



SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

DR. SUDHIR CHANDRA SUR INSTITUTE OF TECHNOLOGY AND SPORTS COMPLEX

DR. SUDHIR CHANDRA SUR INSTITUTE OF TECHNOLOGY AND SPORTS
COMPLEX, 540, DUM DUM ROAD, SURERMATH, NEAR DUM DUM JUNCTION
STATION
700074
www.surtech.edu.in

SSR SUBMITTED DATE: 24-05-2024

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

May 2024

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Dr. Sudhir Chandra Sur Institute of Technology & Sports Complex (formerly known as Dr. Sudhir Chandra Sur Degree Engineering College) was established under the auspices of JIS Foundation under Section 2(f) of the UGC Act, 1956.

This Institute, which was founded in 2009, is now well-known for its innovative and rigorous curriculum, which has produced experts in a variety of businesses and sectors in India and beyond.

The Dr. Sudhir Chandra Sur Institute of Technology & Sports Complex, which has been known for its research culture and excellence in imparting Engineering, Science, and Management education for the past 12 years and is located near the Dum Dum Metro Railway Station and International Airport, is known for its research culture and excellence in imparting Engineering, Science, and Management education.

The institute is a virtual paradise of pristine environment and beautiful beauty, nestled in a rural setting of lush green fields. The beautiful avenue of trees and flowers on campus, aptly titled "Green Field," attest to the importance of ecology and the environment. The atmosphere on campus is ideal for academic endeavours.

SurTech has taken a worldwide approach to research and teaching, focusing on foreign viewpoints and knowledge. The Institute is dedicated to greatness and strives for it constantly, accepting nothing less than the best. Its faculty, which includes intellectual giants from India and internationally, is the Institute's bedrock. SurTech is in the forefront of using cutting-edge technology and preparing students for a globalised economy while also promoting holistic learning, unbiased knowledge, industry-focused skills, ethics, a cosmopolitan outlook, and accountability for actions.

SurTech is establishing a national and international footprint through partnerships with world-class universities, study abroad programmes, and overseas internships and research.

It provides a comprehensive curriculum across a wide range of engineering degree programmes. These programmes provide students with a variety of academic options.

The Institute provides great educational opportunities for youth from all over the world at a reasonable cost. Through its social responsibility efforts, the Institute also provides unwavering support for community services.

Vision

To be a top global technology institute that creates leaders & innovators and generates new knowledge for society & industry via transformative education.

Mission

Excellence in Education: Education of world-class quality, based on ethics and critical thinking, for the

betterment of life.

Innovative Research: An innovation ecosystem to advance knowledge and tackle pressing issues.

Impactful People: Happy, accountable, compassionate, and effective employees and pupils

Productivity Enhancement: Active engagement with national and international companies, as well as institutions, in order to increase productivity and economic development.

Service to Society: Providing knowledge and compassion to the region and the planet.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

1. The College administration maintains high transparency in the process of administration, admission, examination and in all matters
2. Good work culture and congenial environment in the college provide academic freedom and opportunities for the professional growth and development of all associates.
3. Healthy interactive atmosphere between students and staff members.
4. Qualified, experienced and dedicated teaching faculty with good retention ratio
5. Due to the close distance of our campus to Dumdum Junction, Dumdum Metro, and Dumdum Airport, we have an excellent locational advantage.
6. The college conduct Beyond the Curriculum Training as Value Added Course for the students throughout the year.
7. Within our institute, we have Centres of Excellence, industry-funded labs, and a Drone Academy.
8. Good Infrastructural Facilities are available at the Departmental Level. Classrooms are well equipped with ICT tools. State of Art Laboratories with modern equipment and simulation software, Library resources with remote access to e-resources, on-campus hostel facility, on-campus stadium to facilitate sports and vibrant campus for the all-round development of students
9. Our institute is working in a government-funded project under the Unnat Bharat Abhiyan (UBA).
10. Social responsibility is inculcated through NSS
11. Significant accomplishments include our institute's NIRF Innovation Ranking along with NBA accreditation of four departments: AUE, CSE, CE, and ECE.

Institutional Weakness

1. Senior faculty needs to be recruited from academia and industry in many areas to strengthen research
2. Involvement of Alumni in facilitating campus recruitment.
3. Government and other funding for research is inadequate
4. Revenue generation through consultancy is required.
5. Participation of faculty in National and International professional activities beyond the state.

Institutional Opportunity

1. Increasing demand for high skilled technical professionals in the region.
2. Motivate students to undertake interdisciplinary and sponsored projects.
3. Increasing the quantity and quality of National & International publications through Collaborative research with industry and institute.
4. There is a huge opportunity to utilize the expertise and position of our alumni to start collaborative research and consultancy projects with industry and hence can prove vital for institute-industry linkage.
5. To attract financial support from funding agencies.
6. Though students are getting placement still students can be better placed in more reputed MNCs
7. To Organize more FDPs / National and International conferences.
8. Implementing NEP 2020 guidelines

Institutional Challenge

1. Placement with higher annual package.
2. Attracting quality top ranking students to the institute.
3. Creating more entrepreneurs.
4. The lack of availability of experienced quality faculty may restrict the expansion of the institute and affect the quality of teaching-learning process and R&D work.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

Dr. Sudhir Chandra Sur Institute of Technology & Sports Complex affiliated to **Maulana Abul Kalam Azad University of Technology (MAKAUT)** as an affiliated institution. The institute effectively executes **university regulations, curricula, and syllabi** by ensuring full compliance to them. The **MAKAUT Syllabus Committee** and **Board of Studies** carefully consider the guidelines provided by **AICTE, UGC, and NEP2020** when developing the syllabus. Alongside with providing basic courses an adequate amount of weight, the curriculum also includes significant multifaceted issues like **gender equality, human values, professional ethics**, and environmental sustainability. The university proactively solicits opinions from stakeholders with the objective to identify and rectify any curriculum shortcomings. Through our representative on the University Board of Studies, we convey our opinions. In order to foster students' professional skill development and self-improvement, the institute offers **MOOCs** and **value-added courses** which extend beyond the curriculum. These offerings are centered on recognized **curricular gaps**. In addition, hands-on learning opportunities such as internships, fieldwork, and projects extend students' work. **Dr. Sudhir Chandra Sur Institute of Technology & Sports Complex** adheres to a three-tiered academic teaching and learning methodology. The university releases an **Academic Calendar**, which serves as the foundation for creating a detailed **Institutional Academic Calendar** that has been broken down by semester. This academic calendar comprises all scheduled academic events, such as internal assessments and extracurricular and co-curricular activities that are scheduled to take

place during the semester. In order to efficiently distribute the plan, each department creates a distinct Academic Calendar. The **Departmental Academic Committee (DAC)** coordinates the continuous assessment and supervision of the content delivery process. This guarantees that the programme of study is taught effectively and methodically, considering the unique demands and specifications of every department. For the objective of stimulating the overall development of students, the institution periodically gathers, evaluates, and implements **feedback** from a variety of stakeholders, including **employers, academicians, alumni, and students**. Under the appropriate direction of the **IQAC committee**, quality across the spectrum of academics, co-curricular activities, and extracurricular activities is improved.

Teaching-learning and Evaluation

The overall advancement of the students is the main priority of our college. The college has an organized, transparent admissions process that commences with easily accessible material on our website and notice boards. Students are granted admission in accordance with the guidelines of the West Bengal government, MAKAUT, and AICTE. The institution's efforts towards achieving equity and broad access are made obvious by the student profile, which represents the social, cultural, and educational backgrounds of the pupils at the institution. The ratio of students to teachers is roughly **14.6:1**. Departments use discussions about ideas to construct student-centered pedagogies that encourage innovative thinking and critical thinking in their students. Under the direction of DAC, lesson plans are created and adhered to in accordance with the academic calendar. The institution's ICT-based teaching and learning framework facilitates the entire procedure. Teachers are hired based on approved positions, and throughout the past five academic years, a suitable number of faculty members with doctoral degrees have been achieved. The examination committee, the assessment mechanism, the grievance redressal process, and other systems all accomplish effectively in the institution's robust and open evaluation system. All of the Institute's programmes include defined Programme Outcomes, Course Outcomes, and Program-Specific Outcomes that are posted on the college website and other pertinent places. Over the past five years, students have achieved a **100% pass** percentage on their university assessments.

Research, Innovations and Extension

In order to sustain high standards for teaching and research, Dr. Sudhir Chandra Sur Institute of Technology & Sports Complex encourages research initiatives. The institute website provides the formulated R & D policy for the same. By awarding faculty and students incentives for publications and seed money, the institute promotes research financially. Over the past five years, the Institute has been awarded research grants totaling **Rs 22.64 lakhs** by both government and non-government funding sources to conduct research projects. In accordance with the instructions of the AICTE Innovation cell, Ministry of Education, Government of India, the Institute Innovation Council was established to foster innovation and incubation. The institution conducts **44 workshops**, seminars, and conferences in total, including courses on research methodology, intellectual property rights (IPR), and entrepreneurship. Along with external resource persons, the Institute also hosts seminars and workshops on research methodology, entrepreneurship, intellectual property rights (IPR), and skill development. The Dr. Sudhir Chandra Sur Institute of Technology & Sports Complex faculty members have produced **19 books/book chapters**, and conference proceedings in addition to **37 research papers** in peer-reviewed journals. There have been **44 events hosted** and patents filed for and published by this institution's faculty members. In order to establish a comprehensive atmosphere, this institute's teachers, staff, and students promote extension activities in the surrounding community. The institute carried out projects like drives to donate blood, tree planting, Swatch Bharat Abhiyan, environmental awareness campaigns, women's and youth's empowerment, safe drives to save lives, motivational speeches, and visits to orphanages and assisted living

facilities. With reputable organisations, a total of **21 memorandums of understanding** have been signed to strengthen research and collaborative efforts.

Infrastructure and Learning Resources

The institution boasts a comprehensive array of infrastructure and facilities that cater to the multifaceted needs of teaching, learning, and overall student development. The tranquil green campus of the Institute has an extensive spread of 5.52 acre of land with well-equipped technology-supported classrooms, state of art laboratories, spacious library, training and placement office, auditoriums etc.

The institute has **26 class rooms** equipped with LCD projectors and necessary teaching aids for effective teaching and learning process.

All **64 laboratories** are equipped with state of art facilities with periodic maintenance including calibration and servicing, updated antivirus and updated software.

Drawing tables and boards, as well as enough lighting, ventilation, and atmosphere, are provided in both of the **2 drawing halls**.

The institute has **2 modern mechanical workshops** equipped with state-of-the-art facilities to enhance the knowledge and experience of the students.

The six smart rooms are equipped with smart interactive board facility, audio and video facilities with lecture capturing system for effective teaching learning process.

One conference hall is equipped with projector, Wi-Fi, Audio and Video facilities with 30 seating capacity.

The student-computer ratio is 3.54:1.

The institute has a **boy's hostel of 40 capacities and a girl's hostel of 40 capacities** with facilities such as internet facility with **500 Mbps LAN** connections, facilitated with purified water cooler, indoor game in each hostel, students' common room, reading room etc.

Campuses are under the surveillance of **150 CCTV** cameras located at different locations of the Institute.

The institute has indoor gym facility for students and employees with latest exercise equipment.

Auditorium halls are air-conditioned, equipped with projector, Wi-Fi, Audio and Video facilities with 150 seating capacity. It is used for organizing various co-curriculum, extra-curricular and academic activities.

The central library having web-based library management system for the students named LIBMAN. It also has a digital library named OPAC for virtual access. Total carpet area for library is **7346 square feet**. Central Library has **14 nos.** of computers and **10 nos.** are used for OPAC. **Average Expenditure for library is INR. 11.76 Lakhs.**

Student Support and Progression

The student guidance and development procedure at Dr. Sudhir Chandra Sur Institute of Technology & Sports Complex is precisely and effectively designed up. The institute facilitates students who confront financial and social difficulties in applying for government and non-government scholarships.

The Institute encourages its students to take part in field studies, webinars, seminars, workshops, and other events to broaden their knowledge and abilities and to educate them about the latest developments in technology. In order to strengthen values among students, the Institute organises capacity building and skill enhancement programmes on soft skills, language and communication abilities, and life skills including yoga, physical fitness, and health and hygiene initiatives. Through the Training and Placement Cell, the Institute provides students with a variety of training and coaching initiatives to help them become competitive and industry ready. On average, **79.374% of students receive employment** in renowned national and international organisations. In addition, a considerable portion of pupils have chosen to pursue entrepreneurship and higher education.

The Institute has established **zero tolerance standards for ragging** and has nicely organised student-centric procedures to address the issue in question. In accordance with AICTE standards, the institute has established an Internal Complaint Committee, an Anti-Ragging Committee, and a Grievance Redressal Committee to serve as a redressal mechanism for complaints pertaining to teaching and learning, sexual harassment, and ragging.

In order to promote the overall development of the students, the institute has a system specifically designed for them to engage in cultural and athletic activities. In recognition of their participation in multiple state and national competitions, our students have received medals, certificates, trophies, and cash awards.

The institute has a properly **authorised Alumni Association** that makes both financial and in-kind commitments to reinforce their alma mater. The alumni organisation hosts an annual alumni meet as well as seminars and workshops to promote networking between current students and alumni.

Governance, Leadership and Management

Motivated by its vision and mission, the institute established a networked form of governance that over time blossomed into e-government. The institute's five-year strategic plans offer a solid foundation for methodical, scientific leadership and management. Our organisational structure encourages collaborative management and is a major factor in the progressive reforms that have raised the institute to the attention of stakeholders.

An organically constituted committee operating within the institute's well-established mechanistic structure is a crucial component of SurTech's strategic planning. The Institute's Board of Governors, Director, Department Heads, and other appropriate stakeholders participate in the decision-making process.

One of SurTech's main fundamentals is its robust IT-based e-governance system, which works with software partner Hash technology to facilitate the Institute's efficient operation. Several fields, including administration, finance and accounting, student admission and assistance, training, student video lecture collection, online exams, and so on, employ the ERP system created using Hash Technology. In order to support the deployment of the IT measures, SurTech has a **500 Mbps leased line** connection and a campus equipped with **30 Wi-Fi enabled access points** and firewalls.

A substantial majority of non-teaching employees and faculty members take part in specialised professional and faculty development programmes. For their scholarly growth, faculty members are also sent to seminars,

conferences, and workshops. SurTech members have been covered by a welfare programme that includes health insurance, stipends, on-campus medical facilities, paid time off for advanced education, and reimbursement for attending seminars, conferences, and workshops. The teachers and other employees at the institute are evaluated based on their performance in order to determine their eligibility for promotion. In order to guarantee that the available financial resources are used effectively and efficiently, an adequate budgeting process is in effect. To keep the institute's financial transactions transparent, audits have been carried out on regular schedules.

The objective of IQAC is to constantly enhance the overall quality of the teaching-learning process. Administrators wholeheartedly appreciate the decisions adopted by IQAC. In order to enhance the teaching-learning process, IQAC and the college's leadership provide proposals based on stakeholder feedback. On a regular basis both internal and external evaluations of academic programmes and administrative activities are performed to enhance institutional operations.

Institutional Values and Best Practices

With almost 14 years of service, the institution has reaffirmed its aim of **‘to be a leading global technological institute that creates leaders & innovators and generates new knowledge for society & industry via transformative education’**. DSCSITSC Research & Innovation Cell (SRIC) fulfils the objective by connecting students, society, and environment through multidimensional, student-centered learning beyond curriculum. Student-centered activities at the institute promote complete student development. It includes *intellectual, social, physical, and emotional growth*.

Our organisation offers students training tailored to their needs in order to increase their employability and entrepreneurial skills. Along with technical proficiency, employability and soft skills are given increasing weight in this process due to a few major initiatives. *Value-Added Courses, Skill Enhancement Trainings, and Career Counselling & Guidance* are some of the major initiatives.

Value-Added courses give students life skills and boost their employability. The college offers well-structured **Value-Added Training Courses (VAC)** for all students in all streams.

The key components of skill enhancement trainings are

The different aspects of career counseling and guidance comprise *(i)Personality Development, (ii)Preplacement Training and (iii)Entrepreneurship Development Program*.

For the past five years, our system has offered over **40 value-added courses** (minimum 30 hours), over **50 skill enhancement** trainings, and over **50+ career counselling** and guidance courses with an emphasis on enhancing employability abilities. The programs resulted in high pass rates and satisfaction among students.

Placement reports from the past five years reveal **1607 students were placed** at prestigious enterprises. Some students have also chosen to study at top national and foreign universities.

DSCSITSC is consistently engaged in community-focused activities. DSCITSC's community engagement includes adopting *five villages (Rameswarpur, Kalutala, Char Rameswarpur, Chanpatala, and Char Naryanpur)* through the Unnat Bharat Abhiyaan, implementing solutions like the "GreenBot" for agricultural issues, and promoting hygiene, which enhanced the District Administration's success in achieving ODF status.

During the COVID-19 pandemic, the institution *donated 2 crores to CM relief funds*, provided more than *4000 vaccinations*, and provided essential supplies to DSCSITSC personnel and nearby communities.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	DR. SUDHIR CHANDRA SUR INSTITUTE OF TECHNOLOGY AND SPORTS COMPLEX
Address	DR. SUDHIR CHANDRA SUR INSTITUTE OF TECHNOLOGY AND SPORTS COMPLEX, 540, DUM DUM ROAD, SURERMATH, NEAR DUM DUM JUNCTION STATION
City	KOLKATA
State	West Bengal
Pin	700074
Website	www.surtech.edu.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	SARADIND U PANDA	033-25603898	9051978666	-	info@dsec.ac.in
Professor	SOUMITRA ROY	033-25603889	8250673493	-	soumitra.roy@dsec.ac.in

Status of the Institution	
Institution Status	Private and Self Financing

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	Yes RENEWAL OF MINORITY GOVT ORDER 2023.pdf
If Yes, Specify minority status	
Religious	SIKHISM
Linguistic	
Any Other	

Establishment Details				
State	University name	Document		
West Bengal	Maulana Abul Kalam Azad University of Technology	View Document		
Details of UGC recognition				
Under Section	Date	View Document		
2f of UGC	15-07-2010	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	15-05-2023	12	

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

Location and Area of Campus				
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	DR. SUDHIR CHANDRA SUR INSTITUTE OF TECHNOLOGY AND SPORTS COMPLEX, 540, DUM DUM ROAD, SURERMATH, NEAR DUM DUM JUNCTION STATION	Urban	5.64	24892

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BTech,Electronics And Communications Engineering,	48	HIGHER SECONDARY OR EQUIVALENT IN SCIENCE	English	60	57
UG	BTech,Electrical Engineering,	48	HIGHER SECONDARY OR EQUIVALENT IN SCIENCE	English	30	22
UG	BTech,Civil Engineering,	48	HIGHER SECONDARY OR EQUIVALENT IN SCIENCE	English	60	56
UG	BTech,Mechanical Engineering,	48	HIGHER SECONDARY OR EQUIVALENT IN SCIENCE	English	30	27
UG	BTech,Auto mobile Engineering,	48	HIGHER SECONDARY OR EQUIVALENT IN SCIENCE	English	60	48

			LENT IN SCIENCE			
UG	BTech,Computer Science And Engineering,	48	HIGHER SECONDARY OR EQUIVALENT IN SCIENCE	English	180	180
UG	BTech,Computer Science And Engineering Artificial Intelligence And Machine Learning,	48	HIGHER SECONDARY OR EQUIVALENT IN SCIENCE	English	60	60
PG	Mtech,Mechanical Engineering,MANUFACTURING TECHNOLOGY	24	B.TECH. IN RELEVANT STREAM	English	18	10
PG	Mtech,Electronics And Communication Engineering,	24	B.TECH. IN RELEVANT STREAM	English	9	5

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	13				23				86			
Recruited	10	3	0	13	16	7	0	23	50	36	0	86
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	13				23				86			
Recruited	10	3	0	13	16	7	0	23	50	36	0	86
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				14
Recruited	9	5	0	14
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				14
Recruited	9	5	0	14
Yet to Recruit				0

Technical Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				29
Recruited	18	11	0	29
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				29
Recruited	18	11	0	29
Yet to Recruit				0

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	10	3	0	16	7	0	8	6	0	50
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	42	30	0	72
UG	0	0	0	0	0	0	0	0	0	0

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

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

Details of Visting/Guest Faculties					
Number of Visiting/Guest Faculty engaged with the college?	Male		Female		Total
	8		4		12

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	321	22	0	0	343
	Female	98	9	0	0	107
	Others	0	0	0	0	0
PG	Male	13	0	0	0	13
	Female	2	0	0	0	2
	Others	0	0	0	0	0

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

Category		Year 1	Year 2	Year 3	Year 4
SC	Male	26	27	18	20
	Female	5	6	9	8
	Others	0	0	0	0
ST	Male	5	7	5	6
	Female	2	1	2	0
	Others	0	0	0	0
OBC	Male	11	9	10	9
	Female	4	4	1	2
	Others	0	0	0	0
General	Male	314	296	298	286
	Female	98	105	85	83
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		465	455	428	414

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	<p>Dr. Sudhir Chandra Sur Institute of Technology & Sports Complex is deeply committed to providing a comprehensive and dynamic educational experience for its students. By staying abreast of emerging learning methodologies and technological advancements, the institution ensures that students are equipped with the skills and knowledge necessary to thrive in the ever-evolving field of engineering. The emphasis on interdisciplinary collaboration through club activities is particularly noteworthy. By bringing together students from different engineering disciplines, the institute fosters a collaborative and innovative atmosphere where students can learn from one another's diverse perspectives and skill sets. This approach not only enriches the learning experience but also mirrors the interdisciplinary nature of many modern engineering projects and workplaces. The provision of state-of-the-art technology equipment and modern laboratories underscores the institute's dedication to offering a practical and hands-on learning environment. This not only enhances students' understanding of theoretical concepts but also prepares them to tackle real-world engineering challenges upon graduation. The engagement of students in multidisciplinary projects further reinforces the institute's commitment to holistic education. By encouraging students to work across disciplinary boundaries, the institution cultivates creativity, problem-solving abilities, and teamwork skills, all of which are highly valued in today's engineering industry. Dr. Sudhir Chandra Sur Institute of Technology & Sports Complex is dedicated to providing its students with a well-rounded education that prepares them not only for academic success but also for professional excellence in the field of engineering. The institute's plan to attain autonomy status from Maulana Abul Kalam Azad University of Technology, West Bengal, is a significant strategic move. Autonomy provides institutions with the freedom to design and implement a curriculum that is tailored to meet the specific needs of the industry and society. By having control over curriculum development, the institute can ensure that its programs are relevant, up-to-date, and aligned with emerging trends and technologies in the engineering field.</p>
2. Academic bank of credits (ABC):	Establishing an Academic Bank of Credits (ABC)

	<p>modelled after the National Academic Depository (NAD) is a progressive step toward modernising academic record-keeping and facilitating credit transfer mechanisms. By leveraging the NAD infrastructure as the backbone of ABC, the institution ensures a robust and secure platform for storing students' academic data and awards. The integration of ABC with NAD allows for seamless transfer and retrieval of academic credits and certificates, streamlining administrative processes for both students and academic institutions. Students can easily register and initiate credit transfer requests through the ABC portal, knowing that their academic records are securely stored in the NAD platform. Encouraging students to register on NAD is commendable, as it not only facilitates their participation in the credit transfer system but also promotes transparency and accountability in academic record management. Moreover, by actively involving students in the registration process for ABC, the institution empowers them to take ownership of their academic achievements and progress. Overall, the initiative to establish ABC and integrate it with NAD demonstrates the institution's commitment to leveraging technology for enhancing efficiency and transparency in academic operations. By embracing digital platforms for academic record-keeping and credit transfer, the institution paves the way for a more agile and student-centric education ecosystem.</p>
3. Skill development:	<p>The institution's efforts in promoting soft skill development, facilitating internships, supporting startup activities, and encouraging lifelong learning through online courses are commendable. These initiatives not only enrich the educational experience but also empower students and faculty members to thrive in today's dynamic and competitive landscape. It's remarkable to see the institution's proactive approach to promoting soft skill development among students through various initiatives such as the Institutional Innovation Council (IIC), Research Innovation and Incubation Centre for Entrepreneurship, and internship programs. By providing platforms for students to cultivate essential soft skills like communication, teamwork, problem-solving, and entrepreneurship, the institution is preparing them to excel not just academically but</p>

	<p>also professionally. The emphasis on internships as a catalyst for skill development is particularly noteworthy. Internship programs offer students valuable hands-on experience in real-world settings, allowing them to apply theoretical knowledge to practical scenarios and gain insights into industry practices. This exposure not only enhances their technical skills but also fosters professional growth and networking opportunities. Aligning with the principles of the National Education Policy (NEP) by focusing on turning degree-holders into well-rounded individuals with a diverse skill set is commendable. This holistic approach to education emphasises the importance of nurturing students' overall development and preparing them for the challenges of the modern workforce. The institution's support for startup activities further underscores its commitment to fostering innovation and entrepreneurship among students. By providing resources, mentorship, and networking opportunities for aspiring entrepreneurs, the institution creates an ecosystem conducive to the growth of startups and the cultivation of entrepreneurial skills. The participation of both students and faculty members in AICTE-sponsored online courses and NPTEL courses reflects a culture of continuous learning and skill enhancement within the institution. By leveraging online platforms for skill development, students and faculty members can stay updated on the latest trends, technologies, and best practices in their respective fields, thereby enhancing their professional competence and staying competitive in the global arena.</p>
<p>4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):</p>	<p>The institute's approach to addressing language barriers among students from neighbouring states like Jharkhand and Bihar is commendable. By recognising the diversity of its student body and accommodating their linguistic preferences, the institute ensures that all students have equal access to education. Providing explanations in students' mother tongues, such as Hindi and Bengali, outside the classroom demonstrates a commitment to inclusive education and support for students' academic success. Moreover, organising orientation events and encouraging participation in cultural and scientific programs fosters a sense of belonging and community among students. These initiatives not only enrich the overall student experience but also</p>

	<p>promote cross-cultural understanding and appreciation. The institute's emphasis on nurturing good human beings and responsible citizens of India aligns with the broader objectives of education beyond academic achievement. By instilling values of empathy, integrity, and civic responsibility, the institute contributes to the holistic development of its students and prepares them to make meaningful contributions to society. It's noteworthy that the institute embarked on this journey of holistic education long before the formulation of the National Education Policy (NEP) in the 21st century. This forward-thinking approach underscores the institution's vision and commitment to shaping well-rounded individuals capable of making positive impacts in their communities and beyond. Overall, the institute's efforts to address language barriers, promote cultural diversity, and foster values-based education are exemplary. By prioritising the development of both intellect and character, the institute equips its students with the skills and attributes needed to thrive in a rapidly changing world while remaining grounded in their identity and values as citizens of India.</p>
<p>5. Focus on Outcome based education (OBE):</p>	<p>The institute's adoption of Outcome Based Education (OBE) reflects a commitment to providing a student-centric learning experience focused on clearly defined learning outcomes. By articulating the knowledge, skills, and attitudes that graduates are expected to demonstrate upon completion of their program, the institute ensures alignment between educational objectives and student learning goals. The vision and mission of each department, framed in line with the institute's overarching vision and mission, provide a guiding framework for curriculum development and program implementation. Program Educational Objectives (PEOs) and Program Specific Outcomes (PSOs) further delineate the departmental goals and outcomes, enabling a systematic approach to curriculum design and assessment. Course Outcome (CO) statements, mapped to Program Outcomes (POs) defined by NBA/Washington Accord, ensure that course content and assessments are aligned with broader program objectives. This mapping facilitates the evaluation of student performance against predetermined benchmarks and enhances transparency and accountability in the</p>

	<p>teaching-learning process. To bridge any curriculum gaps and enhance student learning experiences, departments organize various activities such as site/industry visits, technical talks, seminars, and workshops. These experiential learning opportunities enrich students' understanding of theoretical concepts and expose them to real-world applications, fostering a holistic educational experience. The establishment of Department Advisory Boards, Program Assessment Committees, and Department Quality Assurance Cells underscores the institute's commitment to continuous improvement and quality assurance in its educational programs. These bodies facilitate ongoing evaluation of the teaching-learning process, identify areas for enhancement, and implement measures to address them effectively. The accreditation of several undergraduate programs by the National Board of Accreditation (NBA) is a testament to the institute's commitment to academic excellence and quality assurance. In 2023, 4 UG programmes, viz. Civil Engineering, Automobile Engineering, Computer Science Engineering and Electronics & Communication Engineering are accredited by NBA for 3 years. Achieving accreditation validates the institute's adherence to rigorous standards and benchmarks set by accrediting bodies, enhancing its reputation and credibility in the field of engineering education.</p>
6. Distance education/online education:	<p>Dr. Sudhir Chandra Sur Institute of Technology & Sports Complex's proactive approach to leveraging technology in education is commendable. Here's a breakdown of the key aspects: 1. Virtual Platforms and E-content Development: The institute's emphasis on virtual platforms for teaching-learning and faculty members' expertise in e-content development reflect a commitment to innovative pedagogical practices. By harnessing digital tools and resources, the institute enhances the accessibility and effectiveness of education, especially in the absence of distance education provisions for engineering courses. 2. Learning Management System (LMS): The adoption of a Learning Management System (LMS) streamlines academic practices and facilitates the organisation and delivery of course materials. This centralised platform enhances communication, collaboration, and interaction between students and faculty members, enriching the overall learning</p>

experience. 3. ICT-enabled Teaching and Learning: Aligning with the recommendations of the National Education Policy (NEP), the institute integrates Information and Communication Technology (ICT) tools into its teaching and learning processes. Equipped classrooms and Wi-Fi-enabled campus infrastructure create a conducive environment for digital learning, enabling students to access resources and engage in interactive learning activities seamlessly. 4. Adaptation to Online Teaching during the Pandemic: The swift transition to online classes amid the pandemic underscores the institution's resilience and adaptability. Both students and faculty members demonstrated flexibility and proficiency in embracing online teaching and learning methods, ensuring continuity in education during challenging times. 5. Use of Google Classroom and MOOC Platforms: The utilisation of Google Classroom for sharing learning resources and engaging students in collaborative learning reflects a commitment to digital pedagogy. Encouraging students to enroll in courses from MOOC platforms like SWAYAM-NPTEL, Coursera, and Udemy enhances their exposure to diverse learning opportunities and fosters lifelong learning habits.

Institutional Initiatives for Electoral Literacy

<p>1. Whether Electoral Literacy Club (ELC) has been set up in the College?</p>	<p>Yes, An Electoral Literacy Club is a platform to engage students through interesting activities and hands-on experience to sensitize them on their electoral rights and familiarize them with the electoral process of registration and voting. The primary objective of the club is sensitizing the student committee above democratic rights which includes casting vote in elections.</p>
<p>2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?</p>	<p>Yes, students' co-ordinator Mr. Jeet Das, B.Tech 1st year ECE and co-ordinating faculty Dr. Dipankar Das, faculty of Basic Science & Humanities Department are appointed by the College and the ELCs are functional. And yes, ELCs are representative in Character. The ELC is functioning with the following Objectives. • To create awareness and interest among faculties and students through awareness activities and camps. • To educate the</p>

	<p>targeted populations about voter registration, electoral process and related matters. • To familiarize the targeted populations with EVM and to educate them about robustness of EVM and integrity of the electoral process using EVMs. • To help the target audience understand the value of their vote to ensure that they exercise their suffrage right in a confident, comfortable and ethical manner. • To facilitate voter registration for its eligible members who are not yet registered. • To develop a culture of electoral participation and maximize the informed and ethical voting and follow the principle ‘Every Vote Counts’ and ‘No Voter to be Left Behind’.</p>
<p>3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.</p>	<p>The Institute conducts a number of activities to create sensitization of students and employees by conducting constitutional activities like constitutional day, youth day, voter’s awareness program, legal awareness program and voter’s registration drive for adopting the values, rights, duties and responsibilities of citizens. The constitutional day has been conducted every year and a pledge is taken by all students and staff members. The college has an Electoral Literacy Club (ELC) in which the institute conducts voter awareness programs. The Institute conducts a special speech on the importance of the value of casting the vote and how it helps in protecting the constitutional obligations under the ELC. The success of democracy depends upon strong legislation by electing right person for right place to give importance to constitutional values protecting social justice of the citizens.</p>
<p>4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.</p>	<p>The following are the initiatives undertaken by the ELC of the institution. Right to Vote — Pledge Right to Vote — Awareness in the institution and in nearby location Right to Vote — Essay Competition to students Right to Vote — Podcast to College students Right to Vote — Slogan to local area Right to Vote — Selfie and Standee among student Right to Vote — Speech by different speaker for encouraging student for casting first time vote. Right to Vote —Awareness through motivational song</p>
<p>5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.</p>	<p>The students above 18 years age are cultured to be the registered voter by way of awareness camps and pledge. 1. Voter Awareness Program 2. Vote for Nation 3. Voter Rights. More such activities and actions will be taken by ELCs as well as Colleges to</p>

institutionalize mechanisms to register eligible students as voters.

Extended Profile

1 Students

1.1

Number of students year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
1781	1729	1725	1728	1711

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

2 Teachers

2.1

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

Response: 156

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

2.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
122	122	122	117	112

3 Institution

3.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
696.61	640.41	530.48	753.52	743.57

File Description	Document
Upload Supporting Document	View Document

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

1.1.1

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

Response:

Curriculum Planning

Dr Sudhir Chandra Sur Institute of Technology and Sports Complex (DSCSITSC) (Estb:2009) is affiliated with Maulana Abul Kalam Azad University of Technology (MAKAUT) (WBUT earlier). The institute follows MAKAUT's curriculum based on AICTE, UGC and NEP2020 principles. Our representative shares proposals from the Institutional Academic Committee meeting, based on constructive input from stakeholders, to the University's Board of Studies. Our emphasis on interdisciplinary and transdisciplinary courses aligns with NEP2020 requirements, as evidenced by the 160 credit points for B. Tech courses. Our goal is to contribute to the complete development of our students in terms of academic excellence, social awareness and innovative mind setup.

Effective Curriculum Delivery in Line with Academic Calendar

A three-tier teaching-learning planning process is followed for achieving a micro-level effective teaching process. Based on broad University Academic Calendar, semester wise Institutional Academic Calendar is prepared to include all academic and extra-curricular activities which is approved by Internal Quality Assurance Cell (IQAC) and Institutional Academic Committee. For proper execution, departments prepare their departmental Academic/Extracurricular activities through Departmental Academic Committee (DAC) meeting.

Well-planned and Documented Course Delivery

Faculty members are allotted with courses as per their expertise and choices. Immediately after that the Lesson plan with Course Outcomes are prepared as per syllabus. Course delivery is done through well-planned lecture and tutorial classes supported by various pedagogical methods. Syllabus coverage, class conduction and other related issues are strongly monitored in DAC to ensure the best possible implementation of effective curriculum planning and delivery.

Continuous Internal Assessment and Corrective Measures

Institute conducts Continuous Internal Assessment (CA-1, 2, 3 and 4) for all theoretical subjects and Practical Continuous Assessment (PCA-1, 2) for practical subjects as scheduled and prescribed by MAKAUT. The time frames for these exams are included in Academic Calendar. The evaluation process for all the continuous internal assessments are fair and transparent and sent to the departments immediately after the completion. The student's performances are analysed in DAC meeting and certain

pedagogical initiatives are followed in order to improve student's understanding. Extra tutorial classes, one to one interaction by the subject teachers are found to be some effective process for the same.

Self-Learning Initiatives

Dr Sudhir Chandra Sur Institute of Technology and Sports Complex is recognized by NPTEL and has an existing MOU with COURSERA. The institute offers free of cost self-learning courses to each student and faculties of the institute in every semester. Students are advised to take consultation with the respective faculties in order to complete the self-learning process and it is mandatory for all to produce the certificate to the department. Further the students can access video lectures uploaded by the faculties in LMS. A student publication is another mode of self-learning process in DSCSITSC. A good number of student papers along with the faculty members are published every year from college.

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

1.2 Academic Flexibility

1.2.1

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

Response: 54

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

Other Upload Files

1

[View Document](#)**1.2.2**

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

Response: 75.09

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

2022-23	2021-22	2020-21	2019-20	2018-19
1312	1299	1283	1325	1294

File Description**Document**

Upload supporting document

[View Document](#)

Institutional data in the prescribed format

[View Document](#)**1.3 Curriculum Enrichment****1.3.1**

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

Response:

Dr Sudhir Chandra Sur Institute of Technology and Sports Complex provide an enriched curriculum for the students to develop their social responsibilities and professional ethics. We realize the importance of integrating and promoting cross-cutting issues leading to Professional Ethics, Gender, Human Values, Environment and Sustainability in order to have an enriched curriculum. The university provides curriculum that includes Environmental Science, Biology for Engineers, NSS activities, Human Values and Ethics, Organizational Behaviour, Project Management etc in addition to the core subject papers. All these course materials surely take care about the crosscutting issues of different aspects. Apart from the variety of subjects prescribed the University, and college itself includes a good number of extracurricular activities to each of the courses.

Gender Equalization:

The Gender sensitive issues and related & required behavior modifications are well explained to the

different stakeholders through different activities and seminars. The Women Cell of the institute arranges Wall Magazine/ Poster for display the facts, Promotional activities for visual understanding and these create a gender equality friendly atmosphere in the campus. The spontaneous celebration of International Men and Women Day gives the stakeholders the opportunity to appreciate each other. Students always perform indoor/outdoor activities/ Project work in groups which are not formed by their gender, instead by their ability and requirements.

Human Values and Ethics:

Human values create self-growth and Professional Ethics among the students. It is important for the students to become responsible citizen first then a successful professional. At DSCSITSC we teach students through various case studies and real-life instances to become more mature in terms of values and ethics. Apart from the courses offered by MAKAUT, students undergo different NSS activities too for the better realization of Universal Human values.

Environment and Sustainability:

Environmental Pollution affects and associated risks, Environmental Awareness and Sustainability etc are vividly and thoroughly discussed in Environment and Ecology classes as per the MAKAUT curriculum. It is very important for the students to understand the environmental issues, their solutions, the actual methods of resource utilizations etc irrespective their departments and branches. They undergo different project works within or outside from their course structure. They are always encouraged to participate in different outdoor activities, model making from scraps, projects with biodegradable material under the supervision of their guides and teachers. Tree plantation and their maintenance is now a regular habit for the stakeholders of Dr Sudhir Chandra Sur Institute of Technology and Sports Complex. At DSCSITSC it is mandatory for all the students to participate in the Mandatory Additional Requirement (MAR) activity which includes Porter making, Model making, Tree Plantations etc.

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

1.3.2

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

Response: 47.22

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

Response: 841

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

1.4 Feedback System

1.4.1

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

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

File Description	Document
Feedback analysis report submitted to appropriate bodies	View Document
At least 4 filled-in feedback form from different stake holders like Students, Teachers, Employers, Alumni etc.	View Document
Action taken report on the feedback analysis	View Document
Link of institution's website where comprehensive feedback, its analytics and action taken report are hosted	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

Enrolment percentage

Response: 83.14

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

2022-23	2021-22	2020-21	2019-20	2018-19
465	421	419	403	407

2.1.1.2 Number of sanctioned seats year wise during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
507	507	507	507	516

File Description

Document

Institutional data in the prescribed format

[View Document](#)

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

[View Document](#)

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

[View Document](#)

Provide Links for any other relevant document to support the claim (if any)

[View Document](#)

2.1.2

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

Response: 94.33

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

2022-23	2021-22	2020-21	2019-20	2018-19
43	40	37	31	32

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

2022-23	2021-22	2020-21	2019-20	2018-19
44	44	40	32	34

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

2.2 Student Teacher Ratio

2.2.1

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

Response: 14.6

2.3 Teaching- Learning Process

2.3.1

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

Response:

Dr. Sudhir Chandra Sur Institute of Technology and Sports Complex promotes effective students' centric methods of teaching and learning to ensure comprehensive development of students and help them build their career as a responsible professional and citizen with moral principles. The methods applied here are reflected in collaborative sessions on curriculum-based courses that make teaching and learning interactive and participative and stimulate analytical skill, problem solving skills, and communication skill of students. For each course faculties prepare lesson plans and study materials that involve ICT tools and align with the course outcomes.

Experiential Learning Methods:

The institution prioritizes experiential learning, providing state-of-the-art laboratories featuring the latest equipment, offers diverse opportunities including role-playing, seminars, case studies, and club activities. Bridging theoretical knowledge with real world application, the college organizes project-based learning in each program, beyond-curriculum- Training through guest lectures by eminent experts, internship opportunities and industrial visits.

Participative Learning Methods:

Beyond traditional classroom teaching, Model-demonstration and peer-learning methods are employed to motivate students to take part in institutional and inter-college events like webinars, workshops, quizzes, debate, tech fest, cultural competitions. Active participation in inter-college, national and international-level events such as NSS activities, Swachh Bharat activities, health awareness camps, and cultural competitions is also encouraged.

Problem-solving Methods:

Tutorial classes, software-based laboratories, and MCQ practice help students improve their problem-solving skills and ace in competitive examinations. The establishment of R&D and Project labs, Centre for excellence for students and society, and a digital library that offers access to prestigious journals, foster industry-ready training, and research. Involvement of industry professionals in teaching-learning and project work, different current tools such as MOOCs and Moodle, are employed to improve students' learning ability.

Information and Communication Technology

Thriving in the latest professional realm requires students to learn and grasp the cutting-edge technologies. Therefore, teachers blend using modern facilities with traditional teaching approaches to secure long-term knowledge retention. Education in college is supported, enhanced, and optimized through

ICT tools

Presentations

A digital library, internet search engines, and websites are also available to assist in the preparation of excellent Power Point presentations that make learning interesting.

Industry Connect

Guest lectures, professional discussions, and various competitions for students are organized in the digitally designed seminar and conference rooms.

Online Test

Each unit is concluded with an online quiz / test prepared by faculty using GOOGLE FORMS/My Perfectice platform.

Video Conferencing

Zoom/ Google meet applications are used to provide counseling to students.

Video lecture / resources

Pre-recorded video lectures in JIS Blue owl/Google Classroom, can be utilized by the students for future reference and learning through various online course materials. Accessibility to NPTEL is assured for enhancement of knowledge.

Workshops

Teachers employ a variety of ICT tools, like SPSS, Software tools, and simulations to offer seminars on the latest methodologies.

Smart Classrooms

With the traditional chalk and talk methodology, Smart Classrooms equipped with computers, LCD and projectors are offered to students for better experience.

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

2.4 Teacher Profile and Quality**2.4.1****Percentage of full-time teachers against sanctioned posts during the last five years**

Response: 100

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

2022-23	2021-22	2020-21	2019-20	2018-19
122	122	122	117	112

File Description	Document
Sanction letters indicating number of posts sanctioned by the competent authority (including Management sanctioned posts)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

2.4.2

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

Response: 31.09

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

2022-23	2021-22	2020-21	2019-20	2018-19
49	43	37	31	25

File Description	Document
List of faculties having Ph. D. / D.Sc. / D.Litt./ L.L.D along with particulars of degree awarding university, subject and the year of award per academic year.	View Document
Institution data in the prescribed format	View Document
Copies of Ph.D./D.Sc / D.Litt./ L.L.D awarded by UGC recognized universities	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

2.5 Evaluation Process and Reforms**2.5.1**

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

Response:

The institute adheres to affiliating university guidelines for a transparent and time bound assessment system comprising of internal continuous assessments and end semester evaluations, with a weightage of 30:70 for theory and 40:60 for laboratory components, respectively.

Mechanism of Internal Assessments

- Before each semester begins, evaluation schedules are distributed to students via Institutional Academic Calendar. Examination notices are disseminated at least 15days prior through departmental notice boards and institutional websites.
- Question papers are designed by faculty to cover COs thoroughly, in line with BT Levels, ensured by the examination committee.
- Within seven days of exam completion, results are published, and students can review their graded answer scripts.
- Theoretical assessments include internal tests and assignments, while lab assessments follow rubrics-based evaluation.
- Students, having an average 75% attendance are only allowed to appear for the examinations.

? Internal Class Test

- Internal tests consist of two class tests and two assignments, with provisions for an additional test for the students scoring below 60% or missing previous tests due to valid reasons.
- The best score from the two class tests contributes to the final assessment, with each test comprising six subjective questions totalling 30 marks.

? CO coverage in a class test / assignment

Question papers for internal tests are meticulously designed to cover all COs, with an emphasis on BT levels. The question papers and assignments comprehensively cover COs and BTs to develop higher-order thinking skills among students.

? For differently abled students

Differently-abled students can use scribes for exams as per guidelines. Ramps and lift facilities are also available for such students.

? External Examination

The semester end written exam, worth 70 marks, is conducted by the university.

Grievance Redressal Mechanism

The grievance redressal mechanism incorporated by the institute is transparent and time bound. The Internal Tests related grievances are promptly addressed and solved within a specified time frame as mentioned below.

Grievances related to Internal Exams

The common student grievances include dissatisfaction with

- Descriptive answer revaluations
- Marking discrepancies
- Issues with objective question papers

Redressal of Grievances

Generally, course instructors assess internal examination papers within a week. Students can self-assess their papers and report grievances through manually submitted forms or emails within one-two day after the display of marks. OIC forms a examination grievance Committee consisting of three members where HoD is the chairman of that committee .These grievances are promptly addressed by the committee.

Grievances related to External Exams

The common external examination grievances faced by the students are:

- Applying for Post Publication Review (PPR) / Post Publication scrutiny (PPS)

After the publication of semester results, university publishes the PPR/PPS form. Students who are dissatisfied with marks can apply for Post Publication Review (PPR) / Post Publication scrutiny (PPS).

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

2.6 Student Performance and Learning Outcomes

2.6.1

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

Response:

The institute has embraced Outcome Based Education (OBE) in its teaching learning process and incorporates twelve program outcomes (PO) and Course Outcomes of all the Courses of the curriculum to deliver an outcome- oriented education.

Program Outcomes (Pos) are the descriptive statements about the learning, competencies, and attributes that students are expected to possess upon completion of a formal program.

The 12 Program Outcomes (PO) formulated at the institute level are listed below.

- PO1: Engineering knowledge.
- PO2: A problem analysis.
- PO3: Design/development of solutions.
- PO4: Conduct investigations of complex problems.
- PO5: Modern tool usage.

- PO6: The engineer and society.
- PO7: Environment and sustainability
- PO8: Ethics
- PO9: Individual and teamwork
- PO10: Communication.
- PO11: Project management and finance.
- PO12: Life-long learning.

Program Outcomes are exhibited on College Website, Student Handbook, Departmental Websites, Institutional Brochure, Departmental Brochure, Faculty Rooms, HoD Cabin, Departmental Laboratories, Departmental Corridors, Institutional Annual Reports. Following is the link of the website displaying the Twelve POs.

Course Outcomes (CO) outline the purpose of studying a specific course. Course-wise COs, and CO-PO mapping are designed by experienced faculties teaching a specific course of the institute. Program-wise CO and relevant details are published in the college website and the Departmental Website. The same is displayed on the Student Handbook and Departmental Laboratories for students, parents, and all stakeholders. Following is the link of the website displaying the COs of B.tech 1st Year Courses.

Sample COs of Applied Thermodynamics (PC -AUE301)

Students will be able to:

- CO1: Understand the basic laws of thermodynamics and mutual relationships between energy, work, heat, internal energy enthalpy entropy used in different practical energy transferring systems.
- CO2: Apply the concepts of pure substances and phase diagrams for analyzing the phase change processes of conventionally used working fluids in industries.
- CO3: Analyze the different thermodynamic property relations for equilibrium conditions, spontaneity and stability of a thermodynamic process.
- CO4: Evaluate the different properties of steam used during generation of electricity through boilers, steam condensers and turbines.
- CO5: Investigate the different properties of air and refrigerants & their nature of applications to realize the principle of working of refrigeration and air conditioning.

The information regarding COs and POs is elaborated to the freshers during the induction program. Discussion sessions are conducted repeatedly to enlighten newly appointed faculties or staffs about COs and POs. Before the commencement of each semester subject-wise COs and POs are elucidated among students by the respective subject-teachers and department heads. Subject-wise assessments are designed to address COs and POs.

Throughout semester students are mentored to attain course outcomes. At the end of each semester CO attainment status is evaluated and required action is taken to ensure the accomplishment of COs in the next semester.

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

2.6.2

Attainment of POs and COs are evaluated.

Explain with evidence in a maximum of 500 words

Response:

The attainment of POs and Cos are evaluated by the students' academic performances in Internal and External Assessments such as

- Continuous Internal Examination (CIE)
- Assignments
- Semester End Exam (SEE) conducted by the University for both theory and lab
- Continuous Laboratory Internal Assessments
- Project Evaluation

Evaluating CO Attainment

The steps involved to evaluate CO attainment are mentioned below in detail:

- Defining the Assessment Types, Frequencies and distribution of marks
- Defining the Target and Attainment Level.
- Framing the COs and mapping it with POs and PSOs.
- Execution and assessment of the COs, POs and PSOs through Examination Cell defined process.
- Analysis of student specific marks scored in CIE and SEE to calculate average CO attainment for a course.

Calculation of overall CO attainment for each COs implementing the formula:

Overall CO Attainment for theory courses = $0.7 \times (\text{Attainment of each CO in SEE}) + 0.3 \times (\text{Attainment of each CO in CIE})$

Overall CO Attainment for lab courses = $0.6 \times (\text{Attainment of each CO in SEE}) + 0.4 \times (\text{Attainment of each CO in CIE})$

Evaluating PO Attainment

The steps involved to evaluate PO attainment are mentioned below:

Defining the Assessment Tools (Direct and Indirect), Types and Data collection frequencies

- Attainment of COs through Internal Assessment & University Examination

- Attainment of a PO for a CO in Direct Assessment using the formula:

Attainment of PO_i = (Weight of CO_i for PO_i × Attainment Level of CO_i) / Maximum Attainment Level

- Similarly, the attainment of all other POs and PSOs are calculated to get the Direct Attainment of POs and PSOs.
- Analysis of the surveys to get the Indirect Assessments of POs.
- To find the final attainment of POs and PSOs, the below mentioned formula is utilized

Final Attainment = (0.8 × Direct Attainment Value) + (0.2 × Indirect Attainment Value)

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

2.6.3

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

Response: 100

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

2022-23	2021-22	2020-21	2019-20	2018-19
430	457	452	452	439

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

2022-23	2021-22	2020-21	2019-20	2018-19
430	457	452	452	439

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

2.7 Student Satisfaction Survey

2.7.1

Online student satisfaction survey regarding teaching learning process

Response:

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

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

3.1.1

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

Response: 22.64

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

2022-23	2021-22	2020-21	2019-20	2018-19
1.2	1.85	0	14.5	5.09

File Description

Document

Upload supporting document

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

3.2 Innovation Ecosystem

3.2.1

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

Response:

In order to foster an environment that supports students and stakeholders, Dr. Sudhir Chandra Sur Institute of Technology and Sports Complex (DSCSITSC) has set up specific centers for research, entrepreneurship, community orientation, and incubatory practices. Through the selection of highly competent faculty members, DSCSITSC has created an environment for research and innovation known as SURTECH RESEARCH AND INNOVATION CENTRE.

DSCSITSC has made a lot of attempts to involve teachers and students in the process of innovation and entrepreneurship in compliance with SURTECH RESEARCH AND INNOVATION CENTRE LLP. There are already two Memorandums of Understanding inked with MSME Tool-Room Kolkata and M/S Megh Robotics Pvt. Ltd. along with M/s RCHobbytech Pvt. Ltd. working together under SURTECH RESEARCH AND INNOVATION CENTRE LLP. Under the Ministry of MSME, Govt. of India, the purpose of the Memorandum of Understanding (MoU) with MSME Tool-Room Kolkata is to improve

teachers' and students' technical skills in order to develop course curricula, conduct research applications, including prototype development, and file pertinent intellectual property rights (IPRs) with the institute and resource persons involved in accordance with current socio-economic demand. Conversely, DSCSITSC, M/S Megh Robotics Pvt. Ltd., and M/s RCHobbytech Pvt. Ltd. have partnered to establish a JIS DRONE ACADEMY focused on UAV-based courses and a JIS DRONE ACADEMY-RPTO focused on providing commercial drone flying school as a registered DGCA authorized RPTO (Remote Pilot Training School). This RPTO will offer a wide range of services, including training individuals in commercial drone flying, commercial drone flying refresher courses, and courses on drone development, assembly, repair, and other drone applications.

The Entrepreneurship Development Cell (EDC) of DSCSITSC developed the Institution Innovation Council (IIC) to assist faculty and students in reaching a technology-ready and transfer level of research and innovation. The Government of India (GoI) has awarded DSCSITSC a star rating for the academic years 2018–19, 2019–20, 2020–21, and 2021–22. Additionally, in the years 2023 and 2021, respectively, DSCSITSC got a certificate from the ATAL Ranking of Institutions on Innovation Achievements and an NIRF Certificate in the Innovation Category. However, DSCSITSC is pleased that a number of students have already started their own businesses and become entrepreneurs.

Through a variety of events, including project exhibitions, model display competitions, the institute has a functioning R&D unit and a clearly defined R&D policy. The primary goal is to incentivize academic staff and students to conduct creative research, submit patent applications, and host intellectual property rights webinars and seminars. 44 patents have been published and filed over the past five years, respectively, and the Institute has received cash grants totaling Rs. 22.64 lakhs from various government and non- government organizations. More than 58 papers, conference proceedings, and book chapters (indexed in SCI, Scopus, WoS, and UGC care) have been published by faculty members in the past five years. Over the past five years, DSCSITSC has arranged 51 workshops, seminars, and conferences on entrepreneurship, intellectual property rights (IPR), Research Methodology and Skill Development.

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

3.2.2

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

Response: 51

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

2022-23	2021-22	2020-21	2019-20	2018-19
11	11	8	9	12

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

3.3 Research Publications and Awards

3.3.1

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

Response: 0.25

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

2022-23	2021-22	2020-21	2019-20	2018-19
5	11	8	11	4

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

3.3.2

Number of books and chapters in edited volumes/books published and papers published in national/ international conference proceedings per teacher during last five years**Response:** 0.12**3.3.2.1 Total number of books and chapters in edited volumes/books published and papers in national/ international conference proceedings year wise during last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
8	6	2	2	1

File Description	Document
List of chapter/book along with the links redirecting to the source website	View Document
Institutional data in the prescribed format	View Document
Copy of the Cover page, content page and first page of the publication indicating ISBN number and year of publication for books/chapters	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

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

Dr. Sudhir Chandra Sur Institute of Technology and Sports Complex is enthusiastically and persistently arranging and taking part in different extension activities and outreach program to support the “Institute-Neighborhood community” to adhere students towards neighborhood requisites.

The comprehensive development of the students is one of the integral concerns of the Institute. The mindset to work for the betterment of the neighborhood community and society is being nurtured through the NSS and extended activities. The practice of encouraging students, based on the activities ensures integrity in terms of work and impacts the perspective towards the role of the volunteer. To install the socialistic approach among the students, the National Service Scheme (NSS), an initiative by the Ministry of Youth Affairs and Sports, Central Government of India, is considered mandatory. Several social works like tree plantation, NGO visits, and distribution of handmade paper bags as an alternative to plastic bags to the commoners, mass distribution of masks and sanitizers in the dark hours of the

pandemic are some of the major steps taken to aid society under the scheme of NSS. To accomplish the above-mentioned endeavor, the NSS, and Institutional Social Responsibility wings of the institute have taken steps to promote the following programs:

- Cordial relations are maintained with the community service-oriented associations to solve civic problems.
- Blood donation camps are organized in association with the District Health Department. Blood is also donated by individual students.
- Swachh Bharat Abhiyan
- Covid Awareness program
- Awareness on World Water Conservation
- Awareness on World Tobacco Prohibition
- Special programs Related to Health and Hygiene among students in surrounding community people.
- HIV- AIDS Awareness Activity
- Women Empowerment programs
- Environmental Awareness programs etc.
- Rural Reporting
- Tree Plantation and up keeping (per tree)
- Donation or fund creation, participation in relief camp

Under the initiative of Unnat Bharat Abhiyan, by the Ministry of Education, the institute has extended its activities to five different villages namely Rameswarpur, Kalutala, Char Rameswarpur, Chanpatala and Char Naryanpur in an attempt to bring about the light of socio-economic upliftment of the families. The students undertook a comprehensive survey of these villages and the same was analyzed for the identification and selection of various development activities. They have solved one of the most important problems regarding agricultural issues they were facing. As a result, the students and the volunteers have developed an IoT device for the betterment of the Agricultural issue in farming.

The NCC aims at developing character, comradeship, discipline, a secular outlook, the spirit. Our institute has a NCC subunit under 2 Bengal Bn NCC, Fort Willam, Kolkata, West Bengal. The 'Aims' of the NCC laid out in 1988 have stood the test of time and continue to meet the requirements expected of it in the current socio-economic scenario of the country. With the same view our NCC Sub Unit has conducted several camps and social activities with the volunteer NCC cadets from our institute

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

3.4.2

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

Response:

Dr. Sudhir Chandra Sur Institute of Technology and Sports Complex's well-designed and energetic NSS section conducts a range of outreach and extension programs for the broad societal connection of aspiring students. One of the Institute's main concerns is the students' overall development. Through prolonged actions, the life out of fervently addressing the social problem is being rooted from the very beginning. Extension activities of NSS perpetuate the idea of supporting the local community. The National Service Scheme (NSS), a project of the Ministry of Youth Affairs and Sports, Central Government of India, is considered mandatory for the socialistic development of all the students. As volunteers, our students under this integrated strategy go out to meet societal needs. A number of social initiatives, such as "tree plantations," Orphanage/ old-age home visits, and the widespread distribution of masks and hand sanitizers during the epidemic are just a few of the inspiring examples used to promote society under the NSS program. Through various initiatives, the institute has been acknowledged by the government and bodies recognized by it.

- **Blood Donation Camps** – Institute received appreciation certificates several times from Lion's Club, West Bengal.
- **Green & Clean Campus** - Institute received appreciation certificates several times for Green & Clean Campus from South Dum Dum Municipal Corporation.
- **Visiting Old-age home members**- NSS Unit of Dr. Sudhir Chandra Sur Institute of Technology and Sports Complex visited Community and provided daily accessories for members of the old-age home and spent time with them and gathered some lifetime experiences from them. Appreciation certificates from different Oldage homes.
- **Vaccination Camp** by Dr. Sudhir Chandra Sur Institute of Technology and Sports Complex - 1st Dose Covishield and 2nd Dose Covishield more than 2500 persons were provided free of cost.
- **Helping orphanage** homes and orphanage schools by providing books, study materials, food, painting accessories and also spent some quality time with them and our volunteers has also motivated them to study and follow their dreams for being good human beings. Our institute has received appreciation certificates from Vivekananda Seva Mission, Manikuntala Balika Vidyalaya, Ariadaha.
- **South Dum Dum Municipality** has recognized our institute **for water testing activity** in our locality.
- **Free Health Checkup Camps** were organized by our Institute several times. This type of camp got recognition from South Dum Dum Municipality.

The three sixty-degree holistic development of students is the goal of all these outreach and extension programs, which are well organized. It should be mentioned that students who participate in initiatives such as the "Blood Donation Camp," the "Tree Plantation Program," Swachh Bharat Abhiyan, etc. become more conscious of the fragility of our ecosystem. Students actively commit themselves to promoting water conservation initiatives and awareness campaigns such as the "Ban on Use of Plastic Items," among others.

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

3.4.3

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

Response: 49

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

2022-23	2021-22	2020-21	2019-20	2018-19
12	14	6	9	8

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

3.5 Collaboration**3.5.1**

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

Response: 42

File Description	Document
Summary of the functional MoUs/linkage/collaboration indicating start date, end date, nature of collaboration etc.	View Document
List of year wise activities and exchange should be provided	View Document
List and Copies of documents indicating the functional MoUs/linkage/collaborations activity-wise and year-wise	View Document
Institutional data in the prescribed format	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1

The Institution has adequate infrastructure and other facilities for,

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

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

Response:

Infrastructure:

The institution boasts a comprehensive array of infrastructure and facilities that cater to the multifaceted needs of teaching, learning, and overall student development. These facilities are meticulously designed to create an enriching environment conducive to academic excellence, holistic growth, and well-being. The tranquil green campus of the Institute has an extensive spread of 5.64 acres of land with well-equipped technology-supported classrooms, state of art laboratories, spacious library, training and placement office, auditoriums etc.

Class Rooms with ICT Facilities: All Lecture Classes (26)

The institute has 26 class rooms equipped with LCD projectors and necessary teaching aids for effective teaching and learning process.

Laboratories: 64

All laboratories are equipped with new age facilities with periodic maintenance including calibration and servicing, updated antivirus and updated software. Each laboratory has following displayed boards:

1. Vision and Mission

2. List of Experiments

3. Course Outcome

4. Safety Precautions

5. Do's and Don'ts

Drawing Halls: 02

Drawing halls are equipped with drawing board, drawing table, with good lighting, ventilation and ambience.

Workshops: 02

The institute has modern mechanical workshops equipped with state-of-the-art facilities to augment the knowledge and experience of the students.

Smart Rooms: 06

The smart rooms are equipped with smart interactive board facility, audio and video facilities with lecture capturing system for effective teaching learning process.

Library:

The central library having web-based library management system for the students named LIBMAN. It also has a digital library named OPAC for virtual access.

Conference Hall: 01

Conference hall is equipped with projector, Wi-Fi, Audio and Video facilities with 30 seating capacity.

Hostel: 02

The institute has a boy's hostel of 40 capacities and a girl's hostel of 40 capacities with facilities such as internet facility with 500 Mbps LAN connections, facilitated with purified water cooler, indoor game in

each hostel, students' common room, reading room etc.

Sports and Games:

The institute has modern infrastructure for sports and games for students' recreation. Throughout the year tournaments in various games and sports are organized by the sports committee to ensure students have enough exposure to relieve their academic stresses.

Different sports facilities are:

1. Football Ground with track field: 01

2. Badminton Court: 07

3. Cricket Ground: 01

4. Table Tennis Board: 03

Gymnasium:

The institute has indoor gym facility for students and employees with latest exercise equipment.

Yoga Hall:

Institute has an area allocated for conducting yoga classes, regular yoga workshop and yoga day. Online yoga classes during lockdown period were also organized.

Auditorium Halls: 02

Auditorium halls are air-conditioned, equipped with projector, Wi-Fi, Audio and Video facilities with 150 seating capacity. It is used for organizing various co-curriculum, extra-curricular and academic activities.

Cultural:

The institute has a cultural committee which organizes various cultural programmes across the year

where students showcase their talents. Each year it organizes a grand Cultural Fest named “TARANG” and a grand Technical Fest named “MANTHAN”. The institute has cultural room wherein the student practice for music, dance and drama during their free time for preparation of events and competitions.

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

4.1.2

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

Response: 30.05

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

2022-23	2021-22	2020-21	2019-20	2018-19
147.15	134.29	148.59	276.12	304.97

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

4.2 Library as a Learning Resource

4.2.1

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

faculty and students

Response:

The college is home to a state-of-the-art library with over 47,500 books, 350 Nos. Wiley E-Books, an IEEE e-journal with 203 titles, and journals, periodicals, and magazines available in both printed and digital formats. Additionally, the College library has access to the e-resources databases Shodhganga, e-ShodhSindhu, and J-Gate. Every year, the institution buys curriculum-relevant books to improve the library's resources and give staff and students access to the most recent developments. The library also boasts an impressive variety of novels, general information books, and literature on competitive exams that aid students in developing their personalities and preparing for various competitive exams. The library also has access to past exam questions, student project reports, teacher and student publications, and student publications.

DSCSITSC library is a member of National Digital Library of India (NDLI) from 2021.

The library is automated since 2010 using the Integrated Library Management System.

The entire Library is under the **CCTV** surveillance.

The library is around **7500** sq ft with seating capacity of **150 people**. The working hours is **8am to 8pm** to serve the students beyond normal working hours of the college

The library has **14 nos.** of computers which are used for searching e-resources, OPAC and Web OPAC.

The college library provides reprography services as needed, with a nominal fee charged for this service.

The library is equipped with a printer available for both students and faculty to print any electronic materials they may need.

Access to e-resources is provided both in-house and remotely. The library offers an in-house multimedia centre equipped with internet connectivity for accessing e-resources. Additionally, users can access these resources from anywhere on the campus. A webpage dedicated to the library is on the College's website, accessible via .

The College library provides orientation workshops to students at the beginning of each academic session, wherein they receive assistance on how to utilize the library's resources efficiently. A book bank facility is offered, allowing students to borrow textbooks for a semester based on the number of topics specified in their individual curricula.

Additionally, students can check out four reference books for a period of twenty days. Additionally, two books can be distributed to consumers at a time for daily use.

Approximately 1.75 percent of the entire college budget goes for libraries.

Compared to last year, about 300 more teachers and students used the library each day.

During the COVID 19, a novel program called "Library on Wheels" delivered required books to pupils' doorsteps. Books under the Book Bank facility was effectively provided through this initiative to all potential students at our university at various locations both inside and outside of our state. Students were notified about the place, date, and time of the bus tour to their neighbouring locations so they could pick up their books through the institute website, WhatsApp, and the concerned mentors. The rigorous COVID-19 methodology was scrupulously followed throughout the whole effort.

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

4.3 IT Infrastructure

4.3.1

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

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

Response:

The institute has a precise IT policy that relates to network security and user services. The infrastructure of the college is customized regularly to give an advanced IT requirement that include Smart classroom /Wi-Fi /Internet/ Security /Storage.

- **Wireless Network and LAN:** All computers in the institute have internet facility connected through Wi-Fi and LAN. The internet bandwidth is 500 mbps.

No of Computers: All the working computers are connected with Wi-Fi and LAN and are available in different sections of the institutions. The College Computational Facilities include IBM Server, HP Prolient servers, NAS server. All the computers are provided with real-time support with regular updates. For upgradation, requisition has been collected from the respective department and after verified by system authority's pc configuration is upgraded through the proper channel. Also, AMC support is provided for old computers. The institute has reached to 503 number of computers in the 2022-23 academic year:

Stock before 2018-2019	No. of Computers purchased in the year					Present Stock
	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	
275	34	44	30	30	90	Total: 503

Network and Security: The institute is secured by a Fortigate 300E Firewall connected with all the computers that acts as the central gateway to its hierarchical layered and structured network managed by Core and distribution switches. This firewall is also equipped with the latest Web Filtering Antivirus with Anti-spam and BOTNET/IP domain module. Currently, the firewall has been upgraded to the latest version with much-advanced features and security enhancements.

- **Surveillance and Communication:** The entire campus of the institute is protected by over 150 CCTV cameras located at different locations. This provides 24x7 surveillance with 30 days backup facility.
- **Server:** The institute has a Server Room. The entire IT infrastructure is being monitored through this Server Room. There are 5 Servers in the college.
- **System Software:** Different operating system platforms are provided like Windows Server 2022, Windows Server 2016, MS Windows 11, Windows 10, Windows 7, and Ubuntu.
- **Application Software:** There is more than 30 application software available to all the disciplines. Some of the application software are:
 - Edrawmax
 - SQL Server 2019 Standard Edition
 - TANNER
 - PRO-E
 - MULTISIM
 - Adobe Illustrator
 - CATIA V5 (ED2) Academic
 - Orell
 - STAAD Pro V8i & STAAD Foundation Advance
 - Oracle 19C
 - Cadence
 - Libsys
 - PSIM SOFTWARE(ACADEMIC)
 - Tekla Structural Design Suite
 - POWER WORLD
 - OrCAD PCB BUNDLE
 - Software Embedded (Sensor web & internet of things)
 - MATLAB
 - VISUAL STUDIO 2008
 - Vmware Vsphere Essentials and Essential Plus
 - Commvault Backup Software
 - Mentor Software- HDL Author Ultra PE VHDL Bundle

- Adobe Photoshop
- AutoCAD student

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

4.3.2

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

Response: 3.54

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

Response: 503

File Description	Document
Purchased Bills/Copies highlighting the number of computers purchased	View Document
Extracts stock register/ highlighting the computers issued to respective departments for student's usage.	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

4.4 Maintenance of Campus Infrastructure

4.4.1

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

Response: 69.95

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

2022-23	2021-22	2020-21	2019-20	2018-19
549.46	506.12	381.90	477.35	438.65

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

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1

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

Response: 51.54

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

2022-23	2021-22	2020-21	2019-20	2018-19
1226	873	659	758	955

File Description

Document

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

[View Document](#)

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

[View Document](#)

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

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

Provide Links for any other relevant document to support the claim (if any)

[View Document](#)

5.1.2

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

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

Response: A. All of the above

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

5.1.3

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

Response: 40.98

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

2022-23	2021-22	2020-21	2019-20	2018-19
669	675	895	667	649

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

5.1.4

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

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

Response: A. All of the above

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

5.2 Student Progression

5.2.1

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

Response: 85.02

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

2022-23	2021-22	2020-21	2019-20	2018-19
369	401	396	381	349

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

2022-23	2021-22	2020-21	2019-20	2018-19
430	457	452	452	439

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

5.2.2

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

Response: 10.48

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

2022-23	2021-22	2020-21	2019-20	2018-19
4	7	10	9	5

File Description	Document
List of students qualified year wise under each category and links to Qualifying Certificates of the students taking the examination	View Document
Institutional data in the prescribed format	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

5.3 Student Participation and Activities

5.3.1

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

Response: 33

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

2022-23	2021-22	2020-21	2019-20	2018-19
6	6	8	7	6

File Description**Document**

Upload supporting document

[View Document](#)

list and links to e-copies of award letters and certificates

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

Provide Links for any other relevant document to support the claim (if any)

[View Document](#)

5.3.2

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

Response: 42

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

2022-23	2021-22	2020-21	2019-20	2018-19
42	45	40	41	42

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

5.4 Alumni Engagement

5.4.1

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

Response:

5.4.1.1 Aim of the Alumni Association

The alumni association is an indispensable part of any academic institute. Besides being a collective body, the alumni members also guide the fresh graduates by presenting them with a route map about the current challenges of the competitive professional scenarios. The young technocrats come to learn about the practical experiences of present trends, and complex scenarios of the professional world from their real-life experiences. The Alumni Association of Dr. Sudhir Chandra Sur Institute of Technology and Sports Complex aims to foster connection among former students, support the alma mater's goals and initiatives, also mentor budding technocrats in fulfilling their aspirations to become a successful engineer.

5.4.1.2 Formation of the Body of the Alumni Association

The Alumni Association of Dr. Sudhir Chandra Sur Institute of Technology and Sports Complex was formed in the year 2022-2023 in the presence of the honorable Principal, all HODs, other faculty members of all the Departments along with several ex-students of this institution.

5.4.1.3 Mission of the Alumni Association

The following are the missions of the Alumni Association;

- To re-establish the connectivity between the alumni members and current technocrats of this institution
- To make a strong bond between college life and career life
- To introduce fresh technocrats to the professional world and prepare them to take challenges in work.
- To arrange job opportunities for the graduates through references to enhance their skills
- To make a broad scope for conducting orientation and training programs for newcomers in different current and advanced areas
- To make a platform from where one can achieve their awareness
- To serve the information kiosk about the scope of their subject in their professional world
- To encourage the students in the field of entrepreneurship.

5.4.1.4 Plans of Action of the Alumni Association

The plans of action of the Alumni Association are given below;

- Conducting periodic meetings of the committee for a plan of action
- Conducting training sessions on industry practices and professional approaches by industry professional alumni
- Felicitation to achievers
- Make a profile record sheet of all alumni

5.4.1.5 Objectives of the Alumni Association

Objectives of our proactive alumni association are given below;

- To make a platform for the members of the association for their free and friendly interactions
- To encourage members to contribute to constructive work for their Institution
- To promote the exchange of academic and co-curricular ideas among the alumni members and to encourage new members to enrolment in the association
- To let the alumni acknowledge their gratitude to their Alma mater
- To encourage students, to attend the Institution and to provide scholarships to them
- To communicate all the updated information that is relevant to all the members of the association at a regular interval
- To encourage a spirit of friendship and generosity among the members
- To accomplish all the resources of the college, members, and faculties for the maximum achievement of the institution
- To provide guidance in terms of courses offered by Drone Academy established under the aegis of MOUs signed by concerned Alumni.

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

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1

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

Response:

The governance structure of the Dr. Sudhir Chandra Sur Institute of Technology and Sports Complex is a testament to effective leadership and inclusivity, carefully designed to accommodate the perspectives of various stakeholders. With a vision to become a premier institution in technical education, the institute prioritizes superior teaching, research opportunities, and advanced learning environments geared towards societal benefit.

Central to its mission is the continuous improvement of the teaching-learning process, the empowerment of students and faculty through skill enhancement programs, the establishment of strong industry partnerships, the promotion of research and innovation, and the encouragement of holistic development through extracurricular activities. The institution actively engages stakeholders through seminars, conferences, and partnerships with industries, fostering entrepreneurship and academic collaboration.

Faculty members play a crucial role in these efforts, mentoring students and contributing to diverse activities. The governance structure emphasizes decentralized and participatory management, ensuring robust leadership and the involvement of stakeholders in decision-making processes. Transparent communication channels facilitate connectivity across the institution.

The institution adheres meticulously to both statutory and non-statutory committees, in accordance with guidelines from regulatory bodies such as the AICTE and UGC. Statutory committees like the Board of Governors and Internal Quality Assurance Cell oversee various academic, administrative, and financial aspects to ensure compliance and coherence with established norms.

Non-statutory committees, including the Industry Institute Partnership Cell, Admission Committee, Women's Cell, and Research and Development Committee, among others, fulfill specialized roles delineated in the organogram, contributing to a well-rounded institutional ecosystem.

Administrative decentralization is evident through the allocation of responsibilities to various committees, with the Board of Governors providing overarching management and control. Academic decentralization is facilitated by the Academic Committee and its subcommittees, addressing concerns such as research, curriculum design, and faculty workload.

Financial decentralization is overseen by the Finance Committee, which scrutinizes budget proposals and allocates resources in line with the institution's strategic goals. Departmental budget proposals are reviewed at departmental academic committee meetings and refined through the Finance Committee process.

In summary, the governance framework of the Dr. Sudhir Chandra Sur Institute of Technology and Sports Complex promotes inclusivity, transparency, and efficiency, aligning with its vision of excellence in technical education and societal progress.

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

6.2 Strategy Development and Deployment

6.2.1

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

Response:

The organizational framework of the Dr. Sudhir Chandra Sur Institute of Technology and Sports Complex (DSCSITSC, or SurTech) is delineated and consistent, playing a pivotal role in facilitating decision-making processes. Inclusive stakeholder participation is a cornerstone across diverse committees, ensuring the continuity of institutional capacity and the enhancement of educational efficacy. The central authorities within the institute, namely the Board of Governors (BOG), Academic Committee (AC), and Finance Committee (FC), comprise representatives from esteemed academic and national industrial backgrounds.

The BOG assumes the mantle of the principal policy-making entity, convening no less than four times annually to formulate decisions to be enacted by the institute's head (HOI). On the administrative front, the HOI is supported by a well-structured administrative apparatus, including the registrar's office and other non-teaching personnel. The Registrar, in the capacity of the chief implementation officer, receives support from the Finance Officer, administrative staff, and other personnel in administrative functions. Regarding academic affairs, the HOI receives assistance from Heads of Departments (HODs) and course coordinators, while final decisions on academic matters are adjudicated by the AC, chaired by the HOI, and comprising eminent academicians and industry representatives.

A meticulously outlined organogram and Key Result Areas (KRA) ensure the seamless flow and execution of tasks assigned to committees, bodies, or individuals. Proposals for new programs, curriculum adjustments, and other academic considerations are forwarded by HODs to the AC via proposals vetted by respective Departmental Academic Committees (DAC). External members contribute to committees, fostering transparency and equity within the institute.

Moreover, decentralized management is bolstered through the establishment of student and faculty committees, clubs, and bodies, enhancing operational efficiency and facilitating effective teaching-learning dynamics. A myriad of committees at the institutional level, inclusive of faculty and student

representatives, ensure operational fluidity. These include the Internal Quality Assurance Cell (IQAC), Grievance Redressal Cell, Internal Complaint Committee, Examination Committee, Library Committee, Research and Development (R&D) Committee, Student Life Centre, Admission Committee, Anti-Ragging Cell, Purchase Committee, and Training & Placement Committee.

Additionally, the Academic Executive Council (AEC) institutes comprehensive policies and mechanisms encompassing promotion, service rules, welfare schemes, grievance redressal, research and development, green campus initiatives, e-governance, seed funding, and an institutional code of conduct. The roles and responsibilities of teaching and non-teaching staff are explicitly outlined in the Service Rules and periodically updated to ensure relevance. Performance-based appraisal systems, coupled with transparent promotion policies such as the Career Advancement Scheme (CAS), are well understood by all employees.

Grievance redressal mechanisms are pivotal in upholding the institute's integrity by cultivating a harmonious educational milieu, and promptly addressing grievances to foster a conflict-free environment. The Internal Quality Assurance Cell (IQAC) spearheads strategic planning spanning five years, with a focus on research and development, teaching and learning, human resource management, infrastructure, industry-academia collaboration, and accreditation and ranking, thereby ensuring holistic development across all spheres of concern.

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

6.2.2

Institution implements e-governance in its operations

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

Response: A. All of the above

File Description	Document
Screen shots of user interfaces of each module reflecting the name of the HEI	View Document
Institutional expenditure statements for the budget heads of e-governance implementation ERP Document	View Document
Annual e-governance report approved by the Governing Council/ Board of Management/ Syndicate Policy document on e-governance	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

6.3 Faculty Empowerment Strategies

6.3.1

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

Response:

Dr. Sudhir Chandra Sur Institute of Technology and Sports Complex is dedicated to excellence in education, guided by an innovative, comprehensive, and flexible education policy. Central to its mission is the cultivation of a high-quality faculty, achieved through a focused effort on imparting quality education. A key tool in this pursuit is the Performance Appraisal (PA) process, which plays a crucial role in measuring the productivity of academic employees.

The objectives of the faculty appraisal at the Dr. Sudhir Chandra Sur Institute of Technology and Sports Complex are multi-faceted. Firstly, it aims to assist teachers in their professional development and career planning. Secondly, it helps teachers reflect on their potential and improve their effectiveness in the classroom. Thirdly, the appraisal process aims to recognize achievements and identify areas for improvement. Ultimately, the goal is to enhance the quality of education provided to students.

The appraisal process is scheduled at the end of the academic year, allowing faculty to reflect on their performance over the two semesters. This analysis not only helps individuals improve but also guides the institution in incentivizing or implementing support processes to enhance faculty performance. The process culminates in an annual increment based on the Annual Performance Appraisal, effective from the 1st of July each year.

The institution follows the UGC-approved self-appraisal method, evaluating teachers based on research and other activities. A detailed proforma for self-appraisal is available on the institute's website, covering academic, research, curricular, and extracurricular contributions. The parameters for self-appraisal include result evaluation, student attendance, mentorship activities, publications, administrative duties, and more.

The faculty appraisal process comprises five key parts: a) Self-appraisal format: Filled by every faculty member. b) Appraisal by Head of Department: Reviewing the self-appraisal documents. c) Appraisal by Head of the Institution. d) Class analysis by external experts. e) Students' feedback.

The performance appraisal of non-teaching staff mainly focuses on three different criteria, i.e., punctuality, sincerity, dedication in rendering their service, which is assigned to them from time to time, and also the different training programs that they attend to add benefits to the organization.

Additionally, the Institution provides effective welfare measures for both teaching and non-teaching staff. These include

Provident Fund (PF),

Gratuity,

accommodation,

funding and facilities for research and development work,

financial assistance to attend conferences/workshops/seminars,

Faculty Development Programs (FDP) and Management Development Programs (MDP/PDP),

Provisions for leave: The institute provides the following leave structure for its employees as per institute rules.

1. Casual Leave (CL) = 12 days per year

2. Earned leave (EL) = for vocational staff-30days per year

For non vocational staff = 20days per year

1. Medical Leave (ML) = 10days per year

2. Maternity Leave = 90days

3. Paternity Leave

4. Special Leave = once in a week (staff pursuing higher studies)

The institution also offers awards for academic excellence and innovation, infrastructural support with computer and internet facilities, group insurance for medical assistance, and transport facilities. These measures reflect the institution's commitment to nurturing a high-quality faculty and enhancing the overall educational experience for students.

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

6.3.2

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

Response: 57.65

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

2022-23	2021-22	2020-21	2019-20	2018-19
61	64	65	80	73

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

6.3.3

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

Response: 56.47

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

2022-23	2021-22	2020-21	2019-20	2018-19
82	86	80	82	80

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

2022-23	2021-22	2020-21	2019-20	2018-19
29	28	26	24	24

File Description	Document
Refresher course/Faculty Orientation or other programmes as per UGC/AICTE stipulated periods, as participated by teachers year-wise.	View Document
Institutional data in the prescribed format	View Document
Copy of the certificates of the program attended by teachers.	View Document
Annual reports highlighting the programmes undertaken by the teachers	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

6.4 Financial Management and Resource Mobilization

6.4.1

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

Response:

Dr. Sudhir Chandra Sur Institute of Technology and Sports Complex undertakes both internal and statutory audits conducted by professional chartered firms. These audits are consistently completed in a timely manner, and there have been no instances of serious financial irregularities reported.

The internal audit is typically conducted semi-annually, covering the periods from April to September and October to March. In contrast, the statutory audit is performed annually after the conclusion of the financial year. The internal audit scrutinizes all transactions and hierarchical compliance levels, ensuring accuracy and adherence to accounting standards and commercial laws. Additionally, it monitors regulatory compliance and tax liabilities. M/S Subhendu Dutta & Co., Cost Accountants, and DPC & Associates, Cost Accountants, have been engaged for specific periods and have diligently submitted reports to the Finance Committee of the Institute. These reports are subsequently reviewed by the statutory auditor during the statutory audit process.

M/s. Bandyopadhyay Associates, Chartered Accountants, are appointed to conduct the statutory audit, adhering to Generally Accepted Auditing Principles as prescribed by relevant regulatory authorities. Their audit procedures aim to provide reasonable assurance regarding the accuracy of the financial statements and the absence of material misstatements at the year's end.

Furthermore, the external auditors assess procedural and transactional compliance in all financial transactions of Narula Institute of Technology, predominantly conducted through an Enterprise Resource Planning (ERP) system.

In essence, Dr. Sudhir Chandra Sur Institute of Technology and Sports Complex ensures robust financial oversight through a combination of internal and statutory audits conducted by professional firms, maintaining compliance with regulatory standards, and ensuring the accuracy and integrity of financial transactions.

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

6.5 Internal Quality Assurance System

6.5.1

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

Response:

Throughout the academic year, the institution undertakes a diverse array of academic and administrative tasks, with the Institutional Quality Assurance Cell (IQAC) serving as the linchpin for planning, executing, and evaluating these endeavors.

A core responsibility of the IQAC is crafting the academic calendar. Upon receiving the university's calendar, the IQAC aligns it with crucial administrative and academic events. Committee chairs and

department heads collaborate to draft action plans, which the IQAC consolidates into the institution's calendar, subsequently makes available on the website.

At the academic year, the IQAC compiles an Action Taken Report summarizing events organized by various committees and departments, subject to approval by the institution's leadership before publication on the website. Additionally, the IQAC's primary task is the preparation and timely submission of the Annual Quality Assurance Report (AQAR), meticulously overseen by the entire team.

In terms of enhancing the teaching-learning process, the IQAC suggests methods to encourage participation, including leveraging ICT tools and diverse teaching approaches. Faculty receive support in organizing educational excursions and film screenings to enrich learning experiences, even amidst online teaching, with supplementary materials provided to students.

The IQAC also oversees the evaluation process, ensuring timely assignment assessments, adherence to examination schedules and formats, and transparent grading practices. Any grievances, including those related to sexual harassment or misconduct, are promptly addressed to maintain fairness and integrity.

Concurrently, the IQAC advocates for infrastructural enhancements such as expanding Wi-Fi bandwidth to support staff and student needs. Furthermore, it fosters a research culture among faculty, promoting Ph.D. enrollment, participation in academic events, and publication in reputable journals.

Monitoring co-curricular, extra-curricular, extension, and sports activities is another facet of the IQAC's role, ensuring adherence to schedules and fostering student engagement. The encouragement of participation in inter-class and inter-college competitions promotes personal development and skill-building among students.

Initiatives such as inter-college competitions, guest lectures, and alumni engagement are actively encouraged by the IQAC, enriching the academic environment and fostering community ties. Despite challenges posed by online teaching and partial lockdowns, the IQAC remains steadfast in its commitment to promoting holistic education and student well-being.

In summary, the IQAC's multifaceted approach to quality assurance encompasses a range of activities, including academic audits, green practices implementation, ICT utilization, incremental improvement strategies, external collaboration, and feedback utilization, all aimed at fostering continuous enhancement of educational standards and institutional effectiveness.

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

6.5.2

Quality assurance initiatives of the institution include:

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

Response: A. Any 4 or more of the above

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

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1

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

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

Response:

Dr. Sudhir Chandra Sur Institute of Technology and Sports Complex (DSCSITSC) assigns utmost priority to gender equity and its sensitization as a critical dimension to its overall philosophy and societal approach.

1. Our Institute has more than 40 percentage of girl students in the Campus.
2. DSCSITSC faculty has a preponderance of female faculty. In fact, female faculty outnumbers the male faculty (Percentage of female faculty is more than sixty one). Administrative staff again has large percentage of female members.

For ensuring the safety and security of women in campus, the following various measures have been taken and are in place:

1. Safety and security

Internal Complaints Committee (ICC), Women Cell, Grievance Redressal and Anti ragging Cell ensure zero tolerance towards sexual harassment. Institution has strict compliance with **Vishakha Guidelines** against sexual Harassment in the campus.

CCTV Cameras are mounted at important locations and monitored in a camera room.

GPS to track bus position, route, and speed, **Fire extinguishers**, **First-Aid kits**, are on DSCSITSC buses.

In-campus **medical facility** is available for all the students, faculty, and staff.

Campus has **well-equipped ambulances** for emergencies, assuring medical safety. **Security personnels** are available 24 hours at the Institution, Girls Hostel and Boys Hostel. **Female guards and hostel warden** maintain proper log record for the safety of girls.

Girls Washrooms are facilitated with **Sanitary Pad Dispensers** for round the clock availability of Sanitary Napkins.

In collaboration with NCC Battalion, our Institute has created a registered NCC Unit to teach students '**How to Safe yourself**' as part of **AAPKI SURAKSHA AAPKE SATH** to promote safety and peace.

2. Counselling Cell

Counselling Cell provides support and assistance related to LGBTQ issues, gender identity and sexual orientation or any other mental health related issues, to students in all areas of life through counselling by an expert counsellor.

3. Common Rooms

University Campus has separate Girls common Room and Boys Common room with all required necessary facilities.

National Responsibility and Social Awareness.

Our Institution gives both boys and girls equal chances to shine in extracurriculars. Students should be proud of our magnificent nation. This institute celebrates the birth and death of freedom fighters and other noteworthy persons who served this nation. Students are encouraged to know and practice their Constitutional rights to equality, freedom of religion, cultural and educational expression, legal remedies, and voting.

International Women’s Day: In every year, we celebrate 8th March as International Women’s Day, aims to capitalize on the recurring theme “**WE for gender equality and inclusive society**”.

Independence Day: Every year, we celebrate 15th August as our day of independence and remembering our freedom fighters.

Republic Day: Every year on this day 26th of January we celebrate our constitution for which we celebrate republic day.

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

7.1.2

The Institution has facilities and initiatives for

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

Response: A. 4 or All of the above

File Description	Document
Policy document on the green campus/plastic free campus.	View Document
Geo-tagged photographs/videos of the facilities.	View Document
Circulars and report of activities for the implementation of the initiatives document	View Document
Bills for the purchase of equipment's for the facilities created under this metric	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

7.1.3

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

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

Response: A. All of the above

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

7.1.4

Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance

and harmony towards cultural, regional, linguistic, communal socioeconomic and Sensitization of students and employees to the constitutional obligations: values, rights, duties and responsibilities of citizens (Within 500 words)

Response:

Dr. Sudhir Chandra Sur Institute of Technology and Sports Complex (DSCSITSC) represents the kaleidoscopic diversity of the country in the cultural, regional, linguistic, communal, and socioeconomic dimensions and created a learning environment wherein equal opportunity is provided to students of any ability level in terms of holistic learning.

- To foster an atmosphere that upholds ethical, cultural, and spiritual values among students and staff through interplay and inter-exchanges into varied cultures of different regions, the Institute focuses on celebrating different regional festivals with noble attitudes and moral responsibility, creating a sense of social peace and unity.
- Institute celebrates various regional festivals like **Diwali, Eid, Christmas, Vaisakhi, Ganesh Chaturthi**, etc. to inculcate cultural traditions and regional harmony.
- To promote Healthy Mind, Body & Soul and integrating Moral Values in the students/faculty /staff, the institute organises the Motivational Workshops, Yoga Workshop for Holistic Wellness and Youth camp by NCC.
- **A Multi-Cultural Fashion Show** is organized to emphasize diversity and cultural fusion.
- DSCSITSC lays huge emphasis **sports events** involving students from diverse groups to mingle with each other seamlessly and to come out as one harmonious outfit with teamwork.
- Considering the importance of **linguistic diversity, Matribhasha Diwas (International Mother Language Day)** is celebrated every year to represent the significance of Multilingual Cultural Heritage.
- **Food items of different states** are included in the hostel menu and canteens to share varied eating habits.
- **National Unity Day (Rastriya Ekta Diwas)** is celebrated every year in the Institute wherein all the students/faculty members take pledge on India's Unity integration and security of nation.
- The Institute is a part of the '**Ek Bharat Shrestha Bharat**' a government initiative towards student's cultural exchange program leading to an understanding and appreciation of diversity, culture, traditions, and knowledge of different parts of India.
- Through the **COVID vaccination camp**, about 4428 people were successfully immunized at the Institute.
- DSCSITSC is obliged to respect the holy constitution of India and the constitutional preamble is displayed at various places of the college building. As Ragging is strictly prohibited and treated as a criminal offence, the Anti-ragging posters are displayed at different places of the college building.
- To protect and improve the natural environment, various activities are organized by the Institute such as Celebration of **World Environment Day, Tree Plantation-One Student One Tree, Awareness Programs on Water and Nature Conservation, Green India Campaign, Swachh Bharat Abhiyan** and maintaining a plastic free campus with the hope to make a **plastic free society**.
- Awareness programme **National Voter Day** is celebrated in the University campus to encourage **New Voter (Mat Data)**.
- To make the students and staffs aware of their social responsibilities, the college organizes a

series of events throughout the year like: **Blood Donation, Eye Testing & Health Checkup** Camp, Spreading **Beti Bachao Beti Padoo** Awareness, **NSS & NCC** Activities, Spreading awareness towards **Rules and Regulations on Road Safety, Child Labour & Street Animals, Rakhi & Childrens Day** Celebration with Local Children, Senior Citizen Health Awareness Programme.

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

7.2 Best Practices

7.2.1

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

Response:

BEST PRACTICES-1

1.1 Title of the Practice:

Enrichment of Professional Skill Sets of Student and its impact on quality placement

1.2 Objectives of the Practice

- Guidance for students to explore and plan their careers based on their professional attitude, knowledge, and talents.
- Assisting students in discovering their **interests, aptitudes, potential, and self-confidence**.
- Resolve **technical knowledge gap** between university and industry.
- Provide students with need-based training to improve employability and entrepreneurship.

1.3 The Context

- Increased focus on employability in a competitive job market.
- Acknowledgment of the need for diverse talents beyond technical skills in engineering.
- Institution's efforts to enhance students' competitiveness, broaden horizons, and develop personalities.
- Emphasis on soft skills and employability in addition to technical expertise.

1.4 The Practice

- Implementation of Value-Added Courses, Skill Enhancement Trainings, and Career Counselling

& Guidance.

- Courses designed scientifically with input from various stakeholders.
- Approval process involving IQAC, AC, and DAC.
- Major initiatives including Value-Added Courses, Skill Enhancement Trainings, and Career Counselling & Guidance.

Some of the major initiatives include:

A: Value Added Courses:

Value-Added courses give students life skills and boost their employability. The college offers well-structured **Value-Added Training Courses (VAC)** for all students in all streams.

B: Skill Enhancement Trainings:

Skill Enhancement Trainings consists of:

- **Aptitude Skill Development Training** focuses on reviewing math and logic basics such as quantitative aptitude, logical thinking, puzzles, and verbal ability.
- **Technical Skill Development Training** involves studying industry needs, understanding technological updates, and providing training based on these inputs.
- **Training on Coding & Pseudo coding** offers practical training to nurture analytical and logical skills.
- **Soft Skills Development** encompasses communication, teamwork, and problem-solving, crucial for success and job retention in most businesses.

C: Career Counselling & Guidance:

Career Counselling & Guidance consists of:

- **Personality Development:** Rigorous soft skills training conducted alongside aptitude sessions.
- **Preplacement Training:** Mock interviews led by faculty and industry professionals enhance employability with company-specific training.
- **Entrepreneurship Development Program:** Develops entrepreneurial skills, providing training for starting and running enterprises.

1.5. Evidence of Success

- Offerings of over 40 Value-Added Courses (Minimum 30 hours), 50+ Skill Enhancement trainings, and 50+ Career counselling and guidance courses for the last five years focusing on improving employability skills. The programs resulted in high pass rates and satisfaction among students.
- Placement reports from the past five years reveal 1607 students were placed at prestigious enterprises like IBM, CTS, Byjus, Amazon and others having a notable increase in Annual Income.
- Some students have also chosen to study at top national and foreign universities.

Table1: Impact of training to enhance employability.

Type	2022-23	2021-22	2020-21	2019-20	2018-19
Training Attendance Percentage	86	85	83	76	75
Placement Percentage	81.40	80.09	80.53	78.54	76.31

Table 2: Impact of training to enhance the Highest Package (INR).

Type	2022-23	2021-22	2020-21	2019-20	2018-19
Highest Package	1017000	950000	555000	555000	455000

1.6. Problems Encountered and Resources Required:

- Resistance to change among students regarding curriculum adjustments.
- Addressing resistance through comprehensive Professional Skill Development Training Program.
- Required resources include sophisticated computer facilities, industry experts, and intellectual resource people from recognized universities.

Resources Required:

- Sophisticated computer facilities and software tools for training courses.
- Industry Experts in the field are required.
- Need for intellectual resource people from other highly recognized universities.

BEST PRACTICES-2

2.1 Title of the Practice:

Community Engagement Services

2.2. Objectives of the Practice:

- Provide engineering solutions for societal issues.
- Support gender parity and women's education.
- Empower individuals to promote social justice and equality.
- Boost engagement for environmental protection and sustainable development.

2.3. The Context:

- DSCSITSC is consistently engaged in community-focused activities.
- Recognition of importance of off-campus impact and community engagement.
- Integration of social focus and community engagement into academic curricula.
- Use of volunteer programs, local partnerships, and outreach events.

2.4 The Practice

- **Adoption of 5 villages:**

DSCITSC's community engagement includes adopting five villages (Rameswarpur, Kalutala, Char Rameswarpur, Chanpatala, and Char Naryanpur) through the Unnat Bharat Abhiyaan, implementing solutions like the "GreenBot" for agricultural issues, and promoting hygiene, which enhanced the District Administration's success in achieving ODF status.

- **Health Camps:**

Mobile clinics and on-site camps offer Eye and Health Checkups along with counseling of psychological issues for senior citizens and all other villagers. Blood donation camps gathered approximately 500 units of blood in recent years.

- **Adoption of School:**

Staff and students of DSCITSC adopted a nearby elementary school to improve students' learning abilities by providing teaching-learning accessories and academic support.

- **Women Empowerment:**

Women empowerment initiatives, such as workshops, seminars, International Women's Day celebrations and honoring female students, entrepreneurs, are conducted regularly.

- **Fight against hunger through 'Ek Mutthi Daan':**

Through the 'Ek Mutthi Daan' initiative, around 50,000 kg of healthy food resources were donated to nearby slum areas combat hunger by donating food to various institutions.

- **Measures during COVID-19 pandemic:**

During the COVID-19 pandemic, the institution donated 2 crores to CM relief funds, provided more than 4000 vaccinations, and provided essential supplies to DSCITSC personnel and nearby communities.

- **Awareness program:**

Awareness programs like "SAY NO TO PLASTIC," "SWATCH BHARATH" (Clean India), and "SAY NO TO DRUGS" educate on healthy living and environmental preservation for the local community and school children.

- **NSS & NCC Activities:**

NSS and NCC activities engage in community-related events, promoting environmental awareness programs like "CLEAN AND GREEN," "SAVE WATER-SAVE EARTH," "PLANT A TREE," and "AROGYAME MAHA BHAGYAM" and leadership skills among students.

The registered NCC Cell of DSCITSC promotes patriotism, discipline, leadership among youth by getting actively engaged in Annual Training Camp (CATC-KB-07) and varieties of programs.

2.5. The Evidence of Success:

- DSCSITSC's community involvement demonstrates commitment to societal impact by promoting collaboration and empowerment.
- Faculty, staff, and students aid disadvantaged individuals through outreach, distributing essentials, and volunteering for NGOs, showcasing an engaged organization dedicated to community welfare beyond the classroom.

2.6 Problems encountered and Resources Required

- **Problems Encountered:**

Geographical distance and widespread social disadvantage complicate the provision of social services.

- **Resources Required:**

- Relationships to welfare and nongovernmental groups.
- A thorough database of the neighborhood and surrounding areas.
- A special car with all the materials it needs.

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

7.3 Institutional Distinctiveness

7.3.1

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

Response:

Institutional Distinctiveness

An educational institution's mission, vision, values, academic programs, and support services define its institutional identity.

The Institute prioritizes student holistic development and provides every opportunity and resource to do so.

The Institute started with 240 UG students in 2009. It presently accepts 480 UG students and 27 PG students after years of rapid expansion.

Four of six eligible UG programs are NBA-accredited. The Institute ranks 250–350 in NIRF's Innovation Ranking.

The founder's foresight inspired Dr. Sudhir Chandra Sur Institute of Technology and Sports Complex's purpose.

With almost 14 years of service, the institution has reaffirmed its aim of **‘to be a leading global technological institute that creates leaders & innovators and generates new knowledge for society & industry via transformative education’**. DSCSITSC Research & Innovation Cell (SRIC) fulfils the objective by connecting students, society, and environment through multidimensional, student-centred learning beyond curriculum.

NAAC promotes quality education and NBA prescribes outcome-based education to educate students holistically.

Student-cantered activities at the institute promote complete student development. It includes intellectual, social, physical, and emotional growth..

Intellectual Growth:

The institute applies university curriculum using well-planned, efficient teaching and learning activities and cutting-edge pedagogy.

The institute regularly discovers curriculum gaps and provides training beyond the syllabus.

Students focus on social and industrial challenges through minor and large projects and complex problem solving. Students explore working environments through regular industry tours and internships.

DSCSITSC robust empirical learning program explains its uniqueness. Active participation in hands-on activities helps pupils learn and grow. Computer skills, professional training, personality development, soft skill development, communication skills, event planning, decision-making abilities, and confidence building enable empirical learning.

Mentors, professionals, industry experts, and innovators teach students Automation Tools, Ethical Hacking, Graphic Designing tools and current trends modern technologies within their academic curriculum. This prepares them for industry ready.

Finishing School trains students to be top professionals. Students become more comfortable in debates, group discussions, and interviews. Students learn professional etiquette.

Confidence-building training prepares students for placement interviews and other challenges.

Students improve their talents with enrichment lectures, communication skills, and personality development seminars. Results include students' overall personality development.

Students get new ideas and improve their academic and professional research skills through case studies,

research, and projects. Students are encouraged to contact firms for industrial projects.

Model displays and Exhibitions, student clubs' activities, conferences, and techno-cultural events encourage the hands-on learning.

The college's Entrepreneurship Development Cell, Science & Technology Club, Innovation Cell, SRIC and Start-ups help students to innovate their original unique ideas using creative skills through Idea-o-Meter Platform.

The aspiring college students are motivated by the R&D Cell & Literary Committee to publish their creative research & project outcomes and literary works in the Books, journals, and college periodicals.

Social Growth:

DSCSITSC students engage in experiential learning through community service. Students make the connection between academic and cognitive development and personal and social growth during this phase. It aids in the development of compassionate, responsible citizens who strive for social fairness among students.

The institute understands that in addition to their academic talents, students require platforms to improve their physical, social, and cultural competencies.

The institute has put in place several extension initiatives aimed at fostering social skills among students. These pursuits encompass volunteer work, social awareness campaigns, internships, and community service initiatives. Through these experiences, students deepen their understanding of the social concerns affecting their community, acquire empathy and compassion for others, and discover the importance of giving back to society. In addition, they acquire leadership, cooperation, and communication skills—all necessary for success in any line of work. The institute's extension programs are thoughtfully crafted to give students relevant experiences that enable them to apply what they have learned in the classroom to actual circumstances.

During COVID-19, students coordinated vaccinations and handed out hand sanitizers.

Students assisted with community development, cleaned, visited social welfare centres, and gave food and clothing. These student-led courses teach social skills, responsibilities, and the harsh truths of life. Considering societal issues and their resolutions: Local socioeconomic issues are taught through the Institute's National Service Scheme. Student leaders support Swatch Bharat, women's health, and female feticide. Students cleaned their houses and streets on Gandhi Jayanthi and planted seedlings at home in honour of World Environment Day.

Handicrafts, cakes, bags, stars, and student-made objects made from garbage are all sold during the Festival Fair.

Students can take part in a variety of cultural events and activities at the institute, including debate competitions, music and dance performances, drama and short film production, instrumental skills, radio jock skills showcase, literary skills showcased through publishing posters, essays, magazines, and artwork exhibitions.

Physical Growth:

Through physical exercises, the institute imparts knowledge on mental toughness, decision-making, confidence, teamwork, and fitness.

The institute features facilities for football, cricket, shooting, and badminton both indoors and outdoors.

The institute holds student competitions in several sports each year, including carom, chess, football, volleyball, throw ball, kabaddi, and table tennis. These sports teach cooperation and sportsmanship to both boys and girls.

The institute observes International Yoga Day every year. Outdoor sports, yoga, and aerobics are taught in the village Unnat Bharat Abhijan Scheme camps run by the institute.

Emotional Growth:

The institute values the emotional intelligence of its students. At least twice a week, mentor-mentee meetings take place. Students can talk to the mentor about their academic and personal struggles during meetings. Students in need are assisted by a qualified counsellor. The institute offers top-notch instruction, supplementary resources, software training, support for extracurricular activities like sports and the arts, and more to create individuals who are capable, well-rounded, and socially conscious and who have the power to transform the world. These activities support the general development of the institute.

As a result, DSCSITSC graduates put in a lot of work, take ownership of their actions even after they pass away, and demonstrate that they are capable of academic success as well as moral and spiritual advancement and social engagement. Everywhere they go, they leave their mark.

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

5. CONCLUSION

Additional Information :

Integrity, Excellence, Accountability, Transparency, and Empathy are the abiding ideals established by the Institute.

- **Integrity & Honesty:** Research and teaching must take place in an atmosphere of academic freedom and honesty. In all its efforts, the Institute shall uphold the highest ethical standards.
- **Pursuit of Excellence:** The Institute is dedicated to excellence in all aspects of its operations and will strive for continuous improvement through internal and external reviews. Awards and honours will be given out by the Institute to recognize remarkable contributions.
- **Accountability:** The Institute is dedicated to creating an atmosphere in which each member of the community recognizes and accepts responsibility for upholding and strengthening our principles.
- **Synergy through Team work:** To become synergistic and succeed, the institute concentrated on four key characteristics: a clear team purpose, effective communication, empowerment so that the team can lead itself, and ensuring that everyone is committed to the goal.
- **Transparency:** The Institute will follow established procedures and rules, which will be communicated to all stakeholders. All valuable information about the Institute's operations will be made available.
- **Empathy:** The Institute's research and education programs will include an awareness of the conditions of our society's poorer members, as well as contributions to solving their problems.
- **Equality:** We are dedicated to establishing an institution and a community in which everyone is valued and judged based on their contributions and accomplishments rather than their gender, race, religion, physical abilities, sexual identity, or socioeconomic status. We shall raise awareness of individual and institutional racism, as well as fight to abolish it, through the activities of this institution.

Concluding Remarks :

Dr. Sudhir Chandra Sur Institute of Technology & Sports Complex (SurTech) is dedicated to academic excellence, providing high-quality technical education, training, and expertise in a variety of industries, and engineering programmes, enhancing students' inherent abilities, capabilities, and thought processes while also promoting their engineering and technological skills. We are committed to meeting the criteria and improving the efficacy of our quality management system on a continuous basis.