



SELF STUDY REPORT

FOR

3rd CYCLE OF ACCREDITATION

SALESIAN COLLEGE

SALESIAN COLLEGE, SONADA PO SONADA DARJEELING

734209

www.salesiancollege.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

February 2019

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Salesian College a Christian Minority Institution established in 1933 (Shillong), 1938 (Sonada) and 2009 (Siliguri). Arriving at NAAC accreditation third cycle has been a fulfilling journey of growth as an institution. The self study report presently includes:

Firstly, curriculum, defines psychological and social development of students incorporating scientific, analytic and reflective approach towards empowering oneself. Besides prescribed curriculum career oriented programs and community participation are designed for the holistic development of students. Each department motivates and provides them the platform to showcase their curricular and extra-curricular talents.

Secondly, teaching which facilitates desired behavioral change in an individual who learns is evaluated to assess the effectiveness of teaching and learning. A detailed framework of teaching learning process with the methods of evaluation in the institute are outlined and substantiated.

Thirdly, the faculty has been involved in minor research projects funded either by UGC, ICSSR, IFCU or United Board. They have also published extensively in UGC recognized national and international journals, besides college's own publications. As social outreach, the students and faculty have organized several programmes in collaboration with various local NGOs.

Fourthly, The institution has one of the best infrastructures among similar institutions in North Bengal region, addressing the needs of both rural (hill region) and urban (plains region) students as well as teaching and non-teaching staff. Both campuses provide proper ambience and adequate facilities for all round development.

Fifthly, there is a holistic approach regarding students progression, deploying the 'preventive system' of education developed by Don Bosco within a congenial atmosphere ensuring student participation in all activities both inside and outside the classroom as a pedagogical practice.

Sixthly, the faculty, staff and students are administered by the Principal along with vice principal and campus coordinators seeing to the day to day academic and co-curricular programmes under the supervision of the College Coordination Council meeting each month to plan and evaluate the ordinary and extra-ordinary events of the college.

Finally, striving for excellence, meant fulfilling its social responsibilities, following the Don Bosco way offering a unique platform to enlighten the young minds for the cause of nation building.

Vision

The college aspires to be a leading institution in promoting quality through a curriculum for dynamic teaching learning inculcating an academic proficiency responsive towards the needs of the society.

By becoming a hub for innovative practices through research in the region and sensitizing the students regarding problems faced by the local people through social awareness programmes.

Imparting quality education to the students of the institute in order to enhance their intellectual competence, reasonableness, moral uprightness, social sensitivity and emotional balance.

For building the future citizens who will be socially and morally conscious as upright citizens meeting the aspirations of the larger society by utilizing these acquired attributes.

The college aspires to motivate the students to actively participate in college life and experience leadership, independence and success.

Thereby to be a premier educational institution for graduate, post graduate studies and research activities by educating leaders of the future.

The educative community of Salesian College endeavours to excel in the preparation of noble citizens and leaders and thus seek to be a transformational force through our motto *flamma ardens et lucens* – a flame that enlightens and enlivens.

Salesian College thus aims to enliven its environment with the adopted institutional values and strives to implement and continue with the best practices that has been inculcated since its inception with an objective to make competent and sensitive citizens who appreciate values.

Mission

The college endeavours to provide a participative and growth oriented domain. The aim of the curriculum is to ensure excellent standard that would bring the futuristic perspective among the students by empowering them to self-sustain in this competitive world.

To engage in the preparation of noble citizens, advancement of academic scholarship, providing professional and social services, through the preventive system of education based on Reason, Religion and Loving kindness, taught and practiced by the founder patron of the institute, St. John Bosco.

As part of its mission of catering to local needs, the college has a dedicated community radio channel which broadcasts regular programmes on various issues. The college also has a Youtube channel which features academic discussions by faculty and students of various departments. The Salesian Research Centre oversees various seminars, workshops, conferences and the publication of the bi-annual Salesian Journal of Humanities and Social Sciences.

To leverage the intellectual capital through research activities and creating knowledge integration platforms in India and abroad.

To synergize activities and institutes through infrastructure sharing, industry interface, faculty and student

exchange programs.

To establish value creating networks and linkages with corporate, industries, educational institutes and universities of National and international importance.

To advance cultural and personal enrichment programs for the college and community members, and promote inter-collegiate competition opportunities for students.

Inculcating the spirit of righteousness among the students so that they can groom as a noble citizens of the country. The College equips them with necessary technical skills, to develop their human resource capital so that they can contribute substantially for nation building.

We strive to mould Noble Citizens, advance academic scholarship, ensure professional social services, providing right-based education catering preferentially to the less privileged and marginalized sections of society and to equip the students with skills for employability.

We fulfill the aims pertaining to the values of the institution and sustain them through the years through a process of continuous value adoption driven by environmental and ecological concerns. We thus generate and sustain the best practices and implement them in the college atmosphere.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

The following are our strengths:

- We offer Value education classes with an in house developed syllabus and career oriented programs (COP) and Remedial classes for weak and needy students.
- Research oriented project works and Internship in Community Radio, corporate and business houses and skill based programs besides collaboration with various industries and institutes for students and faculty development.
- The process of teaching-learning and evaluation caters to the all-round development monitored through the weekly unitization reports by individual faculty.
- An active Research and Translation center interfacing with local community and a well equipped library with access to e-journals through Infilbnet. It has several MOUs and collaboration with national and international Universities/Institutes. The NSS, Youth Centres, Community Radio and the Salesian Youtube channel fulfill the social extension activities.
- The college has adequate infrastructure and land for further expansions in the central part of the city located only 15 km from the airport and 7 km from the train station and is surrounded by more than a dozen prominent schools of the city. It has Green campus in both locations and the possibility of mutual exchange and exposures.
- For the students support and progression, the college initiates various sports, cultural and academic activities. The Alumni assists in the growth of the college by conducting various programmes and placements. The NSS and NCC wing facilitates the students for social outreach programmes. Financial aid is provided to students from economically weaker sections.
- The college has a distinct strength in its governance, leadership and management having shared responsibility through delegation of authority and a decentralized system of administration. College

being part of an international religious society, administrative processes are monitored at local, regional, national and international levels. The college manages multicultural and multi ethnic diversity in the student and faculty community. The management of the college has regular feedback system in place from all the stake holders.

- The college has a unique advantage in promoting communal harmony and social cohesion in its Dual Co-education campus offering various skill enhancing and value based courses. Students and faculty are adaptive to institutional values.

Institutional Weakness

The Identified Weaknesses are:

- Lack of updated and revised syllabus as well as syllabus provided field exposure in some courses and departments.
 - Different levels of motivation among the diverse range of student population coming from rural, low income and hilly terrain backgrounds.
 - Status of a partially aided College is a constraint in the retention of qualified faculty for longer duration of service as they move for better opportunities or for further studies.
 - The hilly terrain and monsoon related landslips and disruption of electricity creates problems regarding steady internet facilities.
 - Need faster upgradation of infrastructure/space, as the hurdles of local administrative permissions have slowed down the constructions during the past couple of years.
 - Some of the existing built-up infrastructure, being old in nature, is in the process of being redesigned to be disabled friendly.
 - E-waste management system is rudimentary and so too location specific climate conditions prevent solar energy utilization in the older campus.
 - The college needs to start initiating online courses for the students. The students are lacking in utilising the various government initiated scholarships.
 - Founder Body needs to provide greater attention to higher education sector while it is responsible for numerous other institutions to manage. Short term service by young faculty joining the institution and moving on for further academic pursuits and public sector job opportunities needs to be addressed by the institution.
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- Involvement of Alumni in college activities especially in identifying and providing placement opportunities as to enable greater numbers availing it and being sustained in the chosen profession.

Institutional Opportunity

Our Opportunities are:

- Students exchange program with nearby institutions and International collaborations and tie ups with

corporate houses operating in the region.

- Offering more post graduate (PG) courses in newer fields like Tea & Tourism programme, Forest Management and Rural Administration and thereby strengthening research.
- Greater incorporation of innovative methods of teaching and learning, ICT supported teaching, and formative and summative evaluation of academic achievements as well as personality development.
- The Salesian Research and Translation centre is actively engaged in translating literary works from the hill and North-East region and encourages research on these regions. The Youtube channel functions as an educational platform for mass outreach. A young and vibrant faculty inclined towards research and teaching, and innovative practices.
- Solar energy utilization in the plains campus and enhancement of hydro power generation in the hill campus. Rain water harvesting and organic farming.
- Fully Wi-fi campus with registered usage records. The possibility of further development as an autonomous institution due to geographical advantage. Students would prefer to study in Siliguri as better infrastructure is being provided.
- The college has opportunities in the area of setting up of schools (deaneries) in arts and humanities, sciences and business studies. Providing room for greater departmental initiatives in finance mobilisation and management is an important opportunity to be realised. College envisages to be become an autonomous College/Rural university.
- The college conducts counseling and guidance for competitive examinations and career counseling. The vocational educational training through its various certificate and diploma courses helps the in-campus as well as off-campus candidates to pursue their desired goals and prepares them for job opportunities.

Institutional Challenge

The Challenges facing us are:

- Rigidity in the curriculum in respect to changes and ensuring the incorporation of departmental suggestions and modifications to the curriculum for a more frequent upgradation in some subjects.
- Delays in the sanction of certain UG/PG courses like BSW and BTS and few COP courses, especially those which are not being offered at the Masters level or as UG courses in other colleges in the University
- All the planned methods for carrying out the process of teaching, learning and evaluation are sometimes challenging to be implemented within a given period of time of the academic session. Motivating students to use mobile phone as only a learning tool while in campus.
- The task of creating a higher education Institution of certain recognition and reputation in this part of India, with all its constraints with regard to geography, finances, infrastructure and human resources is the real challenge. And further to contribute significantly to the larger community is another challenge. So too, attracting research grants from funding agencies.
- Working towards relocating the City dumping pit which is fairly close to plains campus along with civil society mobilisation. Expanding the Internet bandwidth in the hill campus through the collaboration of BSNL.
- Addressing the disparity (economic & educational) of student body due to rural and urban backgrounds. Engaging the college community spread across the two campuses at Sonada and Siliguri having its locational advantages for both students and teachers. Meeting the increasing competition from

upcoming colleges offering similar courses in this region.

- Rapid infrastructural development with systematic coordination in the administration and management making e-governance more rigorous and robust especially to govern two campuses of different geographical terrains is one of the challenges. Paucity of funds for speedy infrastructural development(s) and inability to raise funds from financial institutions due to founder body's religious guidelines poses a challenge to the institution.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

Curriculum, an ongoing process for holistic development of students, is explicitly communicated through handbook, College's website, prospectus, community radio, morning assembly, web lectures and through displays at prominent places inside the college campus. Curriculum is not a one way process, rather, a collaborative effort of an institution to deliver rational research base, value and practical consideration with an emphasis to provide systematic and sustainable learning experience.

Curriculum planning is a complex process where intended learning outcomes assessments, content and pedagogic requirements are communicated in structured ways. The following measures are taken by the institution for effective implementation of the curriculum - Annual Plan, Departmental plan, Course plan, Teaching Plan, Lesson Plan, Work diary, Unitization report, Handbook and Calendar. The departments fix their annual course plan including non-classroom activities, practical studies, student exchange programmes, field trips, internships, problem solving activities and COP.

The orientation programme is a vital aspect to introduce curriculum where students become acquainted to both objectives and expected outcomes in an organised manner. In order to ensure effective curriculum delivery and transaction, the college maintains a fully functioning examination committee consisting of representatives from each of the departments, continuous internal assessment comprising monthly test, semesters and selection exam, attendance records and behavioural assessments. The college ensures that the objectives of the curriculum are achieved by creating report cards of the students and periodically arranging Parents Teachers Students meeting for better transparency and understanding.

It is important to reflect and enhance the prevailing curriculum in order to meet the expected outcome and requirements. The college has therefore worked on the various aspects of the curriculum during the last five years:

- 11 Under graduates and one post graduates courses were added.
- 14 new courses and COP courses.
- 2726 students enrolled the last five years.
- 17 programs follow the CBCS.
- Two value added courses imparting transferable life skills
- COP programmes and Community Radio.
- Mass Com Video Lab for e-Content preparation
- Field project and Internships

The college is committed to carry forward the spirit of doing what is best for an institution in order to flourish and do well in future.

Teaching-learning and Evaluation

Salesian College places much importance on holistic and inclusive approach towards teaching and learning. This is ensured by adopting various techniques which are essentially student centric. The evaluation measures adopted by the institution are transparent and robust which gauge the effectiveness of the teaching learning process as well as the behavioural changes brought about in the students in both scholastic and non-scholastic areas. Some of the parameters that this criteria takes into consideration are:

Student enrolment and profile: There has been a considerable increase in the enrolment of the students in the last five academic sessions. The institution has enrolled a notable number of students from other states and the neighbouring countries like Nepal, Bhutan and Bangladesh.

Catering to student diversity: To cater to the student diversity, the institution lays emphasis on guiding the students to understand their aptitude and opt for a course or stream that is favourable to them. In addition to this, the college offers an array of co-curricular activities and career oriented programs.

Teaching Learning Process: Keeping in mind the students' individual differences, interests and capabilities, every department follows various methods like experiential learning, participative learning and problem-solving in conjunction with ICT facilities for effective dissemination of knowledge.

Teaching Profile and Quality: There are a number of Ph.D. holders, recognised research guides, experienced and qualified faculty in various departments. To further enhance the quality of the faculty and to keep them abreast with the latest and innovative practices in teaching, the college organizes various workshops, orientation and faculty development programs.

Evaluation Process and Reform: The college adopts both formative and summative evaluation in the form of university examination and continuous internal assessment. These evaluation procedures undergo changes according to the needs and demands of the time.

Student performance and Learning outcome: The college focuses on both academic as well as co-curricular performances of the students thereby organizing such activities at the college and departmental level. The learning outcome of the students is assessed on the basis of their performances in these activities.

Research, Innovations and Extension

Salesian College (Siliguri and Sonada campus) has been actively engaged in Research activities ranging from minor projects to quality publications in both National and International Journals. It is mandated to promoting social awareness amongst the local population especially in the hill areas and for that purpose it has organised several programs/workshops in conjunction with local NGOs. The college aspires to take students beyond mere classroom teaching by involving them in both research and social outreach programmes. In keeping with the Research, Innovation and Extension criteria, the following achievements of the college are being tabled:

Research:

- Minor Research Projects funded by UGC and United Board.
- Several MOUs and collaborations with national and international universities and organisations

- Extensive faculty publications in UGC recognized national and international journals.
- Active Research and Translation centre which organizes various seminars, workshops, conferences and oversees the publication of the bi-annual Salesian Journal of Humanities and Social Sciences.
- Well equipped library and access to e-journals through Infilibnet.

Innovation:

- The college is open to innovative research and teaching practices.
- Proposal for an incubation centre in the upcoming new building.

Extension:

- Dedicated community Radio station broadcasting programmes in Nepali and English languages.
- The Salesian Youtube Channel titled “Salesian Television” features academic discussions by faculty and students of various departments as part of educational outreach.
- The NSS units and the Women’s Cell have successfully carried out several projects related to environmental and social awareness such as Solid Waste Management, Human Trafficking and Women Empowerment, Medical Camps etc for students and the neighbouring local population.
- The college has various “Youth Centres” wherein students interact and engage in meaningful educational and recreational activities with youth from nearby villages.
- The college is a DBTech center which provides training to local drop-outs in vocational courses and helps them with placements.

The college is an IGNOU center providing distance education.

Infrastructure and Learning Resources

Being an 85 year old college the physical and non-physical resources have had a slow, timely and need based investment and management.

The physical resources like land, field, gardens, forest, buildings and equipment are supervised and managed by the college bursar. He is assisted in the process by the finance committee and the purchase committee. The Individual and departmental requests for capital investments are ordinarily seen to by the Bursar and if above the set limit decided through the college coordination committee and reported to the Governing Body of the college. The major capital investments in buildings are estimated and budget proposal is submitted to and approved by Governing body and forwarded to the founder body. All constructions are done through the processes of building plan approval at the local government level as per processes prevalent in the concerned Panchayat/ corporation.

Physical/infrastructural resources: The older campus has play fields created by the voluntary service of previous generations of students. The resident student body sought to the internal cleanliness and routine maintenance of the main block for over six decades with no reliance on outside labour. With the new block coming into place, even the day students do voluntary service for maintenance of cleanliness to reduce the workload of the allotted staff. The creative way of the plan of the building helps the vehicles to reach every floor, up to the seventh floor.

Building and estate maintenance is carried out by the team of support staff on a regular basis and other maintenance is done periodically by various professionals. Parking space is offered to students and faculty members free of cost and availed by many. The college has two buses for students plying on a regular basis. It also has other vehicles which are made available for the management, faculty and students for various occasions.

Student Support and Progression

Salesian college welcomes and gives equal access to students from various socio economic backgrounds. The college provides institutional freeships to the students from financially weaker backgrounds and also encourages them to apply for the various Governmental scholarships. The college ensures that every student irrespective of their caste, class, sex and financial background has the full right and opportunity to pursue higher education. A wholesome system of learning experience is provided to the students that emphasizes self learning under faculty supervision. The faculty members of the college guide the students for the preparation of various competitive examinations and some students have successfully qualified in these examinations over the past years.

Career fair is organized every year for the students. Cultural and Sports activities form an integral part of Don Bosco's system of education. Every year events like Innovision, INSCAPE, hay fever, ethnic day, comphymathix, Taverna trophy, cake baking competitions, Sports day etc are organized in the campus. The students are provided with the space and time to practice and train beyond the college hours and encouraged to balance both academics and co-curricular activities. The college has a basketball court, badminton court, volley ball court, indoor games room and a huge ground for students to play in. Students with outstanding talent in sports, music and art are given special preference during admission.

The college also facilitates students through clubs and associations which organizes events and creates an atmosphere of healthy competition in the campus. The college has an active Alumni association formed to establish a relationship between the alumni and the management to help the institution in its ongoing developmental efforts. Hundreds of alumni members of Salesian college have been serving worldwide occupying eminent positions and posts both in the Private and Government sectors. From 2013 onwards till date, 12 meetings have been held across different chapters of Alumni Association where agenda related to the welfare of the college, Alumni contribution and programmes for the social upliftment has been discussed. The Alumni maintain liaison with the college over the social media, the monthly newsletter and the alumni office.

Governance, Leadership and Management

Salesian College is managed by Salesians of Don Bosco Society represented by the President in the Governing Body. The Principal is the secretary of the Governing Body and has the duties and responsibilities assigned by the Personnel Policy promulgated by the Founder Body. College being a minority college of the Catholic Church run by the religious order of the Salesians of Don Bosco, has a Rector who serves a term of 6 years. Financial administration of the college is looked after by a Bursar/Treasurer/Economer appointed by President of the Founder Body. Internal Quality Assurance Cell (IQAC) was set up in the year 2004 which works as a body to ensure quality culture in the college in all its endeavours. IQAC functions as per NAAC requirements in understanding with the College Co-ordinating Council (CCC) and Faculty Academic Council.

College has CCC consisting of Rectors, Principal, Vice Principals and Bursars which directly look after the administrative matters of the college. Each Vice Principal of the campuses look after the day to day running of the college in terms of classes, time tables, recess of the students etc. Salesian College has appointed Campus Co-ordinators to extend support and help to the Principal and the Vice Principals. Such offices of the Campus Co-ordinators include Academics, Co-curricular Activities, Internal Audit, IT and Security and Research and Publications. They lead the Faculty Academic Council and function as the liaison between faculty and management.

College has Heads and Deputy Heads for each of the Departments and they are empowered to look after the students' welfare in academics and co-curricular activities. Faculty of the departments are assigned duties and responsibilities by the HoDs in consonance with the Principal/VP as per the Personnel Policy. College has Student Council who are elected by the students' themselves after the nomination from those who have above 75% attendance and have clearly passed the previous university (semester) exam. They help and support the smooth running of the college on a day to day basis in organising curricular and co-curricular activities for the students.

Institutional Values and Best Practices

Salesian College has always pioneered in displaying the best institutional values and practices. The institution is committed to sustainable development and addresses this goal in and through small and large endeavours. The engagement in social and environmental issues is very evident and is lauded from various quarters.

Environment consciousness and sustainability has been treated as a priority area both in terms of adopting concrete strategies on the campus and also in creating awareness among students and staff about its critical significance. Being eco-conscious, the impact of the institution on its environment was assessed through a green audit . The college adopts the policy of green practices, recycle and reuse and natural landscape predominate the campus with a rich biodiversity of flora and fauna.

The college promotes gender equity and sensitivity through various gender equity programmes. Several activities are conducted for the promotion of national values and communal harmony.

The college has been adopting several energy saving strategies in both the campuses. The college campus houses a 25 KVA isolated type hydel power station to satisfy its power requirement during the months may to November. Keeping in mind the corporate social responsibility, Salesian college has been conducting awareness programmes through ' Parents Teacher Student Association' forum to educate the students about the management of solid and e-waste.

The college continues to strive developing facilities for differently abled such as provision for lifts, ramps and rails, restrooms and so on. The college organized Inter Religious Dialogue Forum which is one of the unique endeavour to bring peace, understanding, harmony and brotherhood in the region. The college is associated with a project called " Empowering the disadvantaged adolescents through education" in South Asia in collaboration with International Federation of Catholic Universities (IFCU).

To bring up the best of its students, the college conducts value education and personality development classes along with Career Oriented Programmes on music, sports travel and tourism management and computer applications. Moreover the college conducts number of activities for promotion of universal values, National Human Values, Communal Harmony and Social Cohesion incorporating the Don Bosco System of Education.

NAAC

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	SALESIAN COLLEGE
Address	SALESIAN COLLEGE, SONADA PO SONADA DARJEELING
City	SONADA SILIGURI
State	West Bengal
Pin	734209
Website	www.salesiancollege.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	George Thadathil	0353-2545622	9434045539	0353-2461861	salesiancollegesonada@gmail.com
IQAC / CIQA coordinator	MATHEW P ULINGATHIL	0353-2461862	9434046696	0353-	mpuling@gmail.com

Status of the Institution	
Institution Status	Self Financing , Grant-in-aid and Private

Type of Institution	
By Gender	Co-education
By Shift	Regular Day

Recognized Minority institution	
If it is a recognized minority institution	Yes MINORITY CERTIFICATE.PDF
If Yes, Specify minority status	
Religious	Christian Minority
Linguistic	
Any Other	

Establishment Details				
Date of establishment of the college	01-01-1933			
University to which the college is affiliated/ or which governs the college (if it is a constituent college)				
State	University name	Document		
West Bengal	University of North Bengal	View Document		
Details of UGC recognition				
Under Section	Date	View Document		
2f of UGC	18-08-2010	View Document		
12B of UGC	18-08-2010	View Document		
Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)				
Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
No contents				

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

Recognitions	
Is the College recognized by UGC as a College with Potential for Excellence(CPE)?	Yes
If yes, date of recognition?	31-01-2014
Is the College recognized for its performance by any other governmental agency?	Yes
If yes, name of the agency	National Institutional Ranking Framework
Date of recognition	12-12-2017

Location and Area of Campus				
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	SALESIAN COLLEGE, SONADA PO SONADA DARJEELING	Semi-urban	47	23141

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BCom,Commerce	36	Class XII Passed	English	60	21
UG	BCom,Commerce	36	Class XII Passed	English	110	40
UG	BCom,Commerce	36	Class XII Passed	English	110	48
UG	BA,Education	36	Class XII Passed	English	66	10
UG	BA,Education	36	Class XII Passed	English	33	4
UG	BA,Education	36	Class XII Passed	English	33	11

UG	BA,Education	36	Class XII Passed	English	33	9
UG	BA,English	36	Class XII Passed	English	55	5
UG	BA,English	36	Class XII Passed	English	55	10
UG	BA,English	36	Class XII Passed	English	55	11
UG	BA,English	36	Class XII Passed	English	55	2
UG	BA,English	36	Class XII Passed	English	55	15
UG	BA,English	36	Class XII Passed	English	55	8
UG	BA,Geography	36	Class XII Passed	English	20	14
UG	BA,Geography	36	Class XII Passed	English	20	14
UG	BA,Geography	36	Class XII Passed	English	20	11
UG	BA,History	36	Class XII Passed	English	55	11
UG	BA,History	36	Class XII Passed	English	110	24
UG	BA,History	36	Class XII Passed	English	55	19
UG	BA,History	36	Class XII Passed	English	55	5
UG	BBA,Management Studies	36	Class XII Passed	English	60	44
UG	BA,Mass Communication And Journalism	36	Class XII Passed	English	40	14
UG	BA,Mass Communication	36	Class XII Passed	English	40	5

	And Journalism					
UG	BA,Mass Communication And Journalism	36	Class XII Passed	English	40	5
UG	BA,Mass Communication And Journalism	36	Class XII Passed	English	20	2
UG	BSc,Mathematics	36	Class XII Passed	English	10	5
UG	BSc,Mathematics	36	Class XII Passed	English	10	0
UG	BSc,Mathematics	36	Class XII Passed	English	10	10
UG	BA,Philosophy	36	Class XII Passed	English	30	0
UG	BSc,Physics	36	Class XII Passed	English	20	0
UG	BA,Political Science	36	Class XII Passed	English	60	10
UG	BA,Political Science	36	Class XII Passed	English	60	2
UG	BA,Political Science	36	Class XII Passed	English	60	1
UG	BA,Political Science	36	Class XII Passed	English	60	35
UG	BA,Psychology	36	Class XII Passed	English	30	19
UG	BA,Psychology	36	Class XII Passed	English	30	5
UG	BA,Psychology	36	Class XII Passed	English	30	1
UG	BA,Psychology	36	Class XII Passed	English	30	2
UG	BA,Sociology	36	Class XII	English	60	18

	y		Passed			
UG	BA,Sociology	36	Class XII Passed	English	60	8
UG	BA,Sociology	36	Class XII Passed	English	60	1
UG	BA,Sociology	36	Class XII Passed	English	60	2
UG	BA,Sociology	36	Class XII Passed	English	60	14
UG	BSc,Computer Science	36	Class XII Passed	English	28	7
UG	BSc,Computer Science	36	Class XII Passed	English	28	3
UG	BCA,Computer Applications	36	Class XII Passed	English	40	14
UG	BA,Ba General Degree Course	36	Class XII Passed	English	220	25
UG	BCom,Bcom General Degree Course	36	Class XII Passed	English	220	66
PG	MA,Education	24	Graduate	English	20	0
PG	MA,English	24	Graduate	English	20	0
PG	MA,Psychology	24	Graduate	English	20	0

Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	0				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	1				5				94			
Recruited	1	0	0	1	4	1	0	5	52	42	0	94
Yet to Recruit	0				0				0			

Non-Teaching Staff						
	Male		Female		Others	Total
Sanctioned by the UGC /University State Government						0
Recruited	0		0		0	0
Yet to Recruit						0
Sanctioned by the Management/Society or Other Authorized Bodies						34
Recruited	17		17		0	34
Yet to Recruit						0

Technical Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				6
Recruited	4	0	0	4
Yet to Recruit				2

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt.	0	0	0	0	0	0	0	0	0	0
Ph.D.	1	0	0	3	1	0	5	1	0	11
M.Phil.	0	0	0	0	0	0	2	1	0	3
PG	0	0	0	0	0	0	11	9	0	20

Temporary Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt.	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	1	0	0	1	1	0	3
M.Phil.	0	0	0	0	0	0	5	3	0	8
PG	0	0	0	0	0	0	20	31	0	51

Part Time Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt.	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	2	3	0	5

Details of Visting/Guest Faculties					
Number of Visiting/Guest Faculty engaged with the college?	Male		Female		Total
	2		6		8

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
Diploma	Male	0	0	0	0	0
	Female	0	0	0	0	0
	Others	0	0	0	0	0
UG	Male	242	9	0	1	252
	Female	342	22	0	1	365
	Others	0	0	0	0	0
PG	Male	0	0	0	0	0
	Female	0	0	0	0	0
	Others	0	0	0	0	0
Certificate / Awareness	Male	0	0	0	0	0
	Female	0	0	0	0	0
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years					
Programme		Year 1	Year 2	Year 3	Year 4
SC	Male	11	10	15	15
	Female	9	14	15	20
	Others	0	0	0	0
ST	Male	77	85	85	47
	Female	58	64	83	107
	Others	0	0	0	0
OBC	Male	27	33	32	34
	Female	34	39	47	42
	Others	0	0	0	0
General	Male	130	145	159	158
	Female	141	158	190	189
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		487	548	626	612

3. Extended Profile

3.1 Program

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

Response: 43

File Description	Document
Institutional Data in Prescribed Format	View Document

Number of programs offered year-wise for last five years

2017-18	2016-17	2015-16	2014-15	2013-14
51	23	22	20	17

3.2 Students

Number of students year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
1572	1565	1460	1259	943

File Description	Document
Institutional Data in Prescribed Format	View Document

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

2017-18	2016-17	2015-16	2014-15	2013-14
205	267	240	161	260

File Description	Document
Institutional data in prescribed format	View Document

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

2017-18	2016-17	2015-16	2014-15	2013-14
427	390	446	249	142

File Description	Document
Institutional Data in Prescribed Format	View Document

3.3 Teachers

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

2017-18	2016-17	2015-16	2014-15	2013-14
106	96	86	49	34

File Description	Document
Institutional Data in Prescribed Format	View Document

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

2017-18	2016-17	2015-16	2014-15	2013-14
27	19	29	19	15

File Description	Document
Institutional data in prescribed format	View Document

3.4 Institution

Total number of classrooms and seminar halls

Response: 107

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

2017-18	2016-17	2015-16	2014-15	2013-14
704.41	319.13	370.77	426.61	436.28

Number of computers

Response: 230

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

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

Response:

Curriculum delivery is disseminated through the handbook and calendar, college's official website, prospectus, community radio, repeated reminders during morning assembly, web lectures, orientation programmes for new students and through displays at prominent places in the campus.

The measures taken by the institution for effective implementation of the curriculum are – Annual Plan, Departmental Plan, Teaching Plan, Lesson Plan/Course Plan, Work Diary, Unitization Report. During the orientation programme the first-year students are given the syllabus and are also explained the mode of curriculum delivery. Intended objectives and expected outcomes are also explained at the beginning of the academic session. Audio-visual methods like movie/documentary screenings are also adapted for this purpose.

In order to ensure effective curriculum delivery and transaction, the college maintains unitization reports and work diaries from each faculty. The College has an active examination committee comprising representatives from every department of the college, which fixes the examination dates. We follow the continuous internal assessment system of evaluation comprising monthly tests, semester and selection examinations, attendance record and behavioural assessments. Also a report card having the aforementioned fields is generated and distributed to every student.

Keeping in mind the importance of Extra-Curricular Activities, the college/departments fix(es) its/their annual course plan including non-classroom activities, practical sessions, student exchange programmes, field trips, internships, problem solving activities etc. in consultation with faculty and students.

For effective operationalization of the curriculum, the college organises industrial visits, internships programs and career fair for students. Every department also celebrates a departmental day annually to trigger the students to learn more about their subjects stepping outside of the prescribed syllabus. The Placement cell helps students in exploring the job market in a better manner. Students of the Communicative English course in the Career Oriented Program (COP) practice teaching. Also the students from Sociology (Hons) course perform the same. Students of the Computer Science and Applications conduct awareness programmes and computer literacy programmes in few government schools which is an added benefit towards their growth and learning. Students of the Travel and Tourism Management course under COP undertake internships and mini projects. Research workshops, seminars, group discussions are regularly held for and by the students. A fully functional community radio also acts as liaison with external agencies and local communities.

The college/departments maintain(s) its/their question banks. Keeping the tech savvy nature of the students in mind, the departments also administer groups in social networking and messaging apps. The weaker students get special attention through remedial and extra coaching classes. The College ensures that the

objectives of the curriculum are achieved by creating report cards of the students and periodically arranging Parent Teacher Student Meetings for better transparency and understanding. The methods used to analyse the achievement of objectives are monthly unitization reports, staff meetings on regular basis, weekly reports by the heads of the departmental meetings. Feedbacks from all stake holders are taken into consideration.

File Description	Document
Any additional information	View Document

1.1.2 Number of certificate/diploma program introduced during the last five years

Response: 7

1.1.2.1 Number of certificate/diploma programs introduced year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
2	1	0	1	3

File Description	Document
Details of the certificate/Diploma programs	View Document

1.1.3 Percentage of participation of full time teachers in various bodies of the Universities/ Autonomous Colleges/ Other Colleges, such as BoS and Academic Council during the last five years

Response: 31

1.1.3.1 Number of teachers participating in various bodies of the Institution, such as BoS and Academic Council year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
4	13	3	1	2

File Description	Document
Details of participation of teachers in various bodies	View Document
Any additional information	View Document

1.2 Academic Flexibility

1.2.1 Percentage of new Courses introduced out of the total number of courses across all Programs offered during last five years

Response: 20.93

1.2.1.1 How many new courses are introduced within the last five years

Response: 9

File Description	Document
Details of the new courses introduced	View Document

1.2.2 Percentage of programs in which Choice Based Credit System (CBCS)/Elective course system has been implemented

Response: 45.1

1.2.2.1 Number of programmes in which CBCS/ Elective course system implemented.

Response: 23

File Description	Document
Name of the programs in which CBCS is implemented	View Document
Minutes of relevant Academic Council/BOS meetings.	View Document

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

Response: 15.78

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

2017-18	2016-17	2015-16	2014-15	2013-14
270	228	243	141	182

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

1.3 Curriculum Enrichment

1.3.1 Institution integrates cross- cutting issues relevant to Gender, Environment and Sustainability, Human Values and Professional Ethics into the Curriculum

Response:

The college encompasses these issues in its self-designed curriculum of Value Education (VE), which is a mandatory subject for every student. The effectiveness of the curriculum is guaranteed by full-fledged bi-annual examinations on this topic and by providing grades for the same.

Apart from VE, the honours course in Sociology includes a paper about social demography and social problems in India. This paper addresses social issues such as gender-based violence and discrimination, dowry, divorce, poverty, illiteracy etc. It aims to allow the students to gain various perspectives necessary to understand the social problems prevalent in Indian society. Honours course in Political Science teaches its students about gender justice, equality, feminist perspectives, feminist theory, gender and politics, women empowerment and its impact on politics among its other topics. Department of English has gender studies related topics and units which are taught to the students at the undergraduate and postgraduate levels.

Alongside the curriculum, the college takes many steps to instill moral and ethical values in the students. The college has established the POSHC (Prevention of Sexual Harassment Committee), Anti-ragging cell and Women cell to protect the rights of every student on the campus. It also encourages the students to join the college NSS unit to get a more realistic view of the marginalised parts of society. The NSS unit celebrates World AIDS Day, Environment Day and also goes out for week-long camps twice in a year. The Women Cell not only ensures the safety of women's rights on campus but also observes the International Women's day every year.

Different departments organise different activities on the issues such as Orange Day (by the English Dept.), sessions on Mock Parliament and Human rights by the Department of Political Science, observation of suicide prevention week by the Department of Psychology.

As part of the Green Policy of the college, the NSS unit organises "Solid Waste Management", a workshop to manage the solid gathered inside the college and outside, in the locality. It also celebrates the World Environment Day to create awareness regarding environmental issues.

Apart from these, the College has organised awareness programmes on child trafficking and caring for senior citizens. It has organised camps to distribute rations and garments to underprivileged children, blood donation camps, eye-vision check-up camps, and health check-up camps.

The volunteers for all these events are students of the college. This voluntary participation serves two purposes at once: the students become socially sensitive and morally upright; they also get some exposure of the world outside which makes them tough and realistic yet humane for the competitive world outside.

The college keeps a record of the efforts put in by individual students and recognises their contributions. It awards the student with the prestigious "Gold certificate" for different skills and contributions (s)he

has shown or made.

File Description	Document
Any Additional Information	View Document

1.3.2 Number of value added courses imparting transferable and life skills offered during the last five years

Response: 18

1.3.2.1 Number of value-added courses imparting transferable and life skills offered during the last five years

Response: 18

File Description	Document
Details of the value-added courses imparting transferable and life skills	View Document
Brochure or any other document relating to value added courses.	View Document

1.3.3 Percentage of students undertaking field projects / internships

Response: 4.13

1.3.3.1 Number of students undertaking field projects or internships

Response: 65

File Description	Document
Institutional data in prescribed format	View Document

1.4 Feedback System

1.4.1 Structured feedback received from 1) Students, 2) Teachers, 3) Employers, 4) Alumni and 5) Parents for design and review of syllabus-Semester wise/ year-wise

A. Any 4 of the above

B. Any 3 of the above

C. Any 2 of the above

D. Any 1 of the above

Response: A.Any 4 of the above

File Description	Document
URL for stakeholder feedback report	View Document

1.4.2 Feedback processes of the institution may be classified as follows:

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

B. Feedback collected, analysed and action has been taken

C. Feedback collected and analysed

D. Feedback collected

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

File Description	Document
Any additional information	View Document
URL for feedback report	View Document

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1 Average percentage of students from other States and Countries during the last five years

Response: 2.68

2.1.1.1 Number of students from other states and countries year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
24	46	31	43	32

File Description	Document
List of students (other states and countries)	View Document
Institutional data in prescribed format	View Document

2.1.2 Average Enrollment percentage (Average of last five years)

Response: 62.79

2.1.2.1 Number of students admitted year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
619	626	539	488	459

2.1.2.2 Number of sanctioned seats year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
1014	919	849	849	719

File Description	Document
Institutional data in prescribed format	View Document

2.1.3 Average percentage of seats filled against seats reserved for various categories as per applicable reservation policy during the last five years

Response: 100

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

2017-18	2016-17	2015-16	2014-15	2013-14
205	267	240	161	260

File Description	Document
Institutional data in prescribed format	View Document

2.2 Catering to Student Diversity

2.2.1 The institution assesses the learning levels of the students, after admission and organises special programs for advanced learners and slow learners

Response:

The location of the college attracts students from in and around Siliguri and outlying areas. The student strength has increased to 1200 over the past few years. There exists a wide cultural and economic disparity among the students. Attending this diversity is the prime concern of all the departments of Salesian College. The college provides an opportunity to the students to make a rightful choice of the discipline of their study. The institution guides them to understand their aptitude and shift to their favourable course before the due time for university registration.

The college addresses the issue of betterment of both the slow learners and advanced learners. It organizes innovative methods of teaching for the slow learners with the help of the advanced learners. Remedial classes are organised by all the departments for the slow learners in the specific subject area. Students having inclination for co-curricular activities are identified and encouraged to organize events like Innovision and Sports. Industrial visits, Conoscenza and Calibre are organised for the Commerce and Management students for inculcating practical knowledge and expertise among the students. They are encouraged to participate in seminars, mock board meetings, marketing and write reports on the cost and revenue analysis and workforce structure and allotment, of industries. Such exposures enable the students to develop their skills and facilitate start-up ventures. Comphymathix an Inter School Tech Fest is organised by the computer, physics and mathematics departments of Salesian College. In 2015, it was initiated and named as Compumathix. In 2018, with the inception of Physics department in the college it was named as Comphymathix. Students are encouraged to participate and learn through the events like poster presentations, mathwiz, cross views and tech impress. The bright and senior students take the responsibility of organizing the Tech Fest. Hay Fever is being organised by the Department of English since 2014. Story writing, essay writing, poetry writing, out of the book (fancy dress), one act play, paper presentation and comic strip are a part of Hay Fever. It is mainly organised under the leadership of advanced learners. The Department of Psychology organises workshops like Behavioural Skills for Effective Learning and Neuro Linguistic Programme besides, the workshops on Pedagogy and Performance. These help to develop a better teaching and learning environment in the college. It trains the

participants for communicating effectively in both formal and informal setting. The institution conducts Post Selection Aptitude Test for the first year Honours students a few weeks after admissions. Students in the general course with a good percentage are also given a chance to appear for the Post Selection Aptitude Test. Students who do not perform well in the Post Selection Aptitude Test are also given special classes before University Examinations. These students are also asked to write Model Test as a practice for them before they face the University Examination.

File Description	Document
Link for Additional Information	View Document

2.2.2 Student - Full time teacher ratio

Response: 14.83

2.2.3 Percentage of differently abled students (Divyangjan) on rolls

Response: 0.06

2.2.3.1 Number of differently abled students on rolls

Response: 1

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

2.3 Teaching- Learning Process

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

Response:

The teaching learning process revolves round the need, interest and capabilities of students. Keeping in mind student's individual knowledge and personality development every department predominantly follows the lecture method in conjunction with ICT facilities for effective dissemination of knowledge. The teaching learning activities are made effective through illustration and special lectures. Apart from lectures, other centric method is also employed to ensure the process. These include:

Power Point Presentations: Faculty uses Power point presentations including the videos of the lectures on technical topics as per the syllabus. It is presented to the students at the end of every chapter for the student's ready reference. This helps the slow learners for a better revision.

Interactive method: The faculty members make learning interactive with students by motivating student participation in group discussion, role-play, subject quiz, debates, discussion and questions and answers on current affairs.

Experiential learning: The faculty member's foster learning environment by engaging in teaching by relying on experience based content, teaching through demonstration, visualaids, organizing exhibitions and presenting papers.

Project based learning: Certain courses related to Computer Studies, Commerce and Bioscience demand project based Learning. The teachers guide the students in the preparation of projects.

Assignments: Courses related to social science studies demand assignment based learning. Students are asked to make their own assignments with the completion of every lesson by their respective faculty. It helps them to develop their own skill explaining the topic and deepening their understanding.

Practical sessions: Technical education is always justified with the help of practical knowledge. Thus we try to expose our students in science stream to the available laboratories especially for lab based subjects like physics, psychology and computer science.

Documentary screening: The departments of Humanities conduct screening of documentary films for attaining a better understanding of the related topics of their respective subjects.

Monitored library hour: Every department schedules library hour for the students to complete their assignments and projects.

Group Learning Method: Group Learning allows the slow learners to develop problem solving, interpersonal, presentational and communication skills to confirm quality in learning with Peer Group.

Apart from class room interaction, the departments also employ the following methods wherever relevant:

Industrialvisits: The department of Commerce and Management take their students for industrial visits this will help the students to enhance interpersonal skills and communication techniques.

Field Survey: This method is predominantly followed by the departments of Humanities and Commerce to help student understand theory, develop skill and integrate knowledge.

Collegemagazine: Students are given opportunities to express themselves through writing which includes articles, essays, short stories and poems.

Student exchange programme: The college conducts an exchange programme between the departments of Sonada and Siliguri campus once a year. Departments of the college also organize educational tours to other educational campuses outside the state.

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

2.3.2 Percentage of teachers using ICT for effective teaching with Learning Management Systems (LMS), E-learning resources etc.	
Response: 100	
2.3.2.1 Number of teachers using ICT	
Response: 106	
File Description	Document
List of teachers (using ICT for teaching)	View Document
Provide link for webpage describing the " LMS/ Academic management system"	View Document

2.3.3 Ratio of students to mentor for academic and stress related issues	
Response: 5.33	
2.3.3.1 Number of mentors	
Response: 295	
2.3.4 Innovation and creativity in teaching-learning	
Response:	
<p>The college places much importance on a holistic and inclusive approach towards teaching and learning by encouraging a healthy teacher-student relationship in knowledge building process. The Institute ensures for its students a well-structured, innovative and creative teaching and learning ambiance by adopting various resourceful techniques which are essentially student centric. The following are some noteworthy practices namely:</p>	
<p>The college makes use of ICT teaching methodologies with the aid of LCD projectors. It also makes use of audio-visuals such as movie screening and you tube videos where by the students is enabled to relate the textual aspects with a pragmatic approach which is conducted at least once a week by the majority of the departments present.</p>	
<p>The college conducts inter-departmental paper presentations which encourage the relevance of an inter-disciplinary approach and skill development in the field of research in future. The paper for the presentation is scrutinised by the concerned faculty members. Moreover, such intellectual activity enhances the practice of inter-departmental group discussion and interaction.</p>	

Google classes, intra-departmental power point presentations, group discussion and debates provide students equal opportunity of being represented. They are usually divided into groups depending on the strength of the class. The power point materials presented by the faculties are also peer reviewed. Such a learning activity is done at least once a week depending on the teacher's completion of the taught chapters. To augment their calibre, the college also provides students a concrete platform through its annual hosting of multi-talent fest; 'Innovision' an opportunity to participate and boost their multiple learning skills at the inter college level.

The skill development is further enhanced by organizing relevant programmes related to concerned departments such as Comphimathix, Calibre and Conoscenza. Such annual activities have seen a massive flow of student's participation and creative input. Besides, the college has included within its academic curriculum inventive platforms for students to showcase their creativity through programmes such as 'Inscape', 'Exsurge', 'Innovision,' 'SCS Voice' 'World Press Day' and 'Ethnic Day'. These multiple creative tasks have invariably contributed to its purpose of igniting the flame of educational motivation and excellence.

The Institution also provides several platforms for students and its faculty to express themselves through magazines entitled 'SCSPEAKS' for Sonada campus, 'Sparkle' for Siliguri Campus, 'Salesian Times' and 'News Letter' and 'e-Volve'. The editorial board of the college magazines consist of the student and faculty members from the departments of English and Mass Communications & Journalism.

The 'Salesian Journal of Humanities and Social Sciences', offers the faculty the opportunity to write, edit and peer review research writings. The college has to its credit fourteen edited Volumes edited and published twice a year containing various contemporary themes and issues related to the region.

The College has well-functioning associations of NCC, AICUF and NSS that provide additional input for one's career and personality development, enhancing civic sense. These above all have helped in building a sense of moral values and discipline into the teaching learning process.

File Description	Document
Any additional information	View Document

2.4 Teacher Profile and Quality

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

Response: 335.79

File Description	Document
Year wise full time teachers and sanctioned posts for 5 years	View Document
Any additional information	View Document

2.4.2 Average percentage of full time teachers with Ph.D. during the last five years**Response:** 24.26**2.4.2.1 Number of full time teachers with Ph.D. year-wise during the last five years**

2017-18	2016-17	2015-16	2014-15	2013-14
29	24	18	12	8

File Description	Document
List of number of full time teachers with PhD and number of full time teachers for 5 years	View Document
Any additional information	View Document

2.4.3 Teaching experience per full time teacher in number of years**Response:** 4.4**2.4.3.1 Total experience of full-time teachers**

Response: 466

2.4.4 Percentage of full time teachers who received awards, recognition, fellowships at State, National, International level from Government, recognised bodies during the last five years**Response:** 0**2.4.4.1 Number of full time teachers receiving awards from state /national /international level from Government recognised bodies year-wise during the last five years**

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	0	0

File Description	Document
Institutional data in prescribed format	View Document

2.4.5 Average percentage of full time teachers from other States against sanctioned posts during the last five years**Response:** 7.17

2.4.5.1 Number of full time teachers from other states year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
4	3	0	1	0

File Description	Document
List of full time teachers from other state and state from which qualifying degree was obtained	View Document
Any additional information	View Document

2.5 Evaluation Process and Reforms

2.5.1 Reforms in Continuous Internal Evaluation(CIE) system at the institutional level

Response:

Salesian College regularly conducts various internal evaluations throughout the academic year:

- Qualifying exam or Post Selection Aptitude Test (PSAT) for Part I is conducted a month after admission in all the departments in order to assess the student's aptitude for that subject/stream. Therefore, if the students do not get the required qualifying marks they are counselled along with their parents regarding other streams that are available in the college provided seats are vacant.
- Monthly tests were conducted as a means to check the understanding and performance of the students. Now the tests/evaluations are conducted on a weekly basis; every Saturday. The topics covered in the entire week are included in the Saturday weekly test. The evaluations are taken in the form of written tests, presentations or class assignments.
- Individual PowerPoint Presentations have been introduced as a part of the Continuous Internal Evaluations in every department. The presentations are to be prepared by the students based on the topics covered in the lectures with added inputs and critical analysis from them. For these presentations marks are allotted for the content, way of presentation and progression in learning from the previous assessments.
- Assignments are given at regular intervals (every week) on completing of a topic. They are encouraged to do an online search for additional materials that can be added to the assignments. The assignments are evaluated and feedback is given. Students are then made to re-submit the assignments with the changes suggested.
- Chart presentations are also a part of the CIE in every department. For concepts and topics that can be better explained through images/drawings students are encouraged for group or individual chart presentations which are then maintained by the department.
- Students are given time for note preparations during college hours. The students are encouraged to access the library where they prepare notes which are evaluated by the faculty and shared by the students amongst themselves.
- Regular group discussions and group studies amongst the students are also evaluated. The students can express their views and perspectives on a given topic which helps in knowledge enhancement

and improves their communication skills.

- Since the college follows an annual system it has divided it into two Semesters internally. Thus, prior to the University final Examinations Semester and Selection Exams are conducted twice a year (November and February). Students failing to qualify these two exams are given extra classes and assignments to prepare them for the University Exams
- The attendance system has been enhanced by the introduction of the biometric system which records both entry and exit of the students. Further, the attendance for every class is recorded in the ERP maintained by the management.
- Parent-teacher meetings are held after the Selection and Semester Exams where parents are given a report of their child's performance and attendance in the college. Further, parents of weaker students are engaged in motivation and career planning.

File Description	Document
Link for Additional Information	View Document

2.5.2 Mechanism of internal assessment is transparent and robust in terms of frequency and variety

Response:

The internal assessment mechanism of the college is in place as it is carried out on a regular basis under the term Continuous Internal Assessment (CIA). There are a number of techniques used for the internal assessment which are transparent and robust in terms of frequency and variety. The internal assessment techniques used at regular intervals are:

- Honours Qualifying Tests to assess the aptitude of the student in a particular subject. These tests are held within a month of the enrolment of the student to the college.
- Class tests which are held monthly or weekly to assess the monthly or weekly progress of the student in various subjects.
- Internal Semester Tests are held every six months according to the university pattern of exams. These tests are held to familiarise the students with the university pattern of examination.
- Selection Tests are held towards the end of each academic session on a yearly basis. Students are selected and allowed to appear for the university exams on basis of their performance in this test.
- In addition to the above mentioned tests and exams the students are also required to submit assignments and present papers of different subjects on completion of various topics.
- Group discussions are held and recapitulation questions asked during the course of the class to internally monitor the academic progress of the students on a day to day basis.

The internal assessment mechanism of the college not only assesses the academic aspect of the students but also assesses the personality development of the students. The various aspects of students' personality like; regularity and punctuality, participation, leadership and organising skills, social concern, peer and faculty engagement, communication skills, creativity, application and campus culture are observed and assessed through the course of interaction between the faculty and students both inside and outside the classroom. According to their performance, the students are graded on a six point scale ranging within A-excellent, B-very good, C-good, D-fair, E-satisfactory and F-not satisfactory. The regularity and punctuality aspect of the students are recorded and maintained by a twofold technique. The biometric system at the entrance of

the college records the entry and exit of the students to and from the college. Along with this the teachers maintain a separate attendance register for each subject and paper.

The internal assessment system or the CIA of the college is transparent as all the corrected answer scripts and assignments are presented to the students. The involvement of the parents in the education of their wards is also taken into consideration as a copy of the internal assessment mark sheet which contains a record of all the performances of their ward in academics, personality assessment and attendance record is sent to the parents of the students. If there are any doubts or clarifications needed by the students or parents on the internal assessment of the students, the college and the teachers are open to address to them.

2.5.3 Mechanism to deal with examination related grievances is transparent, time-bound and efficient

Response:

The college being affiliated to the North Bengal University undergoes the university as well as its own college examination and evaluation.

UNIVERSITY LEVEL

All examination is conducted by the controller of the examination of the University, which takes place at the home centre. To ensure proper conduct of the examination, invigilators are assigned to each hall based on the student teacher ratio of 8:1. To ensure the transparency and curb the mal practices, the answer script is sent to the university, from there it gets delivered to the teachers, assigned by the university, of the same department but from different colleges that are affiliated to the university. All the discrepancies faced by the institution is brought to the notice of the controller of the examinations by the centre in charge of the college.

Students', having any grievances related to the marks scored during the exam, is first vetted by the concerned department teacher. The Head of the Department then recommends the case if found worthy of pursuance which is then forwarded by the Principal's office to the university. The student then applies for re-evaluation and verification of their marks to the university, by filling up the post-publication re-assessment/scrutiny of the script form. Along with the form, the students have to submit a Xerox copy of their mark sheet and pay an amount of Rs 50 for each paper. The paper is then sent to the University for rechecking. After the re-evaluation, if the student is still not satisfied with the marks, he/she can apply for an RTI, on the basis of which the students can go through his/her answer script. The whole process takes around two to three months, after which if there is any change, a new report card is provided by the university.

COLLEGE LEVEL

In the college level, the student's assessment and evaluation are an integral part of the classroom teaching, which takes place in the form of weekly test, group discussion, and daily revision. The teacher makes sure that the students get to know about their flaws and accordingly provide their remedial measures.

For the fair and smooth running of the internal exams, the institute forms the exam committee, headed by the exam co-ordinator. Before the beginning of the exam the teachers inform the students about the various

components in the conduct and assessment of the internal exam. After the completion of the internal exam, the answer script is evaluated by the concerned teacher of the department. The evaluated answer scripts are then distributed in the class for the verification by the students themselves. If they find any grievances related to the marks, their plea is addressed through the grievance redresser system, where the teaching, evaluation weakness of the faculty can be reported by the students, in confidence to the Rector of the institute, who plays the role of a mediator and the reviewer of the faculty's performance.

File Description	Document
Link for Additional Information	View Document

2.5.4 The institution adheres to the academic calendar for the conduct of CIE

Response:

The departments of Salesian college adhere to the departmental and institutional academic calendar for the conduct of CIE:

- The students, who are selected for the Honours courses in the First year, have to take a Qualifying Test in the month of July i.e. within two or three weeks of joining their respective Honours courses. The objective of the test is to enable the students to evaluate their own aptitude with the subject they have chosen. If a student wishes to make a shift from one Honours course to another, based on their performance in the test, then they are allowed to do so. This practice ultimately ensures that each student chooses an appropriate stream of study for the next three years of the under graduate programme.
- The annual sessions have been divided into two semesters (July to October and November to February) internally within the institution. At the end of the opening semester an internal evaluation system, termed as "Semester Examinations" is implemented in October for all departments of the college. This exam is a very effective method of evaluating the academic performance and progress of the students in the mid-academic year.
- Selection Examinations commence in the last week of January in Siliguri campus of the college and in the first week of February in Sonada campus every year (which marks the end of another semester, adhering to the college academic calendar). It is implemented just before the students take their University examinations at the end of the academic session. The Selection Exams are meant to evaluate one student's academic proficiency before he/she appears for the University Exams. The exam is framed in view of the University examinations, so that the students have a practice just prior to the final examination. Two days of leave for personal study prior to the Selection Test are provided to the students. After the results of the exams the college offers another month of classes for the students in order to reflect on their performance. The students, whose performances are not satisfactory, are taken special care of, by giving last minute coaching for enhancing and polishing their weaker aspects. Special focus is laid on the modules the students find difficult and they are also assigned some practice before they appear for their University exams. A time period of 10 to 15 days of self-study in the form of study leave is allowed to the students after the classes are dissolved for the session.
- Each department maintains a departmental academic calendar for the conduct of departmental affairs like Seminars, Group discussions, weekly/monthly tests, assignments.

The objective of each internal evaluation conducted by the institution is to enhance the skills of each student irrespective of his/her differences and individual needs. The institution strives to provide quality teaching, training, and counseling (through mentors) to its students, so that they are academically ready to take up the final exams at the end of every academic session.

2.6 Student Performance and Learning Outcomes

2.6.1 Program outcomes, program specific outcomes and course outcomes for all programs offered by the Institution are stated and displayed on website and communicated to teachers and students

Response:

The college has outlined the general outcomes, specific outcomes and course outcome for all the programmes offered in the college. These outcomes are communicated to the teachers as well as the students through the following means:

The program outcomes, program specific outcomes and course outcomes are displayed in the college website for reference by the faculty and the students. This helps the faculty both presently working and those willing to join the college to gain a clear idea about the outcomes of the programmes offered in the college. Thus, it prepares them for the upcoming session and accordingly helps them to fulfill the outlined objectives. The course objectives also help the students, aspiring to join different programs offered by the college to get a vivid picture of the programmes.

At the beginning of every academic session, the outcomes are reviewed and discussed in the class with all the three undergraduate courses (Part I,II,III) and post graduate course (Part I,II). Therefore, the students can also gain an insight into the course objectives and build their expectations accordingly.

The syllabus book, consisting of the detailed layout of the syllabus and objectives of every programme offered in the college is distributed among all the students of the first year, on joining the college. These are revised as and when the affiliating university's Board of Studies makes notifications regarding the changes in the syllabi and also used by the students and faculty to make suggestions to the affiliating university to make additions or modifications to the existing syllabi.

The college has since moved towards the CBCS and these programs enable the teachers and students to more specifically address issue of having to clarify the course outcomes at the start of the programme.

File Description	Document
Any additional information	View Document

2.6.2 Attainment of program outcomes, program specific outcomes and course outcomes are evaluated by the institution

Response:

Salesian College with its various streams and courses has different Programme outcomes, Programme specific Outcomes and Course outcomes for each of its departments and courses.

The primary objective of B. Com is to enable every student to cope up with the latest developments in contemporary, national, global, commercial, economical, legal and social environment through efficient transaction of academic and co-curricular aspects. The department aims at moulding and preparing the students for taking up leadership roles in business organizations at the local, national and international levels.

The objective of the BBA program is to educate and prepare groups of young men and women with the knowledge, analytical ability, and management perspectives and skills needed to provide leadership to organizations, competing in a world increasingly characterized by diversity in the workforce, rapid technological change, and a fiercely competitive global marketplace. Students acquire a comprehensive foundation in the fundamentals of business, the global environment in which they will function, and the analytical tools for intelligent and scientific decision-making.

The School of Arts/Humanities collaborate to design a course to meet a common objective of achieving excellence in communication skills, enhancing interdisciplinary proficiency of the student with assistance of ICT. The courses aim to sharpen the historical sense of students, making them aware of the socio-political changes over the years, which help them to have a holistic view of the society. The introduction of theories in each discipline enhances the theoretical knowledge of the students and also helps them in comprehending the importance of having knowledge of theories, propounded by various thinkers and philosophers. The linguistic and literary studies aim at creating critical approaches in the students.

The Science Stream of Salesian College which offers Mathematics, Statistics, Physics and Computer science aim to make knowledgeable and technically capable individuals who can use modern tools and technology to bring out innovations in the field of science.

These course objectives and graduate attributes of different streams and courses are measured and outcomes are evaluated through different tests, assignments, group discussions, paper and power point presentations. The college holds Semester exam in the mid session and Selection Exams prior to the university exams at the end of the session to evaluate learning and course outcomes. For the final year students the college conducts life orientation program (LOP) in the month of March just before their final exam. The LOP gives the final year students a picture of what roles they have to play when they will become responsible members of the larger society. The LOP also gives them career guidance and job placements. LOP helps the institution to measure the graduate attributes and award those who excel in the field of cultural activities, academics and sports. The institution awards these students on graduation day.

Hence, the programme outcomes, course outcomes and Programme specific outcomes are all measured and evaluated by a planned well-structured curriculum which caters to the needs of all students

File Description	Document
Link for Additional Information	View Document

2.6.3 Average pass percentage of Students**Response:** 85.97

2.6.3.1 Total number of final year students who passed the examination conducted by Institution.

Response: 521

2.6.3.2 Total number of final year students who appeared for the examination conducted by the institution

Response: 606

File Description	Document
Institutional data in prescribed format	View Document

2.7 Student Satisfaction Survey**2.7.1 Online student satisfaction survey regarding teaching learning process****Response:** 3.05

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

3.1.1 Grants for research projects sponsored by government/non government sources such as industry ,corporate houses, international bodies, endowment, chairs in the institution during the last five years (INR in Lakhs)

Response: 16

3.1.1.1 Total Grants for research projects sponsored by the non-government sources such as industry, corporate houses, international bodies, endowments, Chairs in the institution year-wise during the last five years(INR in Lakhs)

2017-18	2016-17	2015-16	2014-15	2013-14
4	3	3	3	3

File Description

Document

List of project and grant details

[View Document](#)

e-copies of the grant award letters for research projects sponsored by non-government

[View Document](#)

3.1.2 Percentage of teachers recognised as research guides at present

Response: 3.77

3.1.2.1 Number of teachers recognised as research guides

Response: 4

3.1.3 Number of research projects per teacher funded, by government and non-government agencies, during the last five year

Response: 0.44

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

Response: 16

3.1.3.2 Number of full time teachers worked in the institution during the last 5 years

Response: 180

File Description	Document
Supporting document from Funding Agency	View Document
Any additional information	View Document
Funding agency website URL	View Document

3.2 Innovation Ecosystem

3.2.1 Institution has created an ecosystem for innovations including incubation centre and other initiatives for creation and transfer of knowledge

Response:

Salesian college encourages an ecosystem for innovation in all its endeavours to promote creativity among students and faculty. The concept of incubation is made functional in the institution in its arts departments through the Translation centre providing the space for faculty and students to take on texts and translate them to the languages of the region and vice versa. In this manner the little known local litterateurs are made known beyond their home territory. The Salesian Research Centre provides the platform through the research scholars workshops to plan and organize contemporary thematic conferences and research seminars. The talents in theatrics is promoted through experts in the field being brought to the campus for the facilitation of their performance capabilities.

In the commerce and management departments the same is promoted through the annual start up contests in collaboration with YI (Young Indians) a Siliguri chapter of CII (Confederation of Indian Industry) and other local industry partners. The hill campus has set aside a floor intended as a knowledge centre and learning commons meant for students and faculty to meet up and discuss their plans and projects. The similar concept is envisaged to be incorporated in the new building under construction in the plains campus as well. Students are being provided with guidance from the faculty members and are provided exposure platform in the institution and outside displaying their creativity. The provisions for knowledge transfer but it is at its nascent stages.

The initiation and activities of Salesian Publication was intended with the intent to disseminate the knowledge created through the research seminars by the various departments by peer reviewing, editing and publishing the same as journal issues with ISSN, the translation works of the centre being published with ISBN numbers Over the past five years there have been 10 issues of the journal and equal number of publications created by Salesian Publications.

In an institution that has been for the longer duration of its life thus far, an Arts and Humanities focused and in the recent past years have opened up to providing business studies and commerce, science, with specialisation as of now only in Computer science, maths, and physics with statistics, the stress is undergoing a shift. The past experience was that an in depth education in the arts, humanities and social sciences does build personalities who can perform well in many walks of life. This has been proved right with the illustrious alumni of the college in all professions and across the world. However, the changing times and the industry oriented educational shift happening the world over, and its own travails, there is a concerted effort as an institution to address the aspirations of the upcoming generation of students and their need to insert into a changing scenario of business and work opportunities. These issues are being addressed

in the innovation oriented rethinking that happens frequently in the faculty development programmes within the institution.

3.2.2 Number of workshops/seminars conducted on Intellectual Property Rights (IPR) and Industry-Academia Innovative practices during the last five years

Response: 1

3.2.2.1 Number of workshops/seminars conducted on Intellectual Property Rights (IPR) and Industry-Academia Innovative practices year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	0	1

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

3.3 Research Publications and Awards

3.3.1 The institution has a stated Code of Ethics to check malpractices and plagiarism in Research

Response: Yes

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

3.3.2 The institution provides incentives to teachers who receive state, national and international recognition/awards

Response: Yes

3.3.3 Number of Ph.D.s awarded per teacher during the last five years

Response: 0.25

3.3.3.1 How many Ph.Ds awarded within last five years

Response: 1

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

Response: 4

File Description	Document
List of PhD scholars and their details like name of the guide , title of thesis, year of award etc	View Document

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

Response: 0.38

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

2017-18	2016-17	2015-16	2014-15	2013-14
14	6	4	3	1

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

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

Response: 1.09

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

2017-18	2016-17	2015-16	2014-15	2013-14
27	16	18	11	9

File Description	Document
List books and chapters in edited volumes / books published	View Document

3.4 Extension Activities

3.4.1 Extension activities in the neighbourhood community in terms of impact and sensitising students to social issues and holistic development during the last five years

Response:

The college has organized various programs and events which involve students in various ways to educate them and make them aware of different social issues prevalent in our society and neighboring areas. These programs were aimed at providing the students hands on experience and sensitizing them towards various social issues. It also gave the students a chance to interact with the local community and learn about their various socio demographic aspects. The following are some of events organized over the past five years:

On 28 September 2013, Salesian College, Siliguri Campus, held a “Free Eye Screening Campaign” for the underprivileged students of the Don Bosco Institute’s Night School. In this camp, 446 students from the night school, as well as 8 students and two staff members of the college were screened.

Eighteen National Service Scheme (NSS) members were supervised by their respective programme officers (both from Sonada & Siliguri campuses) for a two day camp in Malat (below Sonada) on the 1st & 2nd of May 2014, where the members undertook a survey of the water project at Balasun.

The NSS unit of Salesian college, Siliguri campus performed a street play on the consequences of improper disposal of waste and poor sanitation on 6th December 2014. The play was meant to generate awareness for the people residing nearby the dumping zone in Jyoti nagar area.

A Socio-economic survey of Saraswatipur village was undertaken by the NSS unit of Salesian College, Siliguri on 20th December 2015 to know about the livelihoods of villagers, their source of income/profession, hygiene and sanitation, educational qualifications and total family members.

On 28th November 2015, the NSS unit of Salesian College, Siliguri participated in a rally against atrocities on women. It was organized by the Salesian College Alumni and the Young Brigade. The campaigners have asserted that women would no more remain silent against the mental, physical and social harassment and tortures inflicted on them.

A Workshop held on 8th September 2016 included a survey of malls and a plastic factory. A video was shown regarding how plastic wastes are recycled and useable pipes produced out of it. Another group proposed the construction of bio gas plant at a cheaper rate.

The 2nd phase of the Solid Waste Management Project included a cleanliness drive on 9th December and survey and awareness which were held on 17th December 2016. Five groups comprising forty three NSS volunteers with coordinators participated in the cleaning campaign. The cleaning began from the road outside the campus from Don Bosco School to the grave yard and was then followed by a cleaning of the campus. This included picking up waste, sweeping and cutting down unwanted grass and weeds and segregating the bio-degradable and non bio-degradable waste for proper disposal.

Every department organizes an exposure programme in terms of field visit, nature study, engagement with the local community, as a means to holistic education. The city campus students also visit the hill campus and visit the the reserved forest adjacent to the college.

File Description	Document
Link for Additional Information	View Document

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

Response: 11

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

2017-18	2016-17	2015-16	2014-15	2013-14
6	2	3	0	0

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

3.4.3 Number of extension and outreach Programs conducted in collaboration with Industry, Community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., during the last five years

Response: 17

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

2017-18	2016-17	2015-16	2014-15	2013-14
4	5	5	1	2

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

3.4.4 Average percentage of students participating in extension activities with Government Organisations, Non-Government Organisations and programs such as Swachh Bharat, Aids Awareness, Gender Issue, etc. during the last five years

Response: 17.61

3.4.4.1 Total number of students participating in extension activities with Government Organisations, Non-Government Organisations and programs such as Swachh Bharat, Aids Awareness, Gender Issue, etc. year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
617	242	321	119	18

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

3.5 Collaboration

3.5.1 Number of linkages for faculty exchange, student exchange, internship, field trip, on-the-job training, research, etc during the last five years

Response: 52

3.5.1.1 Number of linkages for faculty exchange, student exchange, internship, field trip, on-the-job training, research, etc year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
11	22	12	2	5

File Description	Document
Number of Collaborative activities for research, faculty etc	View Document
Copies of collaboration	View Document

3.5.2 Number of functional MoUs with institutions of National/ International importance, Other

Institutions, Industries, Corporate houses etc., during the last five years (only functional MoUs with ongoing activities to be considered)

Response: 15

3.5.2.1 Number of functional MoUs with institutions of national, international importance, other universities, industries, corporate houses etc. year-wise during the last five years (only functional MoUs with ongoing activities to be considered)

2017-18	2016-17	2015-16	2014-15	2013-14
3	5	3	1	3

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

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1 The institution has adequate facilities for teaching- learning. viz., classrooms, laboratories, computing equipment, etc.

Response:

The institution believes in providing all the facilities required for effective teaching learning and in this regard we believe in constant expansion of classroom facilities. The classrooms are equipped with the latest ICT equipment, providing all the basic amenities required for effective teaching-learning. The College also believes in a clean and fresh environment thus taking care of the cleanliness and hygienic condition of the classrooms. The college has a vision of having freeWi-Fi enabled premises in both the campuses. Presently the Institution has 107 classrooms,22 labs, 5 seminar halls, 1 Radio Studio, 2 Mass Communication Lab and 1 TV studio. Besides, the location of lab based departments adjacent to one another makes it easily accessible to the students.

Teaching learning facilities:

The classrooms are spacious enough to comfortably accommodate the students. All the classrooms have large windows making the classrooms fresh and airy along with natural sunlight. The classrooms have enough fans in the Siliguri campus to avoid the hot summer sun and in the hill campus they are naturally air conditioned. The classrooms in the stadium block of the Siliguri campus are equipped with Air conditioners. All the classrooms have podium for the teachers and students to make use of it during their lectures/ presentations. Adequate classrooms have been facilitated with LED projectors thereby making the teaching learning process more audio-visual friendly and enabling the students to have greater understanding of the lectures delivered. Besides this the projectors also help in student presentations enabling them to be more confident.

The Campus is well equipped with a number of seminar and conference halls. These halls are well furnished with all the necessary furniture, podiums and ACs. Audio-Visual facilities are available in these Seminar Halls allowing the students to get in touch with the latest mode of learning. The college offers various subjects which also require the facility of laboratories. Efforts are made by the college to upgrade the labs based on the revision of course modules and changes in syllabi of various subjects. The college also makes sure that maintenance of the lab equipment are constantly monitored. The college has a well-connected Wi-Fi service for the students and faculty members making the teaching learning process more effective. The seminar halls are also utilized by the students to organize various debates, quiz competition, Students seminars etc.

Salesian College is constantly in touch with all the modern facilities of teaching and learning process. As the College believes in Holistic development of the students the entire infrastructure is designed in a way to bring out the best in each student.

File Description	Document
Link for Additional Information	View Document

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

Response:

The sports, games (indoor-outdoor) gymnasium, yoga centre and cultural activities promoted by the college are as follows:

- The co-curricular activities are encouraged even in classroom spaces, technology enabled learning spaces, seminar halls, tutorial spaces, laboratories as and when required as indoor activities especially during monsoon season and in the botanical garden space, animal house, specialized facilities like gymnasium for talent enhancement.
- Extra –curricular activities promoted in campus include: sports, outdoor and indoor games, gym, auditorium for theatricals, dance and group performances. Besides, NSS, NCC, trained students in national sensibility; cultural activities, public speaking, communication skills are promoted through club activities for personality development.

The institution has adequate facilities for curricular and co-curricular activities. Both the campuses are well equipped with sports rooms. Both indoor and outdoor games facilities are provided to the Students. Indoor games include table tennis, badminton, carom board and chess. The outdoor games include football, volley ball, basketball, throw ball and cricket. Salesian college has 4 basketball courts, 2 volleyball courts, 2 football fields and 1 cricket field, and 8 badminton courts.

Yoga is encouraged for mental and physical health. Yoga and meditation are an integral part of the institution. The students are engaged in Yoga and meditation on specific days and during the monsoon season. The college also organizes Health and Hygiene programs to create awareness among the students. The Gym is well equipped with all the basic equipment and is accessible to both the students as well as the faculties.

The college also organizes cultural activities, dramas and various musical programs for the holistic development of the Students. The Seminar Halls are also used when required for the purpose of Cultural activities. The College provides a separate room for the NCC. The NCC and NSS actively functions and organizes various community development services. A platform is also given to the students to enhance their communication and public speaking skills through various workshops and seminar presentations organized in various seminar halls on a regular basis.

Sports & Cultural facilities:

	Sports	Games	Gym	Yoga Centre	Cultural
Siliguri	Stadium	<ul style="list-style-type: none"> One Games Room [3 TT boards] Two Basket Ball 	1	1	<ul style="list-style-type: none"> 2 Auditor 2 AV Ha 1 Multi-p

	Track & field, Football	<p>Courts</p> <ul style="list-style-type: none"> • Two Volley ball courts • Four Badminton Courts • Two indoor badminton courts • One Handball court • Three Carrom boards • Two Chess boards • Shot put • • • 			<ul style="list-style-type: none"> • MusicRo
Sonada	Stadium Track & field, Football	<ul style="list-style-type: none"> • Two Basket Ball Courts • One Volley ball court • Six TT boards • 5 Carom boards • Four Chess boards • 2 Indoor badminton courts • Shot put • • • 	1	1	<ul style="list-style-type: none"> • 2 Auditor • 1 AV Hal • Music Ro

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

<p>4.1.3 Percentage of classrooms and seminar halls with ICT - enabled facilities such as smart class, LMS, etc</p> <p>Response: 24.3</p>
<p>4.1.3.1 Number of classrooms and seminar halls with ICT facilities</p> <p>Response: 26</p>

File Description	Document
Number of classrooms and seminar halls with ICT enabled facilities	View Document
Link for additional information which is optional	View Document

4.1.4 Average percentage of budget allocation, excluding salary for infrastructure augmentation during the last five years.

Response: 43.29

4.1.4.1 Budget allocation for infrastructure augmentation, excluding salary year-wise during the last five years (INR in Lakhs)

2017-18	2016-17	2015-16	2014-15	2013-14
409.16	95.67	101.18	157.43	280.14

File Description	Document
Details of budget allocation, excluding salary during the last five years	View Document
Audited utilization statements	View Document

4.2 Library as a Learning Resource

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

Response:

Salesian college library went in for automation and digitization right from the beginning of computization arriving in India from mid 80's. Prior to that the Dewey Decimal Cataloguing System was used with author, title and subject wise search option of the library resources displayed at the entrance and catalogue boxes arranged alphabetically. The library automation began initially with DOS based management system as an attempt convert the hard copy of information into the digital database. From the year 2002, it was shifted to Electronic Bosco Library Information System (eBLIS) developed by one of the sister concerns of the college, Bosco Soft Technologies (<http://www.boscosofttech.com>) in Yellagiri Hills, Tiruppur, Tamil Nadu.

Major upgrade was done in the year 2016. This was followed by another major upgrade in the beginning of 2018. Presently the library has an integrated library system in eBLIS version 3.0, through which the faculty and students in both the campuses can access the information and request for the inter library loan. The system is being redesigned for cloud based data storage and online access. Sonada campus and Siliguri Campus had been using separate databases as the Siliguri Campus started in the year 2009 only. There is a

dedicated IBM System X Server machine running Windows Server 2012 R2 Operating System. Library management software runs on this machine. Library hosts Text Books, Reference Books, Periodicals, Journals, Magazines, CDs and DVDs. Management of these resources are handled by the software. The server is connected to the LAN so students can have access to system to view and to book the resources through designated machines in the Intranet. Besides, there is another dedicated system with the static IP in Siliguri campus. This machine is used for the download of subscription e-journals. Institution has INFLIBNET membership and through it has access to SodhSindhu and SodhGanga portals. All faculties have individual IDs for the INFLIBNET.

The library automation is done in the college through Eblis (Electronic Bosco Library Information System). The library is fully automated with 2.0 version of 2017. The library has been automated since the year 2004. The service provider is a sister concern of the Founder Body and has been providing the updates on the services over the years. Presently the online access of information across the campuses too has been activated.

New Books have been bought for all the departments. One new facility is the direct search facility from the OPAC without entering ID. New circulation system (Barcode circulation) and budget system have been working fine. The computerizations of library in both the Campuses are well running. Space reallocation has been done as to enable more students' access to read and work in the library. A new library block has been constructed. Library reading area was extended and all the books and journals have been bar coded. New journals have been subscribed.

File Description	Document
Any additional information	View Document

4.2.2 Collection of rare books, manuscripts, special reports or any other knowledge resources for library enrichment

Response:

The College with 80 plus years of history has its library collection of some rare books in Italian, Latin and Greek of late 19th and early 20th century publications. The library collection has specialised over the years its religious history and linguistic history. Latin was one of the subjects taught in the college as a part of University syllabus right from its beginning from 1930's while it was affiliated to Calcutta University and continued till mid 1970's under the North Bengal University. The medium of instruction prior to 1960's of the western philosophy course offered in the college, for its residential students, was Latin.

The College has Statesman newspaper collection right from the beginning. The college has over 4000 bound volumes of Journals, Periodicals and Magazines. These are kept separately in archived library and are made available to the students and faculties on request. The college library has a reprographic section and a binding section. Prior to the arrival of photocopying and Xerox the notes were disseminated as cyclostyled sheets and such note books collection is also available and are preserved in book bank.

The preservation of the older generation books given the climatic conditions of the hill campus located at 6500 ft especially during the monsoon season. Therefore, humidifiers and heaters have been provided in

the library for the preservation of books as well as for the convenience of the researchers who come looking for the older collections of the books in the library.

The library has a local language collection of books which are also rare in the sense that these local publications are available in very few places. The hill college campus has had the record of promoting print journalism through students edited pamphlets and leaflets for the sake of the younger population in the villages and for promoting their reading habits.

The library has been shifted due to dampness in the older part of the building to a new wing constructed in the 1980s for better utility, accessibility and preservation possibility. The walls have been made wooden panel protected for the purpose of better heat preservation.

File Description	Document
Any additional information	View Document

4.2.3 Does the institution have the following:

- 1.e-journals
- 2.e-ShodhSindhu
- 3.Shodhganga Membership
- 4.e-books
- 5.Databases

A. Any 4 of the above

B. Any 3 of the above

C. Any 2 of the above

D. Any 1 of the above

Response: A. Any 4 of the above

File Description	Document
Details of subscriptions like e-journals,e-ShodhSindhu,Shodhganga Membership etc	View Document
Any additional information	View Document

4.2.4 Average annual expenditure for purchase of books and journals during the last five years (INR in Lakhs)

Response: 9.1

4.2.4.1 Annual expenditure for purchase of books and journals year-wise during the last five years (INR in Lakhs)

2017-18	2016-17	2015-16	2014-15	2013-14
9.96	11.67	16.25	4.69	2.91

File Description	Document
Details of annual expenditure for purchase of books and journals during the last five years	View Document
Audited statements of accounts	View Document

4.2.5 Availability of remote access to e-resources of the library

Response: Yes

File Description	Document
Any additional information	View Document

4.2.6 Percentage per day usage of library by teachers and students

Response: 18.47

4.2.6.1 Average number of teachers and students using library per day over last one year

Response: 310

File Description	Document
Any additional information	View Document

4.3 IT Infrastructure

4.3.1 Institution frequently updates its IT facilities including Wi-Fi

Response:

Internet connection:

Siliguri Campus started in the year 2009 and had 5 telephone lines supporting internet (max 2 Mbps) broadband from BSNL under the NMEICT scheme. Meanwhile, Sonada Campus also had the line from 2011. Better broadband was introduced in 2013 from Sinet with three connections to cater to the need of fast internet lines for conducting online exams. In 2014 Siliguri campus went for upgrade to static IP from

BSNL. Then in 2016 a 20Mbps broadband connection was taken from R K Concern. This was followed by yet another 20 Mbps connection from Allianz Networks in newly added Nazareth Block, with three Computer labs having 40 computers in mid-2018. In Sonada Campus, BSNL leased line connectivity was introduced in 2017.

Computers, Scanners, Printers, Projectors, Routers, Switches:

Over the years Computers have been purchased as whole units or components and then assembled. They have been placed in labs, libraries, classrooms, AV Rooms and Seminar / Conference Rooms and different offices of the institution. There are two servers: one with the department of CSA and another (IBM System X) in the Library. There are a number of Printers, Scanners and Projectors. One ID Card Printer. Routers & Switches and Panel boards have been purchased from time to time to support the network requirements. All details have been provided in separate excel. Institution spends on repairs and maintenance of these on need basis.

Software:

ERP: First in-house development of intranet based software for automation of Student related activities (admission, attendance, report card generation) was done in the 2012-2013 period. It was replaced by an online version from EPAathsala (<http://www.epaathsala.com>), a Bangalore based Software Company, in the mid-2014. Institution used this software for three years, to be replaced by an in-house developed version which is in use since then. Students use Open Source software e.g., NetBeans, Eclipse IDEs and Free (Express or Community) editions of other products.

Products:

Time to time there have been purchases of other software. There were 40 copies of Windows XP, Windows 7 and Vista prior to 2012. Twenty copies of Windows 8, one copy of Windows Server 2012 R2, one copy of Microsoft SQL Server 2008R2 and one copy of Visual Studio 2013 Professional were purchased in 2015. In the year 2010 Adobe Premier Suite had been purchased. In 2018, CorelDraw Graphics Suite 2018 was purchased.

Antivirus:

Two sets of 50 user Kaspersky antivirus having 3 years validity were purchased in 2015 and 2017 respectively. Besides, single or three user versions are being purchased from time to time as and when required.

Library management:

Institution has been using EBLIS from Bosco Soft Technologies Pvt Ltd (<http://www.boscosofttech.com>) since the beginning. Most recent upgrade was done in 2017.

Special:

Spoken Language tutorial software from Orell Systems has been in use since the beginning. Most recent upgrade has taken place in October 2018. Office of the accountant uses ACME 5 software for accounting purpose. The college also has ASIMIL Language Programme for German, Spanish and French.

LINK: <https://www.salesiancollege.in/radio-salesian/>

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

4.3.2 Student - Computer ratio

Response: 6.83

File Description	Document
Any additional information	View Document

4.3.3 Available bandwidth of internet connection in the Institution (Lease line)

>=50 MBPS

35-50 MBPS

20-35 MBPS

5-20 MBPS

Response: >=50 MBPS

File Description	Document
Any additional information	View Document

4.3.4 Facilities for e-content development such as Media Centre, Recording facility, Lecture Capturing System (LCS)

Response: Yes

File Description	Document
Facilities for e-content development such as Media Centre, Recording facility,LCS	View Document
Any additional information	View Document
Link to photographs	View Document

4.4 Maintenance of Campus Infrastructure

4.4.1 Average Expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component, as a percentage during the last five years

Response: 12.67

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

2017-18	2016-17	2015-16	2014-15	2013-14
53.30	41.56	46	100.58	29.52

File Description

Document

Details about assigned budget and expenditure on physical facilities and academic facilities

[View Document](#)

Audited statements of accounts.

[View Document](#)

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

Response:

Being an 85 year old college the physical and non-physical resources have had a slow, timely and need based investment and management. The resources generated and invested have had maximum utilization by and for the beneficiaries. For example, the library which has over 40,000 volumes and bound volumes have been collected and managed by more than three generations of librarians and presently through a library committee. The library has stack area, separate space for journals, magazine and newsletters. It is managed with a software – EBLIS. Students can access the various titles and journal summaries. The library also has computers set apart for students to access e-journals and books. Since it is spread out in the two campuses of the college the students and faculties have the possibilities to access both for research and reading. Thus they enjoy the benefit of a larger collection.

The physical resources like land, field, gardens, forest, buildings and equipment are supervised and managed by the college bursar. He is assisted in the process by the finance committee and the purchase committee. The Individual and departmental requests for capital investments are ordinarily seen to by the Bursar and if above the set limit decided through the college coordination committee and reported to the Governing Body of the college. The major capital investments in buildings are estimated and budget proposal is submitted to and approved by Governing body and forwarded to the founder body. All constructions are done through the processes of building plan approval at the local government level as per processes prevalent in the concerned Panchayat/ corporation.

Physical/infrastructural resources: The older campus has play fields created by the voluntary service of previous generations of students. The resident student body managed the internal cleanliness and routine

maintenance of the main block for over six decades with no reliance on outside labour. With the new block coming into place, even the day students do voluntary service for maintenance of cleanliness to reduce the workload of the allotted staff. The terrain alignment of the building helps the vehicles to reach every floor, up to the seventh floor.

Building and estate maintenance is carried out by the team of support staff on a regular basis and other maintenance is done periodically by various professionals. Parking space is offered to students and faculty members free of cost and availed by many. The college has two buses for students plying on a regular basis. It also has other vehicles which are made available for the management, faculty and students for various occasions.

Indoor facilities: the college has various facilities within the college besides the regular classrooms. Radio station, Television studio, mass communication lab, psychology lab, computer labs, physics lab, language lab, and audio visual halls managed by the respective departments and monitored centrally from the respective Vice Principal and Bursar's offices. Some classrooms are equipped with LCDs and sound system to enhance ICT teaching for respective faculty members to book the room in advance. The college has common rooms for boys and for girls maintained by the class representatives.

e-resources: Internet connection in the computer laboratory and all the departmental laptops help the faculty to browse and download study materials. Power point presentation by faculty improves the quality of the classroom lectures and influences students towards academics and research.

Resource mobilization: Besides the student fees and grants received from governmental and other agencies, the alumni and donor agencies are frequently approached for resource mobilization. Some of the infrastructural facilities are made in memory of the departed, sponsored by their relatives or of former students: the AV hall in Sonada is sponsored by Dr. George Kallingal; a Kiosk in Siliguri campus by a parent whose daughter died.

The Sports Incharge supervises and keeps records of the requirements for the maintenance of college stadium/sports complex and GYM in both the campuses. The college has two football grounds, two volley ball courts, three basketball courts, two indoor badminton courts and two external badminton courts besides open space for the various sports activities. A committee consisting of faculty and student council members monitor and do quality check and give timely feedback on the performance of the canteen facilities. Water filter facilities in every block and water filtering plants on all major supply stations are in place. Incinerator, vermin culture and the well organised waste management keeps the campus clean and healthy.

The land available for future expansion is partially used for vegetable cultivation. Besides, horticulture, medicinal plants and various fruit trees are nurtured in the campus to add colour and vigour as per the seasons. The botanical garden in the main campus (Sonada) has a water tank with the source to feed the Hydropower station for production of electricity and for water for the requirements of the college. The water is also shared with the village community falling within greater campus area of the college.

The ordinary governance of the college is guided by the set policies like personnel policy, gender policy, finance policy, student rights policy and the details of which is spelt out in the annual handbook and calendar of the faculty and students. The organs of governance like Governing body, college coordination council, IQAC, EPCC, faculty council are in place. These meet quarterly or monthly to plan, monitor and evaluate the functioning of various sectors.

Institutional functioning and management becomes effective with application of technology at different academic and administrative levels. This leads to transparency and effective governance. Installation of LAN and WIFI facility provides fast flow of data across offices.

The faculty incharge of various sectors like NSS, NCC and the campus coordinators for IT security, event management, placements, academics and research and publication plan, supervise and implement the overall management of various aspects of daily administration and have their respective offices.

File Description	Document
Any additional information	View Document

NAAC

Criterion 5 - Student Support and Progression

5.1 Student Support

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

Response: 3.34

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

2017-18	2016-17	2015-16	2014-15	2013-14
43	13	69	71	26

File Description	Document
Upload self attested letter with the list of students sanctioned scholarships	View Document
Average percentage of students benefited by scholarships and freeships provided by the Government during the last five years	View Document

5.1.2 Average percentage of students benefited by scholarships, freeships, etc. provided by the institution besides government schemes during the last five years

Response: 7.53

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

2017-18	2016-17	2015-16	2014-15	2013-14
48	64	138	70	146

5.1.3 Number of capability enhancement and development schemes –

1. For competitive examinations
2. Career counselling
3. Soft skill development
4. Remedial coaching
5. Language lab
6. Bridge courses

7. Yoga and meditation
8. Personal Counselling

A. 7 or more of the above

B. Any 6 of the above

C. Any 5 of the above

D. Any 4 of the above

Response: A. 7 or more of the above

File Description	Document
Details of capability enhancement and development schemes	View Document
Any additional information	View Document
Link to Institutional website	View Document

5.1.4 Average percentage of student benefited by guidance for competitive examinations and career counselling offered by the institution during the last five years

Response: 23.49

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

2017-18	2016-17	2015-16	2014-15	2013-14
427	390	446	249	142

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

5.1.5 Average percentage of students benefited by Vocational Education and Training (VET) during the last five years

Response: 29.51

5.1.5.1 Number of students attending VET year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
554	506	240	350	337

File Description**Document**

Details of the students benefitted by VET

[View Document](#)

Any additional information

[View Document](#)**5.1.6 The institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases****Response:** Yes**File Description****Document**

Minutes of the meetings of student redressal committee, prevention of sexual harassment committee and Anti Ragging committee

[View Document](#)

Details of student grievances including sexual harassment and ragging cases

[View Document](#)**5.2 Student Progression****5.2.1 Average percentage of placement of outgoing students during the last five years****Response:** 8.06

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

2017-18	2016-17	2015-16	2014-15	2013-14
24	20	29	17	23

File Description**Document**

Self attested list of students placed

[View Document](#)

Details of student placement during the last five years

[View Document](#)

5.2.2 Percentage of student progression to higher education (previous graduating batch)**Response:** 44.03

5.2.2.1 Number of outgoing students progressing to higher education

Response: 188

File Description	Document
Upload supporting data for student/alumni	View Document
Details of student progression to higher education	View Document

5.2.3 Average percentage of students qualifying in State/ National/ International level examinations during the last five years (eg: NET/ SLET/ GATE/ GMAT/ CAT/ GRE/ TOEFL/ Civil Services/State government examinations)**Response:** 29.67

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

2017-18	2016-17	2015-16	2014-15	2013-14
4	4	1	1	0

5.2.3.2 Number of students who have appeared for the exams year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
8	10	4	3	0

File Description	Document
Upload supporting data for the same	View Document
Number of students qualifying in state/ national/ international level examinations during the last five years	View Document

5.3 Student Participation and Activities**5.3.1 Number of awards/medals for outstanding performance in sports/cultural activities at national**

/ international level (award for a team event should be counted as one) during the last five years.

Response: 2

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

2017-18	2016-17	2015-16	2014-15	2013-14
0	1	1	0	0

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

5.3.2 Presence of an active Student Council & representation of students on academic & administrative bodies/committees of the institution

Response:

The college has an active Student Council and represents the students on academic and administrative bodies and committees of the Institution. The Student Council is a democratic body of students responsible for the holistic development of the students and works in consonance with the respective departments, clubs and groups of the college with faculty support. The college has an active student council which is constituted every year through election. Student council is a body that integrates all the student driven committees present in the college. The role of student council is hence very much instrumental in bringing required changes. The college plays an important role in setting up various committees in order to ensure the active participation of students in every activities of the college. The student council helps in maintaining the decorum as well as discipline in the campus. The student council acts as an interface between the faculties, students and college authorities with the objective of achieving a win-win situation. Through the student councils the office bearers and other members get an opportunity to solve the real life problems and understand the ground realities of operating by the hardships which they encounter during their functioning.

The student council provides an opportunity to its members in the form of holistic development in the fields of Creativity, Team Building, Leadership and Communication Skills. It also provides an opportunity to learn how to manage people. It provides with hands on training on handling the media and social media for the students. The committee organizes the following important activities of the Institute: 1. One of the most important aspects of the student council is organising 'INNOVISION', the annual event of the institute. It is an amalgamation of all cultural, managerial and informal elements. The student council also organizes 'Ethnic Day', 'Diwali Milan', 'Christmas Celebration' at the College level and events like

'CONOSCENZA', 'CALIBRE', 'INSCAPE' at the department level. They identify, assess, evaluate and suggest the student perspectives in the development of Arts and Culture, Sports and games and other Co-curricular activities. The student council identifies and suggests methods of improving student life, conduct and discipline. They encourage and initiate inter departmental projects. The Student Council consists of the Class Representatives (CR), club and group leaders. The president, vice president, secretary, joint secretary, treasurer and joint treasurer are the core members of the student council and are elected from among the CRs, club and group leaders. The CRs assist the campus co-ordinators, Vice-Principal and the HOD's in matters relating to collection and returning of daily attendance registers, written exercises, conveying of notices and helping in general to maintain the tone and discipline of the college. The student council support and promote the different clubs and groups and encourage participation among students to promote a vibrant campus life. More importantly the role of the student's council is to maintain good relations, out of mutual respect, with the Institute staff (the Director, teaching and non-teaching personnel) and parents.

5.3.3 Average number of sports and cultural activities/ competitions organised at the institution level per year

Response: 21.6

5.3.3.1 Number of sports and cultural activities / competitions organised at the institution level year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
37	25	14	11	21

File Description	Document
Report of the event	View Document
Number of sports and cultural activities / competitions organised per year	View Document

5.4 Alumni Engagement

5.4.1 The Alumni Association/Chapters (registered and functional) contributes significantly to the development of the institution through financial and non financial means during the last five years

Response:

The college has an active alumni association formed out of the relationship between the alumni and the management to help the institution in its ongoing developmental efforts. The alumni cell was established with an aim to create a network with the alumni through various activities conducted by the college and interact with the alumni at various forums and always maintain an updated database of the alumni. The involvement of alumni in supporting and providing contributions voluntarily to the college is important for

maintaining and expanding the college. The association helps in raising funds to various activities and projects of the college.

In the year 2015-2017 about rupees sixty thousand were contributed by the alumni association for conducting various programmes as orange the world, gift of smile for the underprivileged students, blood donation camp, sponsors for commerce fest. About rupees twenty-eight thousand five hundred was donated by ex-students from the Sonada campus. In the year 2014-2015 about four lakhs was contributed from the alumni and individuals of the college. In the year 2015-2016 about six lakhs was given as a donation to the college. In the year 2016-2017 about rupees six lakhs fifty thousand was contributed to the college and lastly in the year 2017-2018 about rupees six lakhs forty eight thousand was provided to the college. In total we have about twenty-three lakhs seventy three thousand rupees contributed to the college with which various programmes have been conducted.

Regular meetings of the alumni are held at different chapters situated across the globe and the ongoing activities and future plans of the association are discussed at length. The association has also organized different events as part of the social outreach programme like free dental checkups and charity programme "Gifts of Smile" for the street children of the city. We also have organised summer camps and excursions for the beneficiaries. With wide network of Don Bosco institutions all over the country and at international level the college alumni is also linked with all other Don Bosco institutions at regional, national and international level giving the alumni an immense opportunity for their growth and development.

It aims at working for the upliftment and betterment of our society. As they have received a sound education from Don Bosco the father and founder they want to share the goodness that they have received as a mark of gratitude to Don Bosco and his sons. There are seventeen committee members including the Principal Fr. Dr. George Thadathil, Rector, Fr. Dr. Matthew Pulingathil, Fr. C.M Paul and Co-ordinator Mrs. Priyamrita Chatterjee. Among the elected office bearers the president of the association is Mr. Chanchal Agarwal and the secretary is Ms. Kuljeet Kaur and the joint secretary is Ms. Keren Simon and the treasurer is Mr. Sayak Moitra. Regular meeting of the alumni are held at different chapters situated all across the globe and the newsletter is a medium for sharing their ongoing activities and future plans for the college.

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

? 5 Lakhs

4 Lakhs - 5 Lakhs

3 Lakhs - 4 Lakhs

1 Lakh - 3 Lakhs

Response: ? 5 Lakhs

File Description	Document
Any additional information	View Document
Alumni association audited statements	View Document

5.4.3 Number of Alumni Association / Chapters meetings held during the last five years

Response: 13

5.4.3.1 Number of Alumni Association /Chapters meetings held year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
3	4	3	2	1

File Description	Document
Number of Alumni Association / Chapters meetings conducted during the last five years	View Document
Report of the event	View Document

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

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

Response:

Salesian College has clearly stated vision and mission.

Vision: The educative community of Salesian College endeavours to excel in the preparation of noble citizens and leaders who are intellectually competent, socially sensitive, morally upright and emotionally balanced. We seek to be a transformational force through our motto *flamma ardens et lucens* – a flame that enlightens and enlivens.

Mission: Preparation of Noble Citizens, Advancement of Academic Scholarship, Providing Professional and Social services, providing right-based education especially to disadvantaged groups and to equip the students with skills for employability.

Core Values: The institution stands firm on the time tested core values of the educational philosophy of St. John Bosco which is stated as intellectual competence and reasonableness, moral uprightness and social sensitivity and emotional balance.

The institution accommodates diverse group of faculty and students from different walks of life. Salesian College is governed by the Society of the Salesians of Don Bosco head-quartered in Rome, Italy and has regional body in Kolkata, and a South Asian coordination office in New Delhi, India. The local management is seen managed and administered by Governing Body. Principal, Rectors, Vice Principals, Campus Co-ordinators, Heads of the Departments, Faculty and Student Council together form an administrative body through various representations.

Internal Quality Assurance Cell has a very important role to play in the governance of the college to ensure quality culture in the institution. Perspective plans are planned every five years with the help of the experts guiding all the stake holders through processes like World Café and Open Space facilitation processes where all the stake holders take part in the planning processes.

Since the college has a decentralised system, all the stake holders are part of the decision making process which takes place in a planned manner. The founder body being the apex body of the administration, sends in directives and ordinances from time to time to the governing body which is comprised of stake holders. Teacher Representatives of the Governing Body are nominated from among those recommended and they represent the faculty of the College in decision making. In the financial administration, the college has a Finance Committee which also has Teacher Representatives usually a Commerce/Management faculty who also conduct the Internal Audits and members from the office staff.

The College has empowered Campus Co-ordinators who are senior faculty from different departments, in the areas of academics, co-curricular activities, IT & security, research & publications and events & internal audit. All the campus co-ordinators directly take part in the decision making process by the college management.

There are weekly meetings conducted by the Vice Principal and monthly meetings conducted by the Principal, where each faculty is given liberty to bring in the ideas relating to the welfare of the students, teaching-learning, college administration etc to facilitate participatory decision making taking into consideration the common concerns and working towards a consensus.

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

6.1.2 The institution practices decentralization and participative management

Response:

a. The administration and management, especially the decision and policy making procedure of the college have been decentralized through participative management mechanism. Apart from the Founder Body and Governing Body members and the Principal, there are Vice-Principals who look after the daily running of the college in collaboration with the Bursar, Campus Ministers and Campus Co-ordinators. They are in turn supported by the heads of the departments.

A case study: College organises INNOVISION, an inter-college musical, cultural and literary festival for three days. Being a college inter-college level fest, the management is the chief and ultimate organiser and not the department(s). But the system is so decentralised, that the office of the campus co-ordinators with the help of student leaders (who are elected by the students) and select faculty, this mega event is smoothly organised to entertain over 3000 students on site and on uncountable others through live streaming online through social media. The process that is followed is given here:

The College management empowers the Campus Co-ordinators to organise Innovision, planned annually with the dates noted in the calendar and budgetary allocation done in keeping with the previous year's expenditure. The campus co-ordinators call for planning meeting at two levels:

1. Only with student leaders to brain storm and make them participate in the process;
2. Planning with faculty and student leaders. Then the students and faculty are divided in groups for marketing, production, office, volunteering, security, media management etc. Each of this group is headed by a faculty who only facilitate the process but it is the students who take active part in the process. After the planning stage the team executes the process on the event dates with the help of nodal office of the campus co-ordinator. Briefing meetings are held before (remote preps) and during the (3 days) event on the daily basis. The post event meeting is held for evaluation of the programme and filing of the same is done for future reference. The final reports of the Innovision event, both financial and for newspaper are sent to the college management for their reference. Through all these processes, the management acts as a patron to support the programme/event, but it is the student council steered by the campus co-ordinators who organise and manage the event from planning, to execution and evaluation of the programme. In the Innovision, the college empowers alumni too, to help in the contributions, marketing, advertisement and judging the events. Luminary alumni are called to encourage the currently enrolled students.

b. The college encourages decentralization and participative management through the involvement of Religious Teachers, Lay Teachers, Students, Parents, Alumni, Local Educators, Intellectuals and Neighbours. The student representatives such as Departmental Representatives (DRs) and Course Representatives (CRs), and members of the Student Council are given leadership roles wherever they can fit in. Co-operation of parents/guardians, alumni and neighbours is sought. Regular meetings of parent, alumni and neighbours are held for this purpose during which some local educators or intellectuals are invited.

File Description	Document
Link for Additional Information	View Document

6.2 Strategy Development and Deployment

6.2.1 Perspective/Strategic plan and Deployment documents are available in the institution

Response:

The IQAC steers the strategic plan through the Department of Management Studies having technical knowledge and skills in strategic planning. The campus initiation in Siliguri, of an old college of six decades history was itself the outcome of strategic planning at the governing and founder body levels. Having decided to invest in developing the campus in Siliguri, and open up the hill campus to a bigger number of students than the erstwhile thrust on a limited number of residential students alone, infrastructure development, projecting a higher intake of students over the years, was given the strategic go ahead. The need for higher education among the local population and the larger region of North Bengal and its surrounds in the neighbouring states and countries, gathered from the demographic study and the GER (gross enrolment ratio of the local communities of the region), it was decided to build up the campus for a 3000 plus student body in Siliguri. The College has hence, successfully completed the new infrastructure in the Hill campus, under construction during the previous NAAC visit, in 2012, and it has been completed and occupied in 2014. Whereas, the Siliguri Campus infrastructure though begun around the same time, after much stress and strain of overcoming the hurdles of various clearances from the local government administration, is presently nearing its completion. A sprawling new campus with new building is in the construction process in Siliguri campus and a multipurpose hall, to meet the demand of increased student body size, has been completed to house 2000 persons. The repeated review of the progress of the infrastructure development by the IQAC, and feedback to the various organs of governance like construction committee, finance committee, college coordination council and the governing body, have helped move towards the final realisation of the goal on the one hand, and temporary alleviation of the need for space with the annual increase of a near hundred fold and more between 2012-15 by adding temporary infrastructure in the form of a stadium block and renovation and addition of facilities to the Administrative Block and expansion of library reading room facility, and lastly in getting an older building in use for other purposes of the founder body converted for college science block and as part residence of the management in the Nazareth Block (2018).

IQAC also proposes an annual thrust area to the college teaching community in a more participatory manner and the teaching community imbibes the thrust area and executes the same in the given academic year. Year wise thrust areas proposed and executed are: Student-Centric Teaching-Learning (2015),

Incorporation of ICT in the Teaching–Learning (2014), Infrastructural Developments (2013), Service Learning, Management through ERP(2016) have been successfully implemented.

File Description	Document
Link for Additional Information	View Document
Strategic Plan and deployment documents on the website	View Document

6.2.2 Organizational structure of the institution including governing body, administrative setup, and functions of various bodies, service rules, procedures, recruitment, promotional policies as well as grievance redressal mechanism

Response:

Salesian College is managed by Salesians of Don Bosco Society and the President of the Founder Body is the President of the Governing Body. The Principal is the secretary of the Governing Body and has the duties and responsibilities assigned by the Personnel Policy promulgated and imprimatured by the President of the Founder Body. College being a minority college of the Catholic Church run by the religious order the Salesians of Don Bosco, it also has Rectorate to look after the overall orientation of the institution as per the vision and mission of the order and in monitoring the spiritual tenor and orientation. Each College community of Salesian College has a Rector appointed by the President of the Founder Body and serves the term for 6 years. Financial administration of the college is looked after by a Bursar(s), Vice Principal(s), and Campus Minister(s) from among the members of the order and qualified for the tasks appointed by President of the Founder Body, besides the Principal who is the Executive Secretary of the Governing Body.

Internal Quality Assurance Cell (IQAC) was set up in the year 2004 which works as a body to ensure quality culture in the college in all its endeavours. IQAC functions as per NAAC requirements in understanding with the College Co-ordinating Council (CCC) and Faculty Academic Council.

College has CCC consisting of Rectors, Principal, Vice Principals and Bursars which directly look after the administrative matters of the college. Each Vice Principal of the campuses look after the day to day running of the college in terms of classes, time tables, recess of the students etc.

Salesian College has appointed Campus Co-ordinators to carry a specific area of operation to extend the support and help to the Principal and the Vice Principals. Such offices of the Campus Co-ordinators include Academics, Co-curricular Activities, Internal Audit, IT and Security and Research and Publications. They lead the Faculty Academic Council also function as the liaison between faculty and management.

College has decentralised the management by appointing Heads and Deputy Heads of the Departments in all the Departments. They are empowered to look after the students' welfare in academics and co-curricular activities.

Faculty of the departments are assigned duties and responsibilities by the HoDs in consonance with the Principal/VP as per the Personnel Policy.

College has Student Council who are elected by the students' themselves after the nomination from those who have above 75% attendance and have clearly passed the last university (semester) exam. They function as the immediate administrators to help and support the smooth running of the college on a day to day basis and also organising curricular and co-curricular activities for the students.

File Description	Document
Link for Additional Information	View Document

6.2.3 Implementation of e-governance in areas of operation

1. Planning and Development
2. Administration
3. Finance and Accounts
4. Student Admission and Support
5. Examination

- A. All 5 of the above
- B. Any 4 of the above
- C. Any 3 of the above
- D. Any 2 of the above

Response: A. All 5 of the above

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

6.2.4 Effectiveness of various bodies/cells/committees is evident through minutes of meetings and implementation of their resolutions

Response:

College has strong extension activities in the campus and in the neighbourhood. It has NSS, NCC, Clubs, Cells and Departmental out-reach programmes. For the cause of the gender sensitisation and women partaking in the equality of women campaign nation-wide, as well as following the mandate of the UGC, College has set up women cell and the cell organises gender sensitisation programmes to the students of the college from time to time. The women cell in collaboration with United Board for Christian Higher Education in Asia has organised over three such programmes in the last three years, to name a few. Apart from these, the cell organised self-defence classes for women students and observed an Orange Day to take part in the nation-wide campaign of equality for women. This initiative was taken due to an increase in the number of female students' intake in the college.

The institution has contributed over the years to the promotion of women's education in the 27 villages it has adopted and where the students visit on a weekly basis to provide entertainment, recreation, group study and skill enhancement by providing opportunities to take part in various local, inter-village and zonal level programmes. These concerns have been also taken a step higher in and through the introduction of the community radio, reaching out with special programmes for the children and girl child, and for young women. The opportunities awaiting them through education, and the speeches and interviews with prominent women of the region, have contributed over the past couple of years in reaching the vision and mission of the college to the rural community within which the hill campus of the college is located.

6.3 Faculty Empowerment Strategies

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

Response:

List of existing welfare measures for teaching and non-teaching staff:

Faculty are provided travel grants, for research related activities and for participation in seminars and conferences. Exchange possibilities are provided with sister institutions, and opportunity to participate in various organizational meetings as representatives. Skill development programmes for teaching and non-teaching faculty are organised in house and opportunities for outstation participation encouraged on request. IQAC promotes the quality culture to safe guard the faculty welfare. College organises Faculty Orientation and Strategic Planning, for engaging with and incorporating the suggestions of the faculty into the management of the institution. Orientation Programmes are organized annually for dissemination of the values of the institution to new members as well as those young in the institution. The college provides subsidies for food, accomodation and workshop fees all the faculty development programmes organised in Sonada Campus. From 16 to 20 August 2016, faculty from both campuses engaged themselves in to Faculty Orientation and Strategic Planning facilitated by expert facilitator Mark Pixley. The same programme was followed up by the same expert in Siliguri campus in the same year. Dr Mario Pinhero, another expert on NAAC accreditation process was invited on 3 and 4 February 2017 to Saonada campus and for this event also the subsidy for accommodation, food and conference fees was provided to the participants.

Faculty development programmes are organized to provide a platform for performance and for testing the professional development each one has attained on the job. Regular faculty meetings are held in order to provide a platform for sharing the concerns of the student community brought to the faculty as well as

those concerns of the students brought to the management as feedback to the faculty. In the process, the occasions for redressal of grievances, whether on the part of the faculty or that of the students are addressed. The balance between the engagement of the students in co-curricular activities vs curricular academic activities is a matter of discernment derived from and through these regular meetings and the decisions are taken at the level of the IQAC.

Non-Teaching faculty are provided with allowances for medical emergencies. Financial assistance is provided to the faculty too in times of exigencies. Admission support to the children of faculty in sister institutions are provided as a welfare measure. Maternity leave with pay for permanent faculty, subsidised accommodation for faculty and their relatives in the hill campus of the college is yet another pertinent welfare measure. College maintains endowment funds for the members of the faculty for emergency situations, where from for medical care, for family members' marriage or health emergencies, they may avail. In the past couple of years a number of them have done so. The housing scheme has been a plan of the founder body and availed by and provided to a number of support staff of the college, for whom assistance has been provided in procuring the land, in the construction of the houses, and for the education of the children.

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

Response: 29.76

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

2017-18	2016-17	2015-16	2014-15	2013-14
8	14	18	23	20

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

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

Response: 14

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

2017-18	2016-17	2015-16	2014-15	2013-14
13	17	12	14	14

File Description	Document
Reports of Academic Staff College or similar centers	View Document
Details of professional development / administrative training programs organized by the Institution for teaching and non teaching staff	View Document

6.3.4 Average percentage of teachers attending professional development programs viz., Orientation Program, Refresher Course, Short Term Course, Faculty Development Program during the last five years

Response: 5.26

6.3.4.1 Total number of teachers attending professional development programs, viz., Orientation Program, Refresher Course, Short Term Course, Faculty Development Programs year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
1	3	2	4	4

File Description	Document
Reports of the Human Resource Development Centres (UGC ASC or other relevant centers).	View Document
IQAC report summary	View Document
Details of teachers attending professional development programs during the last five years	View Document
Any additional information	View Document

6.3.5 Institution has Performance Appraisal System for teaching and non-teaching staff

Response:

Salesian College has a robust performance appraisal system for teaching and non-teaching staff. Self-appraisal being the basis of all appraisals, the opportunity is provided for each faculty and support staff to annually self-evaluate and submit their performance feedback and sense of belongingness, satisfaction in

the job performance and their personal observation of their growth and that of the institution and their colleagues to the management in a confidential manner on two occasions. Once to the Rector of the institution, responsible for the preservation of the vision and ethos of the institution along with the Principal/Vice Principals, Bursars and Campus Ministers, the religious personnel on campus as part of the management. They also get a second opportunity, when there is the annual visit (inspection) by the President of the Founder Body for review of the functioning of the institution in all its aspects of management, performance and services. Those due for promotions submit their API scores as per the UGC format for consideration by the Review Panel.

The teaching faculty is evaluated by the students of the department. This process is conducted formally by the Registrar/senior faculty in the management of the college and tabulated. It is taken up in the annual review meeting of the faculty considering their renewal of service, promotion. The feedback, wherever applicable, is communicated to the individual faculty concerned prior to the renewal of service contract, or as an annual feedback on a one-to-one basis by the Rector/Principal of the college.

College maintains Unitisation Report/Faculty Diary which records the teaching load per week, classes taken per week, and other records of the faculty participation in the day to day campus activities, student mentoring, academic record keeping like that of attendance tabulation, marks entry for student report card preparation, assisting the students in their project work, their field trips, their inter departmental event coordination, preparation and execution of departmental days. These activities and the involvement of the faculty in the lives of the students outside the class room as much as in the classroom defines the unique institutional ethos and the same is communicated as feedback of encouragement, motivation and appreciation by the members of the management during the morning assemblies, faculty meetings, posts event evaluative meetings of faculty and students. The overall perception of the progress of individual faculty and the department is reviewed and tabulated for the overall appraisal.

Non-Teaching staff is reviewed by the office of the administration on a biannual basis and feedback communicated based on the observational perceptions, mutual review and the necessities of each quarter/semester activities and special events for which their cooperation and active involvement is thereby enlisted.

6.4 Financial Management and Resource Mobilization

6.4.1 Institution conducts internal and external financial audits regularly

Response:

The College undergoes external financial audit annually. The annual audit is centralised for all the institutions under the care of the Founder Body and it is done quarterly, every six months and annually. The audit report of the same is attached. Besides, the college has appointed internal auditors who are from the Departments of Management and commerce and one among them has over ten years of Banking experience.

The internal audit checks firstly, all incomes generated for various events from various quarters and how it has been utilized for the said event. Students ordinarily do not do fund raising on their own, except for the events that have been authorised and as a learning experience in the field as commerce and management

students especially. These and the amounts allotted for the various events, as per the budget prepared and sanctioned for the said event are checked by the internal auditors as to the legitimacy and justifications for the expenses incurred especially in view of the budget preparation for the same event, if repeated, in the next year.

Secondly, the special projects sanctioned and income received by the college, be they from MHRD, ICSSR, UGC and or other governmental or non-governmental agencies within the country or outside sources are audited separately and these are scrutinized for the purpose of submission to the concerned agency as per their requirement and format of the audits and utilization certificates. The College with Potential for Excellence Grants, the Development Grants as per the Plan periods, the seminar grants and other research project grants from the UGC come under these audits. Similarly grants received from United Board and IFCU, and other donor agencies.

Thirdly, all the income and expenditure of the college as they are in preparation for the quarterly, half yearly and annual audits are checked in consonance with the accountants and the college Bursar. The accounting system is computerised and the founder body has set patterns and rules for the audit procedures and the stipulated timing for the purpose across the institutions belonging to its administration. As per the report of the Internal Audit, the college has never faced audit objections except a few clarifications sought on some translucent entries in the ledger.

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

Response: 8

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

2017-18	2016-17	2015-16	2014-15	2013-14
4	2	1	1	0

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

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

Response:

Salesian College has Finance Committee which directly looks after the planning, execution and evaluation of the budget. Bursars are the Officers to officiate the committee functioning in consonance with the Rectors and the Principal of the college who report to the governing body and abide by the instructions of the founder body. In the beginning of the financial year, the budget is allocated and based on the allocation, the expenditure is made and audit report is sought from the audit team.

College has received Government grants which has been audited. Salesian College has been certified by UGC as College with Potential for Excellence (CPE) for two terms and a sum of rupees 2 crores have been granted to the college and the audit report and utilisation certificate has been submitted to the concerned authorities. Besides, College has received developmental grants under 10th, 11th and 12th Plans and the audit reports of the same are submitted. College mobilises funds from Founder Body, other Don Bosco institutions, Alumni and their friends, well-wishers and benefactors for various financial requirements such as extension of infrastructure and purchase of equipment.

The College has three tier audit system: 1) For the Government executed by government registered chartered accountants; 2) For the Salesian Society (which runs the college) and for purposes of overall regional administration purposes and for reporting to the worldwide administration of the order, often executed by the same government recognized registered chartered accountants who act as the auditors for submission of reports to the government; 3) For the institutional planning and information generation for annual budget preparation by the internal audit (usually a college professor of the department of Management/Commerce).

All major purchases are made after procuring more than one quotation often three and after consultations with competent persons regarding the product/services and ensuring that the quotation comes within the budget allocated for the said purchases. In financial management while the principle of efficient utilisation of resources is primary, in the purchases of products and services the quality is a matter of equal concern as to provide the best possible facilities to the student community.

The attempt to utilize the water resource for hydropower generation, and the process in place for solar power in the new construction underway in the plains campus are examples of optimum utilization of resources.

6.5 Internal Quality Assurance System

6.5.1 Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes

Response:

1. IQAC, through its annual planning and review process, proposed to use ICT in the classes as a thrust area because college was in transition and information boom was there in the Indian academia. This thrust area has become a part of standard practice presently in the college so much so every department avails of ICT enabled teaching sessions for the students. Towards this goal, special sessions on the mode and manner of PPT preparation, special training have been provided to the faculty, and the provision of review of the mode of teaching by young faculty by the seniors and those from the management, providing the input in terms of making the teaching learning as per the institutional core vision and educational system.

The same is made available as an on-the-job learning strategy and tool on the college website (www.donboscoway.com).

In last two years, even more, the ICT enabled class room has been taken forward as to create e-content to move towards the logic of a flip classroom wherein the students come having read on their personal media the content to be discussed in the class room. In fact through Salesian Radio and Salesian Television opportunities are provided to the faculty to generate e-content for teaching-learning and dissemination beyond the class room even to the local communities. Over the years, the institution has made a shift in its usage of communication media in the campus by allowing students to use mobile phones for academic enrichment from not allowing in the earlier years the students to use it in the academic environment.

2. Service learning was one of the thrust areas of IQAC proposed to the college community, which has become the standard practice of the departments. Every department has a component wherein they connect through camps, field trips, rural research and social service to the local community. Departments also connect to the alumni for out-reach programmes. The learning from these out-reach programmes are brought back to the class rooms for deepening of the insights gained in the field and in the community service or engagement. These are laid out on the notice boards in the form of photographs, creative poster presentations, board displays, chart work and even personal reflection writing displayed as wall magazines before proceeding to find a place in the college annual magazines - SCSPEAKS and SPARKLE into its 18th and 9th year of publication, respectively in the Hill and Plains campuses without fail under the leadership of the faculty team assisting the student editorial teams. These experiences also feature in the personality development and personal growth aimed through value education classes, also taken in turn by the various faculty members as against a set syllabi during the year, evaluated and for which a grade is allotted in the Progress Report Card of the student made available to the parents.

File Description	Document
Link for Additional Information	View Document

6.5.2 The institution reviews its teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals through IQAC set up as per norms

Response:

The IQAC meetings always focused on planning and evaluation. In doing so, it took feedback from students, from parents, and from the input that the faculty and management received during the year from observations and participation in national and international events. Over the period of the last five years, ever since the previous NAAC accreditation, the institution has been keen to increase its reach to the student body through the core competency area of teaching-learning, especially given the fact that over the curriculum the institution had little hold, as it was prescribed by the university.

Teaching–Learning reforms facilitated by the IQAC are:

1. Mentoring: College has put in place the system of mentoring the students, for which, each faculty is given a group of students. The faculty regularly mentors the students for their academic performance. This step was taken after the review done by the IQAC and CCC to facilitate all learner types in the teaching-

learning processes. It was also an outcome of the fact that the diversity within the student body - linguistic, ethnic, intra and interstate, religious and economic - called for greater attention to create cohesiveness within each department, even before any learning could actually happen, given that the young person's shifting from a school system to college, needed special attention. Thus mentoring beginning with the annual orientation took care of this need and prepared the students for the whole year of learning activity and self-development has been our experience over the years.

2. Value Education: In keeping with the vision and mission of the college and the ethos of educational administration coming from the legacy of Don Bosco system of education which is time tested worldwide for nearly two centuries now, and keeping in mind the more recent ordinances and directives of the UGC, college has incorporated Value Education into the mainstream of teaching-learning activity of the college curriculum. These hours ordinarily set aside during the prime hours in the earlier part of the week, brings students and faculty to view short films, hold focussed group discussions, to conduct mini workshops, to bring personal experiences and field trip and other community engagement based learning to the class room for reflection and personal assimilation of the values and to learn to communicate and share the same with their classmates, bringing them closer to each other in the process.

6.5.3 Average number of quality initiatives by IQAC for promoting quality culture per year

Response: 2

6.5.3.1 Number of quality initiatives by IQAC for promoting quality year-wise for the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
5	2	2	1	0

File Description	Document
Number of quality initiatives by IQAC per year for promoting quality culture	View Document
Any additional information	View Document
IQAC link	View Document

6.5.4 Quality assurance initiatives of the institution include:

- 1.Regular meeting of Internal Quality Assurance Cell (IQAC); timely submission of Annual Quality Assurance Report (AQAR) to NAAC; Feedback collected, analysed and used for improvements**
- 2.Academic Administrative Audit (AAA) and initiation of follow up action**
- 3.Participation in NIRF**
- 4.ISO Certification**
- 5.NBA or any other quality audit**

A. Any 4 of the above

B. Any 3 of the above

C. Any 2 of the above

D. Any 1 of the above

Response: A. Any 4 of the above

File Description	Document
e-copies of the accreditations and certifications	View Document
Details of Quality assurance initiatives of the institution	View Document
Any additional information	View Document

6.5.5 Incremental improvements made during the preceding five years (*in case of first cycle*) Post accreditation quality initiatives (*second and subsequent cycles*)

Response:

Quality enhancement initiative in academic and administrative domains include the following:

Firstly, Implementation of ERP in the administration and academics enhanced the functionality of data base management such as marks, attendance, admission and over all students' database maintenance. It has facilitated the faculty selection process.

Secondly, College management has added new courses that are not available in the region in other institutions and even in the affiliating university such as Psychology Honours and General, Finance Honours, Sports management, PG in Education and Psychology and applied for reapplied for beginning BSW. In order to cater to these and other courses and the increased intake annually, additional infrastructure has been got ready and more facilities are due to be in place soon. These facilitate in administration and has decentralised the administration process.

Thirdly, to address the high rate of young faculty joining and leaving after short duration of one year or more, it was decided that each signs a two year contract of teaching experience in the college while joining, and before requesting for further studies or for moving on to other fields or jobs. Even with this in place there being high mobility of faculty, the salaries had been increased as a source of incentive to retain the faculty. Even then the attraction of government job being a culturally conditioning notion, and as per the previous NAAC team's suggestion the provision the college has to receive government aid as a 2f and 12B college has been pursued and many assurances have been given by the department of education, west Bengal, that it would be addressed and a positive reply is awaited any time soon.

Fourthly, in order to enhance the faculty capabilities, in the last five years college has successfully organised Research Scholars' Workshop, FDPs, FORTE (Faculty Orientation in Research and Teaching

Excellence), SPRD (Strategic Planning and Resource Development), e-resources and e-content generation programmes for academic enhancement of the college. To make the teaching-learning more participatory and engaging, the college has consistently facilitated to enhance participatory mode of teaching and learning through training programmes organised in the college for the faculty.

Fifthly, in order to usher in a new generation of learning ambiance in the college, great effort had been taken to acquire the permission to run a local language based radio station, the only one in any college in entire north east and West Bengal region, and it is slowly making its waves in the rural belt where the hill campus is located bridging the concept of a community radio being also a campus radio. Added to this and with the introduction of Mass Com departments in both the campuses efforts are on through the Mass com Lab cum studio to create e-content and thus shift the teaching learning from the class rooms black boards and LCD screens to a wider platform of students accessing on their pocket media gadgets. This has already brought in a new enthusiasm among the student population.

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1 Number of gender equity promotion programs organized by the institution during the last five years

Response: 11

7.1.1.1 Number of gender equity promotion programs organized by the institution year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
3	3	2	2	1

File Description

Document

Report of the event

[View Document](#)

List of gender equity promotion programs organized by the institution

[View Document](#)

7.1.2

1. Institution shows gender sensitivity in providing facilities such as:

1. Safety and Security
2. Counselling
3. Common Room

Response:

Safety & Security: The College has CCTVs installed in classrooms, corridors, library, entrance, canteen etc. There is 1 female and 4 male Security Guards positioned at the entrance to the campuses. The girl students are made available Sanitary Pads in case of emergency requirement.

Counseling: Counseling is conducted by the Department of Psychology led by Fr. (Dr.) James Chacko, and in collaboration with Alisha Chettri, Dipankar Rai and Anurag Lama. The religious faculty Fr. (Dr.) Mathew Pulingathil and Fr John Berger provide counseling to the residential and PG students. Regular mentoring of students is done by assigned mentors in respective departments.

Common Room: For Boys and Grils above the Lobby in SCS and Infirmary next to Coordinators Office. Separate Common Room for boys near Administrative Block and for girls in Nazareth Block. Common Room provisioned in the New Arts and Humanities Block.

The college undertook several initiatives to conduct programmes and workshops on gender equality. Self defense workshops for hostel and day scholar girls were organized: In 2013-2014, the instructor for this

workshop was Mr. Pawan Prasad (Black Belt 2nd Dan); In 2014-2015, and 2015-2016, under the instructor Mr. Anil Rai (Black Rai 3rd Dan) and Mr. Kim.

Selection of one Male and Female Class Representatives from each program and batch. The college has the only female NCC Instructor among all the colleges of the University. There is a balanced gender ratio in both NCC & NSS.

Salesian College Siliguri and Sonada Regulation and Policy guidelines for admission, recruitment, administrative function and academic administrative activities safeguard the interests of the students, faculty and staff members without any differentiation to their gender through gender sensitivity and counseling. As a matter of fact true spirit of education is being practiced in the College i.e. no discrimination against caste, creed, religion or gender including third gender. The College provides safety, security & counseling facilities to both male and female students /staff through its well defined equity, diversity & non-discriminatory policy guidelines.

The life skills education training to the students, faculty & staff has developed a conducive professional relationship. All new faculty members undergo an induction programme to understand the needs, concerns and characteristics of diversified people including women in the campus.

The college has the credit of creating gender sensitive environment. The academic ambiance promotes sensitivity and respect for each other.

All programmes offered by the campus are common to all, irrespective of genders without any bias or reservation. In addition workshop / training programmes are conducted on legal rights, protection from domestic / social violence, gender sensitivity to all the students of the college.

The college has established a Grievance Redress Committee & Women Help desk to address the issues related to sexual harassment and other problems.

As one of the strategic intents, the college nurtures an environment of safety, trust & mutual respect to embed equality & diversity and ensures that the implementation of the strategic plans are fair and inclusive.

File Description	Document
Any additional information	View Document

7.1.3 Alternate Energy initiatives such as:

1. Percentage of annual power requirement of the Institution met by the renewable energy sources

Response: 8.78

7.1.3.1 Annual power requirement met by the renewable energy sources (in KWH)

Response: 3600

7.1.3.2 Total annual power requirement (in KWH)

Response: 40979

File Description	Document
Details of power requirement of the Institution met by renewable energy sources	View Document
Link for Additional Information	View Document

7.1.4 Percentage of annual lighting power requirements met through LED bulbs

Response: 17.4

7.1.4.1 Annual lighting power requirement met through LED bulbs (in KWH)

Response: 2834

7.1.4.2 Annual lighting power requirement (in KWH)

Response: 16290

File Description	Document
Details of lighting power requirements met through LED bulbs	View Document
Any additional information	View Document

7.1.5 Waste Management steps including:

- Solid waste management
- Liquid waste management
- E-waste management

Response:

Waste Management steps including

Solid Waste Management

The College in its locality, Gorabari, Sonada and in Jyotinagar area of Siliguri, is a role model of solid waste management by educating and creating awareness in the community. Salesian college persuades the policy makers and the municipal authorities in implementing better and efficient solid waste management practices. The project is carried out by the departments of Environmental Science and Geography, and NSS units of the college.

Salesian College maintains solid waste management process with the objective of protecting the environment and health of people. The college authorities look after management of solid waste as not only a social responsibility but also as a religious responsibility. The campus is of the belief that solid waste management is not just a corporate social responsibility or an optional service to the nation's people.

Improper solid waste management, here, is considered as a crisis to the public health and environment. It is a loss to the economy as a whole, display of operational inefficiency and failure towards creation of political and public awareness.

The objective of Salesian College in this regards is to build up an integrated solid waste management and follow it up as a nation building exercise for healthier and wealthier communities.

This project is implemented in four stages:

Phase I: Organised a workshop on SWM for the students of the college, Coordinators of the programme and selected representatives from neighbouring institutions, parents and local leaders.

Phase II: Door to Door demonstration on waste segregation and management which targetted at least 500 houses in and around Jyotinagar area and the neighbouring roadside villages like Chattakpur, Dilaram by the student representatives and NSS volunteers.

Phase III: Organised awareness camps in the locality (cluster wise) and distribution of leaflets and waste baskets and other helps for few selected poor families of the area.

Phase IV: Creation of vermicopost, segregation area, dust bins with different types and colour for segregation.

Liquid Waste Management

Liquid waste generated by the College are of two types:

1. Sewage waste
2. Laboratory, Laundry and cafeteria effluent waste

The Sewage waste is treated through Sewage Treatment Tanks (6 in all) in both campuses separately for each of the buildings in the premises. The run over of the sewage treatment flows into the garden space and green turf in the respective campuses. Effluent Treatment from the cafeteria and the kitchen are flushed into the drainage system which joins with the municipal drainage system in Siliguri campus and into the nearby *jhora* in the case of the hill campus. The provision is being made in the new campus being built up for treatment of the effluents more scientifically (ETPs) for the purpose of using the treated water for horticulture and flushing in toilets.

The planned sewage treatment in the new campus aims to follow the following methodologies:

Dilution

In this method, the sewage will be subjected to perfect dilution so that the dissolved oxygen in natural water decomposes the organic wastes completely. This will help in reduction of turbidity that will favour

easier penetration of sunlight and natural ecosystem will be restored.

Mechanical treatments

In this process, the sewage will be allowed to pass through different screens, filters, grit chambers, sedimentation basins and so on. At first, the sewage will be filtered to eradicate suspended particles and then it will be subjected to grinding followed by certain chemical treatment.

Through this process, the minute solid particles present in the sewage will be coagulated and settle at the bottom. The precipitate will be separated either through filtration or by settling of gravity. The sediments that will be obtained at the above will be then put in sludge digester where biogas will be released in the absence of air.

Biological Treatments

In this method, the sewage will be passed through trickling filters where aerobic bacteria will degrade the sewage as it will seep through large vat beds filled with crossed stones covered with bacterial growth.

The waste will then be pumped into sedimentation tank where the suspended solid will settle as sludge. The entire solution will be filtered into separate sludge and effluent and the sludge will be taken in an anaerobic digester and broken down. After proper and suitable treatment, the sludge will be used as fertiliser.

Chemical Treatments

The sewage that will be obtained after mechanical or biological treatments will be subjected to specific chemical treatment that will again be followed by certain physical operation. The sewage can be treated with calcium oxide to precipitate up to 90% of phosphates and suspended particles. By this treatment, the precipitate will separate and settle at the bottom. Another way of treating the effluent can be with activated charcoal that absorbs colour, odour and dissolved organic compounds.

The college aims to apply more than three of the above mentioned processes for the treatment of sewage in the new campus.

Hazardous Lab & other Waste Disposal

A Standard Operating Procedure has been evolved for handling the hazardous waste disposal. For disposal of hazardous waste, government approved agency collects these from the designated point earmarked as "Dry Waste and Wet Waste Baskets" are kept at specified places. Records are maintained both at the College Level and Institutional Level for the compliance of the process.

e-Waste Management

Till date the campus has not generated major e-waste. The Electronics and Computer Science Lab involve students in using the old electronic gadgets or their parts in project work or exhibitions. The inoperative electronic equipment are given back to the supplier for reuse of parts or disposals.

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

7.1.6 Rain water harvesting structures and utilization in the campus

Response:

Rain water harvesting is a process that is endeavoured in Salesian College (both SILIGURI AND SONADA campus) due to its direct inclination with environmental consciousness. The objective of rain water harvesting in the college is to minimise the wastage of water as much as possible in both the campuses and reuse the saved amount of water for various purposes such as generation of power and serving of basic necessities. The college has installed permanent reservoirs in Sonada Campus to store the rain water and use it for hydel power project. In the Siliguri campus also, the college authorities have generated provisions for rain water storage in the upcoming new building.

The process is inclusive of collection, conveyance and storage of water from a prepared area in Sonada Campus where maximum amount of water falls from the hills. In addition to this, rain water is also treated that gets naturally collected in the watersheds and directly transferred to the area.

The college aims to increase rain water harvesting in the future as well because of the following beliefs:

1. Rain water is safer than most other sources because it is not contaminated with chemicals and industrial wastages. This form of water is considered to be the best possible way of making fresh water available in the campuses.
2. Colleges and institutions that have rainwater harvesting system installed in their campuses are self-sufficient in nature. They are not bound to buy water form outside sources in case of necessities and this entire process makes the college rely less on ground water reserve, especially in the plains campus.
3. Rainwater harvesting helps in managing water crisis and prevents flooding. In the campus there is a 5 ft deep drain running through length of the play fields allowing easy drainage of rain water and prevention of flooding which used to happen earlier.
4. Better management of underground water can be ensured through rain water harvesting process that will lead to lesser water crisis in the future.

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

7.1.7 Green Practices

- **Students, staff using**
 - a) **Bicycles**
 - b) **Public Transport**
 - c) **Pedestrian friendly roads**
- **Plastic-free campus**
- **Paperless office**
- **Green landscaping with trees and plants**

Response:

Salesian College is very conscious and committed to the environmental issues and is proactive in the protection, conservation and sustenance of natural resources in its campus and surroundings. The stakeholders of the college are very much conscious towards environmental issues through regular awareness programmes. Being eco-conscious, the impact of the institution on its environment was assessed through a 'green policy' initiated by IQAC cell of the college. The objectives of the policy are:

- Promotion of eco-friendly campus: Energy conservation: Energy conservation has been treated as a priority area both in terms of adopting concrete energy saving strategies on the campus and also in creating awareness among students and staff about its critical significance.
- To alleviate the requirement for heating during the winter months, the newly built campus in Sonada is incorporated with ½ inch plaster- 12 cm hollow blocks- ½ inch plaster in its envelope. The higher thermal insulation due to air cavity in these hollow blocks in contrast to solid bricks has led to a warmer indoor condition, thus alleviating the requirement for heating during the winter months leading to substantial energy savings.
- Students are sensitized to environmental issues during the Orientation program, by giving guidelines related to energy conservation and cleanliness of the campus. Students also take initiative in the cleanliness of the class rooms and the campus making it easy on those on duty for such tasks.
- Plantation of trees is a regular practice in the campuses. The Hill campus is bounded on its upper (North-Eastern boundary) with the Sinchal Reserved Forest and has contributed over the years to the preservation of greenery and the trees.
- Regular projects on creating awareness for various medicinal plants in the college campus are taken up involving the students and the faculty. The hill campus besides having a large variety of flora has also catered to the protection of region specific fauna as deers, leopards and bears have been spotted in the area.
- Environmental Studies (EVS) is made compulsory in first year of all UG programmes. This course has been in the past year value added and field based as all the students do an exposure programme guided by faculty and make a report thereupon.
- Environment awareness is also a part of Human Values and Community Outreach (HVCO) courses. The NSS volunteers have teamed up with local NGOs in generating awareness within the campus and outside in the neighbouring communities on green practices.
- The offices reduce on paper usage, by reusing for ordinary purposes the single side used paper. Paper is collected and made available for recycling industry.
- The in-house developed data management system has already made all records online and the college is on its way to becoming paperless entirely, while its already so in its management system as regards examination announcements, marks records and attendance of students are concerned.

File Description	Document
Link for Additional Information	View Document

7.1.8 Average percentage expenditure on green initiatives and waste management excluding salary component during the last five years

Response: 0.71

7.1.8.1 Total expenditure on green initiatives and waste management excluding salary component year-wise during the last five years(INR in Lakhs)

2017-18	2016-17	2015-16	2014-15	2013-14
0.9	4.34	3.24	2.02	3.21

File Description	Document
Green audit report	View Document
Details of expenditure on green initiatives and waste management during the last five years	View Document
Any additional information	View Document

7.1.9 Differently abled (Divyangjan) Friendliness Resources available in the institution:

1. Physical facilities
2. Provision for lift
3. Ramp / Rails
4. Braille Software/facilities
5. Rest Rooms
6. Scribes for examination
7. Special skill development for differently abled students
8. Any other similar facility (Specify)

A. 7 and more of the above

B. At least 6 of the above

C. At least 4 of the above

D. At least 2 of the above

Response: C. At least 4 of the above

File Description	Document
Resources available in the institution for Divyangjan	View Document
link to photos and videos of facilities for Divyangjan	View Document

7.1.10 Number of Specific initiatives to address locational advantages and disadvantages during the last five years

Response: 43

7.1.10.1 Number of specific initiatives to address locational advantages and disadvantages year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
11	12	17	1	2

File Description	Document
Number of Specific initiatives to address locational advantages and disadvantages	View Document
Any additional information	View Document

7.1.11 Number of initiatives taken to engage with and contribute to local community during the last five years (Not addressed elsewhere)

Response: 23

7.1.11.1 Number of initiatives taken to engage with and contribute to local community year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
12	5	2	1	3

File Description	Document
Report of the event	View Document

7.1.12

Code of conduct handbook exists for students, teachers, governing body, administration including Vice Chancellor / Director / Principal /Officials and support staff

Response: Yes

File Description	Document
URL to Handbook on code of conduct for students and teachers , manuals and brochures on human values and professional ethics	View Document

7.1.13 Display of core values in the institution and on its website

Response: Yes

File Description	Document
Provide URL of website that displays core values	View Document

7.1.14 The institution plans and organizes appropriate activities to increase consciousness about national identities and symbols; Fundamental Duties and Rights of Indian citizens and other constitutional obligations

Response: Yes

File Description	Document
Details of activities organized to increase consciousness about national identities and symbols	View Document

7.1.15 The institution offers a course on Human Values and professional ethics

Response: Yes

File Description	Document
Any additional information	View Document
Provide link to Courses on Human Values and professional ethics on Institutional website	View Document

7.1.16 The institution functioning is as per professional code of prescribed / suggested by statutory bodies / regulatory authorities for different professions

Response: Yes

File Description	Document
Any additional information	View Document
Provide URL of supporting documents to prove institution functions as per professional code	View Document

7.1.17 Number of activities conducted for promotion of universal values (Truth, Righteous conduct, Love, Non-Violence and peace); national values, human values, national integration, communal harmony and social cohesion as well as for observance of fundamental duties during the last five years

Response: 131

7.1.17.1 Number of activities conducted for promotion of universal values (Truth, Righteous conduct, Love, Non-Violence and peace); national values, human values, national integration, communal harmony and social cohesion as well as for observance of fundamental duties year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
27	26	26	24	28

File Description	Document
List of activities conducted for promotion of universal values	View Document
Any additional information	View Document

7.1.18 Institution organizes national festivals and birth / death anniversaries of the great Indian personalities

Response:

Salesian College aspires to nurture the young minds not just through text books but also involving them in various activities throughout the calendar year. The activities such as important religious festivals, days of national and international importance, sports and departmental involvement are carried out to give an overall development of personality of students. Such activities foster communal harmony and social cohesion in the campus among the various diverse students from different cultural and linguistic background.

Every year students meet on the occasion of Diwali to celebrate the 'DIWALI MILAN PROGRAM' where entire campus is lit up with colourful lights and students in their different attire share gifts to express their gratitude, which gives them a feeling of second home in the campus.

Similarly Christmas is another festival celebrated with grandeur. The celebration starts with pre-Christmas

gathering of students and faculty along with various programmes like choir, skit, cake-baking competition and wishes from Santa Claus. This celebration imbibes a feeling of merry making and positivity among the students with harmonious values.

Every year students celebrate the Teachers Day to express their gratitude to the teachers with various cultural programmes. Likewise childrens day is also celebrated on the departmental level to cherish the teachers-students bonding.

On the occasion of Independence Day, students and faculty gather to hoist the National tri-colour flag to infuse the sense of patriotism and pay homage to our great freedom fighters. Similarly Republic day is also celebrated in the campus to mark the sovereignty of the constitution.

Sports day is a day of honouring and awarding the students who participate and maintain the sports spirit. It is an inter-club event from which the best athlete is selected representing the college in the inter-college level. And Inter college basket ball tournament named “TAVERNA TROPHY” is also held in the Siliguri campus of the college in memory of the founding father of the campus.

Annually the college conducts national level inter college cultural and musical fest named ‘INNOVISION’ which is one of the biggest events in this region. It is a two-day event where different college’s students participate with the renowned judges in its discipline. Participants of Salesian college for this event are selected from intra college event named ‘EXSURGE’

To uphold the spirit of diversified culture in the campus, an Annual Socio-cultural Fest called ‘ETHNIC-DAY’ is celebrated which is an inter club event. Each department in the college makes an effort to go out for picnic and excursion to make students interactive with themselves and teachers.

Science department conducts an overall inter school fest named ‘COMPHY-MATHIX’ as a part of community outreach programme. Several school students of this region participates in this fest which is considered as one of the biggest inter school fest of North Bengal.

Other notable days celebrated by college includes Gandhi Jayanti, Don Bosco Jayanti, Yoga day, World Environment day, World Autism Awareness day, World Tourism day, International Mother tongue day, Physiotherapy day, and departmental day annually during the calendar year.

File Description	Document
Any additional information	View Document

7.1.19 The institution maintains complete transparency in its financial, academic, administrative and auxiliary functions

Response:

To ensure good governance, transparency and accountability, the vision, mission and goals are clearly defined at all levels. The functioning of the college involves stakeholders and beneficiaries. To apprise students, faculty and staff of ways and means of sustaining ecological balance Environment Day, Earth

Day, World Water Day, National Science Day, Forensic Science Day, Ozone Day are celebrated every year.

Transparency in evaluation process

- Familiarization of various stakeholders about the examination regulations through faculty development programs(FDP),orientation programs for students and availability of regulations in hardcopy
- Defined assessment/examination scheme based on weightage of Continuous Assessment (CA) and End Semester Examination(ESE) of the respective course is made available
- The evaluated class tests, answer sheets, assignments and projects are shared with the students and feedback is given by the faculty for further improvement of student's performance.
- Personality assessment and report card is generated twice a year for the students to keep a close watch on their behaviour and conduct.

Transparency in Admission process is ensured through:

1. Fully automated Admission Process.
2. Interaction Session of parents and HODs' is recorded and regularly perused by the Management to glean actionable points to improve the process further
3. Campus tour are organised for Parents/ Guardian who accompany applicants for selection process.
4. To avoid impersonation, biometric profile is captured
5. Random allocations of applicants are made for various interview boards during selection process.
6. Admissions are done purely on merit based mode.
7. Transparency is maintained with respect to the fees structure.
8. Direct dealing with students as the college does not entertain any agents/ consultants.
9. Withdrawal and refund policies are strictly followed as per UGC norms and the undertaking given by the parent(s) and student on admission.

Regular inputs are taken from faculty and staff through monthly meetings of the faculty / brain storming sessions for continuous improvement in the system. Further, an online system has been developed to foster transparency by inviting innovative ideas / suggestions for improvement in various functions such as Admission, Academics, Examination, Procurement, HR, Industry Interaction, Finance, Administration, Maintenance, etc.

Periodic review meetings at various levels (Principal/ Vice Principal / HODs) are conducted to ensure transparency, accountability and corrective measures: Monthly Faculty Meeting, Monthly Institutional IQAC, Monthly Research cum Publication Review Meeting, Monthly Class Representatives (CRs) Meeting, Half-yearly Domain IQAC and Half-yearly Departmental Research/Journal Committee Meeting are in place.

In Financial administration, the annual Budget is made and passed at the institutional level prior to submission to the Founder Body for its approval. Departments and Coordinators have a say in the expenditures incurred as per the budgetary allocation. The purchases are made after a selection and screening by the purchase committee and the internal audit of the expenses incurred by each of the departments for their respective events is done. The government regulations with regard to TDS, PF and annual submission of audited statements and reports of the registered society are complied.

7.2 Best Practices

7.2.1 Describe at least two institutional best practices (as per NAAC Format)

Response:

1) Title of the Practice:

The launch of a full-fledged campus/community radio in the name of **Radio Salesian 90.8 FM-Voice of the hills**.

Objectives of the Practice:

Being a community radio its main objectives are to provide education, social awareness, information and entertainment to students, community groups, self-help groups, children, young people, seniors, farmers, labour class, women's associations, entrepreneur groups and others. The radio broadcast is set to serve geographic and ethnic communities of the region with content that is popular, relevant and often overlooked by commercial or mass-media broadcasters.

The Context

The idea of a community radio first came up in 2000 during the founder body meeting to better serve and interact with local folks. In 2012, Salesian College officially applied for a broadcast license, which required a slew of formalities, permissions and clearances from various ministries and offices of the Indian government, given the fact that Bagdogra Airport, military and air force installations as well as Nepal border are not very far from Salesian College. The College with its then 75 year history of presence in the Darjeeling eastern himalayan region populated mostly with Nepali speaking ethnic communities decided on this venture to promote the local language and contribute to the language based unity and identity of the region.

The Practice:

Salesian College is the first College under the University of North Bengal and entire north-east India to launch a full-fledged campus/ community radio in the name of **Radio Salesian 90.8 FM-Voice of the hills**. It is also the first and only radio by the Salesians of Don Bosco in the whole of South Asia. Web version of the community radio was started on 28th October, 2016 and the terrestrial broadcast was officially inaugurated on 8th December, 2016. The initial seed money came by way of assistance through the College with Potential for Excellence status that the college received with a generous grant from University Grant Commission(UGC) in 2010. It is the **only Nepali language station** in India broadcasting 12 hours daily showcasing 25 different features programs.

The vast array of programmes include Naulo Bihani (New Dawn), Samishran (Fusion), Shasakta Naari (Empowered Woman), Samarpan (Song Dedication), SrijanaKa Lahar Haru (Literature Review), Krishi Utthan (Agriculture Show), Shrastha Ra Srijana (Legendary Artistes), Hamro Bhaka Hamro Sanskriti (Folk Music), Sangeethanjali (Songs), Farkera Herda (Memory Lane), Bal Manjari (Kids Show), Charcha Paricharcha (Social Issues), Yuwa Awaaj (Youth Voice), Kathai Kathaa (Story Time), Prathibha Manj (Talent Show), Jan Gunaso (Grievances), Unplugged featuring local bands and Stories Behind Music (English), and Bhakti Aradhana (Devotionals).

It can be heard in Kurseong, Mirik, Sonada, Sukiapukuri, Balsun Valley and several other places like parts of Nepal (Pashupati, Ilam and Kakrabitta).

Evidence of Success

Radio Salesian is truly a community radio, the voice of the people - a radio of the people, by the people and for the people providing a mechanism enabling individuals, groups and communities to tell their own stories and share experiences becoming truly media producers and consumers. The fact that it is located within the college premises and that the students hail from the village communities where the receptivity to the radio programs is high, enables the student body to become not only consumers of the media but active agents who also contribute towards media production. The growing interest in the mass media as a course and the eagerness to learn by doing through internship requests are evidence of the potential that the radio salesian, 90.8 FM, voice of the hills, holds.

Problems Encountered and Resources Required:

Radio Salesian situated at 6,500 ft above sea level tends to get hit by lightning especially during the monsoon season due to which we have to refer to technical experts from Delhi, the nearest location for technical assistance. Another problem faced is that of financial sustainability due to the paucity of advertising income, given the rural location of the station as well as the listening population. Both these problems are solved to some level by financial assistance of generous benefactors and subsidy from college management. The tea industry which is the mainstay of the valley and source of livelihood for the vast majority, could be a source of resource in the future.

2. Title of the Practice: Empowering the Disadvantaged Adolescents through Education - a collaborative venture with International Federation of Catholic Universities(IFCU) member institutions in three south asian countries.

Objectives of the Practice: Open ended – peer team members to decide on the efficacy of the practice: At its meeting in 1973, Salamanca the International Federation of Catholic Universities(IFCU) had discussed at length of the possibilities of interdisciplinary research cutting across national boundaries involving scholars in a joint intellectual effort. This would be directed at a reformation of values and wisdom in the contemporary world. Hence a project was launched and Salesian College became a partner in it. The project is titled as “Empowering the disadvantaged adolescents through education” taking on from the prevalence of un- or under-educated adolescents who are a major problem in South Asia. The research programme is in collaboration with Salesian College (West Bengal, India), Stella Maris (Chennai, India), Christ University (Bangalore, India), Notre Dame University (Dhaka, Bangladesh), Aquinas University (Columbo, Sri Lanka). In the month of March 2017, the team leaders of all the institutions had a meeting organised by Christ University, Bangalore and formally the project was given shape for its beginning with a formal contract signed. The duration of the project is three years. The training programme for all the research teams of Northern region was organised in Salesian College Siliguri in the month of June 2017 where the experts came from Portugal, Chennai and Bangalore.

The Context:

This project aims to provide an opportunity for universities/colleges to contextualize their presence and to address the issue of adolescents who are school drop-outs. The research is planned to bring the findings on an international level as IFCU has a chair with United Nations (UN). This helps the Catholic Universities

with a renewed reference framework for their self-assessment, in order to help them to better detect their specificities and various criteria that could help them, among others, in the promotion of their Christian identity, basically to reach out to the marginalised. For the future of its universities and colleges, such a project is crucial and will provide a new type of positioning on the global market, which highlights extremely valuable actions that have not been brought sufficiently in the limelight so far by the higher education community.

The Practice:

IFCU Project on 'Empowering Disadvantaged Adolescents through Education' wishes to create a movement for the less privileged in order to:

- Empower Salesian College as an academic community with social actors concerned about the disadvantaged young people keeping the charism of its Founder;
- Provide increased visibility for all the existing socially respectful practices within Catholic universities;
- Identify templates for the best practices which might constitute a source of inspiration for universities within the IFCU network and others;
- Encourage member universities to improve their social policies and practices;
- Propose a credible alternative to traditional ways by introducing service learning on a national, regional and international scale.

The IFCU has launched the first stage of an ambitious work program aimed at supporting universities/colleges on pedagogy and systemic university/college management inspired by Christian values. It is in resonance with the Synod on Youth; the work began in October 2017 and was finalized in July 2018. It was realized due to the testimonies of 21 universities of the Federation.

The international study has three objectives:

1. Share within the Federation the bold and innovative educational initiatives of member universities related to:

- education to ethics,
- promotion of inclusive learning
- student service learning,
- education of the whole person,
- support offered to students to help them develop their professional, personal and citizen lives,
- the transmission of the Christian intellectual and moral traditions.
- the creation of a university culture/atmosphere embodying Catholic values in a tangible and experienced way on campus.

2. Highlight the strategic and operational solutions found to respond to the challenge of creating an authentically and fully Catholic university community whose members (professors, staff and students), whether Catholic or not, are united around the respect, the learning and the transmission of the founding principles of the Catholic intellectual and moral tradition – integrating a scientific, philosophical, spiritual, contemplative, ethical and universal solidarity in action.

3. Identify relevant actions that participating institutions should lead for the 2nd phase of the Programme

starting year 2018-2019 in order to help and accompany better the educative community in the achievements of their mission: by giving them practical and useful tools aimed both at stimulating their thinking and the efficiency of their work on the ground:

- Opening of the survey on good practices to other colleges in the region;
- Creation of a website dedicated to the sharing of success stories of the new initiatives;
- Inter-college workshops;
- Linkage with relevant partners;
- Development opportunities;
- Provide training and assessment tools to develop further research.

To meet the great challenges of the present world, IFCU has also set up a series of specific projects with the partnership of internationally recognized experts, most of them from member universities.

These Research or Research-Action projects aim to respond to major contemporary issues such as those related to the global migration crisis.

In addition, IFCU, in connection with the current issues of its member universities concerning their organization, is developing a major program related to the recognition of the specificity of the Catholic University in the promotion of integral education in all its academic, human, social and political dimensions especially taking care of the socially disadvantaged. Salesian College has been part of this project of Youth Survey across the continents and was chosen to be part of the project on "Education for Disadvantaged Adolescents".

Evidence of Success:

The past few years have seen various worldwide ranking systems for universities created, within a competitive context. These rankings have been based mainly on the performance of universities in terms of graduates and research publications. Public policy tends to take into account assessment standards made up of the same type of criteria and dismiss essential values that Catholic universities struggle to put forward in today's societies.

IFCU is undertaking a process of reflection with the goal of implementing a reference framework based on the level of social responsibility of universities, as well as on their positioning coherent with their Catholic character. This project is timely as many of its member universities are currently reflecting on their own Catholic identity and the concrete way in which the same should be implemented both within and outside their premises. International rankings based solely on the evaluation of scientific impact don't highlight nor showcase the vital support universities provide at a human, professional and spiritual level to their student base.

Salesian college has strengthened its social links with the neighbouring communities living in the margins. The students started more interactions with the communities which is educative for the college students and in turn a source of additional support to the people living in the margins.

Problems Encountered and Resources Required: In entering into pan region exploration of the needs and specific modes of reaching out to the disadvantaged adolescents, the diversity of the situations under which each of the zones within the south asia focus that the study has needs to be addressed. The timing for common engagements and the sharing of knowledge gathered from each of the specific locations with

others is to be worked out on mutual agreement. The project leaders needing assistance on the ground from faculty and students to carry forward the project is the prime human resource required for its continuity. The enthusiasm generated by the common study possibility of similar problems being faced by the migrant and slum youth in different countries and bringing the same learning to the class room as service learning is the brighter side of the project thus far.

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

7.3 Institutional Distinctiveness

7.3.1 Describe/Explain the performance of the institution in one area distinctive to its vision, priority and thrust

Response:

Title of the practice: Adoption of 27 villages through Youth Centres.

The motto of Salesian college, Flamma Ardens et Lucens (a burning and shining flame) would have been just a meaningless slogan had it not been for the wild fire of more than 27 youth centres that have been kindled by the hundreds of salesian students, who have tried to manifest the Divine love for young people in the Don Bosco way, through their tireless work in the youth centres. Salesian youth centres work for youth education and skill development, changing the lives of vulnerable children and youth at risk in the neighbouring villages surrounding both the campuses. This programme was embarked upon with a view to:

- provide level playing field to those who are under privileged through skill training so that they become employable.
- develop a sense of social commitment among the students.
- Impart knowledge about hygiene, music, sports and basic education.
- provide recreational leisure time to the people living in those villages.
- provide a platform to the youth of the village to showcase their talents.

The first organized youth centre was established in the year with the encouragement and support of the Bishop, Rt. Rev. Eric Benjamin. Since then more than 40 villages have benefitted from the youth centre's activities.

Each centre is animated by a team of not less than three students. Attendance in these centres varies, but there is usually an average attendance of 40 boys and girls. Thus the Salesian students reach out to about 600 children and youth every Sunday. They are helped in this apostolate of love and service by several teachers, elders and senior boys and girls from the locality.

The activities in these Sunday youth centres are of various types. As soon as the students reach their

respective centres of apostolate, they gather the youngsters in the village school, community hall or playground, and organize outdoor games like football, volleyball, cricket, badminton etc., and indoor games (especially during rainy days). Those talented in music are also given opportunities to practice musical instruments like harmonium, guitar, Congo, tabla etc. The students also promote arts and crafts by providing opportunities for fret-work, drawing, painting, embroidery and so on. After the games, the youngsters are gathered together once again for spoken English class, singing class, and group meetings (especially for bigger boys). Occasionally film shows, audio-visual programs, Bingo etc. are also conducted to keep the boys enthusiastic and cheerful.

The students also visit families and provide them with medicines, library books etc. this is also seen as an occasion to establish certain rapport with the people, to come to know their real problems and together find solutions for them. In fact, many community development programmes had their genesis in such friendly contacts. Such visits, moreover are also an occasion to help the Children's aid programme by following up the sponsored children.

The major inter youth centre events that the Youth Action Committee organizes annually are the following: tournaments(in football, volleyball, cricket, shuttle), Youth Rally, Youth Fest, Talent contest, Quiz competition, Orientation programmes, Indoor games competitions, essay and drawing competition.

Another annual event that the youngsters appreciate very much is the Youth Fest. About 20 boys and girls from each centre participate in this event. It is another opportunity to impart correct life values to the youth through talks, group sharing, audio-visual programmes, music, dramatics etc.

Orientation Camps of longer duration are also organized for youth centre leaders to give them training in value-based leadership. For instance, a three day leadership camp held in Darjeeling was participated in by about 25 young men from about 10 centres.

Evidence of Success: Youth centres are running successfully over 50 years with constant support from the institution and the youth of the neighbouring villages. The youths of the villages are being extensively benefitted through skill education which helps in their personal enrichment. The students are provided with a participation certificate which stimulates their enthusiasm towards the service. Moreover the direct contact with the life of the common man has created a social awareness in the students, which is reflected in the organization of the following community development programmes:

- Construction and repairs of community halls, village schools, roads, etc.,
- Providing drinking water facilities.
- Teaching job-oriented trades like tailoring, typing, knitting etc. and conducting speaking English courses,
- Promoting health and sanitation in the villages by getting Para-medics trained, by conducting health programmes like BCG camps, anti-T.B. campaign, anti drug abuse campaign, by visiting the sick and distributing medicines and so on.
- Providing scholarship for the education of the poor children.

The inter-youth centre programmes are supported by the financial assistance of funding agencies like MISSIO and IGSSS. Many community development projects were done with CRS Food for work help and with the college funds.

Problems Encountered and Resources Required: Salesian youth centres have its own share of problems

too. In fact, many centres that were flourishing at one time are closed down now due to problems like political party interference, infighting among the villagers, lack of support from committed elders, lack of personnel etc. Also with the change of time, the needs of the youths have changed because of which youngsters of many villages seem to be reluctant in participating in the activities of the youth centres. One of the main problems that non-Nepali students face is that of the language as it is difficult for them to learn a new language during the regular study programmes. However, intensive spoken Nepali language courses are being organized during their holidays to solve this problem.

The enthusiastic response of the people to Salesian Youth Centre in general is a great encouragement for the students to continue this service with new approaches and better commitment. In fact, youth centre office still gets a lot of requests for either reopening closed centres or for opening new ones. These requests call for a revised pattern in the continuation through a collaborative venture of the residential students and day students and with the aid of radio-salesian platform.

File Description	Document
Link for Additional Information	View Document

5. CONCLUSION

Additional Information :

In the light of the journey made thus far and the awareness NAAC third cycle SSR preparation has brought us of our strengths, we look forward to overcoming some of our weaknesses, taking up the opportunities and addressing the following challenges in the years ahead:

By becoming an autonomous college, with an intent to be a degree awarding institution/university we look towards being able to achieve more frequent curriculum revisions as well as introduction of locally required innovative courses.

We look towards strengthening the research wing through the incubation centre and newer post graduate courses at being able to provide better Career and Placement options to the students for their better future and for the regions overall sustainable and holistic development.

We foresee a fully developed campus infrastructure in the city of Siliguri, availing of the opportunity of space and resources like radio station, video lab and professional development office located in the hill campus with its salubrious climate most of the year and with heating facility from the hydropower and solar energy options for the winter months.

With greater attention from the Founder Body in investing resources of personnel and finance into higher education, we envisage a campus that attracts faculty from across the country and abroad and students from the North Bengal region, the North East and the neighbouring countries.

Drawing on the strength of developing in house data management systems, the possibility of a fully wi-fi campus and with the help of the upcoming generation of students we look towards having a fully digitized and enhanced modes of self learning and e-tools enabled class room teaching to be in place addressing the issue of motivational levels of students from dissimilar backgrounds.

We look forward to becoming a fully waste free campus with the provision for recycling all waste and engaging with emerging technology to reduce e-Waste. A highly talented pool of alumni engaged in business in the city offers possibilities for small and medium enterprises that address the issues of sound ecologically balanced development of the region led by the talent pool of the college.

Concluding Remarks :

Salesian College places importance on holistic and inclusive approach towards curriculum enhancement, teaching and learning. This is ensured by value added courses and by adopting various student centric techniques. The evaluation measures adopted by the institution are transparent and robust which gauge the effectiveness of the teaching learning process as well as the behavioural changes.

The college has an active Research and Translation centre supplemented by a well equipped library and access to e-journals through Inlibnet. The NSS units and Youth Centres of the college, community radio and the Salesian Youtube channel help in successfully carry out social extension and educational activities for the local community as well as the students. Salesian college is dedicated to promoting research and open to new and

innovative research practices.

The college has a well-structured mechanism to facilitate the students through various cells comprising the faculty members of the college. Value education classes are conducted regularly and a comprehensive syllabus is framed for that purpose. Students are encouraged to participate in the inter /intra college activities and sports competition.

The infrastructure has developed in line with the growth and need of the institution. Construction of a new building with three additional blocks is underway in the plains (Siliguri) campus. A new building with seven floors has been added in hill (Sonada) campus.

Salesian College is managed by the religious society of the Salesians of Don Bosco. It has over eighty years of presence in North Bengal. The founder body, University Grants Commission, Alumni, friends and benefactors financially support the college. The mobilisation and financial management is done by finance committee officiated by Bursar. Administration of the college is looked after by founder body, governing body, Principal, Rectors and vice principals. IQAC of the college looks after the quality culture of the institution.

Over the years the environmental consciousness has been a prime concern and the institution plans to install solar power system in the near future: The college is inculcating the best institutional values among the students by organizing various programmes. The college is addressing various student related issues through grievance cell.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																				
1.1.2	<p>Number of certificate/diploma program introduced during the last five years</p> <p>1.1.2.1. Number of certificate/diploma programs introduced year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>0</td> <td>2</td> <td>0</td> <td>1</td> <td>4</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>2</td> <td>1</td> <td>0</td> <td>1</td> <td>3</td> </tr> </tbody> </table>	2017-18	2016-17	2015-16	2014-15	2013-14	0	2	0	1	4	2017-18	2016-17	2015-16	2014-15	2013-14	2	1	0	1	3
2017-18	2016-17	2015-16	2014-15	2013-14																	
0	2	0	1	4																	
2017-18	2016-17	2015-16	2014-15	2013-14																	
2	1	0	1	3																	
1.1.3	<p>Percentage of participation of full time teachers in various bodies of the Universities/ Autonomous Colleges/ Other Colleges, such as BoS and Academic Council during the last five years</p> <p>1.1.3.1. Number of teachers participating in various bodies of the Institution, such as BoS and Academic Council year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>11</td> <td>13</td> <td>9</td> <td>7</td> <td>7</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>4</td> <td>13</td> <td>3</td> <td>1</td> <td>2</td> </tr> </tbody> </table>	2017-18	2016-17	2015-16	2014-15	2013-14	11	13	9	7	7	2017-18	2016-17	2015-16	2014-15	2013-14	4	13	3	1	2
2017-18	2016-17	2015-16	2014-15	2013-14																	
11	13	9	7	7																	
2017-18	2016-17	2015-16	2014-15	2013-14																	
4	13	3	1	2																	
1.2.1	<p>Percentage of new Courses introduced out of the total number of courses across all Programs offered during last five years</p> <p>1.2.1.1. How many new courses are introduced within the last five years</p> <p>Answer before DVV Verification : 10</p> <p>Answer after DVV Verification: 9</p> <p>Remark : Concept not understood clearly</p>																				
2.1.1	<p>Average percentage of students from other States and Countries during the last five years</p> <p>2.1.1.1. Number of students from other states and countries year-wise during the last five years</p> <p>Answer before DVV Verification:</p>																				

2017-18	2016-17	2015-16	2014-15	2013-14
25	48	31	43	32

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
24	46	31	43	32

Remark : Revised as per HEI clarification

2.1.2 Average Enrollment percentage

(Average of last five years)

2.1.2.1. Number of students admitted year-wise during the last five years

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
610	626	544	488	458

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
619	626	539	488	459

2.1.2.2. Number of sanctioned seats year-wise during the last five years

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
1014	919	849	819	719

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
1014	919	849	849	719

2.1.3 Average percentage of seats filled against seats reserved for various categories as per applicable reservation policy during the last five years

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

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
279	268	221	205	194

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
205	267	240	161	260

2.4.4 Percentage of full time teachers who received awards, recognition, fellowships at State, National, International level from Government, recognised bodies during the last five years

2.4.4.1. Number of full time teachers receiving awards from state /national /international level from Government recognised bodies year-wise during the last five years

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
1	5	0	0	2

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	0	0

Remark : None of the awards qualify

3.1.1 Grants for research projects sponsored by government/non government sources such as industry ,corporate houses, international bodies, endowment, chairs in the institution during the last five years (INR in Lakhs)

3.1.1.1. Total Grants for research projects sponsored by the non-government sources such as industry, corporate houses, international bodies, endowments, Chairs in the institution year-wise during the last five years(INR in Lakhs)

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
7	3	1	3	2

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
4	3	3	3	3

3.1.2 Percentage of teachers recognised as research guides at present

3.1.2.1. Number of teachers recognised as research guides

Answer before DVV Verification : 7

Answer after DVV Verification: 4

Remark : Revised as per documents provided

3.3.3	<p>Number of Ph.D.s awarded per teacher during the last five years</p> <p>3.3.3.1. How many Ph.Ds awarded within last five years Answer before DVV Verification : 1 Answer after DVV Verification: 1</p> <p>3.3.3.2. Number of teachers recognized as guides during the last five years Answer before DVV Verification : 7 Answer after DVV Verification: 4</p> <p>Remark : Revised as per supporting clarification for guides</p>																				
3.4.2	<p>Number of awards and recognition received for extension activities from Government /recognised bodies during the last five years</p> <p>3.4.2.1. Total number of awards and recognition received for extension activities from Government /recognised bodies year-wise during the last five years Answer before DVV Verification:</p> <table border="1" data-bbox="308 831 1046 965"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>6</td> <td>2</td> <td>3</td> <td>0</td> <td>0</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="308 1043 1046 1178"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>6</td> <td>2</td> <td>3</td> <td>0</td> <td>0</td> </tr> </tbody> </table>	2017-18	2016-17	2015-16	2014-15	2013-14	6	2	3	0	0	2017-18	2016-17	2015-16	2014-15	2013-14	6	2	3	0	0
2017-18	2016-17	2015-16	2014-15	2013-14																	
6	2	3	0	0																	
2017-18	2016-17	2015-16	2014-15	2013-14																	
6	2	3	0	0																	
3.4.4	<p>Average percentage of students participating in extension activities with Government Organisations, Non-Government Organisations and programs such as Swachh Bharat, Aids Awareness, Gender Issue, etc. during the last five years</p> <p>3.4.4.1. Total number of students participating in extension activities with Government Organisations, Non-Government Organisations and programs such as Swachh Bharat, Aids Awareness, Gender Issue, etc. year-wise during the last five years Answer before DVV Verification:</p> <table border="1" data-bbox="308 1536 1046 1671"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>575</td> <td>133</td> <td>250</td> <td>90</td> <td>18</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="308 1749 1046 1883"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>617</td> <td>242</td> <td>321</td> <td>119</td> <td>18</td> </tr> </tbody> </table>	2017-18	2016-17	2015-16	2014-15	2013-14	575	133	250	90	18	2017-18	2016-17	2015-16	2014-15	2013-14	617	242	321	119	18
2017-18	2016-17	2015-16	2014-15	2013-14																	
575	133	250	90	18																	
2017-18	2016-17	2015-16	2014-15	2013-14																	
617	242	321	119	18																	
3.5.1	<p>Number of linkages for faculty exchange, student exchange, internship, field trip, on-the-job training, research, etc during the last five years</p> <p>3.5.1.1. Number of linkages for faculty exchange, student exchange, internship, field trip, on-the-</p>																				

job training, research, etc year-wise during the last five years

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
15	22	12	2	5

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
11	22	12	2	5

3.5.2 Number of functional MoUs with institutions of National/ International importance, Other Institutions, Industries, Corporate houses etc., during the last five years (only functional MoUs with ongoing activities to be considered)

3.5.2.1. Number of functional MoUs with institutions of national, international importance, other universities, industries, corporate houses etc. year-wise during the last five years (only functional MoUs with ongoing activities to be considered)

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
3	5	3	1	3

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
3	5	3	1	3

4.1.3 Percentage of classrooms and seminar halls with ICT - enabled facilities such as smart class, LMS, etc

4.1.3.1. Number of classrooms and seminar halls with ICT facilities

Answer before DVV Verification : 22

Answer after DVV Verification: 26

4.1.4 Average percentage of budget allocation, excluding salary for infrastructure augmentation during the last five years.

4.1.4.1. Budget allocation for infrastructure augmentation, excluding salary year-wise during the last five years (INR in Lakhs)

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
700	310	350	420	420

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
409.16	95.67	101.18	157.43	280.14

4.2.3	<p>Does the institution have the following:</p> <ol style="list-style-type: none"> 1. e-journals 2. e-ShodhSindhu 3. Shodhganga Membership 4. e-books 5. Databases <p>Answer before DVV Verification : A. Any 4 of the above Answer After DVV Verification: A. Any 4 of the above</p>					
5.1.3	<p>Number of capability enhancement and development schemes –</p> <ol style="list-style-type: none"> 1. For competitive examinations 2. Career counselling 3. Soft skill development 4. Remedial coaching 5. Language lab 6. Bridge courses 7. Yoga and meditation 8. Personal Counselling <p>Answer before DVV Verification : A. 7 or more of the above Answer After DVV Verification: A. 7 or more of the above</p>					
5.3.1	<p>Number of awards/medals for outstanding performance in sports/cultural activities at national / international level (award for a team event should be counted as one) during the last five years.</p> <p>5.3.1.1. Number of awards/medals for outstanding performance in sports/cultural activities at national/international level (award for a team event should be counted as one) year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1" style="width: 100%; height: 20px;"> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </table>					

2017-18	2016-17	2015-16	2014-15	2013-14
5	3	7	1	1

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
0	1	1	0	0

Remark : Revised as per awards/medals available in the SSR

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

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

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
95	74	80	39	35

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
8	14	18	23	20

Remark : Revised as list provided by HEI. However the link provided has error.

7.1.9 Differently abled (Divyangjan) Friendliness Resources available in the institution:

1. Physical facilities
2. Provision for lift
3. Ramp / Rails
4. Braille Software/facilities
5. Rest Rooms
6. Scribes for examination
7. Special skill development for differently abled students
8. Any other similar facility (Specify)

Answer before DVV Verification : A. 7 and more of the above

Answer After DVV Verification: C. At least 4 of the above

7.1.10 Number of Specific initiatives to address locational advantages and disadvantages during the last five years 7.1.10.1. Number of specific initiatives to address locational advantages and disadvantages year-wise during the last five years

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14

31	16	17	3	11
----	----	----	---	----

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
11	12	17	1	2

Remark : Revised as per the initiatives mention in the attached data

7.1.11 Number of initiatives taken to engage with and contribute to local community during the last five years (Not addressed elsewhere)

7.1.11.1. Number of initiatives taken to engage with and contribute to local community year-wise during the last five years

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
31	16	17	3	11

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
12	5	2	1	3

Remark : Revised as per revised supporting excel

2.Extended Profile Deviations

ID	Extended Questions																				
1.1	Number of courses offered by the institution across all programs during the last five years Answer before DVV Verification : 24 Answer after DVV Verification : 43																				
1.2	Number of programs offered year-wise for last five years Answer before DVV Verification: <table border="1"> <tr> <td>2017-18</td> <td>2016-17</td> <td>2015-16</td> <td>2014-15</td> <td>2013-14</td> </tr> <tr> <td>24</td> <td>23</td> <td>22</td> <td>20</td> <td>17</td> </tr> </table> Answer After DVV Verification: <table border="1"> <tr> <td>2017-18</td> <td>2016-17</td> <td>2015-16</td> <td>2014-15</td> <td>2013-14</td> </tr> <tr> <td>51</td> <td>23</td> <td>22</td> <td>20</td> <td>17</td> </tr> </table>	2017-18	2016-17	2015-16	2014-15	2013-14	24	23	22	20	17	2017-18	2016-17	2015-16	2014-15	2013-14	51	23	22	20	17
2017-18	2016-17	2015-16	2014-15	2013-14																	
24	23	22	20	17																	
2017-18	2016-17	2015-16	2014-15	2013-14																	
51	23	22	20	17																	
2.2	Number of seats earmarked for reserved category as per GOI/State Govt rule year-wise during the last five years																				

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
279	268	221	205	194

Answer After DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
205	267	240	161	260

NAAC