UNIVERSITY GRANTS COMMISSION
BAHADUR SHAH ZAFAR MARG NEW DELHI-110 002

Proforma for submission of information by State Private Universities
for ascertaining their norms and standards

A.   Legal Status

1.1	Name and Address of the University	**Swami Vivekananda University** Bara Kanthalia, Sewli-Telinipara , Barrackpore-Barasat Road , North 24 Parganas, Barrackpore, Kolkata -700121
1.2	Headquarters of the University	Bara Kanthalia, Sewli-Telinipara , Barrackpore-Barasat Road , North 24 Parganas, Barrackpore, Kolkata -700121
1.3	Information about University a. Website – b. E-mail – c. Phone Nos.— d. Fax No --	Website: www.swamivivekanandauniversity.ac.in, Email: info@swamivivekanandauniversity.ac.in, vc@swamivivekanandauniversity.ac.in, registrar@sswamivivekanandauniversity.ac.in drnandangupta72@gmail.com Phone No: 3365981612, +91 9831201962 Fax No: N/A
	Information about authorities of the University Ph. (including mobile), Fax Nos. and e-mail of Chancellor	Name: Dr. Nandan Gupta Designation: Chancellor Phone No. +91 9831201962 Email: drnandangupta72@gmail.com
	Ph. (including mobile), Fax Nos. and e-mail of Vice-Chancellor	Name: Prof. (Dr.) Subrata Kumar Dey Designation: Vice Chancellor Phone No. +91 9830278216 Email id: vc@swamivivekanandauniversity.ac.in
	Ph. (including mobile), Fax Nos. and e-mail of Registrar	Name: Prof. (Dr.) Pinak Pani Nath Designation: Registrar Phone No. +91 7980333922 Email id: registrar@swamivivekanandauniversity.ac.in

Vice Chancellor
Swami Vivekananda University
Barrackpore, West Bengal

	Ph. (including mobile), Fax Nos. and e-mail of Finance Officer		Name: Mr. Partha Narayan Ghosh Designation: Chief Finance Officer Phone No. +91 9434673494 Email id: cfo@svu.ac.in
1.4	Date of Establishment		**05 December 2019** Vide Notification No: 403-L/OM-56L/2017 dated 09/12/2019 issued by the Higher Education Department, Government of West Bengal. The Notification is attached in **Annexure-1.4**
1.5	Name of the Society / Trust promoting the University (*Information may be provided in the following format*) (Copy of the registered MoA / Trust Deed to be enclosed)		**Regent Education & Research Foundation Trust** Bara Kanthalia, Sewli-Telinipara , Barrackpore-Barasat Road , North 24 Parganas, Barrackpore, Kolkata -700121 Trust Deed attached as per **Annexure-1.5**
1.6	Composition of the Society / Trust promoting the University		The details of the composition of the Trust have been provided in **Appendix-I/ Annexure-1.6**
1.7	Whether the members of the Society / Trust are members in other Societies / Trusts or in the Board of Governors in companies? If yes, please provide details in the following format.		Yes. The relevant details have been provided in **Appendix-II/ Annexure-1.7**

Name of the member	Address	Name of the society/trust	Designation in the Society/Trust
(Details to be provided in Appendix-II)			

1.8	Whether the promoting Society/Trust is involved in promoting/ running any other University/ Educational Institution? If yes, please give details in the following format:-	Yes. The Trustees of Regent Education & Research Foundation hold various other positions in other Educational Institutions. The relevant details have been provided in **Appendix-III/ Annexure-1.8**

Name of the University / Educational Institution	Activities
(Details to be provided in Appendix-III)	

Vice Chancellor
Swami Vivekananda University
Barrackpore, West Bengal

1.9	Whether the promoting society/trust is involved in promoting/running activities other than educational? If yes, please give details in the following format:- | Name of the Organization	Activities | (Details to be provided in Appendix-IV)	No
1.10	Act and Notification under which established (copy of the Act & Notification to be enclosed) Copy of the relevant notification enclosed along with Copy of the Act.	The University is established under the West Bengal Act XV of 2019, **The Swami Vivekananda University Act 2019** was duly passed by the West Bengal Legislature and having been assented to by the Governor on 14-11-2019 vide Notification No. 1196-L dated 14-11-2019 issued by the Law Department (Legislative), Govt. of West Bengal. Kindly refer to the details in **Appendix-VIII/ Annexure-1.10** Subsequently, the Higher Education Department (Integrated Law Cell) of the Government of West Bengal vide its Notification No. 403-L/OM-56L/2017 dated 09-12-2019 directed the enforcement of **"The Swami Vivekananda University Act 2019"** on and from 05-12-2019. Kindly refer to the details in **Annexure-1.4**
1.11	Whether the University has been established by a separate State Act?	Yes Kindly refer to the details attached in **Appendix-VIII/ Annexure-1.10**

B.   Organization Description

2.1	Whether Unitary in nature (as per the UGC Regulation)	Yes
2.2	Territorial Jurisdiction of the University as per the Act	The territorial jurisdiction of the University shall be applicable to the whole of State of West Bengal, as per Section-1(2) of the Swami Vivekananda University Act, 2019. Kindly refer to the details attached in **Appendix-VIII/ Annexure-1.10**
2.3	Details of the constituent units of the University, if any, as mentioned in the Act	The University shall, by nature, be a self-financed Unitary University, in accordance to Section-3(3) of the Swami Vivekananda University Act, 2019, Kindly refer to the details attached in **Appendix-VIII/ Annexure-1.10**

Vice Chancellor
Swami Vivekananda University
Barrackpore, West Bengal

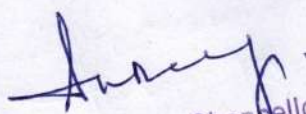|		
2.4	Whether any off-campus centre(s) established? If yes, please give details of the approval granted by the State Government and UGC in the following format:- a. Place of the off-campus b. Letter No. & date of the approval of State Government c. Letter No. & date of the approval of UGC (Details to be provided in Appendix-V) (Please attach attested copy of the approval)	No
2.5	Whether any off-shore campus established? If yes, please give details of the approval granted by the Government of India and the host country in the following format:- a. Place of the off-shore campus b. Letter No. & date of the approval of Host Country c. Letter No. & date of the approval of Government of India (Details to be provided in Appendix-VI) (Please attach attested copy of the approval)	No
2.6	Does the University offer a distance education programme? If yes, whether the courses run under distance mode are approved by the competent authority? (Please enclose attested copy of the course-wise approval of competent authority)	No
2.7	Whether the University has established study centre(s)? If yes, please provide details and whether these study centres are approved by the competent authority of the University and UGC? (Details to be provided in Appendix-VII) (Please enclose attested copy of the approval from the competent authority)	No

C.   Academic Activities Description

3.   Academic Programmes

3.1	Details of the programmes permitted to be offered by Gazette Notification of the State Government and its reference. (Details to be provided in	Pursuant to the provisions of Section 6 of the Swami Vivekananda University Act, 2019 and its subsections, duly enforced by the Higher Education Department (Integrated Law Cell) of the Government of West Bengal vide Notification No. 403-L/OM-56L/2017 dated 09-12-2019, the University shall, from the date of publication of this notification,

Vice Chancellor
Swami Vivekananda University
Barrackpore, West Bengal

	Appendix-VIII)	require no formal or separate permission for commencing any academic courses, provided that the Governing Board of the University, through its resolutions, extends its concurrence with the course-wise approved intake capacity and maintains the necessary infrastructural, administrative, and academic requirements with respect to the said courses as per the prescribed guidelines and regulations of the University Grants Commission and/or the respective regulatory bodies, as the case may be. Kindly refer to the details attached in **Appendix-VIII/ Annexure-1.10**
3.2	Current number of academic programmes/ courses offered by the University. (Details to be provided in Appendix-IX)	Details are provided in **Appendix-IX/ Annexure-3.2**

3.3	Whether approvals of relevant statutory council(s) such as AICTE, BCI, DEC, DCI, INC, MCI, NCTE, PCI, etc. have been taken to:
	    a. Start new courses
	    b. To increase intake
	If yes please enclose copy of approval and give course- wise details in the following format:-
	
	| Name of the course
		Statutory council	Whether approval taken

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3.4	If the University is running courses under distance mode, please provide details about the students enrolled in the following format:- | Name of the Study Centre	Courses offered	No. of students enrolled
		| (Details to be provided in Appendix-VII) (Please enclose copy of the course-wise approval of the competent authority)	No. The University does not run any courses under the distance mode.
3.5	Temporal plan of academic work in the University – Semester system/ Annual system	The University adopts a Semester System for all Diploma, UG and PG programmes.

Vice Chancellor
Swami Vivekananda University
Barrackpore, West Bengal

3.6	Whether the University is running any course which is not specified under Section 22 of the UGC Act, 1956? If yes, please give details in the following format:- a. Name of the course(s) b. Since when started c. Whether the University has applied for permission from UGC? (Details to be provided in Appendix-XI)	No

4. Student Enrolment and Student Support

4.1	Number of students enrolled in the University for the Current academic year (2024-2025) according to regions and countries (Please give separate information for main campus and off-campus/off-shore campus)

Particulars		No. of students from the same State where the University is located	No. of students from other States	No. of NRI students	No. of overseas students excluding NRIs		Grand Total
					Foreign Students	Person of Indian Origin Students	
UG	M	2588	98	0	3	0	2689
	F	942	43	0	2	0	987
	Total	3530	141	0	5	0	3676
PG	M	335	12	0	4	0	351
	F	295	8	0	1	0	304
	Total	630	20	0	5	0	655
M. Phil	M	0	0	0	0	0	0
	F	0	0	0	0	0	0
	Total	0	0	0	0	0	0
Diploma	M	420	9	0	1	0	430
	F	56	0	0	1	0	57
	Total	476	9	0	2	0	487
PG Diploma	M	0	0	0	0	0	0
	F	0	0	0	0	0	0
	Total	0	0	0	0	0	0
Certificate	M	0	0	0	0	0	0
	F	0	0	0	0	0	0
	Total	0	0	0	0	0	0
Any Other (Pl. Specify)	M	0	0	0	0	0	0
	F	0	0	0	0	0	0

Vice Chancellor
Swami Vivekananda University
Barrackpore, West Bengal

	Total	4636	170	0	12	0	4818

M-Male, F-Female, T-Total

4.2	Category wise No. of Students	Kindly refer to the details attached in **Annexure-4.2**

4.3	Details of the two batches of students admitted

Particulars	Batch 1			Batch 2		
	Year of Entry – 2022-2023			Year of Entry – 2023-2024		
	UG	PG	Total	UG	PG	Total
No. admitted to the programme	2622	705	3327	4349	652	5001
No. of Drop-outs (a) Within four months of Joining (b) Afterwards	(a)542 (b)135	(a)150 (b)26	(a)692 (b)161	(a)780 (b)149	(a)72 (b)07	(a)852 (b)156
No. appeared for the final year examination	274	434	708	862	492	1353
No. passed in the final exam	274	434	708	862	492	1353
No. passed in first class	NA	NA	NA	NA	NA	NA

Kindly note that since Swami Vivekananda University follows a gradation system, therefore there is no class division mentioned in the results.

4.4	Does the University provide bridge/remedial courses to the educationally disadvantaged students? If yes, please give details	Yes, the system of providing remedial classes for educationally disadvantaged students is already in place. The University conducts these programmes to support students who face academic difficulties or require additional assistance for improvement
4.5	Does the University provide any financial help to the students from socially disadvantageous group? If yes, please give details	Swami Vivekananda University consistently endeavours to maintain affordable fee structures, particularly for students from marginalised sections of society, with the objective of ensuring the widest possible access to quality education. The University keeps its course fees at the lowest feasible level and additionally offers tuition fee waivers on a merit-

Vice Chancellor
Swami Vivekananda University
Barrackpore, West Bengal

cum-means basis.

The University adheres strictly to the admission guidelines and regulations prescribed by the West Bengal Joint Entrance Examinations Board (WBJEE), Joint Entrance for Computer Applications (JECA) and Joint Entrance Lateral Entry Test (JELET). Admissions and fee-related relaxations for candidates belonging to the Economically Weaker Sections (EWS) and under Tuition Fee Waiver (TFW) Scheme are granted in accordance with government-notified criteria. The institution is committed to enabling students from economically and socially disadvantaged backgrounds to participate fully in mainstream higher education.

The University conducts admissions strictly as per government norms, including counselling procedures, and implements all government-mandated provisions relating to fee waivers, concessions, and admission relaxations.

Swami Vivekananda University fully complies with all government-prescribed admission criteria, including relaxations pertaining to age and percentile differentials between General/Unreserved categories and candidates from reserved categories such as SC, ST, and OBC. The University follows all regulations governing category-wise reservation and relaxations across its programmes, ensuring transparent and equitable admission practices.

Kindly refer to the details attached in **Annexure-4.5**

4.6	In case the University is running M. Phil / Ph.D. programme, whether it is full time or part time and whether these programmes are run as per UGC Regulations, 2009 on M. Phil / Ph.D.	The Ph.D. programme of the University is conducted in accordance with the University Grants Commission (Minimum Standards and Procedure for Award of Ph.D. Degree) Regulations, 2016, which were duly followed until the subsequent revision issued by the UGC through the 2022 Regulations for the (Minimum Standards and Procedure for Award of Ph.D. Degree) Regulations, 2022). The University's own Ph.D. guidelines as the (Minimum Standards and Procedure for Award of Ph.D. Degree) have been formulated and periodically revised in alignment with the aforementioned UGC Regulations to ensure full compliance with all prescribed standards and procedures. The University offers the Ph.D. programme in both full-time and part-time modes. The University does not offer the M.Phil. programme.
4.7	Whether the University have a website? If yes please give website address and whether the website is regularly updated?	Yes. The URL for the official website of Swami Vivekananda University is https://www.swamivivekanandauniversity.ac.in/. The website is updated on a regular basis.

Vice Chancellor
Swami Vivekananda University
Barrackpore, West Bengal

4.8	How are the prospective students informed about the criteria for admission, rules & regulations, facilities available, etc.?	All relevant information is uploaded on the University website, and also informed to the students through newspaper notification, telephonic communication and email, apart from distribution of leaflets and extensive promotional campaigns in educational institutions throughout the state, as well as digital campaigns in the official social media platforms of the University. The University conducts the Common Entrance Test (SVU-CET) annually for admission to its various academic programmes. Information regarding the test is disseminated to prospective applicants through official brochures, leaflets, digital campaigns and other admission materials. Furthermore, candidates qualifying in State Government–conducted examinations such as the West Bengal Joint Entrance Examination (WBJEE), Joint Entrance for Computer Applications (JECA), Joint Entrance Lateral Entry Test (JELET) etc. are also eligible for admission to the respective Engineering and allied programmes, subject to their merit in these examinations. Details of the University are also available on the respective State Government admission portals where the institution is duly listed.
4.9	Whether any grievance redressal mechanism is available in the University? If yes, please provide details about the complaints received against malpractices, etc in the University in the following format:-	Yes. The University does have a Grievance Redressal Mechanism, which addresses the grievances of both students and employees. The details about the complaints received against any form of malpractice and unethical behaviour which were duly addressed by the University is attached herewith as **Appendix-XII/ Annexure-4.9**

Name of the complainant	Complaint against	Date of complaint	Action taken by the University

(Details to be provided in Appendix-XII)

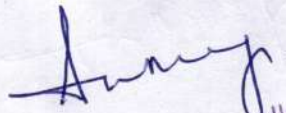5.   **Curriculum, Teaching, Learning Process / Method, Examination / Evaluation System**

Vice Chancellor
Swami Vivekananda University
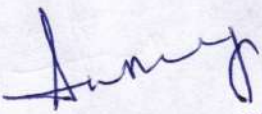Barrackpore, West Bengal

	5.1		
		Which University body finalized the curriculum? The composition of the body may be given. (Board of Studies, Academic Council, Board of Management)	The curriculum is extensively discussed and deliberated upon at the department level by the Departmental Academic Committee (DAC). The draft curriculum for the programs is then submitted for scrutiny and consideration to the respective Board of Studies (BoS). The minutes and proceedings of the BoS meeting are subsequently placed before the Academic Council for approval. The recommendations of the Academic Council are then submitted to the Governing Board for final concurrence. The composition of each of these bodies is provided as follows: (a) Composition of the Board of Studies – details are provided in **Annexure-5.1** (b) Composition of the Academic Council – details are provided in **Appendix-XVII** (c) Composition of the Governing Board – details are provided in **Appendix-XVII**
5.2		What are the Rules / regulations / procedure for revision of the curriculum and when was the curriculum last updated?	A draft version of curriculum along with the feedback from peers and different stakeholders is discussed in the Departmental Academic Committee (DAC) and thereafter placed before the Board of Studies (BOS) of the respective Department for adoption and further recommendation. The recommendation of the BoS along with feedbacks are placed in the next Academic Council meeting for approval. The minutes of the Academic Council meeting is placed before the Governing Board for final approval. Update and revision of curriculum is a continuous process. A format for the feedback from peers and stake-holders is attached as **Annexure-5.2**
5.3		Whether approval of statutory bodies such as Board of Studies, Academic Council and Board of Management of the University has been taken to start various courses? If yes, please enclose extracts of the minutes.	All academic programmes offered by the University are discussed in the Board of Studies, recommended by the Academic Council, and approved by the Governing Board The Minutes of the Meeting of the various BoS are attached in **Annexure-5.3**. The minutes of the Academic Council and the Governing Board are attached in **Annexure-5.3**

5.4	Furnish details of the following aspects of curriculum design: Innovation such as modular curricula Inter / multidisciplinary approach	NEP-2020 has been adopted as per UGC guidelines, which has initiated a 4-year UG program with Discipline Specific Courses (Major/Core), Minor Stream, Multidisciplinary Course, Ability Enhancement Courses (AEC), Skill Enhancement Courses (SEC), Value Added Courses common for all UG programs, Summer Internship, Research Project / Dissertation. Regulations for Academic Bank of Credit (ABC) and guidelines for Multiple Entry and Exit are already in place to facilitate the implementation of the proposed "Curriculum and Credit Framework for Undergraduate Programmes". Curricula are designed to empower students with an approach of critical thinking, ensure a minimum set of competencies in their chosen specialization, and develop knowledge and temperament in science, engineering, and management to meet challenges in every walk of life. The curriculum is based on the following aspects: (a) Curricula are framed considering the curriculum of Institutes of National Importance and reputed universities. (b) Expectation of industry. (c) Practice-based courses. The curriculum is expected to combine the best practices in pedagogy with appropriate e-learning tools to take care of the individual differences among learners of various classes and intellectual calibre.
5.5	Has the University conducted an academic audit? If yes, please give details regarding frequency and its usage.	Yes. The University conducts an annual Academic Audit. In accordance to the directives of the Vice Chancellor, a committee comprising of internal office bearers and external experts is constituted in order to evaluate the audit process. Apart from this, the University also conducts Academic Audits on a case-to-case basis. Kindly refer to **Annexure-5.5A** and **Annexure -5.5B**
5.6	Apart from classroom instruction, what are the other avenues of learning provided for the students? (Example:- Projects, Internships, Field Trainings , Seminars, etc.)	The Academic Departments of Swami Vivekananda University have adopted several initiatives and avenues of learning as per the current UGC framework – Projects (Mini & Major): Assigned as part of the curriculum to enhance problem-solving skills, innovation, and domain-specific application. Internships: Mandatory for several programs, enabling students to gain practical exposure in industrial, healthcare, or corporate environments. Field Training & Industrial Visits: Organized to provide real-world understanding of industrial processes, professional practices, and operational systems. Seminars & Workshops: Conducted regularly to update students on emerging trends, research opportunities, and industry expectations.

Vice Chancellor
Swami Vivekananda University
Barrackpore, West Bengal

5.7	Please provide details of the examination system (Whether examination based or practical based)	See Regulation **U.Reg.-3** and its sub regulations as provided in **Annexure- 5.7A** *also* See Regulation **U.Reg (CCFUP)-6** and its sub regulations as provided in **Annexure- 5.7B**
5.8	What methods of evaluation of answer scripts does the University follow? Whether external experts are invited for evaluation?	See Regulation **U.Reg.-6** and its sub regulations as provided in **Annexure- 5.7A** *also* See Regulation **U.Reg (CCFUP)-8** and its sub regulations as provided in **Annexure- 5.7B** Till date no External Expert were called for evaluation. But Question papers are moderated by the External Experts.
5.9	Mention the number of malpractice cases reported during the last 3 years and how they are dealt with.	<table><tr><th>Year of Exam</th><th>No. of Malpractice Cases Reported</th><th>Committee Recommendations</th></tr><tr><td>2022-2023 ODD Semester</td><td>1</td><td>The student was called by the committee twice; however, the student neither appeared before the committee nor continued the course.</td></tr></table>
5.10	Does the University have a continuous internal evaluation system?	Yes. The University has a continuous evaluation system. It takes place through internal examinations in the forms of written examinations, assignments and viva-voce. See Regulation **U.Reg.-6.6 and 6.7** as provided in **Annexure- 5.7A** *also* See Regulation **U.Reg (CCFUP)-8.3, 8.4, 8.5** as provided in **Annexure- 5.7B**
5.12	How are the question papers set to ensure the achievement of the course objectives?	The question papers are divided into three sections, namely A, B and C, comprising of MCQ as well as Subjective Questions to ensure complete unit-wise coverage of the course objectives. See Regulation **U.Reg.-6.1 and 6.2** as provided in **Annexure- 5.7 A** *also* See Regulation **U.Reg (CCFUP)-8.1, 8.2** as provided in **Annexure- 5.7B**
5.13	State the policy of the University for the constitution of board of question paper setters, board of examiners and invigilators.	The University has a well-structured board for setting the question papers. The finalization of the question papers consists of the Question Paper Setter(s), Internal Moderator(s) and External Moderator(s).

Vice Chancellor
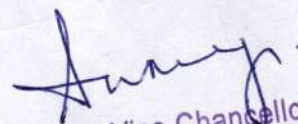Swami Vivekananda University
Barrackpore, West Bengal

		See Regulation **U.Reg.-6** and its sub regulations as provided in **Annexure- 5.7A** *also* See Regulation **U.Reg (CCFUP)-8** and its sub regulations as provided in **Annexure- 5.7B**
5.14	How regular and time-bound are conduct of examinations and announcement of results? Substantiate with details of dates of examinations and announcement of results for the last 3 years. Details to be provided in the following format:- 	Year	Date of exams	Date of announcement of results
				<table><tr><th>Year</th><th>Date of Exams</th><th>Date of Announcements of results</th></tr><tr><td>2022-23 ODD</td><td>3rd Week of January</td><td>07.04.2023</td></tr><tr><td>2022-23 EVEN</td><td>4th Week of June</td><td>25.07.2023</td></tr><tr><td>2023-24 ODD</td><td>1st Week of January</td><td>03.04.2024</td></tr><tr><td>2023-24 EVEN</td><td>4th Week of May</td><td>29.06.2024</td></tr><tr><td>2024-25 ODD</td><td>1st Week of December</td><td>26.04.2025</td></tr><tr><td>2024-25 EVEN</td><td>Last Week of May</td><td>31.07.2025</td></tr></table> Kindly refer to the examination routine attached in **Annexure-5.14**

D. Admission Details

6.1	How are students selected for admission to various courses? Please provide faculty-wise information a) Through special entrance tests b) Through interviews c) Through their academic record d) Through combination of the above Please also provide details about the weightage given to the above	Since its inception, the University follows two admission mechanisms. In Swami Vivekananda University, Diploma, Undergraduate and Postgraduate students are admitted through any recognised Entrance Test. The students either clear the government entrance tests such as West Bengal Joint Entrance Examination (WBJEE), Joint Entrance for Computer Applications (JECA), Joint Entrance Lateral Entry Test (JELET) etc., or if they take admission for the seats still remaining vacant after the counselling is over, the students appear for the Swami Vivekananda University Common Entrance Test (SVUCET). The students fill in the application form, and if the University's minimum eligibility criteria requirements are fulfilled by the students, they are allowed to sit for SVUCET. From 2020-2021 session to 2023-2024 session, the SVUCET gave 100% weightage on viva-voce examination. From 2025-2026 academic session, the weightage has been equally divided between written test (50%) and viva-voce (50%) each. The overall qualifying criteria for the examination is 60%. There is a special relaxation of 5% in case of students belonging to SC/ST/OBC categories.
6.2	Whether the University is admitting students from national level entrance test or state level entrance test?	Yes. The University is open to admitting students from national/state level entrance test viz. WBJEE, JELET, JECA.

Vice Chancellor
Swami Vivekananda University
Barrackpore, West Bengal

	If yes, please provide following details:-			
	Name of the National / state level entrance exam	No. of students admitted	% of students from the total admitted	Remarks
		Kindly refer to the details attached in **Annexure-6.2**		

6.3	Whether admission procedure is available on the University website and in the prospectus	Yes, the admission procedure is available on the University's website and the University's prospectus.
6.4	Please provide details of the eligibility criteria for admission in all the courses	Kindly refer to the details attached in **Annexure-6.4**
6.5	Whether University is providing any reservation/ relaxation in admission? If yes, please provide details in the following format:-	Swami Vivekananda University is committed to promoting inclusive education and strives to accommodate students from diverse backgrounds. While the university operates primarily as a self-financed private institution, it recognizes the importance of social equity and, wherever feasible, offers reservation and relaxation as per applicable guidelines. Note: All admissions are granted on merit and subject to availability of seats under the respective category. This balanced approach reflects the university's effort to ensure fairness, accessibility, and merit-based opportunity within its operational framework.

Category	No. of Students Admitted	% of quota provided for reservation and preparation in respect of actual Enrolment	Remarks
Not applicable	*Not applicable*	*Not applicable*	*Not applicable*

6.6	Whether any management quota is available for admission in the University? If yes, please provide details in the following format:-	**No management quota is applicable in the University.** Swami Vivekananda University follows a transparent and merit-based admission process to ensure fairness and equal opportunity for all applicants. All admissions are conducted strictly on the basis of eligibility criteria, academic merit, and/or entrance assessments wherever applicable, in accordance with university and regulatory norms. This policy reflects the institution's commitment to academic integrity and inclusive excellence.

Total No. of Seats (Course- wise)	No. of total students admitted	No. of students admitted under Management quota	% of students admitted under management quota
Not applicable	*Not applicable*	*Not applicable*	*Not applicable*

6.7	What is the admission policy of the University with regard to NRI and overseas students?	The University permits NRI and foreign students to enrol in any of its academic programs. For admission, such candidates are required to appear for an English Proficiency Test prior to the SVU CET. Subsequent admission procedures and criteria

Vice Chancellor
Swami Vivekananda University
Barrackpore, West Bengal

		are strictly adhered to in accordance with the prevailing UGC guidelines.

E. Fee Structure

7.1	Present Course-wise fee structure of the University (Please provide head-wise details of total fee charged)	Kindly refer to the details attached in **Annexure-7.1**
7.2	Any other fee charged by the University other than the fee displayed in the UGC website (e.g. Building Fee, Development Fee, Fee by any name, etc.)	No. The University does not charge any other fees apart from the fees displayed in the UGC Website.
7.3	Whether fee structure is available on the University website and in the prospectus?	Yes, the Fees structure is available both on the University's website and in the University's prospectus.
7.4	Whether fee is charged by the University as per fee structure displayed in the University website and in the prospects or some hidden charges are there?	The University charges fees from its students only as per details provided in Point No: **7.1** & **7.2** as above. There are no hidden charges.
7.5	Mode of Fee collection	All fees are collected through online mode.
7.8	Whether University is providing any concession in fee to students? If yes, please provide details.	Yes. The university provides fees concession to students based on their rankings in various government recognised entrance examinations, SVU-CET score, as well as on the basis of merit-cum-means. The list of students is attached as **Annexure-7.8**
7.9	Details of the Hostel Fee including mess charges	A monthly Hostel fee of Rs. 7,500/- including food and accommodation is applicable for the students. Kindly refer to the details attached in **Annexure-7.9**
7.10	Any other fee	No.
7.11	Basis of Fee Structure	The Fee Structures of all academic programs are duly approved by the Finance Committee of the University in accordance with the norms prescribed by the statutory and regulatory bodies, and subsequently ratified by the Academic Council and Governing Board of the University. The total course fee is structured and charged on a semester-wise basis, ensuring that the financial responsibility is distributed evenly throughout the duration of the program. This approach is designed to minimize the financial burden on

Vice Chancellor
Swami Vivekananda University
Barrackpore, West Bengal

		students and their families, allowing them to plan and manage expenses more conveniently.
		The University maintains complete transparency in its fee determination and collection process.
7.12	Whether the University has received any complaint with regard to fee charged or fee structure? If yes please give details about the action taken.	Yes. Some complaints regarding the fees charged have been registered with the University. Kindly find the details attached in **Annexure-7.12**
7.13	Whether University is providing any scholarship to students? If yes, please provide details.	Yes. The University offers special institutional scholarships/concessions depending upon the students' merit-cum-means. Also, the eligible applicants receive assistance while applying for various government and other externally funded scholarships by the University's scholarship section. Apart from this, in case of any provision for financial assistance to a particular student in accordance to the regulations of the central/state government, the same is provided by the institution. For details regarding fees concession provided by the University, kindly refer to the details attached in **Annexure-7.8** For details pertaining to the University's scholarship section, kindly refer to **Annexure 7.13A** For the list of students who receive government scholarships, through the University's scholarship section, kindly refer to **Annexure 7.13B**

F. Faculty

8.1	Total no. of Sanctioned and filled up posts (Institution- wise and Department- wise)	Department	Professor		Associated Professor		Assistant Professor	
			Sanctioned	Filled	Sanctioned	Filled	Sanctioned	Filled
		Kindly refer to the details attached in **Annexure- 8.1**						

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Vice Chancellor
Swami Vivekananda University
Barrackpore, West Bengal

8.2	Details of teaching staff in the following format (Please provided details – Institution- wise and Department-wise) (Details to be provided in **Appendix-XIII**)											
Department	Name of the Teacher	Designation	Age	Educational Qualifications (whether qualified as per UGC Regulations)	Teaching experience in years	Date of appointment	Whether full time or part time	Regular or adhoc	Scale of Pay	No. of publications		
	Kindly refer to the details attached in **Appendix-XIII/Annexure-8.2**											

8.3	Category wise No. of teaching Staff	Kindly refer to the details attached in **Appendix-XIII/Annexure-8.2**

8.4	Details of the permanent and temporary faculty members in the following format			
Particulars		Female	Male	Total
Total no. of permanent teachers		166	353	519
No. of teachers with **Ph.D.** as the highest qualification		40	105	145
No. of teachers with **M. Phil** as the highest qualification		1	3	4
No. of teachers with **PG** as the highest qualification		109	209	322
Total no. of temporary teachers		-	-	-
No. of teachers with Ph.D. as the highest qualification		-	-	-
No. of teachers with M. Phil as the highest qualification		-	-	-
No. of teachers with PG as the highest qualification		-	-	-
Total no. of part-time teachers		-	-	-
No. of teachers with Ph.D. as the highest qualification		-	-	-
No. of teachers with M. Phil as the highest qualification		-	-	-
No. of teachers with PG as the highest qualification		-	-	-
Total No. of visiting teachers		-	-	-

8.5	Ratio of full-time teachers to part-time/contract teachers	-
8.6	Process of recruitment of faculty — Whether advertised?	The appointments are made after recommendation from a duly constituted selection committee comprising of subject

Vice Chancellor
Swami Vivekananda University
Barrackpore, West Bengal

	(pl. attach copy of the ad) — Whether selection committee was constituted as per the UGC Regulation?	experts. These committees are constituted in compliance with the UGC regulations and the University's recruitment policy. The copies of the University's advertisement for the recruitment of faculty members are attached in **Annexure-8.6**
8.7	Does the University follow self-appraisal method to evaluate teachers on teaching, research and work satisfaction? If yes, how is the self-appraisal of teachers analysed and used? Whether:- Self-Appraisal Evaluation Peer Review Students evaluation Others (specify)	Yes, the University follows a self-appraisal method to evaluate teachers on aspects such as teaching effectiveness, research contributions, and overall job satisfaction. **Approach Followed:** **Self-Appraisal Evaluation:** Faculty members are required to submit a self-appraisal report annually, which includes details on weekly academic contact-hours, research publications, participation in seminars/workshops, academic contributions, administrative responsibilities, and feedback received. **Review and Analysis:** The submitted self-appraisal reports are reviewed by the Head of the Department (HoD) and further evaluated by the Dean and other members of the academic committee. Based on this, qualitative and quantitative assessments are made. **Usage of Appraisal Data:** The data from the self-appraisal is used for: (a) Performance reviews (b) Recommendations for promotions and incentives (c) Identification of training and development needs (d) Enhancing academic planning and workload distribution
8.8	Institution-wise and Department-wise teacher student ratio (only full time faculty)	Kindly refer to the details attached in **Annexure- 8.8**
8.9	Whether the University is providing UGC Pay Scales to the Permanent Faculty? If yes, please provide the following details:- Scale of Pay with all the allowances Professor – Associate Prof.- Assistant Prof. – Mode of Payment – (Cash/Cheque)	The University follows the recommendations of the 6th Central Pay Commission for all faculty members. The salary of all staff members is disbursed through **online bank transfer** to their respective bank accounts.
8.10	Pay/Remuneration provided to:- Part-Time Faculty – Temporary Faculty- Guest Faculty –	The University has a provision for consolidated remuneration / per class basis system for the Part-Time/Temporary/Guest Faculty members.

Vice Chancellor
Swami Vivekananda University
Barrackpore, West Bengal

8.11	Facilities for teaching staff (Please provide details about Residence, Rooms, Cubicles, Computers/Any other)	Separate faculty rooms are assigned to each department along with provisions for computers, printers and free internet facility.

G. Infrastructure

9.1	Does the University have sufficient space for Land & Building?	Yes. Swami Vivekananda University owns land of over ten (10) acres and the build-up area is approximately 3,75,000 sq. ft. (three lacs seventy five thousand square feet). The details are provided in **Annexure-9.1**.
9.2	Does the University have sufficient class rooms?	Yes. The University has sufficient classrooms for conducting classes of all the semesters. The details are provided in **Annexure-9.2**
9.3	**Laboratories & Equipment** (Details to be provided in **Appendix-XV**)	Kindly refer to the details attached in **Appendix-XV/Annexure-9.3**
a)	Item Description (make and model)	
b)	Location (Department)	
c)	Value (Rs.)	
d)	Present Condition	
e)	Date of Purchase	
9.4	**Library**	Kindly refer to the details attached in **Annexure-9.4**
a)	Total Space (all Kinds)	
b)	Computer / Communication facilities	
c)	Total no. of Ref. Books (Each Department)	
d)	All Research Journals subscribed On a regular basis	
9.5	**Sports Facilities** (Details to be provided in **Appendix-XVI**)	All the mentioned sports facilities are fully available and actively utilized within the University's campus. Kindly refer to the details attached in **Appendix-XVI/ Annexure-9.5**
a)	Open Play Ground(s) for outdoor sports (Athletics, Football, Hockey, Cricket, etc.)	
b)	Track for Athletics	
c)	Basketball courts	
d)	Squash / Tennis Courts	
e)	Swimming Pool (Size)	
f)	Indoor Sports Facilities including Gymnasium	

Vice Chancellor
Swami Vivekananda
Barrackpore, West

		Hostel Name	Capacity
g)	Any other		
9.6	Does the University has provision for Residential Accommodation including hostels (boys & girls separately)	Girls' Hostel-1	50
		Boys' Hostel-1	10
		Boys' Hostel-2	10
		Boys' Hostel-3	50

H.   Financial Viability

10.1	Details of the Corpus Fund created by the University Amount – FDR No. Date – Period - (Documentary evidence to be given)	Kindly find the details of the corpus fund attached in **Annexure-10.1A** Kindly refer to the copies of FDR attached in **Annexure-10.1B**
10.2	Financial position of the University (please provide audited income and expenditure statement for the last 3 years)	Kindly find the details of the financial position of the University attached in **Annexure-10.1A** Kindly refer to the copies of the Audited Statement of Accounts attached in **Annexure-10.2**
10.3	Source of finance and quantum of funds available for running the University (for last audited year) Fees – Donations — Loan — Interest— Any other (pl. Specify)-	Kindly find the details of the finance and quantum of funds available for running the University attached in **Annexure-10.1A**
10.4	What is the University's 'unit cost' of education? (Unit cost = total annual expenditure (budget accruals) divided by the number of students enrolled) Unit cost calculated excluding the salary component may also be given	Kindly find the details attached in **Annexure-10.4**

I.   Governance System

11.   Organization, Governance and Management

Vice Chancellor
Swami Vivekananda University
Barrackpore, West Bengal

| 11.1 | Composition of the statutory bodies of the University (please give names, profession & full postal address of the members and date of constitution):-
• Governing Board
• Executive Council
• Board of Management
• Academic Council
• Finance Committee
• Board of Studies
• Others

(Details to be provided in **Appendix-XVII**) | The governance of the University is vested in a series of statutory bodies constituted under the University Act and Statutes. These bodies ensure the democratic functioning, transparency, and accountability of the institution in matters of policy formulation, academic regulation, financial management, and administrative execution. Since Swami Vivekananda University Act does not have a provision for an Executive Council or a Board of Management, the University is governed by the following bodies:

1. Governing Board
2. Academic Council
3. Board of Studies
4. Finance Committee

Each of these bodies performs distinct and complementary functions contributing to the realization of the University's vision, mission, and objectives.

Governing Board

Nature and Role

The Governing Board is the supreme authority of the University. It provides strategic direction, frames overarching policies, and ensures that the University adheres to its founding objectives and statutory mandates. It acts as the custodian of the University's autonomy and integrity.

Functions:

1. To approve policies, strategic plans, and developmental programs of the University.
2. To consider and approve the annual report, accounts, and audit statements.
3. To authorize creation or abolition of teaching and non-teaching posts.
4. To approve establishment of new departments, centres, and affiliated institutions.
5. To maintain coordination with Government agencies, UGC, and other statutory bodies

Academic Council

Nature and Role

The Academic Council is the principal academic authority of the University. It oversees academic standards, approves curricula, promotes research, and ensures academic quality across all faculties and departments.

Functions:

1. To frame and revise academic regulations, curricula, and syllabi.
2. To recommend introduction of new programs, |

Vice Chancellor
Swami Vivekananda University
Barrackpore, West Bengal

courses, and research areas.

3. To ensure academic quality assurance and compliance with national standards (UGC, NAAC, NEP 2020).

4. To oversee conduct of examinations and evaluation processes.

5. To promote interdisciplinary and extension activities.

6. To advise the Executive Council on academic matters and appointments

Board of Studies

Nature and Role

The Board of Studies (BoS) of Swami Vivekananda University is a core academic body within the University's governance framework, responsible for shaping, reviewing, and enhancing academic programmes. As the first statutory academic authority at the departmental or school level, the BoS ensures that programmes remain relevant, rigorous, and aligned with national and global academic standards.

Functions:

1. Designing programme structures (credit distribution, course categories, electives).
2. Drafting and approving detailed syllabi.
3. Introducing new specialisations and elective baskets.
4. Conducting periodic syllabus reviews (annually or triennially).
5. Updating readings, case studies, lab components, and technological tools.
6. Incorporating emerging trends such as AI, sustainability, ethics, and digital skills.
7. Reviewing feedback from students, alumni, industry partners, and faculty.
8. Using feedback to improve curricula and teaching-learning processes.

Finance Committee

Nature and Role

The Finance Committee serves as the financial planning and monitoring body. It advises the Executive Council on all financial matters to ensure fiscal discipline, transparency, and sustainability.

Functions

1. To prepare the annual financial estimates and budget
2. To scrutinize audited accounts and expenditure statements
3. To recommend resource mobilization strategies and financial policies
4. To monitor utilization of grants, endowments, and funds

Vice Chancellor
Swami Vivekananda University
Barrackpore, West Bengal

5. To ensure adherence to financial regulations and accounting standards

Additional University Committees:

Apart from the previously mentioned committees, the University also functions with the support of the following academic bodies:

1. Departmental Academic Committee (DAC)
Oversees academic planning at the departmental level, including curriculum development, course structuring, and continuous quality enhancement.

2. Departmental Research Advisory Committee (DRAC)
Guides and monitors departmental research activities, ensuring adherence to academic rigor and ethical standards.

3. Research Advisory Committee (RAC)
A Ph.D. research scholars' specific committee, which is responsible for monitoring and assessing the progress of the scholar at regular intervals.

Group of Mentors

Swami Vivekananda University is enriched by the wisdom and guidance of its distinguished Group of Mentors, comprising eminent scholars and leaders in academia.

Esteemed Mentors

1. Prof. Suranjan Das, Vice-Chancellor, Adamas University
2. Prof. Dhrubajyoti Chattopadhyay, Vice Chancellor, Sister Nivedita University
3. Prof. Shorosimohan Dan, Former Vice Chancellor, The University of Burdwan
4. Prof. Deb Narayan Bandyopadhyay, Founder Vice Chancellor, Bankura University
5. Prof. Ranjan Chakrabarti, Former Vice-Chancellor, Vidyasagar University
6. Prof. Malayendu Saha, Former Vice-Chancellor, Kalyani University
7. Prof. Mita Banerjee, Former Vice-Chancellor, The West Bengal University of Teachers' Training Education Planning and Administration
8. Prof. Swapan Kumar Datta, Former Vice-Chancellor, Visva-Bharati & Biswa Bangla Biswabidyalay
9. Prof. Ashutosh Ghosh, Former Vice-Chancellor, Rani Rashmoni Green University; Former Pro Vice-Chancellor (Academic Affairs), University of Calcutta
10. Prof. Nimai Chandra Saha, Former Vice-Chancellor, The University of Burdwan
11. Prof. Baidyanath Chakrabarty, Renowned Gynaecologist and IVF Specialist
12. Padma Shri Bikash Sinha, Former Director, Saha

Vice Chancellor
Swami Vivekananda University
Barrackpore, West Bengal

		Institute of Nuclear Physics and Variable Energy Cyclotron Centre; Chairman, Board of Governors of the National Institute of Technology, Durgapur
		13. Prof. Bashabi Fraser, Professor Emerita of English and Creative Writing, Director, Scottish Centre of Tagore Studies (SCoTS), School of Arts & Creative Industries, Edinburgh Napier University, Honorary Fellow, Centre for South Asian Studies, University of Edinburgh
		14. Prof. Neil Fraser, Professor, School of Social and Political Studies University of Edinburgh
		15. Prof. Arun Bandyopadhyay, Director, Gujarat Biotechnology University, Gandhinagar; Former Director, CSIR-Indian Institute of Chemical Biology, Kolkata
		16. Prof. Amlan Chakrabarti, Head, IT & Tech. Innovation Cell, Dept. of Higher Education, Govt. of West Bengal; Professor and Director, A.K. Choudhury School of IT, University of Calcutta
		17. Prof. Debprasad Chattopadhyay, Founder Director & Scientist G at ICMR-National Institute of Traditional Medicine.
		The University's statutory bodies constitute a comprehensive framework of shared governance, balancing academic freedom with administrative accountability. The Governing Board formulates the vision and strategic policy; the Executive Council ensures efficient implementation; the Academic Council safeguards academic standards; the Finance Committee manages fiscal responsibility; and the Boards of Studies drive curricular innovation. Together, these statutory bodies foster institutional excellence, participatory governance, and alignment with the broader goals of higher education and national development.
		Kindly find the details attached in **Appendix-XVII/Annexure-11.1**
11.2	Dates of the meetings of the above bodies held during the last 2 years (Enclose attested copy of the minutes of meetings)	**Dates of Governing Board Meetings :** 07/08/2025, 07/03/2025 28/09/2024, 09/03/2024, **Dates of Academic Council Meetings:** 04/03/2025, 24/09/2024, 02/03/2024, 02/09/2023. **Dates of Finance Committee Meetings:** 28/02/2025, 21/09/2024, 28/02/2024, 30/08/2023. **Dates of meetings of Board of Studies:** See **Annexure-11.2A** The Minutes of Meetings of Governing Board, Academic Council, Finance Committee and Board of Studies is attached as **Annexure-11.2B**

11.3	What percentage of the members of the Boards of Studies, or such other academic committees, are external? Enclose the guidelines for BOS or such other Committees.	To ensure academic rigor, transparency, and alignment with global best practices, Swami Vivekananda University includes a defined proportion of external experts in their Boards of Studies (BoS) and other academic committees. External representation strengthens the objectivity of curriculum design, programme review, and pedagogical innovation by bringing in industry perspectives, subject-matter expertise, and independent academic judgement. The University governs with a framework of 20% of the total membership of external members. This usually includes distinguished academics from other institutions, industry professionals, researchers from reputed organizations, and, where relevant, placement specialists. Some regulatory bodies, such as the Department of Language, Literature and Cultural Studies, sometimes function with three or more external experts in each Board of Studies or 20% to 25% external representation to maintain the compliance of the UGC suggested guidelines. A robust external presence ensures that academic standards remain contemporary, interdisciplinary, and outcome-oriented. It also promotes benchmarking against national and international practices, thereby enhancing the overall quality and credibility of the university's academic processes.
11.4	Are there other strategies to review academic programmes besides the academic council? If yes, give details about what, when and how often are such reviews made?	The university adopts a multi-layered, evidence-based, and participatory approach to programme review, involving internal mechanisms, external experts, industry partners, and student/alumni feedback. This ensures holistic academic quality and continuous improvement beyond the Academic Council. The university involves independent subject experts from reputed universities or research institutions that provide unbiased evaluation of programme design, outcome attainment, and benchmarking against national and global standards. It also Involves industry leaders, employers, practitioners, and alumni that reviews skills relevance, employability aspects, internship structure, and emerging industry needs. These strategies ensure that programmes are aligned with job market trends. Besides, the university makes systematic comparison of programme design, credit structure, learning outcomes, and pedagogy that help maintain global competitiveness. The multi-layered review process includes faculty experts, external academic specialists and industry representatives. They, collectively, review the curriculum structure, learning outcomes, pedagogy, and student performance. Importantly, the university carefully reviews structured feedback from current students and give importance to satisfaction survey. It helps identify issues in course delivery, workload, assessment methods, and learning resources in order to rigorously maintain the Objective Based Education (OBE). Besides, the university regularly conducts national and international level conferences where both the students and

		faculty members present their research papers before distinguished and acclaimed academicians from different fields. The presentations and research papers are published from renowned publication houses. They develop research enthusiasm among the students and faculty members. The university also conducts workshops and mentoring programmes to inculcate research pedagogy.

J.   Research Profile
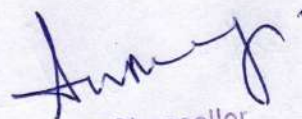
12.1	**Faculty-wise and Department-wise** information to be provided in respect of the following:-	
	Student Teacher Ratio	University's optimal student–teacher ratio is central to delivering high-quality education as it promotes focused guidance, improved learning experiences, and stronger academic performance. Kindly find the details attached in **Annexure-12.1A**
	Class Rooms	The classrooms of the University are technically well-equipped. The university provides smart classrooms to every student for better understanding of each subject. Kindly find the details attached in **Annexure-9.2**
	Teaching labs	The teaching laboratories of the university are fully equipped with latest equipment required for cutting-age teaching-learning and research. Kindly find the details attached in **Annexure-12.1C**
	Research labs (Major Equipment's)	Sufficient number of Laboratories are available. The research laboratories of the university are rich in technical support and research facilities. Kindly find the details attached in **Annexure-12.1D**
	Research Scholars (M. Tech., Ph.D., Post-Doctoral Scholars)	The university has research scholars in M.Tech. and Ph.D. courses across

		various departments. Kindly find the details attached in **Annexure-12.1E**
	Publications in last 3 years (Year-wise list)	Faculty members have meticulously published their research articles and book chapters in various renowned journals and books published by houses of national and international repute. Kindly find the details attached in **Annexure-12.1F**
	No. of Books Published	Faculty members of the University have published with several renowned national and international publication houses. Kindly find the details attached in **Annexure-12.1G**
	Patents	The faculty members of the university have numerous patents, both published and granted. Kindly find the details attached in **Annexure-12.1H**
	Transfer of Technology	The University has demonstrated effective transfer of technology through the in-house development of innovative engineering solutions by its Mechanical and Electrical Engineering departments. • The Department of Mechanical Engineering developed an in-house robotic system designed for contactless operations, including automated sanitiser dispensing and mobility-assisted service delivery during campus events and in designated areas. • This robotic innovation enhances campus safety and operational efficiency, demonstrating the department's expertise in automation and applied engineering design.

		• The Department of Electrical Engineering conceptualised and fabricated an energy-efficient automobile entirely in-house, aimed at sustainable mobility solutions. • The vehicle is utilised on campus as an emergency transport system for timely assistance in moving injured or unwell personnel to designated support points. • These projects exemplify successful indigenous technological innovation and practical application, reflecting the University's commitment to transferring technology for institutional and community welfare. Kindly find the details attached in **Annexure-12.1I**
	Inter-departmental Research (Inter-disciplinary)	The University has consistently prioritised research initiatives grounded in both scholarly intent and a strong praxis-oriented approach, reflecting the altruistic values embedded in its institutional motto. In keeping with this vision, the University actively encourages interdisciplinary research collaborations to harness the full academic potential of its diverse disciplines and faculty members. The following points outline the key initiatives undertaken in this regard: The University has established a dedicated Centre for Interdisciplinary Studies to promote cross-disciplinary research and academic engagement. One of its key initiatives is the Monthly

Faculty Lecture Series, which serves as a platform for researchers and faculty members from diverse domains to interact, exchange perspectives, and explore interdisciplinary research themes. For instance, a lecture on Tagore Studies, originating from the literary domain, drew participation from faculty members in Psychology and various Engineering departments. Similarly, a session on genetic risk factors was attended by scholars from the Departments of Literature, Language, and Cultural Studies, demonstrating the Centre's role in bridging disciplinary boundaries.

This cross-disciplinary engagement has generated several academic initiatives and collaborative research projects. One of the earliest was the planning, submission, and successful execution of the ICSSR-funded study titled "Post-COVID Era and the Zero Generation: Vulnerability, Resilience and Adaptive Capacity in Ageing Communities of Selected Urban Spaces of North-East India." The project brought together researchers from the Departments of Language, Literature and Cultural Studies, Psychology, Journalism and Mass Communication, and Biotechnology, reflecting the University's commitment to rigorous and meaningful interdisciplinary research.

The University has also organised several conferences that reflect its strong cross-disciplinary orientation. A

Vice Chancellor
Swami Vivekananda University
Barrackpore, West Bengal

| | | notable example is the International Conference on "Scripting SDGs: Strategies of Affirmative Action and Capacity Building," jointly convened by the Departments of Language, Literature and Cultural Studies and Education. This initiative not only demonstrated effective academic collaboration across disciplines but also opened new avenues for research and dialogue in the broader field of sustainable development. The conference explored strategies for inclusive development, equity-driven policy frameworks, and capacity-building models that address contemporary socio-economic challenges.

The conference aimed to strengthen interdisciplinary collaboration by bringing together experts from diverse fields to address complex scientific and sustainability challenges. It promoted the integration of knowledge through cross-disciplinary discussions, workshops, and technical sessions that encouraged innovative problem-solving. The event showcased cutting-edge research in sustainability and technology while addressing global concerns related to renewable energy, sustainable materials, smart cities, water management, and environmental protection. In addition, it supported capacity building for early-career researchers and students through mentoring and skill-development opportunities, and |
| --- | --- | --- |

Vice Chancellor
Swami Vivekananda University
Barrackpore, West Bengal

fostered meaningful industry–academia partnerships to drive sustainable innovation. By facilitating international networking and long-term collaborative possibilities, the conference contributed to advancing global discourse on sustainability and inspired future research in this vital domain.

Another significant interdisciplinary initiative was the International Conference on "Media, Culture and Audience: Contemporary Issues and Challenges," jointly organised by the Department of Journalism and Mass Communication and the Department of Language, Literature and Cultural Studies. The collaboration brought together scholars from diverse fields to engage in critical discussions on media practices, cultural representation, and evolving audience dynamics in the contemporary digital landscape. Beyond the conference, the two departments have also collaborated on multiple joint research projects and publications, strengthening the University's interdisciplinary research culture and academic output.

In addition to its research initiatives, the University systematically integrates interdisciplinary collaboration into its skill development programmes. The University's departments jointly organise training sessions, certificate courses, and lecture series for students, working professionals, and external stakeholders, thereby
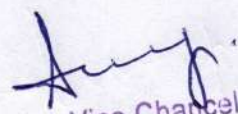
strengthening both academic and professional competencies. A notable instance is the collaboration between the Department of Language, Literature and Cultural Studies and the Department of Psychology, which jointly conducted soft skills and communication training for personnel of the Barrackpore Police Commissionerate, with a focus on enhancing civic interaction and managerial effectiveness. This initiative reflects the University's commitment to extending its academic expertise toward practical, community-oriented capacity building and institutional outreach.

The establishment of the Centre for Peace and Ethics in the Age of AI reflects the University's ongoing pursuit of scholarly excellence through interdisciplinary collaboration across diverse linguistic and disciplinary domains. This interdisciplinary centre critically examines notions of peace and ethical challenges emerging in a world increasingly shaped by artificial intelligence. The Centre has already conducted a three-month certificate programme focused on AI ethics and peace, and is preparing to organise its inaugural conference, further advancing research and dialogue in this vital area.

Collectively, these initiatives exemplify the University's unwavering commitment to cultivating a dynamic culture of inquiry, innovation, and

Vice Chancellor
Swami Vivekananda University
Barrackpore, West Bengal

		social responsibility. By seamlessly integrating rigorous scholarly research with meaningful community engagement and fostering platforms for interdisciplinary exchange, the University actively nurtures an environment where ideas are translated into transformative actions. Supported by a growing network of collaborative centres, robust academic partnerships, and community-focused skill development programmes, the University remains steadfast in its mission to advance knowledge that is both intellectually rigorous and profoundly responsive to societal needs.
		Kindly find the details attached in **Annexure-12.1J**
	Consultancy	The University undertakes a range of community-oriented consultancy activities driven by an altruistic commitment to social development and public service. These initiatives reflect the meaningful application of academic expertise for societal benefit.
		• Infrastructure Assessment & Safety
		Carried out Non-Destructive Testing (NDT) of selected municipal structures to provide assistance in safety assessment and planning.
		• Government Service Preparation Training
		Conducted training sessions for government job aspirants from the Barrackpore I Gram Panchayat to

		support skill development and exam preparedness among rural youth.
		• Professional Skills Enhancement
		Organized soft skill development and communication training for personnel of the Barrackpore Police Commissionerate to strengthen professional interactions.
		• Soil Quality Testing for Farmers
		Provided soil testing and basic agronomic guidance to local farmers as part of the University's community outreach and CSR initiatives.
		Kindly find the details attached in **Annexure-12.1K**
	Externally funded Research Projects	Externally funded research forms a vital component of a university's academic and innovation ecosystem. It refers to research projects that receive financial support from agencies outside the institution—such as government ministries, national and international funding bodies, industry partners, corporate organizations, non-profit foundations, and global research consortia. Swami Vivekananda University's faculty members who have received externally funded research projects have enabled the university to expand the scope and impact of their scholarly work, supporting advanced investigations, interdisciplinary collaborations, and community-oriented solutions.
		Such funding not only strengthens the university's research capabilities but

Vice Chancellor
Swami Vivekananda University
Barrackpore, West Bengal

| | | also promotes excellence by encouraging faculty and students to engage with contemporary scientific, technological, and societal challenges. Externally funded projects, in Swami Vivekananda University, often involve competitive peer-reviewed grants, ensuring that the research meets high standards of quality, relevance, and innovation. Moreover, collaborations arising from funded research enhance knowledge exchange, foster international partnerships, and create pathways for patents, publications, and technology transfer.

Kindly find the details attached in **Annexure-12.1L** |
| | Educational Programmes Arranged | Swami Vivekananda University has established a distinguished network of Centres of Excellence dedicated to advancing cutting-edge learning, research, and skill development across diverse disciplines. These centres serve as intellectual and creative hubs designed to equip students with the competencies required to thrive in an era shaped by rapid technological advancement, global interconnectedness, and evolving socio-cultural landscapes. Rooted in the philosophy of holistic education and inspired by Swami Vivekananda's ideals of knowledge, innovation, and human development, the Centres of Excellence embody the university's commitment to academic excellence, societal relevance, and transformative learning. |

Vice Chancellor
Swami Vivekananda University
Barrackpore, West Bengal

Centre for Australian Studies

The Centre for Australian Studies serves as a dynamic academic hub dedicated to advancing scholarly engagement with Australia's history, culture, politics, environment, and contemporary society. Established to foster deeper international understanding, the Centre promotes interdisciplinary research, teaching, and collaborative initiatives that explore Australia's multicultural identity, Indigenous heritage, literary traditions, economic developments, and geopolitical relevance within the Indo-Pacific region. Through academic programmes, visiting lectures, and joint research projects with Australian universities and cultural institutions, the Centre provides a platform for meaningful cross-cultural dialogue. It also organizes conferences, film screenings, art exhibitions, and policy discussions that highlight Australia's contributions to global thought and innovation. By cultivating expertise in Australian studies and strengthening international academic partnerships, the Centre contributes significantly to global education, comparative research, and cultural diplomacy, enriching the intellectual environment of the university.

Centre for Scottish Studies

The Centre for Scottish Studies is a dedicated academic platform that promotes interdisciplinary exploration

Vice Chancellor
Swami Vivekananda University
Barrackpore, West Bengal

of Scotland's rich cultural, historical, and intellectual heritage. The Centre focuses on key areas such as Scottish literature, history, folklore, philosophy, political evolution, and contemporary societal developments. It also highlights Scotland's enduring contributions to global thought—from the Scottish Enlightenment to modern innovations in science, arts, and governance. By encouraging collaborations with Scottish universities and research institutes, the Centre enables international academic partnerships. It regularly hosts lectures and certificate courses that celebrate Scotland's artistic traditions, linguistic diversity, and national identity. Through research, outreach, and cross-cultural engagement, the Centre for Scottish Studies enriches the university's academic landscape, nurtures global perspectives, and strengthens scholarly understanding of Scotland's significant historical and contemporary influence.

Centre for Peace and Ethics in the Age of AI

The Centre for Peace and Ethics in the Age of AI is a forward-looking academic initiative dedicated to examining the ethical, social, and humanitarian dimensions of emerging technologies. In an era where artificial intelligence is reshaping global systems—from governance and security to communication and everyday life—the Centre provides a vital platform for

Vice Chancellor
Swami Vivekananda University
Barrackpore, West Bengal

interdisciplinary research, critical inquiry, and policy dialogue. Anchored in principles of human dignity, justice, and global peace, the Centre focuses on key issues such as ethical AI design, responsible innovation, algorithmic fairness, digital rights, and the implications of AI for conflict prevention and peacebuilding. It facilitates collaborative research involving scholars from philosophy, computer science, law, international relations, and social sciences, alongside industry experts and civil society organizations. Through conferences, lectures, Certificate courses and educational programmes, the Centre promotes informed understanding of how AI can be harnessed for societal well-being while mitigating risks related to bias, surveillance, autonomy, and inequality. By shaping ethical frameworks and fostering global partnerships, the Centre for Peace and Ethics in the Age of AI plays a crucial role in guiding technology toward a more equitable, peaceful, and humane future.

Centre for Gender Studies

The Centre for Gender Studies is a vibrant academic space committed to advancing critical research, teaching, and dialogue on gender, equality, and social justice. Grounded in interdisciplinary scholarship, the Centre explores the complex intersections of gender with culture, society, economics, politics, health, and

technology. It serves as a platform for examining contemporary issues such as gender-based violence, representation in media, LGBTQ+ perspectives, labour and leadership disparities, and the evolving dynamics of identity and embodiment. The Centre collaborates with national and international higher academic institutions, and community groups to promote evidence-based policymaking and socially engaged research. Through seminars, awareness, certificate programmes, and capacity-building initiatives, it fosters inclusive thinking and empowers students, researchers, and practitioners to become advocates for equity. By nurturing a culture of sensitivity, critical inquiry, and solidarity, the Centre for Gender Studies strengthens the university's commitment to creating a more informed, equitable, and inclusive society.

Centre for Interdisciplinary Studies

Started in December, 2024, the Centre for Interdisciplinary Studies serves as a dynamic academic platform that brings together diverse disciplines to address complex global, national, and regional challenges. Rooted in the understanding that meaningful innovation often emerges at the intersections of knowledge, the Centre promotes collaborative research, cross-faculty engagement, and integrated teaching practices that transcend traditional academic boundaries. The

Vice Chancellor
Swami Vivekananda University
Barrackpore, West Bengal

Centre facilitates dialogue among scholars from the sciences, social sciences, humanities, engineering, management, and emerging fields, encouraging them to collectively explore themes such as sustainability, public health, digital transformation, cultural studies, governance, and technological ethics. It supports joint research projects and specialised academic programmes that broaden perspectives and inculcate intellectual creativity. By nurturing a culture of openness, curiosity, and cross-pollination of ideas, the Centre for Interdisciplinary Studies enhances the university's research ecosystem and empowers students and faculty to develop holistic, innovative solutions to the multifaceted problems of the modern world. The Centre also offers Ph. D. course and conducts regular Faculty Lecture Series.

Centre for Performing Arts

The Centre for Performing Arts is a vibrant cultural and academic hub dedicated to nurturing creative expression, artistic excellence, and scholarly engagement across diverse performance traditions. Encompassing music and theatre practices, the Centre serves as a platform for both the preservation of classical forms and the exploration of innovative, interdisciplinary artistic expressions. Through structured training programmes, workshops, masterclasses, and collaborations with

eminent artists and cultural institutions, the Centre provides students with rich experiential learning opportunities. It also hosts performances, festivals, lecture-demonstrations, and community outreach initiatives that celebrate artistic diversity and promote cultural dialogue. By integrating practice with theory and fostering an environment where creativity thrives, the Centre for Performing Arts enhances the university's cultural landscape and inspires future generations of performers, scholars, and arts enthusiasts.

Centre for Tagore Studies

The Centre for Tagore Studies at Swami Vivekananda University was founded in the year 2024. It was inaugurated by Professor Bashabi Fraser, Professor Emerita of English and Creative Writing at Edinburgh Napier University and Honorary Fellow at the Centre for South Asian Studies at the University of Edinburgh. The Centre aims to promote advanced, interdisciplinary research on the life, works, and philosophy of Rabindranath Tagore while fostering a deeper understanding of his contributions to literature, education, art, and global humanism. It seeks to encourage critical scholarship on Tagore and his contemporaries within the socio-cultural milieu of nineteenth- and early twentieth-century Bengal, and to preserve, document, and disseminate archival materials and

Vice Chancellor
Swami Vivekananda University
Barrackpore, West Bengal

resources related to Tagore. The Centre regularly organizes seminars, lectures series, and conferences to stimulate meaningful academic dialogue, and collaborates with national as well as international institutions for research exchanges. It has future plans for publications, translations, and digital humanities projects to facilitate global access to Tagore's works, and provides guidance and opportunities to young researchers through fellowships and training programmes.

Among other most prominent initiatives within this framework are the Centre for Artificial Intelligence, Centre for CAD, Centre for Robotics, Centre for Quantum Computing and Centre for Geo-Informatics. Each centre addresses a distinct domain of contemporary importance while collectively contributing to a multidisciplinary ecosystem of innovation.

The Centre for Artificial Intelligence aims to demystify AI technologies and foster a vibrant learning community engaged in hands-on exploration of machine learning, data analytics, and automation. Through six-month certificate programmes, including a complimentary IBM Cognos Analytics course, the Centre empowers students to navigate the expanding digital economy with confidence and competence. It strives not only to impart technical proficiency but also to
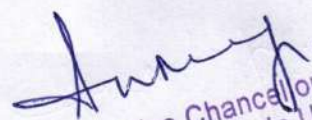

cultivate ethical awareness and responsible innovation.

Complementing this is the Centre for CAD, which emphasises precision engineering, design thinking, and digital modelling. By offering advanced training in computer-aided design, the Centre nurtures creativity and technical expertise, preparing students for careers in engineering, architecture, and industrial design. Its mission includes fostering industry partnerships to enable real-world exposure and collaborative problem-solving.

The Centre for Robotics stands at the intersection of mechanical engineering, electronics, and computer science. Designed to inspire curiosity and entrepreneurship, it provides students with immersive experience in robotic systems, automation, and intelligent machines. Through structured training and project-based learning, the Centre promotes innovation-driven thinking and encourages students to develop practical solutions for contemporary challenges.

At the frontier of scientific discovery, the Centre for Quantum Computing represents the university's aspiration to lead in one of the most transformative fields of emerging technology. Focused on interdisciplinary research, ethical frameworks, and advanced computational training, the Centre equips learners with a foundational

understanding of quantum theory and hands-on experience with quantum algorithms. Its mission underscores global leadership, responsible innovation, and the pursuit of meaningful scientific advancement.

The Centre for Geo-Informatics addresses critical environmental and societal challenges through the applications of GIS, remote sensing, and geospatial technologies. By training students in cartographic analysis, spatial data interpretation, and environmental modelling, the Centre contributes to sustainable development efforts and supports evidence-based decision-making. Its outreach initiatives further underline its role in community engagement and applied research.

Across these diverse centres, a common aspiration emerges: to provide accessible, high-quality certificate programmes that bridge academic theory with practical expertise. Most centres offer six-month courses open to final or pre-final-year students, ensuring early exposure to industry-relevant skills. Selection processes, eligibility criteria, and structured curricula reflect the university's dedication to maintaining rigorous academic standards.

Collectively, the Centres of Excellence at Swami Vivekananda University form a vibrant ecosystem that encourages interdisciplinary learning, sparks

Vice Chancellor
Swami Vivekananda University
Barrackpore, West Bengal

		innovation, and cultivates leadership. They serve as catalysts for nurturing future-ready graduates capable of contributing meaningfully to technological, cultural, and societal progress. Through these centres, the university reinforces its vision of empowering students with knowledge, creativity, and purpose—aligning education with the needs of the present while preparing learners to shape the future with confidence and integrity. Kindly find the details attached in **Annexure-12.1M**

K. Misc

13. Details of Non-Teaching Staff

13.1	Details of Non-Teaching Staff					
Name	**Designation**	**Age**	**Qualification**	**Scale of Pay**	**Date of Appointment**	**Trained Yes/No If yes, Details**

(Kindly refer to the details attached in **Appendix-XVIII/Annexure-13.1**)

13.2	Summary of the Non-Teaching Staff		Particulars of **Administrative Staff**	Female	Male	Total	
			Group-A	3	18	21	
			Group-B	0	13	13	
			Group-C	56	137	193	
			Group-D	57	88	135	
			Sub Total	116	256	362	
			Technical Staff				
			Group-A	0	0	0	
			Group-B	0	1	1	
			Group-C	3	28	31	
			Group-D	0	0	0	
			Sub Total	3	29	32	
			GRAND TOTAL	119	285	394	

Vice Chancellor
Swami Vivekananda University
Barrackpore, West Bengal

13.3	No. of Non-teaching staff category wise	Category	Female	Male	Total
		SC	10	31	41
		ST	1	2	3
		OBC	2	21	23
		PH	0	0	0
		General	100	195	295
		Total	**113**	**249**	**362**

13.4	Ratio of Non-teaching staff to students	**0.03 : 1**
13.5	Ratio of Non-teaching staff to faculty	**0.69 : 1**

14.   Academic Results

14.1	Faculty-wise and course-wise academic results of the past 3 years	Kindly find the details attached in **Annexure-14.1**

S.No.	Course	No. of Candidates appeared	Result
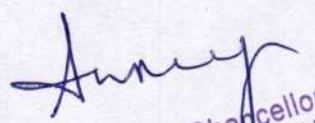
15.   Accreditation

15.1	Whether Accredited by NAAC? If yes please provide the following details: Date of Accreditation: Period Grade CGPA Grading System Followed	Application for the NAAC accreditation shall be duly applied for by the University.
15.2	Whether courses are accredited by NBA? If yes please provide course-wise details as under:-	Application for the NBA accreditation shall be duly applied for by the University.

S. No.	Course	Whether Accredited	Period of Accreditation

15.3	Other Accreditations, if any	The university is recognised and accredited by prominent national and state regulatory bodies, ensuring the highest standards of academic integrity and governance. It is duly affiliated and recognised by the University Grants Commission (UGC), affirming compliance with national benchmarks for higher education. In addition, the institution holds recognition from the Government of West Bengal and the West Bengal Higher Education Department, which underscores its legitimacy, statutory approval and commitment to state-level

Vice Chancellor
Swami Vivekananda University
Barrackpore, West Bengal

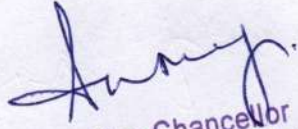|		
		educational priorities. Furthermore, programmes under the School of Law are approved by the Bar Council of India (BCI), guaranteeing that legal education meets professional and regulatory requirements. These approvals, collectively, reinforce the university's credibility, quality assurance, and dedication to delivering rigorous and industry-relevant education.
15.4	Any other information (including special achievements by the University which may be relevant for the University)	The University has signed Memorandums of Understanding (MoUs) with prominent national and international academic institutions and universities including the University of Wollongong, Peerless Hospital, Apollo Hospitals, TERI School of Advanced Studies, Scottish Centre of Tagore Studies, Victoria Institution, Lincoln University, University of Glasgow to name a few. The University has earned several notable recognitions for its commitment to quality education and academic excellence. It received the Education Eminence Award 2025, the News18 Bangla Excellence Award for Academic Infrastructure and Activities, the Zee 24 Ghanta Education Excellence Award 2024, and the ABP Ananda Shiksha Samman 2025. These honours acknowledge the institution's sustained efforts in strengthening academic standards, enhancing student development, and adopting innovative educational practices. In addition, the University was ranked 4th in the "Emerging State Private University" category by the Outlook Ranking 2024, reflecting its growing reputation and progressive approach to higher education. Together, these achievements highlight the University's dedication to delivering quality education, promoting continuous improvement, and contributing meaningfully to the higher education landscape. Kindly find the details attached in **Annexure-15.4**

16.   **Strength and Weaknesses of the University**

Vice Chancellor
Swami Vivekananda University
Barrackpore, West Bengal

16.1	Strengths of the University	The university stands as a beacon of inclusive education, deeply rooted in the rural sector, committed to providing affordable and accessible higher learning opportunities to a wide range of students. With a vision to empower rural youth and uplift marginalized communities, the institution bridges the gap between traditional rural economies and the evolving corporate landscape. Its low fee structure and the provision of state and central stipends make higher education attainable for economically weaker sections, ensuring that financial constraints do not hinder the pursuit of knowledge.

The university stands as a beacon of inclusive education, deeply rooted in the rural sector, committed to providing affordable and accessible higher learning opportunities to a wide range of students. With a vision to empower rural youth and uplift marginalized communities, the institution bridges the gap between traditional rural economies and the evolving corporate landscape. Its low fee structure and the provision of state and central stipends make higher education attainable for economically weaker sections, ensuring that financial constraints do not hinder the pursuit of knowledge.

A defining characteristic of the university is its nurturing academic environment, where teacher-student relationships are built on mutual respect, mentorship, and guidance. This close-knit bond fosters academic excellence and personal growth. The cordial interaction among teachers, non-teaching staff, and the administration creates a harmonious and efficient institutional culture, promoting transparency, teamwork, and a sense of shared purpose.

The university also plays a crucial role in regional development by engaging in research and community-oriented projects that contribute to the economic and social progress of rural areas. Through skill development programs, internships, and industry linkages, it creates pathways for students from marginalized backgrounds to connect with the corporate world, thereby facilitating socio-economic mobility and reducing disparities. In essence, the university acts as a transformative force—strengthening rural education, fostering inclusive growth, and building bridges between local communities and broader economic opportunities.

Key Strengths:

At our university, we firmly believe that education is a right, not a privilege. In line with our mission to foster inclusive, equitable, and accessible learning opportunities for all, we have developed a robust scholarship and funding ecosystem to support students from diverse backgrounds. Whether you're applying for an undergraduate degree or a postgraduate program, a wide range of financial assistance options are available to help you realize your academic dreams without financial barriers.

In addition to internal funding, our university actively facilitates access to government scholarship schemes at state level. These include the Swami Vivekananda Merit Cum Means (SVMCM) is available for eligible candidates.
Through these initiatives, our university aims to eliminate financial barriers, promote equity in education, and nurture talent across all socio-economic groups. Education should not be a burden—it should be a gateway to growth, innovation, and empowerment.

- Rural Sector Focus:
It is deeply embedded in the rural landscape, the university addresses the educational and developmental needs of rural communities.

- Low Fee Structure and Affordability:
It ensures that quality education remains within reach for students from economically weaker and marginalized backgrounds.

- Support through Stipends:
Many students benefit from state and central government stipends, enhancing financial accessibility and reducing dropout rates. In most of the courses, the course fee of the university is as low and affordable as the government run courses. Maximum number of students get benefitted in completing the courses

while accessing the state and central government stipends and scholarships.

- Connecting Larger Sections of Society:

The university serves as a unifying educational hub, connecting diverse populations from rural and semi-urban areas to mainstream academia.

- Strong Teacher–Student Relationship:

Encourages personalized attention, mentorship, and academic guidance, yielding a supportive and engaging learning atmosphere.

- Healthy Institutional Relationships:

Promotes cooperation and respect among teaching, non-teaching, and administrative staff, ensuring smooth functioning and institutional harmony.

- Contribution to Rural Economic Development:

Acts as a catalyst for local growth through research, entrepreneurship promotion, and extension activities that benefit the rural economy.

- Bridge between Marginalized Families and the Corporate Sector:

Facilitates student placement, vocational training, and corporate partnerships, enabling social and economic mobility for underprivileged students.

- Quality Faculty Members

Quality faculty members form the backbone of a successful university. In Swami Vivekananda University, their academic expertise, professional experience, and commitment to student development collectively enhance the institution's overall learning environment. Highly qualified teachers, in the university, bring with them rigorous subject knowledge, research capabilities, and innovative pedagogical practices that enrich classroom instruction. They serve not only as educators but also as mentors, guiding students in academic pursuits, career choices, and personal growth. High quality faculty members contribute significantly to the university's research output, publications, and collaborative projects, thereby elevating the institution's academic reputation. Their involvement in conferences, seminars, and interdisciplinary initiatives ensures that students are exposed to the latest developments in their fields. By fostering an inclusive, supportive, and intellectually stimulating environment, dedicated faculty members of the university help create a culture of excellence that drives both individual and institutional success. Faculty members also appear for NPTEL courses to further explore their research dimensions and excellence. Swami Vivekananda has received special recognition for performing exceptionally well in NPTEL examinations.

Research Environment

A strong research environment is a defining feature of a progressive university. It fosters curiosity, innovation, and critical thinking by providing students and faculty with the resources and freedom to explore new ideas. In Swami Vivekananda University, well-equipped laboratories, access to digital databases, research funding, and interdisciplinary collaboration form the backbone of an effective research ecosystem. A supportive research culture in the campus encourages faculty to pursue advanced studies, publish high-quality work, and engage in national and international collaborations. Students, too, benefit from hands-on research opportunities that enhance their academic training and prepare them for professional or academic careers. Regular workshops, seminars, and conferences stimulate intellectual exchange and help build a vibrant scholarly community. By promoting ethical practices, innovation, and continuous inquiry, a robust research environment contributes significantly to

the university's academic excellence and societal impact.

- Safety and Security

Campus safety and security play a crucial role in creating a supportive and conducive learning environment for students, faculty, and staff. Swami Vivekananda University's campus ensures that academic activities, research, and co-curricular engagements can take place without disruption or fear. It typically adopts a multi-layered approach to security that includes physical infrastructure, professional security personnel, technological surveillance, and well-defined emergency protocols. Key components of the university's campus safety include well-lit pathways, controlled entry and exit points, regular patrolling by trained security staff, and the presence of CCTV surveillance in critical areas. The university also has gender-sensitive safety policies, anti-ragging committees, and grievance redressal mechanisms to ensure psychological and social security. Emergency response systems, such as helplines, medical support units, fire-safety measures, and disaster-management plans, further strengthen the safety infrastructure of the campus. Awareness programmes, self-defence workshops, and orientation sessions impart safety knowledge to students. University's proactive and transparent safety framework not only builds trust within the campus community but also contributes to a positive institutional reputation. In a nutshell, the university's secure campus fosters academic excellence, personal growth, and an inclusive environment where every individual feels protected and valued.

- Mental Well-being and Performativity

The university believes in the mental well-being of the students along with their academic developments. It runs the Centre for Performing Arts where regular theatre workshops and performance take place. It also conducts theatre festivals in the campus. Besides, the Centre offers certificate courses on theatre practice and music production so that the students can enable themselves to reach at the fullest potential in learning the principles of a happy life.
Sports

A well-designed sports facility is an integral component of a holistic university ecosystem, contributing significantly to students' physical well-being, mental health, teamwork, and overall personality development. Modern universities increasingly recognise the role of sports in shaping disciplined, confident, and socially active individuals. University sports facilities typically include expansive outdoor grounds for games such as cricket, football and athletics, along with indoor complexes equipped for badminton and table-tennis. Open air gymnasiums with modern equipment support fitness training and strength building, while the Centre for Happiness and Well-being foster mindfulness and stress relief. Overall, robust sports infrastructure in a university not only nurtures sporting talent but also builds a vibrant campus life, promotes camaraderie, and supports students in maintaining a balanced lifestyle alongside academic pursuits.

Kindly find the details attached in **Annexure-16.1**

16.2	Weaknesses of the University	Global Ranking & Visibility: While the University enjoys strong local recognition, initiatives are underway to enhance visibility in national and international ranking frameworks.

• Funding Expansion: Existing resources are managed effectively; however, the University is actively exploring additional funding sources to strengthen large-scale research and infrastructure.
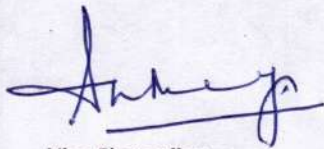• Digital Transformation: ICT-enabled systems are well established, and |

| | | phased initiatives are being implemented to integrate advanced Ed-Tech tools and AI-based learning platforms. |
| | | • Research: Research output is consistent; the University is further aligning projects to national priorities and global challenges and to address sustainability issues to maximize societal and academic impact. |

Certificate

This is to certify that all the information provided above is true to the best of my knowledge and belief. The University will adhere to the rules, regulations and guidelines of the UGC, Central Government and relevant Statutory Council(s) and abide by all the provisions under the UGC Regulation.

The above information is also posted on the website of the University https://www.swamivivekanandauniversity.ac.in/

Signed and Sealed by the Head of the Institution

Vice Chancellor
Swami Vivekananda University

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Barrackpore, West Bengal