	View Document
Link for any other relevant information	View Document

7.3 Institutional Distinctiveness

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

Response:

“Excellence in Education through a Holistic Perspective”

Modern day challenges in the emerging national and international scenario has now made it imperative to inculcate a well balanced approach – where professional competencies should find adequate

expression as well as should be in complete harmony with the larger social perspective. This idea is reflected in the institute's mission and vision, where Siliguri Institute of Technology has carefully developed a culture that focuses on developing young minds not only to be academically proficient but also to build an attitude of greater social consciousness for the sustenance of society at large. The Institute which started its journey way back in 1999 in a relatively remote part of the country has emerged as a premier engineering college catering to the needs of the students all over the whole of North Bengal, parts of South Bengal, parts of Assam, Bihar and Jharkhand as well. Over the years this Institution has produced students who are well placed both nationally and internationally. The uniqueness of this institution lies in the spirit of harmony which is manifested in the education as well as social interactions of our students. This acts as positive feedback which further accentuates the moral fiber imbibed by the Institute.

Siliguri Institute of Technology being an affiliated college under Maulana Abul Kalam Azad University of Technology, implements the curriculum within the prescribed University framework, with a strong focus on outcome based education. To provide for the horizontal mobility in the curriculum as well as supplementary programmes that will contribute towards the academic enrichment of the students, the Institute, suitably assisted by the University, has ensured 100% courses offering CBCS/Elective papers.

Keeping in mind the all round development of the students, the Institute has a provision for sensitizing the students to the pressing concerns in the contemporary context relating to Professional Ethics, Gender, Human Values and Environment. The Institute believes in providing a healthy environment to all the students and employees and motivates them to maintain the same. Today's society is facing lots of challenges, gender equity being one important issue among them. To create awareness our Institute has already taken up a few gender equity promotion programs. Our organization believes in an inclusive work culture and provides equal opportunity to all. As an organization we always try to maintain and ensure highest possible ethical values and standards as a regular practice. No discrimination is made / encouraged on the basis of gender, caste, colour, religion, language, physical structure etc. or any other things which are against humanity. At Siliguri Institute of Technology along with maintaining education quality, highest importance is given to the safety, security, well-being and healthy working environment for all. We are proud to state that in our college the incidents of sexual harassment of women are nil due to the awareness and discipline in the campus.

Admission to the Institute is done by adhering to the norms laid down by the Statutory Regulatory Authorities strictly on a merit basis with no discrimination as regards to gender/background/caste. Keeping in mind the diverse background of the newly admitted students, the Institute initially gauges the learning levels of the students through rank and performance in assessment tests at the beginning of the semester. Slow and advanced learners are identified. Remedial classes, doubt clearing sessions, motivational sessions, Mentor-Mentee interactions, monitoring of attendance, career counselling are some of the strategies adopted to academically strengthen and reach out to address the needs of the students.

The Institute promotes a student centric approach towards the teaching learning process. This is employed at all levels – programme, course and lesson, through experiential learning, participatory learning, collaborative learning, individual learning as well as adopting different problem solving methodologies. All issues both academic and personal of the students are addressed through a Mentor – Mentee system. In tune with the Institute's mission and vision statement, the faculty members and students are sensitized on institutional social responsibility through various extension activities and socially relevant outreach programs by creating awareness among the students and in the neighborhood. Siliguri Institute of Technology National Service Scheme (NSS) Unit regularly organizes awareness campaigns on current issues affecting society viz medical checkup camps, free eye screening camps, Swachhta Abhijan in the

campus, youth sensitization on anti drug abuse and so on.

Keeping in mind the holistic development of the students, the Institute regularly organizes various sports events like cricket, football, badminton, chess, table tennis, volleyball, basketball etc. with huge participation and success. Celebrations of days of national importance e.g. Independence day, Republic Day etc. are held where the staff and students participate in large numbers for the cause of the nation. Various performances including inspiring and motivational speeches are conducted with esteemed fervor. Through the Fresher's Induction Program the students are sensitized to the needs of the society through awareness programmes conducted in the surrounding areas. Organizing fresher's welcome for new students and farewell ceremonies for graduating batches is something that students look forward to with great enthusiasm. Commemorative days like Women's day, Yoga day, Engineers Day, National Science Day, National Management Day, National Teachers Day, World Environment Day, Akshay Urga Diwas also observe active student participation.

Siliguri Institute of Technology is committed towards community services. Our institution since the last few years has started to act towards the same by working for the betterment of the living conditions at nearby localities/communities. We are confident to bring smiles on their faces by our efforts, however small it may be. We are trying to help them by providing educational support and creating health awareness while preserving the unique identities and culture of these communities. By providing an inclusive environment the institute encourages all the faculty, staff and students to participate actively in this noble endeavor. Our college (with willingness to serve the nation) has always tried to inculcate the sense and values of working for betterment of others among all the faculty, staff and students.

File Description	Document
Link for any other relevant information	View Document
Link for appropriate web in the Institutional website	View Document

5. CONCLUSION

Additional Information :

- The location of Institute in a relatively remote rural setting amidst tea gardens has helped in the economic development of the area which hosts several fooding and lodging facilities for those students preferring to stay close to the campus.
- A mini settlement complete with a petrol pump, retail outlet and an ATM Counter, two Nationalized banks in the close vicinity has developed around the surroundings with the Institution as a landmark catering to the employability needs of the surrounding rural population.
- Many members of the staff working on a daily basis have been recruited from the surrounding villages.
- Moreover, SIT students under the **SWACHH BHARAT** program visit nearby villages for cleanliness drives.
- Students also visit nearby schools and take classes to promote computer literacy as a part of outreach programs.
- Outstanding paper award by a Faculty member at the West Bengal Science and Technology Congress at the regional and also at the state level in 2017.
- Outstanding Paper award to two faculty members at the Third Regional Science and Technology Congress, 2018.
- Best Teacher Award received by a faculty member for outstanding contribution in academics and research by MAKAUT in 2018.
- Invited talk delivered by a Faculty member at International Conference, Poland in 2018.
- National Science Day is celebrated each year.
- Certificate of Appreciation from NPTEL for student enrollment and performance.
- Siliguri Institute of Technology hosts the following activity:

Concluding Remarks :

Siliguri Institute of Technology functions with a holistic approach where careful consideration is given to all the concerned stakeholders. This Institute has emerged as a premier institution in North Bengal, where students come from near and far to embark on a journey towards a fulfilling academic life and beyond.

The functioning is executed according to the guiding principles of the Institutes mission and vision in consultation with the Board of Governors where all policy decisions are formulated.

The IQAC is the executive arm of the organisation through which all academic and related administrative activities are implemented as well as monitored. This composite body institutionalized all the quality initiatives through the administrative machinery with the aim to fulfil the Institutes mission and vision.

Being an affiliated college the curriculum is administered through the University prescribed syllabus following standard national and international protocols. The Institution has provision for feedback which helps in introducing corrective measures in the relevant context. The entire Academic, Administrative and Financial establishment maintains a well defined hierarchy in the delegation of its powers and execution of its responsibilities. A student centric approach is implemented across all activities from teaching learning to mentor mentee system as well as various activities including the MAR. Additionally, setting up of the Incubation Centre, encouragement of entrepreneurship activities, promotion of research, specialized coaching

for students progressing towards higher education, enhancing ICT based initiatives and maintaining a large infrastructure are some of the key areas where this Institution functions diligently. Special effort is made to upgrade the skill of the students through intensive ICT and Soft Skill based training programs to render gainful employability.

The Institute is unique in its innate culture of imbuing a holistic education into the moral fiber of the students to sensitize them to the modern day challenges.

Siliguri Institute of Technology is of its kind in the heart of rural North Bengal ringing in aspirations of the student and parents alike as a professional institution providing quality higher education to young minds and preparing them to flourish as an inspired national and global citizen.

NAAC