



SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

NORTH BENGAL ST. XAVIER'S COLLEGE

BALAI GACH, P.B- 1, PO- RAJGANJ

735134

www.nbxc.org

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

North Bengal St. Xavier's College is the third higher educational institution established by the **Darjeeling Jesuits of North Bengal**, its parent body that is member of the international Roman Catholic Jesuit Order. The college was established in 2007 at a temporary building in Matigara of Darjeeling District before shifting a year later to the present location at Balaigaach village under Rajganj Block of Dist Jalpaiguri, West Bengal. The college is co-educational institution offering Under Graduate Courses in Arts, Science, Commerce and Management. In 2015, the college was given permanent affiliation by the University of North Bengal. In 2016, a City Campus in Siliguri Town was opened to offer morning hour classes in B.Com and BBA catering chiefly to students engaged in part-time jobs or assisting in family businesses. In the year 2017, the college was recognized by the University Grant Commission (UGC) under Section 2(f) and 12 (B) of the 1956 Act. The Motto of the college is *Gyan Vigyan Vimukte*, meaning 'Liberation of people through knowledge and wisdom'.

The institution makes every possible effort to enrich and enhance the curriculum provided by the University. The process of teaching and learning involves participatory teaching learning and mentoring process. A well-outlined framework is integrated with systematic methods of evaluation in order to improvise the effectiveness and efficiency of teaching and learning. The institution incentivises experienced teachers for retention while nurturing young and dynamic teachers by inculcating values for intellectual pursuit, scientific temper, critical thinking, and engagement in research while adhering to professional research ethics. The institution has created a very remarkable infrastructure. Student Progression is given priority through support systems like career guidance, counselling etc. which motivate the upward academic mobility of graduating students. The institution follows a participatory and decentralised structure of governance for ensuring efficient, effective and transparent administration. The ultimate goal of the institution is the holistic development of students. That is achieved through pursuit of intellectual excellence, nurturing of a dynamic, intellectual, and reflective college community that generates knowledge and promotes excellence. It also involves preparing students of the institution to become responsible citizens of the country.

Vision

Inspired by the Gospel values and Ignatian ideals, North Bengal St Xavier's College (NBSXC), Rajganj-Siliguri Campus, strives to be at the forefront of higher education by promoting academic excellence and creation of a just and humane society.

Mission

In line with the Jesuit tradition of education, we at NBSXC are committed to:

1. Create and nurture a dynamic, intellectual, and reflective community that generates knowledge and promotes excellence;
2. Prepare students, teachers, researchers and other professionals who become responsible leaders committed to social justice.
3. Serve the regional and national educational communities regardless of race, religion and ethnicity

through integral formation of personality and affective maturity.

4. Form excellent leaders for service of humanity, transformation of the society and nation building

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- Participative leadership having shared responsibility through delegation of authority and a decentralized administration.
- Young, dynamic and committed faculty members with special student care.
- Pristine Large green campus away from pollution in a rural setting with pleasant ambience for study.
- Safe and secure campus with surveillance facilities and guarded entry-exit points.
- Professional yet cordial teacher-student relationships with focus on mentoring and accompaniment of students aimed at development of students' intellectual and emotional quotient.
- Strong emphasis on holistic development of students through balanced education integrating curriculum with participation in co-curricular and extracurricular activities.
- Strong emphasis on social and ecological outreach programmes in the neighbourhood villages with an aim of inculcating social sensitivities and ecological concerns among the students and staff.
- Value education for inculcating moral and ethical values in all students, remedial classes for weak and needy students and career-oriented programmes (COP) for optimising career skills for students.
- Good mixture of students from diverse social, economic, ethnic, religious and linguistic backgrounds creating harmonious student community.
- Institutional sensitivity and concern towards needy and marginalized students with respect to admissions, scholarships, concessions and other non-monetary assistance/support.
- Regular feedback and evaluation system in place to receive comments and recommendations from different stakeholders/collaborators for the management to take necessary corrective actions for the growth of the institution.

Institutional Weakness

- Rural location of the main campus - away from urban centre and industrial hub.
- Limited regular transportation due to distant location of the college away from main residential area.
- Restricted space at city campus to provides limited degree of scope for any future expansion and growth.
- Status as fully self-financed college creates constraints in retention of young experienced and qualified teachers for longer period who tend to leave for better opportunities in government sector.
- Presently, almost complete dependence on student fees for most expenses for lack of government financial aid and other agency funding.
- Financial limitations as constraint for needed infrastructural development, including girls' hostels.
- The student/teacher exchange programmes with reputed Institutes in the State and elsewhere are not up to our expectation due to locational disadvantage and also for being recently established institution.
- Limited opportunities for coaching to appear in competitive examinations.

Institutional Opportunity

- Potential to become College with Potential for Excellence (CPE) and autonomous in future especially under NEP-20.
- Introduction of various career/job-oriented and value-added/add-on courses for youth seeking skills and jobs.
- Multi-disciplinary, inter-disciplinary natured collaboration and integrated biological research programmes.
- Scope for faculty engagement in various multi-streamed research projects, enhancing scientific works and publications.
- Optimal utilization of mentoring system by initiating student-faculty collaboration in research.
- Streamlining and strengthening of different research initiatives and activities through existing MoUs and collaborations.
- Offering of consultancy services by faculty in their areas of expertise.
- Nurturing core competencies, increasing knowledge base and employability of students through interaction, and special lecture series by experts from diverse fields.
- Initiation of student/teacher exchange programmes with reputed institutes in the state and elsewhere.
- Better harnessing and utilization of solar energy, water conservation, rainwater harvesting etc., to move toward cleaner energy and greener environment. Potential to set a benchmark of Green campus in the North Bengal region.
- Motivating loyalty of Alumni/alumnae to assist their *alma mater* by sharing their expertise, experienced skills, and networking.

Institutional Challenge

- Due to self-financed nature, complexity in generating requisite funds for further infrastructural development and implementing different plans remain unfulfilled.
- Attracting large number of students in this rural location and keeping the enrolment high.
- Financial competition from Institution of higher learning sponsored and funded by government including self-financed colleges located in urban areas.
- Attracting, smart and dynamic teachers and retention of young experienced and qualified teachers due to rural location and self-financed nature of institution.
- Imparting value based quality education at an affordable cost for poor students.
- Keeping the students engaged in different activities throughout the day, apart from classes, due to distance factor without other useful outlets for students.
- Tapping funds and financial assistance for expanding infrastructure in order to provide better facilities.
- Financial position of the college depending completely on students enrolments in the face of high cost of delivering education in this rural area.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

The institution follows the curriculum designed and developed by the affiliating University. Currently, the college is offering 15 academic programmes all of which are Under Graduate Courses that followed 1+1+1 annual system until 2018 when the CBCS/elective curriculum was introduced for all programmes. The curriculum being fixed by the University of North Bengal the affiliating college like NBSXC has no scope of redesigning its own curriculum. Nevertheless, the College while adhering to the prescribed curriculum, devices

some innovative methods for its effective delivery, by adding course-wise instructional objectives and outcome which are executed through internal assessments and year/semester end examinations. This involves Course Planning which includes course contents, identification of curriculum gaps based on pre-defined COs, keeping in line with Institutional Vision and Mission at departmental level as well as by individual faculty members. The institution executes the curriculum delivery by using blended methods of teaching. The traditional lecture method is supplemented and enriched by ICT enabled audio-visual aids like PowerPoint presentations, video shows, seminars, group discussions and other innovative approaches of teaching and learning. Moreover, the Special Lectures and Invited Lectures by external academicians and subject experts provide rich and alternative perspectives to both teachers and students. The implementation of academic calendar and proper delivery of the curriculum is regularly monitored by HODs and Vice-Principal (Academics). The students are given opportunities to take part in Student Seminars, Peer Teaching, Projects, Group Discussions and other Participative Learnings. Some Departments also carry out extensive Educational Field Studies, Excursions, Project trips and arrange for Internships that besides providing them hands-on experience and new exposure also promotes experiential learning.

Teaching-learning and Evaluation

Institution adheres to the admission policy and procedures, regulations and guidelines set up by Government of West Bengal and the University of North Bengal. However, being a Christian minority institution, it also enjoys certain of its own policy making power regarding admissions of students from minority community on priority basis.

Student Enrolment and Profile: Admission to this institution is open to students from all sections of the society across caste and creed and from all corners of state as well as from other states. Despite its rather rural location, the institution has small number of students from Nepal and Bhutan as well.

Catering to Student Diversity: Institution ensures that students coming from diverse economic, linguistic and demographic background including many first generation learners at higher education are given desired guidance and accompaniment. The learning levels of the students are assessed right in the beginning of the academic session after the Induction Programme and appropriate assistance is offered to slow learners while providing additional resource materials provided to the fast learners.

Teaching Learning Process: To enhance the teaching-learning experience, more student centric methods and approaches such as, experimental learning, participative learning and problem solving methods are adopted. This also includes move towards maximizing the use of ICT, PPT, visual effects and other latest techniques to make teaching learning more effective.

Teachers Profile and Quality: In order to impart quality education, the institution is regularly pushing for upgradation of teaching and faculty quality by hiring and employing sufficient number of well-qualified and competent faculty. With every passing year more faculty members are completing their Ph.D while many more have enrolled for doctoral studies and others are pursuing or are on the verge of completing their doctoral studies.

Evaluation Process and Reform: Outcomes of teaching learning process are evaluated on the basis of overall performance, skills both in teaching and communication, besides other personal qualities and involvements. The evaluations by students, peer and self-appraisal and different stakeholders' feedbacks are analyzed and reviewed for future academic enhancement.

The college is the nodal IGNOU center providing distance education in UG and PG courses.

Research, Innovations and Extension

Research: The institution promotes research publication through its Research and Publication Cell which, along with IQAC promotes faculty members especially junior faculty members starting their teaching career and doctoral studies to take up minor research projects and publish their works in peer reviewed and reputed journals. In the last five years, some faculty members have published their researched articles in peer-reviewed journals, published books and contributed book chapters in edited volumes. Students are also encouraged to work on departmental projects and some departments come out with departmental project report or magazine to initiate UG students to be inclined towards research works. Institution has created professional code of research ethics to set a standard on research activities besides checking malpractices and plagiarism in research. Over the past five years, the College at institutional and departmental levels has organized Workshops and Conference/Seminars/webinars, including on areas like Intellectual Property Rights and Research Methodology.

Innovation: The College encourages innovative research, innovative curriculum delivery and teaching practices while planning for an incubation centre in the near future.

Extension: Since its inception, the institution has emphasised on social outreach programmes in the neighbouring villages and tea plantations by involving the staff and students in organizing significant extension activities. The NSS Unit, Social Service Cell, Nature Club, Women's Cell and AICUF have been involved in organising Blood Donation Camps, Campus Cleaning Drive, Free Health Camp /Eye check-up, Orphanage visits, Anti-Human Trafficking Campaign. AICUF (All India Catholic University Federation) also organises exposure trips to tea plantation communities. Nature Club has been organising tree plantation, awareness on snakebites, and celebration of the Environment Day and Earth Day.

Infrastructure and Learning Resources

Infrastructure: In the short span of 13 years of its existence, the college has provided adequate infrastructure for a relatively young institution for teaching learning, laboratory and space for co-curricular and extra-curricular activities in approximately 25 acres of land. The establishment of a city campus, though small, has further helped it provide its infrastructural facilities for commerce and management studies. The institution has good infrastructure with some ICT enabled classrooms, 1 smart classroom, 7 laboratories, 3 seminar/conference halls, an Auditorium, two Libraries besides departmental seminar libraries, having many books and journals in 403 sq.m library area. The college has a good IT infrastructure with 71 latest and updated computers, which is regularly upgraded. All administrative offices of the Institution are computerized and the offices have LAN and Wi-Fi connectivity.

Physical Facilities: The physical facilities consist of boys/girls common rooms, safety measures, bus/car parking area, motorbike/cycle shed, canteen, and ramps provided for physically disabled students, while the entire campus is under the CCTV surveillance. The college also has adequate facilities required for games/sports activities with a large playground for track/ field, football and cricket, as well as basketball court, volleyball court, badminton court, and table tennis boards etc.

The Estate Manager and his team routinely do the maintenance of equipment and physical facility. The college

provides well-furnished and comfortable hostel accommodation separately for outstation boys and girls with strict supervision keeping safety and security of wards as priority. To ensure hassle free and safe transportation to staff and students, five college buses ply from Matigara-Siliguri area to the main college campus while one parents' organised bus plies from Jalpaiguri town.

Student Support and Progression

North Bengal St Xavier's College believes in overall development of students coming from diverse background while taking special care for those from socio-economically weaker sections and first-generation learners from rural areas and tea plantations. To financially support the needy students, Government and non-Government scholarships are made available while concession is provided to deserving students. The mechanism of student support begins soon after the completion of online admission process through a student's entry into the College during the Induction or Orientation Programmes. On commencement of classes, slow learners and advanced learners are identified using systematically laid out mechanism and proper mentoring begins. The academic support system extends both to the classroom situations and beyond in the forms of mentoring, tutoring, counselling and offering remedial coaching.

In addition, Women Cell inculcates a sense of equity and safety among students; Counselling Cell provides necessary life-enhancing guidance while Grievance Redressal Cell addresses student grievances and creates a feeling of care. Students' creative talents are nurtured and encouraged through their participation in various co-curricular and extracurricular activities in an atmosphere of healthy competition with peers or with students of other colleges. The college has instituted its own awards and citation for meritorious students both in academic and non-academic fields who are facilitated on the X-celence Day.

The Training and Placement Cell organizes campus interviews every year. Some renowned speakers and resource persons are invited as resource persons to share their expertise in the Special Lecture and Seminars. Motivated by these career defining moments most of our students pursue higher studies by choosing specialised fields for future.

Governance, Leadership and Management

The President of the College Governing Body represents North Bengal St Xavier's College, managed and governed by the Xavier Educational Trust. The institution has a well-defined organisational structure that supports the decentralised and participatory system of administration of the college for effective decision-making and evolving policy matters. The institution which is being governed by the international Roman Catholic Religious Order called Society of Jesus or Jesuit Order, has its Founder Body that appoints the Principal and other important authorities of the college. Yet, in line with participative management, two members of the faculty become teacher representatives in the Governing Body. The College administrative body comprises Principal, three Vice Principals- one each for Administration, Academics and Second Campus; Dean of Students, Bursar/finance officer and Estate Manager. Members of administrative body assist the Principal in planning and implementing the policies formulated by Governing Body besides executing programmes for teaching-learning and other developmental activities. There is Academic Council comprising, besides administration, heads of departments, IQAC coordinator, Teachers' Council Secretary and some senior faculty that assist the Principal in academic planning and formulating rules and regulations on matters arising at different junctures. Vice-Principal (Administration) assists the Principal in day-to-day college administration particularly in the admission process at the start of new academic year. Vice-Principal (Academic) assists the

Principal in planning and implementing the programmes for teaching-learning, conduct of internal assessments and university examinations. The Dean of Student Affairs serves as the primary administrative node for students and assists the Principal in implementing and coordinating different student-centric activities while also coordinating areas of discipline, leadership and personality development of students.

Institutional Values and Best Practices

North Bengal St Xavier's College has strong institutional values that are implemented through conscious and responsible activities towards society and environment. The institution is committed to gender equity and sensitivity, women empowerment and sustainable development framework. The College conducts different programmes and has various facilities to assure gender security and safety. It also promotes awareness on Environmental issues and follows eco-sustainable activities in imparting value-based education to its students. Since inception the college has undertaken 'Clean and Green Campus' initiatives amply manifested in green landscaping, presence of bio-diverse trees/plants, floral garden, eco-forestry and medicinal plants in the campus. Initiatives on energy management by use of LED bulbs, rooftop solar panelling, etc., practices of waste minimization and waste management and rain water harvesting are in place. Further, promoting of green practices by discouraging the use of vehicles in certain areas and encouraging the use of bicycles, bus services, carpooling and public transport by staff and students, pedestrian friendly paths, ban on use of plastic, and 'Green computing' to reduce paper use are practices in the institution. The college organizes "X-celence day" each year to inculcate a motivation and an appreciation to the young minds for all their excellent performances in academic as well as non-academic activities. It is a humble effort of us, as an Institution, so that the students continue to strive for excellence in every sphere. It is a practice to invite parents/guardians along with the awardees on this occasion.

These initiatives are further given a boost through attempts at behavioural transformation of the staff and students by way of a handbook on code of conduct in the institution, handbooks and brochures on human values and professional ethics. Similarly, a host of activities are conducted to promote national consciousness and communal harmony, thereby contributing towards nation building. This is further supplemented and practiced by invoking and implementing the values espoused by programmes such as NSS, Social Service Cells, Women's Cell, Nature Club etc. To bring up the best out of students, the college regularly conducts well-designed value education and personality development classes through lectures and some inspirational videos.

2. PROFILE

2.1 BASIC INFORMATION

| Name and Address of the College | |
|---------------------------------|--|
| Name | NORTH BENGAL ST. XAVIER'S COLLEGE |
| Address | Balaigach, P.B- 1, PO- Rajganj |
| City | Rajganj |
| State | West Bengal |
| Pin | 735134 |
| Website | www.nbxc.org |

| Contacts for Communication | | | | | |
|----------------------------|-----------------------|-------------------------|------------|------------------|-------------------------|
| Designation | Name | Telephone with STD Code | Mobile | Fax | Email |
| Principal | Lalit P Tirkey | 03561-9800866547 | 7478422284 | 03561-9933723248 | nbsxc.college@gmail.com |
| IQAC / CIQA coordinator | Bipranch Kumar Tiwary | 03561-6297792291 | 8670725693 | - | bipra.tiwary@gmail.com |

| Status of the Institution | |
|---------------------------|----------------------------|
| Institution Status | Private and Self Financing |

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

| Recognized Minority institution | |
|--|--|
| If it is a recognized minority institution | Yes MINORITY STATUS 2018-21.pdf |
| If Yes, Specify minority status | |
| Religious | Christian |
| Linguistic | |
| Any Other | |

| Establishment Details | | | | |
|--|--|---------------------------------------|---------------------------|----------------|
| Date of establishment of the college | 10-04-2007 | | | |
| 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 | 21-12-2017 | View Document | | |
| 12B of UGC | 21-12-2017 | 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)? | No |
| Is the College recognized for its performance by any other governmental agency? | No |

| Location and Area of Campus | | | | |
|------------------------------------|--------------------------------|------------------|-----------------------------|---------------------------------|
| Campus Type | Address | Location* | Campus Area in Acres | Built up Area in sq.mts. |
| Main campus area | Balaigach, P.B- 1, PO- Rajganj | Rural | 25.74 | 3968.632 |

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 Twelve | English | 105 | 8 |
| UG | BA, Political Science | 36 | Class Twelve | English | 30 | 23 |
| UG | BBA, Management | 36 | Class Twelve | English | 40 | 22 |
| UG | BCA, Computer Application | 36 | Class Twelve | English | 20 | 8 |
| UG | BCom, Accounting And Management | 36 | Class Twelve | English | 110 | 58 |
| UG | BSc, Microbiology | 36 | Class Twelve | English | 25 | 15 |
| UG | BSc, Botany | 36 | Class Twelve | English | 20 | 8 |
| UG | BSc, Zoology | 36 | Class | English | 42 | 35 |

| | | | | | | |
|----|--|----|------------------|---------|----|----|
| | | | Tweleve | | | |
| UG | BSc,Physics Chemistry Mathematics Zoology Microbiolog y Botany Computer Science | 36 | Class Tweleve | English | 24 | 0 |
| UG | BA,English | 36 | Class Tweleve | English | 83 | 83 |
| UG | BA,Sociolog y | 36 | Class Twelve | English | 55 | 20 |
| UG | BA,Geograp hy | 36 | Class Twelve | English | 36 | 30 |
| UG | BSc,Comput er Science | 36 | Class Twelve | English | 20 | 6 |
| UG | BA,Bengali English Economics Education Hindi History Political Science Psychology Sociology | 36 | Class Twelve | English | 60 | 0 |
| UG | BA,History | 36 | Class Twelve | English | 35 | 6 |

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 | | | | 0 | | | | 51 | | | |
| Recruited | 1 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 28 | 23 | 0 | 51 |
| 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 | | | | 28 |
| Recruited | 23 | 5 | 0 | 28 |
| 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 | | | | 0 |
| Recruited | 0 | 0 | 0 | 0 |
| Yet to Recruit | | | | 0 |

Qualification Details of the Teaching Staff

| Permanent Teachers | | | | | | | | | | |
|------------------------------|------------------|---------------|---------------|----------------------------|---------------|---------------|----------------------------|---------------|---------------|--------------|
| Highest Qualification | Professor | | | Associate Professor | | | Assistant Professor | | | Total |
| | Male | Female | Others | Male | Female | Others | Male | Female | Others | |
| D.sc/D.Litt. | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Ph.D. | 1 | 0 | 0 | 0 | 0 | 0 | 8 | 2 | 0 | 11 |
| M.Phil. | 0 | 0 | 0 | 0 | 0 | 0 | 3 | 3 | 0 | 6 |
| PG | 0 | 0 | 0 | 0 | 0 | 0 | 15 | 16 | 0 | 31 |

| Temporary Teachers | | | | | | | | | | |
|-----------------------|-----------|--------|--------|---------------------|--------|--------|---------------------|--------|--------|-------|
| Highest Qualification | Professor | | | Associate Professor | | | Assistant Professor | | | Total |
| | Male | Female | Others | Male | Female | Others | Male | Female | Others | |
| D.sc/D.Litt. | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Ph.D. | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| M.Phil. | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| PG | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 2 | 0 | 4 |

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

| Details of Visting/Guest Faculties | | | | | |
|--|------|---|--------|---|-------|
| Number of Visiting/Guest Faculty engaged with the college? | Male | | Female | | Total |
| | | | | | |
| | 0 | 0 | 0 | 0 | 0 |

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

| Programme | | From the State Where College is Located | From Other States of India | NRI Students | Foreign Students | Total |
|-----------|--------|---|----------------------------|--------------|------------------|-------|
| | | UG | Male | 437 | 21 | 0 |
| | Female | 486 | 38 | 0 | 2 | 526 |
| | 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 | 14 | 18 | 17 | 18 |
| | Female | 16 | 21 | 11 | 11 |
| | Others | 0 | 0 | 0 | 0 |
| ST | Male | 33 | 45 | 27 | 36 |
| | Female | 33 | 36 | 35 | 36 |
| | Others | 0 | 0 | 0 | 0 |
| OBC | Male | 16 | 12 | 12 | 15 |
| | Female | 11 | 16 | 7 | 25 |
| | Others | 0 | 0 | 0 | 0 |
| General | Male | 82 | 94 | 87 | 78 |
| | Female | 113 | 125 | 100 | 103 |
| | Others | 0 | 0 | 0 | 0 |
| Others | Male | 0 | 0 | 0 | 0 |
| | Female | 0 | 0 | 0 | 0 |
| | Others | 0 | 0 | 0 | 0 |
| Total | | 318 | 367 | 296 | 322 |

Extended Profile

1 Program

1.1

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

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---|---------|-------------------------------|---------|---------|
| 284 | 216 | 242 | 242 | 242 |
| File Description | | Document | | |
| Institutional data in prescribed format | | View Document | | |

1.2

Number of programs offered year-wise for last five years

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 15 | 11 | 14 | 14 | 14 |

2 Students

2.1

Number of students year-wise during last five years

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---|---------|-------------------------------|---------|---------|
| 984 | 1024 | 1114 | 918 | 938 |
| File Description | | Document | | |
| Institutional data in prescribed format | | View Document | | |

2.2

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

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 141 | 109 | 148 | 123 | 133 |

| File Description | Document |
|---|-------------------------------|
| Institutional data in prescribed format | View Document |

2.3

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

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 280 | 261 | 265 | 241 | 256 |

| File Description | Document |
|---|-------------------------------|
| Institutional data in prescribed format | View Document |

3 Teachers

3.1

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

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 48 | 55 | 54 | 57 | 47 |

| File Description | Document |
|---|-------------------------------|
| Institutional data in prescribed format | View Document |

3.2

Number of sanctioned posts year-wise during last five years

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 48 | 55 | 54 | 57 | 47 |

| File Description | Document |
|---|-------------------------------|
| Institutional data in prescribed format | View Document |

4 Institution

4.1

Total number of classrooms and seminar halls

Response: 11

4.2

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

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|----------|----------|----------|-----------|-----------|
| 83.51661 | 79.68057 | 95.71056 | 115.91265 | 102.28778 |

4.3

Number of Computers

Response: 71

4.4

Total number of computers in the campus for academic purpose

Response: 51

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:

North Bengal St. Xavier's College follows the curriculum set by the University of North Bengal. However, in order to ensure effective delivery of the curriculum on the commencement of the academic year, the following tasks are being carried out:

1. Preparation of Academic Calendar
2. Course Allocation
3. Timetable/Schedule Preparation

At the very beginning of every academic year, each department designs and proposes a class routine with well outlined lecture hours in order to ensure the methodical and timely completion of the syllabus. The complete schedule (stream wise) is then compiled to fit all the honors and general elective classes. The head of the department of each course carefully distributes the syllabus among the faculty to be completed within the stipulated lecture hours. In order to ensure effective curriculum delivery and transaction, each department maintains lesson plan and log book for each faculty.

The new session for the first-year students commences with the Orientation Programme wherein the students are given the syllabus and also explained the mode of curriculum delivery. Intended goals and expected outcomes are also explained at the beginning of the academic session. The college also endeavours to inculcate the principles of discipline, morality, honesty and righteousness among the students.

With the objective to enrich the students' knowledge eminent resource persons from relevant fields with diverse expertise are periodically invited for seminars, special talks and lectures. Each department also organizes project works and field trips for a particular session as per the university curriculum. The schedules for all such academic activities are presented in the college diary. The departments regularly hold meetings to evaluate the completion of the syllabus, and curriculum delivery as provided by the affiliating University. The college also holds a general faculty meeting for the planning, execution and evaluation of different co-curricular activities. The College has an active examination committee comprising representatives from each department of the college, which fixes the examination dates. The institution follows the continuous internal assessment system of evaluation comprising monthly tests, semester and selection examinations. In addition to this the attendance and behavioral assessments are also monitored.

The traditional 'chalk and talk' lectures are supplemented by PPT lectures and use of audio-visual methods like movie/documentary screenings. The feedback system has been implemented in the institution but prior confidentiality is maintained with a prescribed feedback format for assessing and evaluating the teaching quality of the faculty

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

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

Response:

The institution makes every effort to adhere to its academic calendar that includes conducting tests, semester exams and continuous internal assessments. In order to make it a yearly practice a committee comprising the Principal, academic vice-principal and HODs prepare the academic calendar well in advance before the commencement of the new academic year. The calendar outlines the semester class work schedule, internal examination schedule and external examination schedule. In the beginning of the academic session the students are apprised of academic calendar and same is uploaded on college website and displayed on notice boards at strategic locations. Only head of the institution or the Academic Vice Principal with permission from the Principal can incorporate minor changes in academic calendar, which may deem fit considering the unforeseen circumstances. The Schedule of all Examinations is given in academic calendar.

The faculty members of the concerned department gather the lists of courses for the following semester. The head of the department finalizes the course allocation for the faculty members based on their choice and area of interest or expertise. The faculty members prepare the lesson plan before the commencement of semester, indicating the topics to be covered lecture wise including the evaluation process for each subject and it is duly reviewed by the one of the senior faculty members in the department and approved by the head of the department. It is then, made available to the students. Timetable in-charge of each department prepares the timetable as per the guidelines of respective statutory bodies for the number of credit hours for each subject prior to the commencement of the semester. Time-table is uploaded on the system (website, common notice board, WhatsApp Groups) and displayed in the respective department notice boards.

The performance of the students is assessed on a continuous basis by conducting two internal assessments as per the university norms per semester where the average is taken of both. In this institution, though, based on the length of the semester particularly in the odd semesters (from January to June) an additional internal assessment is arranged by respective departments. This facilitates the students missing out on any one or two internal assessments due to unavoidable reasons to catch up with others and score marks. In addition to the internal assessment, periodic assignments, mini-projects, seminars/workshops, group discussion, viva and practicals are also the part of the Continuous Internal Evaluation. The evaluated answer books are returned to the students and an opportunity is given to the students to discuss the evaluation with the teacher. The teacher rectifies the error on the spot, if any. The Internal Assessment is carried out for 10 marks for each course.

| File Description | Document |
|---------------------------------|-------------------------------|
| Link for Additional information | View Document |

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

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

Response: B. Any 3 of the above

| File Description | Document |
|--|-------------------------------|
| Institutional data in prescribed format | View Document |
| Details of participation of teachers in various bodies/activities provided as a response to the metric | View Document |
| Any additional information | View Document |

1.2 Academic Flexibility

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

Response: 100

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

Response: 15

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

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

Response: 12

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

| | | | | |
|---------|---------|---------|---------|---------|
| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
| 03 | 03 | 02 | 02 | 02 |

| File Description | Document |
|---|-------------------------------|
| Institutional data in prescribed format | View Document |
| Brochure or any other document relating to Add on /Certificate programs | View Document |
| Any additional information | View Document |

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

Response: 5.53

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

| | | | | |
|---------|---------|---------|---------|---------|
| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
| 75 | 92 | 31 | 22 | 55 |

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

1.3 Curriculum Enrichment

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

Response:

The issues relevant to Gender, Professional Ethics, Human Values, Environment and Sustainability are inbuilt in the curriculum of various departments. The institution integrates these crosscutting issues through different activities thereby making them relevant while incorporating them into the curriculum. In the self-designed curriculum on Value Education, a mandatory subject for every first and second year students, several topics on human values and ethical issues are discussed.

The Department of BBA deals with Entrepreneurship Development, Human Resource Management, Business Ethics to make students conscious about professional behavior and ethics. Sociology has papers- 'Sociology of Gender', 'Social Demography' and 'Social Problems in India' which delve on social realities in India but specifically gender-based violence, social discrimination, dowry, divorce, etc prevalent in the Indian Society. These core papers provide students insight into the intricacies of different cultures while giving them platform for understanding social problems prevalent in many Indian societies. Political Science has a core paper 'Feminism: Theory and Practice' that addresses the issues on gender justice, equality, gender and politics while also discussing feminist perspective and theory. Students of English honors are enlightened with Women's Writings and get proper perspective on gender literature.

As per the university guidelines, for all the Undergraduate students Environmental Studies is a compulsory paper for which first year students are required to submit a short project on campus environment and provide recommendations for its environmental sustainability. Department of Geography deals with the topics like, Environmental Geography, Biogeography and Pedology while Zoology Department deals with Ecology; Microbiology deals with environmental microbiology; Botany teaches papers on Plant Ecology and phytogeography, Plant diversity and human welfare etc. All these papers, address crosscutting relevant issues that provide opportunity for students to understand the environment and its sustainability.

The institution has a Women's Cell, which promotes women's issues like gender equality and women empowerment by periodically organizing seminars on these above topics and annually celebrating International Women's Day to create consciousness on gender equity and sensitize students on gender issues and domestic violence. In order to enhance the curriculum, the institution takes different steps to instil moral and ethical values in students through interaction with NGOs working on anti-human trafficking while encouraging students to become members of Youth Against Trafficking Club.

The College also conducts community services through NSS, Social Service Cell and Women's Cell. The college has a green policy, which commits itself to protect the environment. Nature Club of the college, besides conducting World Environmental and Earth Day invites students from across the streams to participate in creating better environmental awareness. Through emphasis on 'clean campus green campus' drive, tree plantations, ban on plastics and other campaign, environment and sustainability of the place is promoted.

The aforementioned courses, inbuilt in curriculum, help in integrating the course materials with the relevant issues. Thus, the institution makes every effort to integrate its activities with crosscutting issues that are present in the curriculum and enrich the learning of students while also inculcating rich human values and ethical principles.

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

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

Response: 2.55

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

| | | | | |
|---------|---------|---------|---------|---------|
| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
| 7 | 7 | 6 | 6 | 5 |

| File Description | Document |
|--|-------------------------------|
| Programme / Curriculum/ Syllabus of the courses | View Document |
| Minutes of the Boards of Studies/ Academic Council meetings with approvals for these courses | View Document |
| Institutional data in prescribed format | View Document |
| Any additional information | View Document |

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

Response: 14.33

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

Response: 141

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

1.4 Feedback System

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

Response: D. Any 1 of the above

| File Description | Document |
|-------------------------------------|-------------------------------|
| Any additional information (Upload) | View Document |
| URL for stakeholder feedback report | View Document |

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

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

Response: B. Feedback collected, analysed and action has been taken

| File Description | Document |
|-------------------------|-------------------------------|
| URL for feedback report | View Document |

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1 Average Enrolment percentage (Average of last five years)

Response: 47.34

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

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 322 | 296 | 367 | 360 | 387 |

2.1.1.2 Number of sanctioned seats year wise during last five years

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 705 | 571 | 824 | 902 | 707 |

File Description

Document

Institutional data in prescribed format

[View Document](#)

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

Response: 100

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

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 141 | 109 | 148 | 123 | 133 |

File Description

Document

Institutional data in prescribed format

[View Document](#)

Any additional information

[View Document](#)

2.2 Catering to Student Diversity

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

Response:

Since inception of the institution, students from diverse social, economic, cultural and linguistic background have been studying in the college. The candidates interested in joining the college are guided to choose the courses of their choice. Institution initiates the process of assisting the new students by addressing the issue on the day of Induction/ Orientation Programme. Apart from economic and cultural disparity, there also exists a cognitive disparity among students owing to many coming from vernacular medium to this college where the medium of instruction becomes English. Institution caters to these students having language problem by providing them Spoken English classes every week. The academic performances of these students are continuously and systematically evaluated by checking their performance in classroom lectures, group discussions, internal assessments and assignments. On the basis of these performance appraisal in the first two weeks to one month the first year students are classified into two categories: slow learners and advanced learners.

Special Programmes for Slow Learners: For the students assessed as slow learners, special care is taken by conducting remedial and tutorial classes in which academic problems are dealt. Faculty members conduct extra tutorial classes to help students understand the syllabus better. Based on the assessment of initial classes and internal assessment the mentoring teachers help the slow learners by providing additional tutorials. The students are encouraged to do board works on the topics being taught so that their level of understanding may increase. Students are also provided counseling in order to dispel personal problems such as, fear, reluctance, reservation, inferiority complex and so on thereby helping them to focus on studies. Appropriate counseling with additional teaching, eventually helps slow learners to attend classes regularly.

Special Programmes for Advanced Learners: Advanced learners are encouraged to strive for higher goals. They are provided with additional inputs for better career planning and growth. Departments organize workshops and seminars about advanced topics and concepts. Group discussions are conducted to develop critical thinking, analytical procedures and problem solving abilities. Teachers also motivate students to participate in seminars, workshops etc. organized by other colleges and departments. Students are encouraged to spend quality time in the library during free hours or access e-library materials. They are also advised to do research through credible web links and read good books to enrich their knowledge and insights.

Strategies Adopted for Student Improvement: During the course of study, students are assigned to a mentor who monitors their academic performance and assists them with issues affecting learning ability or impeding their academic growth. For both advanced and slow learners, skill development programmes, motivational lectures, industrial visits and visits to technical exhibitions are organized. For science students, additional laboratory experiments are conducted. Students are encouraged to be members of professional bodies and NGOs. Semester Toppers and University rank holders are awarded with certificates and medals by the institution on “Xcellence Day”.

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

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

Response: 21:1

| File Description | Document |
|----------------------------|-------------------------------|
| Any additional information | View Document |

2.3 Teaching- Learning Process

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

Response:

The teaching-learning process revolves around students need and requirements. The institution caters to the need of the students and encourages the faculty to employ innovative and interactive methods of teaching through a plethora of other student-centric methods such as active, cooperative, project-based, experimental and other ICT based learning to ensure enhancement of learning experiences. The institution encourages the faculty to use smart board, PPT presentations and visual media like movies that are relevant to the syllabus.

Experiential Learning: The institution provides experiential learning approach and techniques for students to have immersive experience thereby tying the classroom lessons with the experience from the real world through the facilitated debrief. One of the best way to learn and understand the theoretical concepts is through their application in laboratories or by performing experiments. Institution provides ample opportunity and exposure to attain practical knowledge for students from laboratory-based subjects such as, Zoology, Botany, Microbiology, Geography and Computer Science.

Apart from that the students participate in project tours, field works, industry visits and internships outside the classroom in order to learn through experience and understand the subjects in depth by getting firsthand information about the subject matter. These initiatives also reflect that the students are provided with the right exposure for experiential learning. Students on return from field tours and visits are required to submit a report or assigned project works culminating in individual and group presentations. Students of Sociology are also encouraged to analyze and share their observation of different community and social groups after their visits.

National Service Scheme (NSS), Social Service Cell, Nature Club, etc. provide students not just with exposure to neighborhood communities but also impart knowledge about different socio-economic struggles of diverse societies such as tea plantation and farming communities. This also helps inculcate leadership and life skills among students.

Participative Learning: Students are encouraged to participate in seminars, conferences, debates and group discussions which are held regularly at departmental level. Such participation helps them to acquire knowledge about the subject and build confidence by developing their communication skills. Participation in various events also helps the students to develop the habit of healthy discussion wherein they are encouraged to interact with the resource persons. The biodiversity of the natural setting around the college also facilitates participative learning of the students.

Problem Solving Methods: The students are expected to observe, understand, analyze, interpret and find solutions that lead to a understanding of the concept and foster their critical thinking ability. Students from the laboratory based subjects are taken for study tour and visit outside the campus where they are exposed to applied knowledge and working culture of the relevant field. Students from humanities stream also participate in field study to analyse various socio-economic issues existing in diverse communities of the neighboring areas. Students are instructed to submit the detailed analysis report of their visit. Apart from this, the college also encourages the students to watch NPTEL video lectures and to participate in competitions organized by different agencies.

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

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

Response:

In the current scenario the use of technology and internet has become imperative for effective communication and dissemination of curriculum to make teaching-learning process more effective and efficient. Nowadays, the teaching learning methods are getting revolutionized through ICT- enabled techniques where the teachers are employing new methods of teaching. However, the traditional lecture method using books and notes is still preferred. The use of information and technology makes the teaching-learning process interesting and effective. Moreover, digital literacy, skills of searching, discerning and producing information as well as the critical use of new media for full participation in the society has become an important consideration for curriculum frameworks. In recent years, many faculty of our institution have started to use ICT enabled tools such as, PowerPoint, visual effects using laptops and projectors while one Wi-Fi enabled smart classroom is utilized on occasions for more effective teaching learning. E- learning or online learning is becoming increasingly popular and with many unprecedented events taking place, e-learning ensures that the students have access to curriculum materials.

The year 2020 with COVID-19 induced suspension of physical classes all the faculty were compelled to adopt the latest computer/mobile applications for providing online, virtual and live teaching. However, even before that the faculty from the Departments of Computer Science, Geography, Zoology, Microbiology, and Botany were using projectors to show videos, slides and diagrams/models for their teaching purposes. For conducting online classes initial instructions and guidelines from the college authorities was circulated through group WhatsApp besides being posted on website and college official Facebook. Thereafter, faculty started extensive use of digital learning platforms such as, Google

Classroom, Google Duo, Skype, Go-to-meeting, Zoom, and so on for teaching-learning depending on the size and convenience of students and faculty. Recorded/ video lectures were also shared with the students through digital platforms. Supplementary study materials in the form of Word documents, PDF files or PPT were also provided. Thus, ICT enabled tools were in full display in recent months, especially in 2020 in order to complete the even semester courses and Part III (under annual system), thereby making teaching learning effective and unique experience for both students and faculty.

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

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

Response: 21:1

2.3.3.1 Number of mentors

Response: 48

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

2.4 Teacher Profile and Quality

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

Response: 100

| File Description | Document |
|--|-------------------------------|
| List of the faculty members authenticated by the Head of HEI | View Document |
| Institutional data in prescribed format | View Document |

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

Response: 18.82

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

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 11 | 10 | 9 | 11 | 8 |

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

2.4.3 Average teaching experience of full time teachers in the same institution (Data for the latest completed academic year in number of years)

Response: 5.21

2.4.3.1 Total experience of full-time teachers

Response: 250

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

2.5 Evaluation Process and Reforms

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

Response:

The institutional mechanism for internal assessment is transparent and robust in terms of both frequency and mode. Institution has an Examination Committee that oversees the smooth functioning of Unit tests under annual system and Continuous Internal Assessment (CIA) under new Choice Based Credit System (CBCS). The CIA is used periodically during the semester as follows:

- Under Annual 1+1+1 system that was in operation until 2018, two to three Unit Tests were held during the year while 1 year-end Selection Test was conducted as promotion test to write the University Exams.
- Under the new CBCS system, college conducts two to three internal assessments per semesters as prescribed by the University of North Bengal for evaluation of students.

- However, in order to bring in some reforms or innovation in internal assessment system, apart from first written internal assessment, departments are given choice to creatively evaluate students in the next two Internal Assessments through class seminars, group discussion, model making, term papers, Viva Voce, assignment and other modes.
- To make the entire process transparent, the Academic Council, comprising the Principal, Vice-Principals and Head of Departments prepares the guidelines and fix the dates for conducting internal assessment as well as mode of the exams at the start of the academic session.
- As an innovation and increasing the frequency, the institution has an additional internal assessment in the even semester due to its longer duration (from January to May) which allows for conducting one extra Internal Assessment and also ensuring that best of two internal assessments are taken for final allotment of marks.
- This arrangement also provides weaker students the opportunity to cope up with studies and make up for poor marks (if any) in previous internal assessments.
- The subject teachers following the institutional guidelines, CIA policy and scheme of evaluation do the evaluation of these Internal Assessments which is completed within 2-3 days.

In order to make the internal assessment transparent and robust in terms of frequency and mode, the institution takes the following measures:

- The dates and modes of Internal Assessments are mentioned in the printed College Diary/Handbook, so that faculty and students are aware well in advance and prepare for the same during the academic calendar.
- The internal assessments are conducted as per dates mentioned in the academic calendar.
- The timetable is displayed on main notice boards as also on class notice boards besides being displayed on the TV screen at the main building entrance before the scheduled date.
- The evaluated answer scripts are returned to students for checking their mistakes and corrections followed by discussion with concerned faculty to prepare them for the upcoming university examinations.
- On the other hand, group seminars and discussions are transparent as they are presented in groups before the entire class, and judged by a team of teachers.

Once the verification by the teachers and students is done, the final marks are displayed on the notice board of respective departments.

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

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

Response:

The institution abides by the examination, internal assessments and evaluation mechanism and guidelines issued by the affiliating university. However, the college also has certain of its own mechanisms in place for addressing the examination related grievances of students which are efficient, time-bound and transparent in the following manners.

- At the College level, an Examination Committee has been constituted to conduct the internal assessments and examinations mandated by the University. The College adheres to the rules and regulation laid down by the University while conducting internals and semester-end examinations.
- For the fair and smooth running of the internal assessments, the institution has the exam cell and the exam committee, headed by the convener of exam committee.
- As per the prescribed syllabus and norms of the affiliating University, two to three internal examinations are conducted during each semester, timetable for which is prepared in advance and communicated to the students.
- For internal assessment, subject teachers prepare question papers based on the course covered, followed by verification by the respective head of the departments.
- Monthly attendance of each paper is prepared by the concerned staff and after tabulation of the entire college by the academic office staff is published on the main college notice, in order for students to pay attention about their monthly attendance.
- The internal assessment marks are timely published on the department notice boards. The College follows an open evaluation system where the students' performance and their class attendances are displayed on the department notice boards.
- The grievances of students with reference to conducting of internal assessment or allotment of marks are addressed in a transparent manner by showing the evaluated papers and discussing their answer sheets and explaining their performances.
- If any student is not satisfied with the assessment and award of marks he/she is entitled to grievance redressal. Then he/she may approach the concerned HoD independently, who then can seek the clarification of the course teachers.
- Further, students having any grievances related to the marks scored during the exam are first vetted by the HoD who then recommends the case if found worthy of pursuance to the Exam Committee and then to Principal.
- Students, who have completed a course but could not write the internal assessment for valid reasons like illness or personal exigencies, are allowed to write the supplementary test by the faculty in consultation with the HOD provided they meet other eligibility criteria.
- For any other major grievances that may lie outside the purview of the head of department, the issues are addressed by reporting the matter first to the appropriate authority namely the convener of the Exam Committee who may suggest remedial measures through the Office of the Principal.
- Principal in consultation with the Academic Vice-Principal and respective head of the department may study the case and take appropriate action.

The final decision and resolution of the grievance redressal may be conveyed to the students through the HoD via class representatives, teachers, or through a public notice.

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

2.6 Student Performance and Learning Outcomes

2.6.1 Teachers and students are aware of the stated Programme and course outcomes of the Programmes offered by the institution.

Response:

The college has outlined the objectives and outcomes of each paper for all the programmes offered in the college. These objectives and outcomes are displayed on the college website as well as in the specified Library Computers for reference by the faculty and the students. This helps the faculty both presently working and those willing to join the college in future.

Moreover, the syllabus booklet, containing detailed layout of the syllabus, outline of the courses and objectives of every programme are made available to the students of the first year itself through respective departments.

- In addition, the course outline of the syllabus of different courses are shared with the students through social media or made available in the Central Library which help the students well ahead of time in understanding the course objectives while preparing for the specific papers.
- At the beginning of every academic session, teachers preview the outcomes with second and third year students while new first year students are explained the outcomes of the programmes and course during departmental orientations. This helps the students gain some insight into the course objectives and syllabus and build their expectations accordingly.
- Any revision on programmes or course objectives or modifications in the syllabi made by the Board of Studies and notified by the university is quickly communicated through departments by circulation of notifications using digital platforms apart from displaying it in college and departmental notice boards.

The college has now moved towards the CBCS and these programmes 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 |
|---|-------------------------------|
| Upload COs for all courses (examples from Glossary) | View Document |
| Paste link for Additional information | View Document |

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

Response:

The college offers different programmes and courses with clearly defined outcomes. Programme specific outcomes and course outcomes are in sync with each other. The effectiveness of these outcomes is validated by a systematic process of collecting and evaluating data on programme and course learning

outcomes.

The Programme outcomes, Programme specific outcomes, course outcome attainment are measured on the basis of direct and indirect attainment achieved.

The direct attainment is measured from:

- Unit tests and assignments conducted internally by the college as continuous assessment of students.
- Internal assessments conducted twice or thrice a semester by the subject teachers.
- End semester examination conducted by the University.

The attainment of programmes (POs), and course outcomes (Cos) of learning-based are evaluated using the following mechanisms:

- The Course-level evaluation includes Continuous Internal Assessment (CIA) having weightage of 15% including 5 marks for attendance. Various components for continuous assessment such as, written cycle tests, seminars, assignments, group discussions, and selection or promotional tests depending upon course type are employed to evaluate the course outcomes.
- Continuous assessment provides feedback on the efficacy of the teaching-learning process and attainment of learning outcomes of each course. This is in the form of assignments, seminars, group works and other modes introduced by departments which form a part of the CIE as well as tests which are periodically conducted.
- The Departments assess the status of attainment of POs, PSOs and COs in their regular Departmental meetings.
- The students of the college provide inputs on drawbacks, limitations, constrain and merits in teaching and learning. Feedback is also collected to assess the performance of the department and the faculty members.
- Grievance and Redressal mechanism functions effectively, helping the students in converting their problems into academic achievement. Periodic parent teacher interactions or one-on-one discussion with parents also help the institution to check for the attainment of the outcome

The Head of the Student Council is a member of the IQAC, which leads to proper dissemination of outcomes of various POs, PSOs and COs among students and plays a pivotal role in the feedback mechanism for verification of attainment of learning outcome.

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

2.6.3 Average pass percentage of Students during last five years

Response: 92.16

2.6.3.1 Total number of final year students who passed the university examination year-wise during

the last five years

| | | | | |
|---------|---------|---------|---------|---------|
| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
| 281 | 247 | 243 | 221 | 220 |

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

| | | | | |
|---------|---------|---------|---------|---------|
| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
| 281 | 269 | 265 | 242 | 256 |

| File Description | Document |
|---|-------------------------------|
| Upload any additional information | View Document |
| Institutional data in prescribed format | View Document |
| Paste link for the annual report | View Document |

2.7 Student Satisfaction Survey**2.7.1 Online student satisfaction survey regarding teaching learning process****Response:** 3.25

| File Description | Document |
|--|-------------------------------|
| Upload database of all currently enrolled students (Data Template) | View Document |

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

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

Response: 0

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

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

File Description

Institutional data in prescribed format

Document

[View Document](#)

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

Response: 0

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

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

3.1.2.2 Number of departments offering academic programmes

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

File Description

Institutional data in prescribed format

Document

[View Document](#)

3.1.3 Number of Seminars/conferences/workshops conducted by the institution during the last five years**Response:** 25**3.1.3.1 Total number of Seminars/conferences/workshops conducted by the institution year-wise during last five years**

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 6 | 5 | 3 | 4 | 7 |

| File Description | Document |
|---|-------------------------------|
| Report of the event | View Document |
| Institutional data in prescribed format | View Document |
| Any additional information | View Document |

3.2 Research Publications and Awards**3.2.1 Number of papers published per teacher in the Journals notified on UGC website during the last five years****Response:** 0.48**3.2.1.1 Number of research papers in the Journals notified on UGC website during the last five years.**

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 2 | 4 | 9 | 4 | 6 |

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

3.2.2 Number of books and chapters in edited volumes/books published and papers published in national/ international conference proceedings per teacher during last five years**Response:** 0.1

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

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

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

3.3 Extension Activities

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

Response:

North Bengal St Xavier's College has been involved in various extension activities in the neighbouring communities to sensitize students for holistic development. Most of the extension activities are carried out by various clubs/cells of the College, namely NSS, Social Service Cell, Nature Club and Women's Cell. In last five years, College has organised several extension activities in the following areas:

Community Service: In 2015-16 NSS members visited Jesu Ashram, and interacted with patients suffering from Leprosy and Tuberculosis. Under *Swachhata hi Sewa* and *Swachhwata Pakhwada* programme, neighbourhood cleaning was conducted. In 2017, students organised *Shisu Mela* at Khalekha Bari Village in Jalpaiguri District to incorporate children into various activities. In 2018, students along with College Alumni Association (XAA-NOB) organised cultural programmes and distributed food to Leprosy/ Tuberculosis patients.

Health Care Services: NSS unit has been organizing Blood Donation Camps in association with various organizations like the Regional Blood Bank, North Bengal Medical College and Hospital for the past five years annually wherein about 100 to 200 students participate. AIDS Awareness Programmes and Thalassaemia testing was also organized by the NSS. The Social Service Cell, Women's cell and NSS have been organising Health Check-Up Camp for villagers of Mohanvita, Balaigachh and Hatimore where 100-150 students participated and wherein many villagers have benefitted.

Women Issues Related: Women's Cell organized special camp with women folks of Balaigach where students participated and interacted with them on child-care and women's health issues. The cell also organized seminars on Anti-Human Trafficking. On 5th September 2019, in collaboration with MARG (NGO) the cell formed Youth Against Trafficking Club (YATC) in the college.

Ecological Concerns: Nature Club of the College has been organizing environmental awareness programmes through street plays and programmes such as the snakebite awareness conducted in

collaboration with Society for Protecting the Ophio fauna and Animal Rights (SPOAR). In September 2019 NSS unit observed 'Clean Campus Drive' under 'Swachhhata Hi Seva' and a month-long event 'Rashtriya Poshan Maah'. On 5th November, 2019 annual event of tree plantation was done to restore the eco-balance.

Educational Sustenance through Coaching Classes: Since 2015, NSS volunteers have started coaching classes in the adopted village Kheripara, where many students have joined. Students residing in College Hostels also provide free tuitions to children in Mathematics, Science. College also offers free-Spoken English classes to the students of nearby villages.

Other Extension Activities: Pre-Christmas celebration programme is like an annual college event where different cells of the college takes students to interact with children of Kheripara, Bagicha, and other NGOs with especially abled children and orphans during which exercise books, dolls, hair clips and foodstuff were distributed. Mushroom Workshop was also organised to train Mushroom cultivation to almost 100 local people.

Relief Work: In 2018, faculty and students contributed fund for Kerela Flood Relief. During recent pandemic, College distributed free ration and facemasks to more than 1000 families under Majhiali Gram Panchayat and Shikarpur Tea Garden. The faculty, students and alumni also contributed towards the CM relief fund during pandemic.

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

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

Response: 0

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

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

| File Description | Document |
|---|-------------------------------|
| Institutional data in prescribed format | View Document |
| e-copy of the award letters | View Document |
| Any additional information | View Document |

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

Response: 26

3.3.3.1 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

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

| File Description | Document |
|---|-------------------------------|
| Reports of the event organized | View Document |
| Institutional data in prescribed format | View Document |
| Any additional information | View Document |

3.3.4 Average percentage of students participating in extension activities at 3.3.3. above during last five years

Response: 32.51

3.3.4.1 Total number of Students participating in extension activities conducted in collaboration with industry, community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., year-wise during last five years

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 424 | 634 | 160 | 140 | 262 |

| File Description | Document |
|---|-------------------------------|
| Report of the event | View Document |
| Institutional data in prescribed format | View Document |
| Any additional information | View Document |

3.4 Collaboration

3.4.1 The Institution has several collaborations/linkages for Faculty exchange, Student exchange, Internship, Field trip, On-job training, research etc during the last five years

Response: 1

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

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

| File Description | Document |
|---|-------------------------------|
| Institutional data in prescribed format | View Document |
| e-copies of linkage related Document | View Document |
| Any additional information | View Document |

3.4.2 Number of functional MoUs with national and international institutions, universities, industries, corporate houses etc. during the last five years

Response: 6

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

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

| File Description | Document |
|--|-------------------------------|
| Upload any additional information | View Document |
| Institutional data in prescribed format(Data template) | View Document |
| e-Copies of the MoUs with institution./ industry/ corporate houses | View Document |

NAAC

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

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

Response:

The College is constantly in touch with all the modern facilities of teaching- learning process.

ICT enabled classrooms

The college has eleven ICT enabled classrooms/halls. Among this one classroom has been upgraded to smart classroom with high end interactive digital board, desktop with internet facility.

Teaching -Learning Equipment's in classroom

The institution aims to provide all the facilities required for effective teaching learning and in this regard we have recently built a new building (Loyola block) for the expansion of our classroom facilities. The institution has the following facilities:

- Main building of Rajganj Campus has 4 ICT enabled halls with student capacity of 150, 13 big classrooms having capacity of accommodating 60 students and 6 small sized classrooms with the student capacity of 30.
- In the Loyola Block of Rajganj campus there are 7 large classrooms, 4 medium-sized, 3 small sized classrooms and a smart class room.
- The Siliguri Campus has 03 halls, 02 large sized and 02 medium sized classrooms. There are plans for construction of new academic and administrative building at Siliguri Campus in the near future.
- The mode of teaching is both conventional and digital .
- The classrooms have enough fans in both the campus. The computer labs are equipped with Air conditioners.
- 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.

Laboratory facilities:

- Three bio-science laboratories having adequate facilities
- One Chemistry lab.
- A computer Lab, digital Lab and Physics Lab

Other physical facilities:

- The college has a vision of having free Wi-Fi enabled premises in both the campuses.
- The College presently has 11 Departments offering under-graduate courses in Arts, Commerce, BBA and Science disciplines.
- 1 spacious auditorium for conducting Examinations, cultural activities and indoor games.

- All Departments and Offices are equipped with adequate computers and other essential devices. The College has so far installed 54 Desktops Computers, 02 Scanners, 05 Scanner-cum Printers and 10 printers, 04 Xerox machines.
- The College has 4 Departmental Staffrooms, 01 Common Staff-room, and has 11 Departmental Libraries, 01 Central Library for both teachers and students, 02 Girls' Common Room and 36 lavatories in the main building of campus and in the new building there's 7 lavatories. Additional 4 lavatories are there in between the main and new building
- The Siliguri campus has 01 central library, 01 seminar library, 01 staff room, 2 lavatories and 01 boys' urinal.
- The main building of the College houses the Principal's Office, office of Principal's secretary, record and documentation, IQAC/NAAC room, Vice- Principals (Academic and Administration), Dean of Student Affairs, counselling room, Examination cell and a Prayer Hall.
- The Accounts section is in the Loyola block of Rajganj campus.
- The Siliguri campus also has 01 Principal's office, 01 Vice Principal's office and 01 common staff room.
- The College also provides Hostel facilities for Boys (Xavier Hostel) and girls.

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

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

Response:

The institution has adequate facilities for co-curricular and extra-curricular activities. Both the campuses are well equipped with sports rooms. Both indoor and outdoor games facilities are available in the campus. The auditorium is equipped for the indoor games such as table tennis, badminton, carom board and chess. One play ground for football and cricket tournaments is located beside the boys' hostel. The outdoor games also include volley ball, basketball, and throw ball. The college also has a volleyball court and a basketball court. The sports, games (indoor-outdoor) and cultural activities promoted by the college are as follows:

a) **Co-curricular activities** are encouraged even in classroom spaces, technology enabled learning spaces, seminar halls, tutorial spaces, as and when required as indoor activities especially during monsoon season and also in the open space for talent enhancement.

b) **Extra –curricular activities** like Sports (outdoor and indoor games), cultural and academic activities are availed by the students. The national sensibility, public speaking, communication skills are also promoted through club activities for personality development. Yoga is encouraged for mental and physical health. Yoga and meditation are an integral part of the institution. There is a Hall for Yoga classes.

Annual sports day 'Xuberance' is celebrated every year in view of the overall fitness of the students.

College has dedicated boys' teams for Cricket, Football and Basketball. Girls also participate actively in different games and there is a Girls' basketball team of college. Faculty are also encouraged to participate in different sports activities. There are separate games organized for male and female faculty (eg. tug-of-war and cricket).

The college organizes annual cultural activities 'Xtravaganza', which includes both on-stage and off-stage programs like dramas and various musical programs, dance, debate, painting and many more for the holistic development of the students. On-stage programmes are organized in the auditorium and also in the college lawns whereas off-stage programmes are usually conducted in halls.

Health and Hygiene programs are also organized to create awareness among the students.

The Seminar Halls are also used when required for the purpose of Cultural activities. The 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 by all the departments in the seminar halls on a regular basis.

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

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

Response: 90.91

4.1.3.1 Number of classrooms and seminar halls with ICT facilities

Response: 10

| File Description | Document |
|--|-------------------------------|
| Upload any additional information | View Document |
| Institutional data in prescribed format(Data template) | View Document |
| Paste link for additional information | View Document |

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

Response: 0

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

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

| File Description | Document |
|--|-------------------------------|
| Upload audited utilization statements | View Document |
| Upload any additional information | View Document |
| Institutional data in prescribed format(Data template) | View Document |

4.2 Library as a Learning Resource

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

Response:

The College library comprises approximately **10,000** books (including seminar library books), **40** journals, **25** magazines, **92** CD-ROMs, 9 Maps, **6** daily newspapers, *etc.* along with standard infrastructure. The library has also been developing a well stock of study materials for competitive examinations, books for recreation, personality development, biographies, fiction, history, travelogues, audio, projects, dissertations and so on.

A stepwise automation and digitization process was initiated in 2018 to make library services digital and better accessible for the members. At present, library is partially automated with the help of high quality, full-featured '**Integrated Library Management Software (ILMS)**', popularly known as '**Koha**'. This software includes modules for circulation, cataloging, acquisitions, serials, patron management, reporting, and more. It is integrated with the college website and accessible entirely through any web browser. The online public access system (OPAC) has been made functional and accessible through computers and mobile devices as well. Circulation, management, and self-checkout interfaces are all based on standards-compliant web technologies – HTML and JavaScript – making 'Koha' a truly platform-independent solution. The OPAC users can carry out searches by Keyword, Subject, Title, Class, Barcode, author, publisher, etc. After log-in, a member can select an OPAC search and retrieve them by e-mail and SMS facility either in human-readable form or in an ISO2709-format file. An ISO2709 file can be processed using bibliographic software like EndNote. The database for 'Koha' is compatible with major industry database types such as My-SQL or MS-SQL.ILMS software is compliant with full MARC21 and UNMARC support for professional cataloging. It is customizable for a multilingual and multiuser environment.

Books in the library are **bar-coded** for automated circulation. Using the Library Management System, each barcode image has been programmed to identify the title of a book, author name, item number, volume number, etc. All this information is shown in one barcode with the help of coding. Barcodes are being used to label books, magazines, CD & DVDs. Every book and other items are assigned unique 12-

digit barcodes. It contains all information about the product. In Library Management system, whenever a student return or issues a book the system fetches the bar code number and we can make an entry book into the computer systematically.

The college is enlisted with **N-LIST (National Library and Information Services Infrastructure for Scholarly Content)** since 2020 & the facilities on e-resources provided by N-LIST are also offered to staff and students to enhance the teaching & learning process.

The LAN and Wi-Fi facility have been made available in the library for the benefit of the students and faculty members. Though Library service is not fully automated, 'Koha' has a support system for integration of **RFID (Radio Frequency Identification)** technology for circulation, security, stock verification, and other library work. The Library is well equipped with all the modern facilities and resources (print and electronic) in the forms of CDRoms, DVD-ROM, audio cassettes, books, journals etc.

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

4.2.2 The institution has subscription for the following e-resources

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

Response: A. Any 4 or more of the above

| File Description | Document |
|--|-------------------------------|
| Upload any additional information | View Document |
| Institutional data in prescribed format(Data template) | View Document |

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

Response: 0

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

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

| File Description | Document |
|--|-------------------------------|
| Institutional data in prescribed format(Data template) | View Document |
| Audited statements of accounts | View Document |
| Any additional information | View Document |

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

Response: 2.61

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

Response: 27

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

4.3 IT Infrastructure

4.3.1 Institution frequently updates its IT facilities including Wi-Fi

Response:

IT facilities are indispensable in the current education system. Hence, the College provides a number of IT facilities to access and promote the growth of the students in the fields of education to transform their academic engagements fruitfully and meaningfully. The College has a Smart Class-Room facility which has helped to make the classroom teaching-learning more effective, updated and interesting. Smart class saves a lot of time during lectures in the class as teachers do not need to write on the boards to give them notes or draw figures to pass on important information. All of the notes are digitized and saved in the computer data base. The college aims to have at least 1 smart classroom for each of the department which will bring the positive changes in the classroom ambience through discussions and debates. Apart from the Smart Classroom the College has provided other facilities such as LCD projectors which has made things very easy such as the conducting of Seminars and other interactive programs. Some halls of the college has LCD facility for better educational purposes. Each Department of the College is provided with a Desktop having latest configurations that is made available both to the students and the teachers.

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. Students usually require to conduct projects and assignments in printed form, thus the printer and the scanner facilities become very essential. For official purposes and other Departmental works, such as printing notices and study materials it is important that all Departments have printing and scanning facilities. Keeping in mind that printing and scanning costs outside the campus are expensive for students, most of the Departments and Central Library provides these facilities so to make things easier and cheaper for the students.

Apart from these facilities, Wi-Fi and Broad band access are also available within the campus. The internet connection through Wi-Fi Router in the campus is provided to the staff and library users for educational purposes. There are two internet systems, one is a portable WiFi router (Wireless) and the other is a broadband provided by Alliance Broadband which has a distance limit upto 50-60mtrs for wireless connection and LAN upto 20 computers. The speed of the Broadband and Wifi Router ranges from 50-80 mbps. Students are provided with Login facilities to these two internet facilities as per the need for the promotion of their educational and other relevant activities.

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

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

Response: 19:1

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

4.3.3 Bandwidth of internet connection in the Institution

Response: E. < 05 MBPS

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

4.4 Maintenance of Campus Infrastructure

4.4.1 Average percentage of expenditure incurred on maintenance of infrastructure (physical and

academic support facilities) excluding salary component during the last five years(INR in Lakhs)

Response: 0

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

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

| File Description | Document |
|--|-------------------------------|
| Upload any additional information | View Document |
| Institutional data in prescribed format(Data template) | View Document |
| Audited statements of accounts | View Document |

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

Response:

The physical and non-physical resources have a timely and need based investment and management. The resources generated and invested have maximum utilization by and for the beneficiaries. With regards to the procedures for maintaining and utilizing physical, academic and support facilities, the system followed by the College can be divided into two parts:

Planning and Infrastructure Process

Under this system, there are three stages. The first stage is the Teacher Council and departmental level meetings which is held at regular intervals, where the needs of the institution and faculties are assessed. Second, through the Administrative Body the larger details of above mentioned needs are evaluated in collaboration with IQAC. This proposal is then placed in the Governing Body for discussion and approval. After approval is granted from the Governing Body, the proposed needs/plannings are implemented through the functioning of different Departments and Committees.

Maintenance and Utilization:

With regard to this system, it is to be noted that each Department has individual inventory book with relevant numbering sequence for recording all existing physical facilities i.e. computers, laptops, printers, departmental library books, laboratory chemicals and lab equipment, specimens, computer tables, desks, chairs, almirah and cupboards etc. The HoD is responsible for the proper maintenance and utilization at this level. Estate Manager's office maintains therecord of college assets and administrative building.

For the library, the librarian in consultation with the IQAC prepares the inventory of items, and where needed, procurement is approved by the Library Committee that includes the Librarian and other faculty members. For all matters of the library, the supervision rests with the Librarian. Activities such as restoration of old and damaged books, cleaning of books and binding are carried out so as to maintain the quality and readability of the books. The library has stack area, separate space for journals, magazine and newsletters. Anti-virus is installed in all the computers and for hardware related problems, an AMC is signed with Universal Enterprise which ensures proper maintenance of the machines. Another AMC with Kaizen Mercantiles Pvt. Ltd, Siliguri deals with the maintenance of the photocopy machines.

The Sports Committee is responsible for maintenance of various sports infrastructure and equipment. In this regard, an inventory of all the items is maintained. The inventory also contains a record of used/damaged articles such as badminton shuttle, TT balls, footballs and others.

For the classrooms, the responsibility of maintenance begins with the students, who inform the CRs and the HoDs. Physical maintenance works are requisitioned by the HoD to the Estate Manager for activities such as repairs, bulb fixtures, maintenance of ICT equipment, desk and benches, doors and windows, other electrical and lab equipments.

All constructions are done through the norms of the building plans approval at the local government level as per the norms prevalent in the concerned Panchayat/ corporation. The students of various clubs do voluntary service for maintenance of cleanliness to reduce the workload of the allotted staff. 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 for the students and staff are also in place. Incinerator, compost pit and the well organised waste management keeps the campus clean and healthy. The land available for future expansion is partially used for Tea Plantation. Besides, various flowering trees and plants are nurtured in the campus to add scenic beauty as per the seasons.

Parking space is offered to students and faculty members free of cost and availed by many. The college has five 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.

Maintenance and repairs of existing physical facilities are under authority and supervision of Estate Manager.

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

Criterion 5 - Student Support and Progression

5.1 Student Support

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

Response: 0

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

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

| File Description | Document |
|--|-------------------------------|
| upload self attested letter with the list of students sanctioned scholarship | View Document |
| Upload any additional information | View Document |
| Institutional data in prescribed format | View Document |

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

Response: 5.23

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

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 49 | 55 | 45 | 57 | 52 |

| File Description | Document |
|---|-------------------------------|
| Upload any additional information | View Document |
| Institutional data in prescribed format | View Document |

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

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

Response: A. All of the above

| | |
|---|-------------------------------|
| File Description | Document |
| Institutional data in prescribed format | View Document |
| Link to Institutional website | View Document |

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

Response: 0

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

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

| | |
|---|-------------------------------|
| File Description | Document |
| Institutional data in prescribed format | View Document |

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

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

Response: A. All of the above

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

5.2 Student Progression

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

Response: 0.08

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

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

| File Description | Document |
|---|-------------------------------|
| Upload any additional information | View Document |
| Self attested list of students placed | View Document |
| Institutional data in prescribed format | View Document |

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

Response: 48.93

5.2.2.1 Number of outgoing student progressing to higher education.

Response: 137

| File Description | Document |
|---|-------------------------------|
| Upload supporting data for student/alumni | View Document |
| Institutional data in prescribed format | View Document |
| Any additional information | View Document |

5.2.3 Average percentage of students qualifying in state/national/ international level examinations

during the last five years (eg: JAM/CLAT/GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/State government examinations)

Response: 0

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

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

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

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

| File Description | Document |
|---|-------------------------------|
| Institutional data in prescribed format | View Document |

5.3 Student Participation and Activities

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

Response: 0

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

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

| File Description | Document |
|--|-------------------------------|
| Institutional data in prescribed format | View Document |
| e-copies of award letters and certificates | View Document |
| Any additional information | View Document |

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

Response:

North Bengal St Xavier's College emphasizes on the all-round development of each and every student during their academic year by organizing co-curricular activities, games and sports at different times of the year. The college also facilitates students' representation, participation and engagement in various administrative, co-curricular and extra-curricular activities. Students are given opportunities and encouraged to participate and engage in various bodies through students' council and other representations.

Representation in Students Council

- Students Council is the biggest platform for students of the college where students of different departments send their class representatives (CRs).
- Through a formal election process, using secret ballot system, each class elects 1- 2 Class Representatives (CRs) (depending on the class –size) to represent the class and departments in the Students' Council.
- To keep gender parity, the election process ensures that there is an equal male and female representation who can also take up issue of their classes as well as gender issues.
- All the CRs, elect, through secret ballot, the President, Vice- President, Secretary, Treasurer and other core team members who constitute the Office Bearers of the Students Council.
- The major events organized by Students' Council are: Fresher's Welcome and Final Year's Farewell, departmental Welcome/ Farewell, Teachers' Day Celebration and 2nd Day of X-travaganza (College Fest).

In Cultural Committee

- 3 to 4 Class Representatives (CRs) or representatives of Students' Council are part of the core Cultural Committee headed by a committee Coordinator.
- From each department /class, the Class Representative or a nominee becomes representative in the committee.
- CRs under the Office Bearers of Students' Council form their own committee to organize the 2nd Day of the X-travaganza (Cultural Fest).
- **Role of the CRs:** i) The students' class representatives communicate details of cultural committee meetings to their class; ii) CRs also enthuse and encourage classmates to participate in cultural events; iii) They coordinate department and class level cultural activities.

Sports Committee

- 4 to 6 Class Representatives (CRs) or Students' Council nominees become part of the Sports Committee headed by a Sport Coordinator.
- From each department/class or Boys Hostel one or two students form an additional committee for conducting sports events.
- Hostel representatives coordinate with respective hostels and help the sports instructor/teacher in conducting the events on the main sports day.
- **Role of the CRs:** i) To assist the Sports Teacher/Coordinator in organizing the games or sporting event; ii) coordinating and getting supports from students from different departments and classes. iii) Ensuring and availing sports equipment for the main event day (e.g. Sports Day, Final of Tournament etc).

Representation in other Cells, Clubs, Committees

For organizing various co-curricular activities such as, NSS, Social Service Cell, Women's Cell, Nature Club, and AICUF, institution ensures an active representation and participation of students. Therefore, although the coordinators of various above committees/cells/clubs happen to be one of the senior teachers, it is the student's representatives who form the main structure as president, vice-presidents, secretaries etc and galvanize the student body to come forward to participate wholeheartedly.

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

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

Response: 20

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

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 25 | 27 | 15 | 18 | 15 |

| File Description | Document |
|---|-------------------------------|
| Upload any additional information | View Document |
| Report of the event | View Document |
| Institutional data in prescribed format | View Document |

5.4 Alumni Engagement

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

Response:

In short span, the alumni/ae of North Bengal St. Xavier's College has distinguished themselves in various walks of life. Keeping in mind the emotional bonds that connect alumni with their *alma mater*, the Institution has always maintained close ties with its past pupils. The alumni of the college serve as supporting pillars in the community with their strong interaction with the college and society as well. They remain in close contact with the college with their efforts and whole-hearted cooperation in various activities. Alumni of the college includes leaders in various spheres like banking, teaching, entrepreneurs and many more. Some of the eminent alumni have turned out to be jubilant academicians and serve as faculty members of premier institutions of the country. This symbiotic relationship was formalized when the association called Xavier's Alumni Associations of North Bengal (XAANOB) was formed in the year 2013. The association has been registered under Societies Registration Act XXVI of 1961, with the registration number S/2L/No.33720 of 2014-2015.

The current membership of the Association is around 500. The membership of the Association, as per its Constitution, is of three types –Annual, Life and Patron. The alumni try to meet at least once a year at a 'Xavier's Reunion' that is generally organized in the month of December or January. The alumni's contribution towards the college is remarkable as it always assists the college in its various activities. The alumni have always whole-heartedly supported the Institution and have contributed, in various ways,

Activities organized by the Alumni association:

- i) 5th June, 2016 members of Xavier's Alumni Associations of North Bengal (XAANOB) celebrated World Environment Day.
- ii) 24th July, 2016 members of Xavier's Alumni Associations of North Bengal (XAANOB) organized "Parents Day" at Old Age Home "Apna Ghar".
- iii) 2nd October, 2016 members of Xavier's Alumni Associations of North Bengal (XAANOB) celebrated Gandhi Jayanti at South Colony.
- iv) 28th October, 2016 members of Xavier's Alumni Associations of North Bengal (XAANOB) celebrated Diwali at Jesu Ashram.
- v) Members of Xavier's Alumni Associations of North Bengal (XAANOB) organized Swachh Bharat Abhiyan.
- vi) 20th August, 2017 members of Xavier's Alumni Associations of North Bengal (XAANOB) organized Flame of Hope (orphanage).
- vii) 23rd December, 2016 members of Xavier's Alumni Associations of North Bengal (XAANOB) organized "Reunion, 2016".

viii) 14th May, 2016, members of Xavier's Alumni Associations of North Bengal (XAANOB) organized "3rd Annual General Meeting (AGM)" at College Campus.

IX) 18 June, 2019, Review meeting of the Alumni Association was organised at Siliguri city Campus.

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

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

Response: E. <1 Lakhs

| File Description | Document |
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| Upload any additional information | View Document |

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

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

Response:

Vision

Inspired by the Gospel values and Ignatian ideals, North Bengal St Xavier's College, Rajganj -Siliguri Campus strives to be at the forefront of higher education by promoting academic excellence and creation of a just and humane society.

Mission

In line with the Jesuit tradition of education, we at NBSXC are committed to:

- Create and nurture a dynamic, intellectual, and reflective community that generates knowledge and promotes excellence;
- Prepare students, teachers and researchers to become responsible leaders committed to social justice.
- Serve the regional and national educational communities regardless of race, religion and ethnicity through integral formation of personality and affective maturity.
- Form excellent leaders for service of humanity and transformation of the society and nation building.

The Institution's commitment in striving for academic excellence and creation of a just and humane society flow from its focused initiatives aimed at translating its institutional Vision and Mission Statements into concrete actions.

For fulfilling the institutional vision and mission, governance of the institution maintains an open and interactive environment. The Xavier Educational Trust represents its founder body -the Darjeeling Jesuits of North Bengal, which owns the institution. However, it is the Governing Body (GB) that functions as the apex body with executive authority for general supervision and control of the institution's affairs. Headed by the Jesuit Provincial, the GB President, it also includes local Jesuit Superior, Principal, Vice Principals and two teacher representatives from the college besides outside members, responsible for formulating perspective plans and making the vision-mission of the institution into reality.

Next level of governance is College Administration which comprises chairperson (Principal), Jesuit Superior, three Vice Principals (including the Vice-Principal of Second Campus), Dean of Students, Bursar and Estate Manager that regularly meet in order to execute the management's plans and important decisions taken during the Governing Body meetings.

The Management of the college plays crucial role in supporting the College Administration in executing various plans and projects by approving requisite financial support for the infrastructural development and other perspective plans of the college.

Academic Council comprising the department heads and senior faculty forms an important platform for the formal interaction between the Principal and the faculty for planning academic activities. Departments, coordinated by respective heads, constitute another level of governance for preparing academic and non-academic activities at department levels.

Various committees/cells/clubs form the micro-level structure of the institution for the smooth implementation of college objectives and provide platforms for students to become responsible leaders in future.

The Teachers' Council, non-teaching staff' association and Students' Council represent the issues and welfare of their respective bodies to the Principal.

These bodies at various levels work in harmony for realizing the institutional vision and achieving its mission by involving staff and students through academic activities. The management also motivates faculty and students to undertake applied research projects while teaching learning through innovative methods is emphasized for high academic excellence. Participation of all is solicited for creating socially conscious college community and formation of responsible future leaders.

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

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

Response:

The effective leadership of the institution is quite visible at different levels especially in its practices of decentralized and participative system of management.

Participative Management: NBSXC encourages a culture of participative management by involving staff members in number of administrative roles. The college Governing Body is the top decision-making body of the college that includes two staff representatives apart from members from outside the college fraternity interested in education. The college, despite being a Minority Institution and run by Catholic Jesuit Order, involves non-Jesuit personnel at the top administrative roles as it is evident from the appointments of two Vice-principals and a Dean of Students. A non-Jesuit faculty is the vice-principal and officer in-charge of the Second Campus of the college.

Governing Body while formulating the overall policies pertinent to the Institution, grants operational and academic freedom to the College Administration comprising the Principal, Vice Principals, Dean of Students, Bursar and Estate Manager to evolve and implement appropriate mechanisms and procedures.

The college further promotes this participative management at all college activities wherein operations are managed by various Committees/Cells/clubs constituted for academic and non-academic activities. Major

committees like admission, examination, quality education, discipline, etc. comprise teachers, while other committees like cultural, sports etc also include non-teaching staff and students. Moreover, guidelines and regulations pertaining to admissions, discipline, attendance, conducting of internal assessments/examinations, library services, counselling, grievance redressal etc. are formulated at the institutional level involving many faculty members in consonance with Management policies.

Under the supervision of the Principal and two vice-principals, staff members take the lead in administrative processes such as admissions, examinations and for organizing co-curricular and extra-curricular activities. The parents/guardians are elicited, through informal meetings with department faculty and HODs and their suggestions are considered wherever feasible.

The College Bursar assisted by account's office staff maintains institutional accounts, disbursal of salaries, payment of bills, preparation of institutional budget and monitors major expenses. The College Librarian under the supervision of Library Committee takes decisions pertaining to the Library and delegate responsibilities to support staff. Students are offered opportunities to develop and hone leadership skills through participation in the Students' Council and as representatives in different cells/clubs.

Decentralization: The college has also created a Decentralized Structure for decision-making where Heads of Departments are delegated powers to conduct the day-to-day functioning of their Departments. They along with their senior colleagues, assign workloads, frame timetables, plan departmental activities, scrutinize and recommend the purchase of apparatus/equipment, organize study tours/field trips/industrial visits, and arrange for internships / on-the-job training etc.

The committee led by Vice Principal (Administration) is responsible for college admission, discipline, attendance of students and Vice Principal (Academics) allocates task for timetable, exam related works, while Dean of Students leads the staff on co-curricular works, welfare of students, counselling and in preparing working guidelines for effective functioning of various activities of the college.

To demonstrate decentralization and participative management, a case study on working of the Admission Committee is attached.

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

6.2 Strategy Development and Deployment

6.2.1 The institutional Strategic / Perspective plan is effectively deployed

Response:

NBSXC in over a decade has witnessed visible growth through academic initiatives and infrastructural expansions. In recent years, the Institution has drawn a long-term Perspective Plan for development of the college further and at the same time having the right infrastructure for availing quality education. As a part

of this, the institution conducted an evaluation/appraisal of the college, in 2016 involving the administration, staff, students and alumni. Based on the feedback received, a five- year strategic plan was formulated on Infrastructural Development and Academic enhancement and after approval of the Governing Body, implementation of the plans is taking place phase-wise.

Infrastructural Plan:

- Under this Strategic/Perspective Plan, construction of two new college blocks at main Rajganj Campus and establishment of Second Campus at Siliguri Town was prepared in 2016. The Plan, which was formulated considering the ample availability of land at Rajganj Campus was aimed at increasing and improving classrooms and other facilities at the main campus.
- The Loyola Block at main Rajganj Campus is currently on the verge of completion as the implementation of one of its Perspective Plans. This will cater to the ever-growing infrastructural needs, addition of courses, departments, classrooms and general expansion of the institution.
- Although the last portion of the construction of the Second Block is still underway, the Central Library, Bursar/Account's Office, Depts. of Computer Science/BCA as well as Physics Lab have been shifted to this building while it is also housing the Smart Class Room, Students' Council Office and other classrooms in the ground floor.
- The basement of the Third Building is already complete. There is plan to shift Commerce department to this block. The mobilization of funds for construction of ground floor and remaining floors has been initiated. Ground floor will serve as Administrative Block and other floors will be utilized for perspective plan for starting 4-year Integrated B.Ed. Course in the future.
- In 2016, as part of the Perspective Plan of taking quality education closer to urban populace, and catering to the people of Siliguri Town, the City Campus of the college was started. It offers Degree courses in Commerce and Management Studies at morning hours mainly for those who plan to take up part-time jobs or help in family businesses. Three floors were added to already existing building and further plans are afoot to develop the structure for infrastructural growth to accommodate more courses.
- Apart from these, there are other plans at the Rajganj Campus which are: i) installing CCTV cameras in new building for better security; ii) Creating an Integrated Research Centre for biological sciences; iii) Installing more solar panels to minimize use of conventional energy source and move towards alternative energy source; iv) Building a new girls hostel to accommodate female students from far off places looking for safe and secure accommodation during their studies.

Academic Plan:

- Enhancing academic activities through innovative teaching-learning process.
- Engaging young and senior faculty in research initiatives and publication of journal, books, edited volumes etc.

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

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

Response:

The College functions under the supervision of the Governing Body (GB) whose powers are defined by the University of North Bengal and the management of the Minority Christian Institutions. The college is owned and managed by its Founder Body- the *Darjeeling Jesuits of North Bengal* which is currently represented by Xavier Educational Trust at the top of the organizational structure. Being a self-financed Christian Minority College, it has been given certain self-regulatory powers and so, majority of GB members are from this minority community; yet, representatives from university, educational experts outside college and two teacher representatives are also members of the Governing Body.

In accordance with North Bengal University Statute, the Principal is the academic and administrative Head of the Institution and is the chief executive and administrator of the college and the ex-officio chairperson of the IQAC, Teachers' Council and all other cells and committees and thus, coordinates all college functions and activities.

The College Administration consists of Jesuit Local Superior, Principal, three Vice-Principals including Vice-Principal of Siliguri Campus, Dean of Students, Bursar and Estate Manager who formulate rules and regulations for the internal functioning of the College and matters pertaining to finance and accounts. The Vice Principals, Heads of Department, IQAC Coordinator, Librarian, Bursar and finance offices are directly accountable to the Principal. The Academic Council, consisting of Head of Departments and senior faculty deals with the academic aspects of the College. The college has a well-defined organizational structure in the administration staff and laboratory staff. The decisions related to academics like workload calculation, library purchases, time tables, maintenance of infrastructure, admission etc. are taken by the Administrative Body through its committee.

Recruitments and Appointments: Recruitment of the staff is done by the Selection Committee duly approved by the Governing Body, and comprising the Principal, a Vice- Principal, a management representative, external subject experts and Head of that Department and is not only based on merit but candidate's other qualities. After having screened and verified the requisite documents submitted, the Principal and GB secretary provides the appointment letter to the selected candidate. Being a self-financed college, first the required posts for full-time contractual asst. professor have been created and approved by the college management. After the completion of minimum three years and after having satisfied the management and having fulfilled management approved ten -point criteria for permanency and having considered other factors, the candidate may be promoted to the Permanent post.

Service Rules: The teaching and non-teaching staff are governed by the service conditions specified by

Government of West Bengal, North Bengal University and Governing Body of the College. This includes career advancement, leave entitlement, etc.

Protection Policies: There is an effective grievance redressal mechanism for examination and gender-related issues addressed by the Policy for Sexual Harassment at Work Place.

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

6.2.3 Implementation of e-governance in areas of operation

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

Response: A. All of the above

| File Description | Document |
|--|-------------------------------|
| Screen shots of user interfaces | View Document |
| Institutional data in prescribed format(Data template) | View Document |
| Any additional information | View Document |

6.3 Faculty Empowerment Strategies

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

Response:

The Institution ensures that the well-being and satisfaction of its employees are properly taken care of. Despite many limitations and self-financed nature of the college, it endeavors to provide whatever welfare measures it has within its capacity, for the wellbeing of its employees so that they continue to work towards the growth of the Institution and are motivated to improve their performance. The following are some of the welfare measures provided by the institution to the teaching and non-teaching staffs:

- Employee's Provident Fund (EPF) as an after-retirement benefit scheme. The institution has mandatory provision of EPF and contributes its share/ eligible amount to the respective EPF account.

- The Institution provides six months' paid maternity leave to the lady teaching and non-teaching staff.
- The Institution also provides Child care leave for twelve months.
- Apart from the casual, medical, compensatory and on-duty leaves available to teaching and non-teaching staff, *special leave* is given in the event of the demise of their close relatives. This is paid leave normally for 10 days but may exceed depending on the circumstance and on the discretion of the Principal.
- Special Study Leave with pay is granted to the permanent and tenure secure teaching faculty members towards the completion of their Doctoral Studies.
- Loan are provided to lower level non-teaching staff to meet medical treatments, wedding, etc.
- Transport facility for teaching and non-teaching staff at subsidized charge is provided.
- There are free cars/two-wheeler/bicycle parking at the College premise;
- The College organizes fellowship/festal meals on special occasions for instance, feast of college Patron, Founder of the Jesuit Order, on Year-end Pre-Christmas celebration, etc).
- Annual picnic/outings to forest resorts with the teaching and non-teaching staff is arranged.
- Improved canteen facilities has been provided;
- There is a Grievance Redressal Cell for complaints against sexual harassment of women at work place.
- Free Wi-Fi/internet connectivity on campus for all the staff is provided.
- Reserved and well-maintained washrooms for Ladies and Gents Faculty.
- Sick Room and First Aid facilities are available.

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

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

Response: 6.93

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

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 07 | 03 | 01 | 0 | 06 |

| File Description | Document |
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| Upload any additional information | View Document |
| Institutional data in prescribed format(Data template) | View Document |

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

Response: 1

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

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

| File Description | Document |
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| Upload any additional information | View Document |
| Institutional data in prescribed format(Data template) | View Document |

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

Response: 5.3

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

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 02 | 01 | 01 | 07 | 03 |

| File Description | Document |
|--|-------------------------------|
| Upload any additional information | View Document |
| Institutional data in prescribed format(Data template) | View Document |

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

Response:

Considering the importance of continuous improvement on teaching and learning for ensuring quality education, the Institution has put in place since its inception, a well-established mechanism for the evaluation/appraisal of faculty performance. In order that proforma and questionnaires for appraisal/evaluation do not remain outdated or static, they are revisited, reworked and refined to bring in more components so as to cover many other aspects of evaluation elements missing, hitherto. At North Bengal St. Xavier's College, this assumes three main forms, viz;

Teacher Evaluation by Students: The students are provided with an opportunity to evaluate their teachers' teaching performance after each Semester/Year. In order to get unbiased but fair feedback, a sample is taken by selecting students who are regular for classes. Various parameters such as. punctuality of the teacher, communication skills (including loudness and clarity of voice, speed of lecture delivery etc.), knowledge of the subject, teaching abilities and skills, methods of teaching, effectiveness in teaching, teacher's commitment, approachability and involvement in co-curricular, extra-curricular activities as well as his/her rating as a person are the areas of evaluation. The exercise provides the students with a sense of participation in the teaching-learning process and also helps in the improvement of quality teaching. The students' feedback is carried out by the Vice-Principal (Academics) and after analysis and scrutiny of the feedback, the results are presented to the Principal who discusses the issues with the concerned faculty members and suggests measures for improvement. The feedback is collated and provided to the faculty members for him/her to incorporate the same while planning the Teaching Plan for the next Semester. A copy of the same is also provided to the Head of Department for follow up.

Self-appraisal: At the end of each academic year, the faculty members fill in and submit, a Self-Appraisal Form documenting their academic and professional achievements, leadership roles held and extension services rendered. This exercise helps the teacher in self introspection and prepares more effective plans and strengthen areas of perceived weaknesses. The Self- Appraisal Forms are also used at the time of career advancement /promotion, Ph.D. and also Orientation/Refresher Courses. Every teaching staff has to fill-in the performance appraisal form for career upgradation.

Peer-Appraisal: This is normally done at the departmental level. The heads of departments circulate the prepared questionnaires among their colleagues and filled in forms are submitted to the Principal. The latter summarizes and communicates the same to the Head of the Department and other faculty members in a sensitive yet transparent manner so that the feedback from the colleagues motivates one another to take the department forward.

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| Upload any additional information | View Document |
| Paste link for additional information | View Document |

6.4 Financial Management and Resource Mobilization

6.4.1 Institution conducts internal and external financial audits regularly

Response:

The Institution strives to ensure total transparency with regards to financial transactions that are reflected in its yearly internal financial audit conducted at the completion of each financial year by Saha and Majumdar Chartered Accountant, Siliguri. This is also reflected in the financial matters where resources are mobilized and used effectively and judiciously. The Institution regularly conducts an annual internal audit of its finances by the GB approved firm Saha and Majumdar Chartered Accountant. The Audited Statements and Auditor's Report are vetted by the College Bursar and Principal. The internal audit report is presented before the Board of Trustee and Governing Body of the college and feedbacks and recommendations are taken in the minutes for future actions if any.

All the projected budget, income and expenditure of the college 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 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 not faced audit objections excepting for some clarifications on some translucent entries in the ledger. There have been no major audit objections from the internal auditor. In all the audits it was reported by the chartered accountants that Balance Sheet, the Income and Expenditure Account and Receipts and Payment Accounts were in agreement with the books of accounts maintained by the unit.

| File Description | Document |
|-----------------------------------|-------------------------------|
| Upload any additional information | View Document |

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

Response: 0

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

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

| File Description | Document |
|--|-------------------------------|
| Institutional data in prescribed format(Data template) | View Document |

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

Response:

Resource Mobilization: For continual growth and sustenance of an institution availability of fund is very essential but mobilization of fund is even more important for institutional development and expansion. At North Bengal St Xavier's College, the operating budget of the Institution is adequate for its day-to-day expenses and general maintenance of existing infrastructure. However, the Institution makes every effort to mobilize additional financial resources for infrastructural expansion, academic and other activities. This is made possible in many ways, some of which are:

1. The Institution being a Self-Financed, Private College, the chief financial resource is obtained from students' fee collection.
2. Interest earned on fixed deposits, investments, bank interests etc.
3. Periodically, funds are tapped from different international agencies for education related projects.
4. For Needy and Financially weak students and those from the ST/SC category and tea plantation belts, various State Government Scholarships, such as, Kanyashree, Akhyashree, Post-Matric Scholarship, Tea Board of India (for tea plantation students) are tapped.
5. Sponsorships and donations are sought from individuals, local suppliers, and other sources to organise College Cultural Fests, Publications of College Magazine, and for seminars/workshops, other college activities, etc.
6. Donations from philanthropies', foreign donors/ agencies, and some well-wishers are also sought.

For the optimal utilization of funds, in the beginning of each financial year, Principal and the College Bursar, has a meeting with the duly-constituted Finance Advisory Committee. After deliberation and proper planning the budgetary allocation for various expenditure are finalized. This proposed budget is placed before the Governing Body of the college for approval that forwards it to the Board of Trustees for final approval and transfer of fund to the college.

For every academic year, the budget is prepared well in advance after taking into consideration the requirement of every Department. Each Department prepares its own budget based on its requirement such as equipment, laboratory chemicals, items, softwares, computers, printers, etc. for student and faculty activities, research and development in the departments. Besides that, finance committee also prepares a tentative budget for expenses towards college events, including co-curricular and extra-curricular activities and some contingency plans. Principal presents the annual budget in the Governing Body meeting and after discussion, necessary corrections or modifications, Governing Body recommends the budget for approval.

For an unplanned purchase or any other activity, the institute makes a provision for advance additional fund. Periodically, the Governing Body monitors the annual expenditure, scrutinizes the budget and provides feedback related to efficient use of financial resources. The Institute has standardized procedure for sanctioning of funds for various activities and also for settlement of advances or loans and passing of bills for payment. As per the guidelines of the Management and Principal, the report of approved budget and actual expenditure are periodically maintained. Budgetary expenses are regularly monitored by the

Principal and Bursar. At the end of each financial year, an internal audit is performed through a Chartered Accountant. The Institution, therefore, mobilizes financial resources from various sources for its needs and utilizes them optimally and judiciously.

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| Upload any additional information | View Document |
| Paste link for additional information | View Document |

6.5 Internal Quality Assurance System

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

Response:

Internal Quality Assurance Cell (IQAC) of the Institution, established in 2019, strives to maintain high academic standards, and to fulfill this purpose has evolved and implemented some appropriate innovations. The following are two illustrations of committee decisions which have been implemented:

1. Improvisation on Internal Assessment: IQAC conducted a brief evaluation from the faculty members and the students about the previously adopted system of weekly test/unit test. In order to remain aligned with the university guidelines for conducting internal assessments under the newly introduced CBCS system, the Cell came up with the following useful recommendations:

- i) There should be two internal assessments in the odd Semester (July to December) due to shortage of time and longer admission session culminating only in September-end making new comers/fresh students at disadvantage;
- ii) In the Even Semester (from Jan- May) there should be 3 Internal Assessment, of which first one should be written test (University pattern) while in the remaining two Internal Assessments departments could have choice for innovation and adaptability according to their curriculum and can be conducted in the form of term papers, assignments, viva voce, group discussions and/or seminar presentations by individuals or group of students;
- iii) The Internal Assessment should be in line with question patterns of any university level exams;
- iv) In case of 3 Internal Assessments, the best of two marks should be considered so that students missing out in anyone due to genuine cause may be able to make up;
- v) Use of alternative mode of Internal Assessment is to provide students opportunities for enhancement of other skills such as, preparing of Power Point Presentations, communication skills, analytical discussion in Group Discussion and so on.

2. Upgradation of Library: The IQAC, in its first meeting with the members of the cell and the Principal,

proposed the upgradation of the library. A stepwise automation and digitization process was initiated in 2018. At present, the library is partially automated with high quality '**Integrated Library Management Software (ILMS)**', popularly known as '**Koha**'. It is integrated with the college website and accessible entirely through any web browser. The online public access system (OPAC) has been made functional and accessible through computers and mobile devices as well. In order to upgrade the library, from November 2019, bar coding system has also been initiated for automated circulation as recommended by the IQAC. Barcodes are being used in the library to label books, magazines, CD & DVDs. Each and every book and other items are assigned unique 12- digit barcodes. It contains all information about the product. A workshop had also been organized by the IQAC to make the library staff familiar with the newly introduced automated system in the Library.

As recommended by IQAC the college is enlisted with N-LIST (National Library and Information Services Infrastructure for Scholarly Content) since 2020 & the facilities on e-resources provided by N-LIST are also offered to staff and students to enhance the teaching & learning process.

| File Description | Document |
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| Paste link for additional information | View Document |

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

Response:

Before creation of IQAC, there was a NAAC committee constituted in 2015-16 and its Coordinator who along with the Principal and Vice-Principals used to review and plan for the incremental improvement of the institution with regard to the quality of education in general and in particular worked towards improving learning outcomes of students by diligently conducting unit tests, exams, departmental seminars and conducting remedial/ tutorial classes and other skills enhancing coaching as well as other components of education.

We briefly describe here two incremental improvements in teaching-learning methods that were made possible through periodic planning and activities of NAAC Committee/IQAC.

1. Augmentation of ICT facility: In the current scenario, innovative digital technology has become an imperative tool for the improvement of teaching-learning in educational institutions. The use of ICT in education with integrating technology to the curriculum has a significant and positive impact on students' achievements. NAAC Committee of the college took necessary measures to promote and improve the digital culture in the Institution by increasing the number of ICT enabled classrooms and seminar halls. At present there are 11 ICT enabled classrooms/seminar halls in the college. The faculty members are

encouraged for innovative use of ICT in teaching-learning by making use of PPTs, Lecture Videos, and other online platforms. It is also observed that the augmentation of ICT facility has made the student activities more frequent and functional. In view of enrichment of curriculum delivery and proper understanding of the course the NAAC Committee recommended that the departments regularly conduct seminars, workshops, invite eminent resource persons for special lectures, screen relevant documentaries and films. The prepared lectures and presentations are also made available for the students in the college website as E-resources (<http://www.nbxc.org/e-resources.html>)

2. Development of Research culture: As per the recommendations of the NAAC Committee, IQAC was formally constituted. The college has a Research Cell that functions under IQAC to monitor and address the issues concerning research, and to imbibe research culture among the faculty and the students. It encourages faculty to undertake research leading to Ph. D \ M. Phil. It also encourages and motivates faculty from different streams for publication of books, edited volumes, journals and other research activities. Different departments have been involving the young faculty members and senior 3rd year students to publish articles in departmental magazine, reportage and so on. Departments are also encouraged to take up minor projects on relevant fields.

The Committee/Cell also encourages faculty to present research papers at National and International seminars and conference and also to publish research articles in National and International journals. Research policy has also been prepared under the monitoring of IQAC.

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

6.5.3 Quality assurance initiatives of the institution include:

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

Response: B. 3 of the above

| File Description | Document |
|--|-------------------------------|
| Upload e-copies of the accreditations and certifications | View Document |
| Upload any additional information | View Document |
| Institutional data in prescribed format(Data template) | View Document |
| Paste web link of Annual reports of Institution | View Document |

NAAC

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

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

Response:

The institution has always showed commitment to enhance the awareness about gender equity. Therefore, the college has undertaken the following initiatives to provide the facilities in terms of safety and security, counseling and common room.

1. Safety and Security

- The college has constituted the discipline committee so as to maintain and provide safety and security to all stakeholders.
- The college has a healthy gender ratio with almost 32% of the staff and 61% of the students being female. The college gives due weightage to the empowerment of women.
- All programmes offered by the campus are common to all, irrespective of gender, without any bias or reservation. In addition, workshops/ training programmes are conducted on legal rights, protection from domestic / social violence and gender sensitivity for all the students of the college.
- A well-established Women's Cell is functioning in the college. Four lady teachers are assigned as a member of this cell.
- Maintenance of a FIRST-AID Box by the office and by some departments
- No one is allowed in the campus without ID-card.
- The College has CCTVs installed in corridors, library, entrance, canteen etc. There are Security Guards positioned at the entrance to the campuses.
- The girl students are made available Sanitary Pads in case of emergency requirement.
- Anti-ragging rules are strictly implemented in the campus. The anti-ragging cell also takes keen interest in addressing any sexual harassments faced by the girl students.
- Suggestion/Grievance box is provided in front of the administrative block. Students can also submit their grievances online through the college website.

2. Counseling: The College aims to nurture a healthy environment, both physical health and the mental health of the young minds. A separate Counseling Cell has been established since July, 2018 which offers a self- designed basic counseling to the students.

Following are some initiatives in providing counseling facility through gender sensitization:

1. At the beginning of each academic year, the Principal and the other administrative members address the new comer students regarding the safety and security as well as about the Counseling and Guidance cell.
2. The Women's Cell of the college organizes counseling seminar on mental health awareness self-defense training workshop like Kung- Fu- Toa for the girl students as well as for the staff.
3. Various lectures have been organized on issues of gender sensitivity by the various eminent personalities during the last five years.

3. **Common room:** Separate common room with washroom facility is provided to the girl students as well as for the female faculty.

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

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

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

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

Response: C. 2 of the above

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

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

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

Response:

North Bengal St. Xavier's College has adopted and implemented adequate measures for management and proper disposal of all types of wastes generated in the campus. The Institution has an active 'Nature Club' (**X-istence**) which is responsible for conducting various awareness programme to make the students

learn about the habit of general cleanliness and to motivate them to follow green practices in the campus.

Solid waste management: The College has a proper system for separation of all types of wastes generated in the campus. There are colour-coded bins for bio-degradable and non-biodegradable wastes placed at various locations inside the campus. Bio-degradable wastes, such as paper, leaves, etc. are dumped in a pit for manure formation, which are utilized for plantation purposes within the campus, whereas non-biodegradable waste are burned in incinerators on a regular basis.

Daily newspapers, old printed/written upon sheets of paper are used for the wrapping of glass wares during sterilization in Bio labs. Ultimately, the paper goes for dumping in pit and cotton plugs are incinerated.

Used glass slides, broken glass wares are collected separately and disposed off in a suitable manner.

Liquid Waste Management: Liquid waste generated by the College are of two types:

1. Sewage waste
2. Laboratory and canteen effluent waste

Effluent from the campus are flushed into the drains which joins with the main drainage system near the road for both the campus. A bio-compost pit for kitchen waste has been made in the hostel.

We aim to follow at least three of the following methodologies for the better treatment of the sewage for both the campus in the coming years:

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 favor easier penetration of sunlight and natural ecosystem will be restored.

Biological Treatments: In this method, the sewage will be passed through trickling filters where aerobic bacteria will degrade the sewages as it will seep through large vat beds filled with crossed stones covered with bacterial growth. After proper and suitable treatment, the sludge will be used as fertilizer.

Chemical Treatments: The sewage that will be obtained after biological treatments will be subjected to 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.

Biomedical waste management: All the biological wastes, such as microbiological media, culture, etc. that are generated in the campus are first autoclaved with all the necessary precautions for decontamination before dumping them.

E-waste management: Generally, all the unused or non-functioning computers, printers, etc., are collected and stored in a chamber inside the Computer Science department. The parts are reused most of the times.

Waste recycling system: Incineration is carried out regularly and a lot amount of ashes are generated. These ashes are used along with organic manure for tea plantation purposes in the campus.

| File Description | Document |
|---|-------------------------------|
| Geotagged photographs of the facilities | View Document |

7.1.4 Water conservation facilities available in the Institution:

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

Response: B. 3 of the above

| File Description | Document |
|--|-------------------------------|
| Geotagged photographs / videos of the facilities | View Document |
| Any other relevant information | View Document |

7.1.5 Green campus initiatives include:

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

Response: Any 4 or All of the above

| File Description | Document |
|---|-------------------------------|
| Geotagged photos / videos of the facilities | View Document |
| Any other relevant documents | View Document |

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

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

Response: A. Any 4 or all of the above

| File Description | Document |
|---|-------------------------------|
| Reports on environment and energy audits submitted by the auditing agency | View Document |
| Any other relevant information | View Document |

7.1.7 The Institution has disabled-friendly, barrier free environment

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

Response: C. 2 of the above

| File Description | Document |
|--|-------------------------------|
| Geotagged photographs / videos of the facilities | View Document |

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

Response:

Since its inception, the institution has been catering to students from diverse cultural, linguistic, communal, religious and socio-economic backgrounds. In order to bring about inclusive environment among this diverse student body and promote tolerance and harmonious study atmosphere, the College has undertaken many initiatives and continues to take measures to ensure multi-cultural identities are respected yet the atmosphere of unity in diversity is maintained in the campus.

These are various platforms of providing promotion for inclusive environment:

In all the college committees/cells/clubs such as NSS, Social Service Cell, Nature Club, Women's Cell etc., participation of students from diverse backgrounds without preference and distinction or discrimination can be manifested so that all students grow with the idea of respecting each other from varied backgrounds.

College Cultural Fest called X-travaganza is one of the biggest and most eagerly awaited annual college events that provides melting pot for students of different cultures not just from the North Bengal-Sikkim region but also from the North East and other parts of the country studying in the college. This provides a platform for the enthusiastic singers, dancers and musicians to display their talents by singing songs of different cultures and ethnic groups and dance to the tunes of diverse ethnic communities in India.

The institution makes every effort to provide an inclusive environment in all its college and departmental events where Hindi, Bengali, Nepali, Tribal, Rajbanshi and other local folk songs and dances are performed.

'National Integration Day' is celebrated annually where students come in traditional attires and prepare exotic traditional cuisines that are put up on sale for fund raising purposes. The students from diverse cultural, linguistic and ethnic backgrounds display various artefacts from across India. The students also perform different cultural and ethnic songs/dances which reflect the solidarity among the students regardless of race or religion.

In order to get a better insight into India's diversity, students are taken on project tours like the *Huzur Sahab Mela* and *Jalpesh Mela* to understand the diverse cultures, ethnicity and languages of different social groups. AICUF students celebrate *Karam Festival*, which is a celebration of new harvest for Chotanagpur Tribal community.

Language is also given utmost importance. Hence, events like 'International Mother Language Day', 'Hindi Diwas' etc. are celebrated in the college.

The students and staff of the college celebrate regional and local festivals in a vivid way. Competitions, cultural events and invited lectures are also conducted on such occasions. Students from other ethnicity participate in *Deusi* celebration of Nepali Community while Carol Singing, music performance, skit, etc. are held as Pre- Christmas Celebrations at the College. In order to instill patriotism and to rise above regionalism and ethnicity the college observes and organizes festivals of national and regional significance.

| File Description | Document |
|--|-------------------------------|
| Supporting documents on the information provided (as reflected in the administrative and academic activities of the Institution) | View Document |

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

Response:

Constitution of India is very rich which provides constitutional obligations, values, rights, duties and responsibilities as citizens of the country. One of the revolutionary rights that the Government had come up with is Right to Education (RTE) which makes it mandatory for children to get free education. The college has adopted a socially and economically backward village of its neighborhood named Kheripara, also called Nandan tea garden. Two of the students originating from this place were rare students to have completed their Higher Secondary (CI XII) from Bengali Medium school followed by receiving UG Degree in this English Medium college where every assistance was provided to them to study and overcome many hurdles that came their way. The College, in order to continue motivating the students at junior classes and accompany them ahead, has been running free Evening Tuition and Evening Study Centre for about 70 odd school children.

Students are also sensitized through seminars at Department level such as the one held on September 2015 on the topic 'Educational Rights and Political Implications in India'. Sensitization of employees is also equally important. Micro teaching workshop began from the 7th of May 2015 for the staff so as to focus on the long term goals of preparing the students for their future.

Students also participate in Youth Parliament competitions. In order to develop democratic ethos in the younger generations the Ministry of Parliamentary affairs conducts Youth Parliament Competitions in various categories of schools and colleges/universities. The Youth Parliament program would be a debate between the best debaters, policymakers and opinionmakers among the students of schools/colleges/universities. The platform is meant to inspire the youth to express their views in an organised way. The Youth Parliament lays a bridge between youth, likeminded people working for society and government by providing a common platform and fostering healthy discussion on political reforms, parliamentary activities, policymaking, education and employment. The Youth Parliament develops innovative ventures to young minds, facilitating leadership skills and thinking power and increasing awareness on issues of global importance amongst young people. To develop the uninhibited expression of young minds with the aim of sustaining a platform that enables young people to be effective and expressive agents of change. The Youth Parliament enhances the youth voter and informs them about the right to information and legal system of India. A seminar on "Nationalism" was also organised to sensitize the students about the concept of nation.

Every year NSS also celebrates National Integration day on 19th November to sensitize the students about strengthening unity and solidarity by removing socio-cultural and economic inequality. Students are sensitized from different dimensions. The NSS observes 'Swachhta Pakhwada' a step towards cleanliness or 'Swachhta hi Sewa' and 'Swachh Bharat Aviyan' where the entire college and the surrounding areas are thoroughly cleaned by the volunteers. Awareness on "Open Defecation Free" village was imparted to the villagers through students' rally which covered the nearby villages.

| File Description | Document |
|--|-------------------------------|
| Any other relevant information | View Document |
| Details of activities that inculcate values; necessary to render students in to responsible citizens | View Document |

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

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

Response: A. All of the above

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

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

Response:

The institution has been traditionally celebrating some events, festivals and **commemorative days** of national and international significance. Some events are organized as college event while others are celebrated at departmental levels which are as follows:

National Days/Feasts: Some of the national days celebrated every year in the institution are Independence Day, Republic Day and Teacher's Day. At both the campuses **Independence Day and Republic Day** are celebrated by hoisting and saluting the national flag followed by singing National Anthem. **Teachers' Day** is celebrated at department levels where students honour teachers of the institution/departments by felicitating them with khadas and cards.

The College commemorates National Science Day, National Integration Day, and National Library Day by organizing seminars and special lectures. Moreover, the College also observes Gandhi Jayanti, Buddha Jayanti, Rabindra Jayanti, Guru Nanak Jayanti, and so on. The institution also celebrates some important national days by integrating different competitions, cultural events and invited lectures to commemorate the occasion. Pre- Christmas Celebrations are held annually in the campus by exhibiting skits and singing of carols along with a message delivered by the Principal and faculty.

International Events: Some prominent world/International events observed by the college are:

World Environment Day/Earth Day: The Nature Club (X-istence) of the college has made both these events an annual affairs. Student members of this club organize the event in the campus through various activities like poster competition, tree plantation, while the coordinator and faculty members of the club prepare a slide show or video on the event followed by short speeches by the Principal and Coordinator on the importance of the preservation and conservation of the environment/earth. Thereafter, planting of saplings by administration, staff and member students takes place with instruction to care for that plant.

International Women's Day: In recent years, there is a growing number of female staff and female students in the College with gender consciousness and sensitivity. March 8th is made a memorable annual event by organizing workshop/seminar on the achievements of prominent women from around the world and sharing inspiring stories and successes by some invited women speakers to celebrate International Women's Day. On this day, members of Women's Cell also organize poster competitions on various gender related topics to spread awareness on gender equality and gender equity. Besides this Women's

Cell also has a Facebook page where the activities of the cell are posted to spread awareness.

In addition, World Animal Day, International Yoga Day, World AIDS Day, International Mother Language Day, etc. are also celebrated in the College at respective club levels. The respective club/cell/committee organizes programmes and observes relevant days of importance. Likewise, inter-department competitions are conducted in order to ensure the importance of commemorative days/events/feasts etc. while also organizing invited lectures on such occasions.

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

7.2 Best Practices

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

Response:

BEST PRACTICE 1

- 1. TITLE:** CREATION OF GREEN CAMPUS
- 2. OBJECTIVES:** The goals and objectives of this initiative is to provide all the stakeholders of the Institution a healthy environment and prepare them to build a sustainable ecosystem. It is an initiative to sensitize the younger generations on the necessity of a green cover and plantations for the future.
- 3. THE CONTEXT:** Environmental pollution is a global problem nowadays. This necessitates the creation of mass environmental awareness to minimize the environmental damages. In today's scenario the young generation is highly inclined towards taking self-responsibility to protect the environment. The institution has taken the opportunity to hone this awareness and motivate the students a sense of promoting green campus and protecting of environmental damages. Green campus concept mainly focuses on the efficient use of energy and water; minimize waste generation or pollution and also economic efficiency. Green campus focuses on the reduction of contribution to emissions, procure a cost effective and secure supply of energy, encourage and enhance energy use conservation, promotes personal action, reduce the institute's energy and water consumption, reduce wastes to landfill, and integrate environmental considerations into all contracts and services considered to have significant environmental impacts.
- 4. THE PRACTICE:** North Bengal St. Xavier's College practices Green Campus Formation and takes environmental friendly initiatives to create green campus. To adhere with this objective the college has prepared a green policy and has a provision for green audit. The total area of the college is approx. 25 acres and the college building only covers approx. 1 acre. It has reserved enough area for the green expansion in the coming future and to remain aligned with its motto of green and

clean campus. The college continuously strives hard to reduce the consumption of energy and has also adopted a range of alternate sources of energy. One measure in this aspect is its effort to tap the solar energy. Solar panels are installed in the campus as well as the boys' hostel for generation of electricity. The college opts for CFL/LED bulbs and tubes. The college adopts proper system for segregation and management of all different types of wastes generated in the campus. This task has been made easier by placement of color coded bins for biodegradable and non-biodegradable waste at appropriate places. A bio-compost pit for kitchen waste has been made in the hostel. The college has rainwater harvesting system. Through rainwater harvesting the college has adequate facilities to collect the rain water for the purpose of gardening and maintenance of its green landscape. There is sufficient open area as lawn for open recharging of ground water level. The college has started a novel venture of cultivation of variety of organic vegetables in the hostel and also has a tea plantation over an area of approx. 5 acres. The college has an active 'Nature Club' (**X-istence**) which is responsible for conducting various awareness programme to make the students learn about the habit of general cleanliness and to motivate them to follow green practices in the campus. The club provides awareness to the students about the importance of the environment, its conservation and sustainable use of environmental resources (also to community). The St. North Bengal St. Xavier's College campus is now making a conscious effort to establish the campus as a '**zero waste**' zone, through a slew of scientific and environment-friendly measures. A number of initiatives have been put in place to promote the concept of '**Reduce, Reuse and Recycle**' and contribute mite to protecting the environment. The college has also taken other necessary steps to make green campus.

- 'Green computing' is a regular practice nowadays such as the online fee payment, circulation of notices and other official information through digital platforms, etc.
- The glass windows of the class rooms facilitate the maximal utilization of natural light.
- The walls of the class rooms are painted white so that maximum light can be reflected in the room.
- The traditional lighting systems are replaced with LED lighting system.
- Switching off the electrical equipment when not in use is strictly maintained
- Use of plastic bags are discouraged in the campus.
- Students undertake dissertation work on campus ecosystem regularly.

5. EVIDENCE OF SUCCESS: The success of this particular initiative is clearly evident in various areas of the college. Solar panels are provided on the top of the Xavier block and hostel capable of providing 1800 kW per year. **76% of tube/bulbs are LED to minimize the power consumptions.** The campus has a green cover of tea plantation. Farming land in hostel has an area of approx.1 acre where a large variety of organic vegetables are grown annually. Some amount of the vegetables produced are consumed in the hostel and Xavier Niwas and a larger portion is donated to Jesu Ashram Hospice (hospital for poor and needy). Economically and medicinally important bay leaves plants have been planted over an area of 1 acre behind the college main building.

6. PROBLEMS ENCOUNTERED AND RESOURCES REQUIRED: The college is fully self-financed therefore most of the expenditure including the cost incurred for maintenance of Greenery of the campus is dependent on the tuition fees of the students only. The solar panel generated energy is not connected to the online grid.

BEST PRACTICE 2

1. **TITLE:** X-CELLENCE DAY (ANNUAL COLLEGE DAY)
2. **OBJECTIVES:** “Next to excellence is the appreciation of it” a quote by William Makepeace Thackeray rightly summarizes the main objective behind the celebration of our annual College Day christened “X-celence Day”. Our college always strives for excellence and motivates the students to perform at their full potential and also to grow their passion for learning so that they can accomplish their high value ambitions. In an endeavor to achieve this noble vision, the college appreciates and recognizes the academic as well as non-academic achievements of the students by rewarding with a token of appreciation and a certificate every year in presence of their parents and guardians. The distinguished personalities of academic and cultural are also invited to encourage the students by their noble thoughts and experiences.
3. **THE CONTEXT:** According to educational psychology, motivation can be categorized as - intrinsic and extrinsic. Intrinsic motivation arises from a desire to learn a topic due to its inherent interests, for self-fulfillment, enjoyment and to achieve a mastery of the subject. On the other hand, extrinsic motivation is motivation to perform and succeed for the sake of accomplishing a specific result or outcome. Motivation, both intrinsic and extrinsic, is a key factor in the success of students at all stages of their education. Teachers or an Institution can play a pivotal role in providing and encouraging that motivation in their students. So, “X-celence day” is a humble effort of us, as an Institution, to inculcate a motivation and an appreciation to the young minds for all the excellent performances by them so that they continue to do so in their future as well.
4. **THE PRACTICE:** The event has been in practice since the very first year of the college. Every year students from all the departments who have excelled in various academic as well as non-academic fields like sports, cultural, leadership, etc. are invited to receive an award along with their parents/guardians on this occasion. Conventionally, the students who hold first and second rank are given gold medal and silver medal respectively along with a certificate of achievement. The parameters and criteria for the selection of awardees are determined by the college administration and finally it is announced by the apex body of institution.

Apart from the regular students, ex-students who have excelled in their professional fields are also invited to appreciate and felicitate them for their achievements. With an endeavor to encourage the teaching spirit of faculty, since 2018, faculty members who have been recently awarded with their PhD degrees are also felicitated in this occasion.

The different categories of awards are as follows:

- Professional Excellence
- University Topper in PG Examination
- Class Toppers in UG-University Examination
- Class Toppers in Internal Examination
- NSS Volunteers
- Social Service Cell Volunteers
- Extracurricular Activities
- Student with 100% attendance
- Student with outstanding performance in all fields

5. EVIDENCE OF SUCCESS: Parents /Guardians and students have always appreciated the efforts of the Institution in organizing such an event. Parents/ Guardians take time out and attend the event every year on a large number. We always feel them being proud when they witness their wards receiving awards and words of appreciations are spoken by the distinguished guests. This event, therefore, not only motivates the

students but also encourages parents to support and believe in their wards. More often than not this event also spurs other students on to excel in academic or non-academic activities. The success of the event is also reflected on the academic as well as non-academic performances of the students. There is always a healthy competition among the students and they become motivated, more innovative and passionate about their work. This way it creates a learning ambience where students can explore their own abilities and capabilities to their highest potential. We have witnessed the fellow juniors and the friends of the awardees also getting motivated which encourage them to do better each time.

6. PROBLEMS ENCOUNTERED AND RESOURCES REQUIRED: One of the constraints faced during organizing the event is the lack of adequate space. The event is organized in the college auditorium, which is quite spacious, but on this day we have a huge gathering of students, parents/ guardians and also some of the guests all at the same time. Sometimes, it becomes difficult and challenging to handle the gathering properly. The event goes on continuously for hours. In such case maintaining of discipline becomes a problem.

| File Description | Document |
|--|-------------------------------|
| Any other relevant information | View Document |
| Best practices in the Institutional web site | View Document |

7.3 Institutional Distinctiveness

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

Response:

Special Attention to Students from Disadvantaged Sections of Society

The distinct characteristic of the institution since inception that is reflected on its top priorities and thrust areas has been its catering to the higher educational aspirations and needs of the socially and economically backward groups of North Bengal region especially the Scheduled Tribe and Scheduled Caste communities from small villages, tea growers and tea plantations communities of North Bengal. The coming into existence of this institution in a hinterland is rooted in its historical context, which was the result of some studies conducted and results obtained that pointed to a huge gap in higher education after high school education. Combined with those reasons were the educationally backward sections of the society in this region of Jalpaiguri District that had not found any genuine motivation of pursuing studies beyond attaining higher secondary as its highest educational attainment. 'Service through Quality Education' - the original vision of the Darjeeling Jesuits of North Bengal (the Founder Body) for providing quality higher education was indeed the guiding force for the formation of generations of intellectual and reflective community who will be taking up leadership role in higher education so as to fulfil the mission of the institution.

Many students, the first among the stakeholders of the College, belong to the socially marginalized and economically backward groups, while many of them belong to the first generation learners in so far as

reaching higher education and attaining college education is concerned. These students from the most disadvantaged sections of the society and region cannot afford high fees for education; many of them come from disadvantaged educational background of studying in schools without proper teaching and hence, lacking foundation; still others coming from vernacular mediums find tough to cope up with English medium instructions. Moreover, the students of this area have big learning bottlenecks due to paucity of transport facilities, physical facilities at home, inadequacy of house, lack of Smartphones, laptops or PCs computers not to mention lack of motivational force from parents and peers that pose greater challenges for them to dream big and achieve even ordinary goals.

In order to bring these disadvantaged students to the main stream of higher education and building confidence in them college has been giving special attention to them by way of special classes, slow learners' programmes, remedial classes, spoken/conversational English, etc. (for those coming from vernacular medium) so that they are able to cope up with the challenges of higher education studies.

The institution has a multi-pronged strategy to address the issue and extend the best support possible for this section of students. In creating a congenial learning climate at home, the institution provides orientation and counseling at the time of initiation to higher education. Learning problems of students are identified through continuous assessments and mentoring process. The outcomes achieved and not achieved are shared with parents and difficulties faced in performance are discussed and solutions are suggested.

From the beginning of the academic session, faculty in each department are assigned to identify weak learners in order to mentor them through special mentoring sessions. Although, every student as a 'mentee' is supposed to be assigned a 'mentor'; special considerations are given to the students of this sections so that they, besides coping with the demands of studies, are also instilled with confidence and motivation to wrestle with hurdles and overcome stumbling block to achieve their dreams. For those facing problems in language and lecture in English, special English coaching, remedial classes apart from special sessions are arranged.

The lack of modern facilities for learning is provided in terms of well-equipped labs, libraries, etc. Recently the college has introduced Tally Course at reasonable rates. The college offers Career Oriented Programmes (COP) like Computer Applications and Spoken English.

In order to bring those students to the main stream of higher education and building confidence in them a lot of activities are conducted by various departments and organizations in the college. All the curricular and co-curricular activities of the college are tuned accordingly which provide an opportunity for these set of students to experience the real life by observation, helps to develop caring, serving and working mentality in them, for their less fortunate brethren around. It continues through open houses discussion and deliberations with the parents occasionally so that there is an intimate relationship between parents and teachers.

The college has adopted a socially and economically backward village of its neighborhood named Kheripara, also called Nandan tea garden. Two of the students originating from this place were rare students to have completed their Higher Secondary (CI XII) from Bengal Medium school followed by receiving UG Degree in this English Medium college where every assistance was provided to them to study and overcome many hurdles that came their way. The College, in order to continue motivating the students at junior classes and accompany them have been running Evening Tuition and Evening Study Centre for about 70 odd school children.

Students from priority groups like ST/SC from tea plantation community are provided with free ship, partial free ship or fee concession. Moreover, all possible help is extended to them for obtaining state government scholarships such as Kanyashree and Akhyshree (only for girl students), post metric scholarships, stipends from Tea Board of India and also some central government schemes to lessen the economic burden of their parents.

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

NAAC

5. CONCLUSION

Additional Information :

This institution is part of the Xavier brand of colleges that is managed and governed by the Jesuit Order, well-known across India and the world for running educational institutes of repute. NBSXC is the only English medium college located in the educationally backward region of Jalpaiguri District of West Bengal. The college provides quality education to students coming from rural areas, tea plantations and neighbouring regions. In just a little over 13 years of its existence the college has made a name for itself as an institution of repute and boasts of producing about twenty gold and silver medallists at the University level that has more than fifty affiliated colleges. The college has also played a big role in grooming faculty members into becoming dynamic academicians. About a dozen faculty members after teaching in this college have advanced their careers in three universities of North Bengal region while many have joined government and aided institutes. The College takes pride in its green landscaping and keeps planning for going 'green and clean' after installing rooftop solar panels with plans to add more solar energy devices to the campus. Likewise, there are plans afoot to make the campus more ICT-enabled using new technologies in teaching learning and curriculum delivery.

The college while providing ample opportunities for student participation in social outreach activities, also promotes leadership training opportunities with social consciousness for social transformation. By encouraging student participation in games/sports it also promotes healthy competition to go for state and national level participation keeping Jesuit *Magis* attitude. The atmosphere of integrating curriculum, co-curriculum and extracurricular activities are created in such a way that students themselves are inspired for holistic and all-round personal growth. The college also intends to provide the future students an academically rich learning environment with diversified courses through hybrid teaching methods by combining innovative classroom learning with virtual teaching. It is also gearing up to meet the demand of the Gen-X students as also demands of changing times by equipping the classrooms.

Concluding Remarks :

The institution after its humble beginning in a temporary building has completed 13 years and going for its First Cycle of NAAC. NBSXC is committed to attain its vision and mission of being at the forefront of higher education in the region by promoting academic excellence and creating humane society. This is achieved by devising innovative curriculum delivery techniques using blended teaching-learning methods. Education is integrated with systematic evaluation process for assessing effectiveness and efficiency of teaching and learning. The institution has been augmenting and enhancing its infrastructure by upgrading wi-fi enabled classrooms and undertaking more ICT initiatives while better physical facilities are being planned and implemented for all stakeholders. Student support system is given top priority through career guidance, counselling, inspirational talks etc. to motivate their upward academic mobility and progression in life. The institution follows a participatory and decentralised structure of governance for ensuring efficient, effective and transparent administration of the institution. Indeed, the ultimate goal of the institution is providing holistic growth of students. That is achieved through constant pursuit for excellence by a dynamic and reflective college community working towards generating knowledge and making students as responsible leaders committed to social justice and transformation of the society. One of the good practices of the college namely X-celence Day motivates students for recognising their performances while college as Model of Green Campus promotes the UN's Sustainable Development Goals. The College since inception has motivated staff and students towards social responsibility, which is manifested in its many extension activities.

The research element is not adequate due to various factors. However, with majority of young faculty enrolling for doctoral studies, more conducive research environment and culture will be created. Moreover, it is envisaged that the NAAC process will serve as impetus in applying for research grants and projects by researchers and departments. Despite its locational advantage the college has been aspiring for excellence in education and other non-academic fields. That spirit of excellence will continue to be the motivating factor for achieving bigger milestones and reaching greater heights.

NAAC

6.ANNEXURE

1.Metrics Level Deviations

| Metric ID | Sub Questions and Answers before and after DVV Verification |
|-----------|---|
| 1.1.3 | <p>Teachers of the Institution participate in following activities related to curriculum development and assessment of the affiliating University and/are represented on the following academic bodies during the last five years</p> <ol style="list-style-type: none"> 1. Academic council/BoS of Affiliating university 2. Setting of question papers for UG/PG programs 3. Design and Development of Curriculum for Add on/ certificate/ Diploma Courses 4. Assessment /evaluation process of the affiliating University <p>Answer before DVV Verification : A. All of the above Answer After DVV Verification: B. Any 3 of the above Remark : DVV has select B. Any 3 of the above as per nomination letters of teachers shared in SI. No. 1, 2 and 4 by HEI.</p> |
| 1.3.3 | <p>Percentage of students undertaking project work/field work/ internships (Data for the latest completed academic year)</p> <p>1.3.3.1. Number of students undertaking project work/field work / internships Answer before DVV Verification : 206 Answer after DVV Verification: 141</p> <p>Remark : DVV has made the changes as per list of students undertaking project work/field work / internships for the year 2019-20 shared by HEI.</p> |
| 1.4.1 | <p><i>Institution obtains feedback on the syllabus and its transaction at the institution from the following stakeholders</i></p> <ol style="list-style-type: none"> 1) <i>Students</i> 2) <i>Teachers</i> 3) <i>Employers</i> 4) <i>Alumni</i> <p>Answer before DVV Verification : B. Any 3 of the above Answer After DVV Verification: D. Any 1 of the above Remark : Provided feedback on teachers and college appraisal has not considered. DVV has select D. Any 1 of the above as per action taken report on feedback from stake holders shared by HEI in 1.4.2</p> |
| 2.1.1 | <p>Average Enrolment percentage (Average of last five years)</p> |

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

Answer before DVV Verification:

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 322 | 296 | 367 | 360 | 388 |

Answer After DVV Verification :

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 322 | 296 | 367 | 360 | 387 |

2.1.1.2. Number of sanctioned seats year wise during last five years

Answer before DVV Verification:

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 705 | 571 | 824 | 902 | 707 |

Answer After DVV Verification :

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 705 | 571 | 824 | 902 | 707 |

Remark : DVV has made the changes as per provided report of admitted and sanctioned seats by HEI.

2.6.3**Average pass percentage of Students during last five years****2.6.3.1. Total number of final year students who passed the university examination year-wise during the last five years**

Answer before DVV Verification:

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 280 | 229 | 223 | 220 | 221 |

Answer After DVV Verification :

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 281 | 247 | 243 | 221 | 220 |

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

Answer before DVV Verification:

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 280 | 261 | 265 | 241 | 256 |

Answer After DVV Verification :

| | | | | |
|--|--|--|--|--|
| | | | | |
|--|--|--|--|--|

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 281 | 269 | 265 | 242 | 256 |

Remark : DVV has made the changes as per report of appeared and passed students signed by controller of examinations.

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

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

Answer before DVV Verification:

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 3 | 4 | 9 | 4 | 6 |

Answer After DVV Verification :

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 2 | 4 | 9 | 4 | 6 |

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

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

Answer before DVV Verification:

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 8 | 3 | 3 | 3 | 9 |

Answer After DVV Verification :

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

Remark : DVV has made the changes as per provided first page of books and chapters with ISBN numbers by HEI. Some pages has not reflect ISBN numbers.

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

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

Answer before DVV Verification:

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 5 | 4 | 2 | 0 | 0 |

Answer After DVV Verification :

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

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

3.3.3.1. **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**

Answer before DVV Verification:

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 8 | 7 | 6 | 7 | 4 |

Answer After DVV Verification :

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

3.3.4 **Average percentage of students participating in extension activities at 3.3.3. above during last five years**

3.3.4.1. **Total number of Students participating in extension activities conducted in collaboration with industry, community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., year-wise during last five years**

Answer before DVV Verification:

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 474 | 634 | 186 | 310 | 262 |

Answer After DVV Verification :

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 424 | 634 | 160 | 140 | 262 |

3.4.1 **The Institution has several collaborations/linkages for Faculty exchange, Student exchange, Internship, Field trip, On-job training, research etc during the last five years**

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

Answer before DVV Verification:

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 8 | 18 | 8 | 9 | 23 |

Answer After DVV Verification :

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

Remark : Provided mail copy, permission letter and letter given in own HEI letter head has not considered.

3.4.2 Number of functional MoUs with national and international institutions, universities, industries, corporate houses etc. during the last five years**3.4.2.1. Number of functional MoUs with Institutions of national, international importance, other universities, industries, corporate houses etc. year-wise during the last five years**

Answer before DVV Verification:

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

Answer After DVV Verification :

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

4.1.3 Percentage of classrooms and seminar halls with ICT- enabled facilities such as smart class, LMS, etc. (Data for the latest completed academic year)**4.1.3.1. Number of classrooms and seminar halls with ICT facilities**

Answer before DVV Verification : 11

Answer after DVV Verification: 10

Remark : DVV has made the changes as per Geo tagged photos of classrooms and seminar halls with ICT facilities shared by HEI.

4.1.4 Average percentage of expenditure, excluding salary for infrastructure augmentation during last five years(INR in Lakhs)**4.1.4.1. Expenditure for infrastructure augmentation, excluding salary year-wise during last five years (INR in lakhs)**

Answer before DVV Verification:

| | | | | |
|--|--|--|--|--|
| | | | | |
|--|--|--|--|--|

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 81.55 | 72.29 | 91.28 | 107.74 | 68.45 |

Answer After DVV Verification :

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

Remark : Schedules has not provide by HEI. Provided statement has not reflect year.

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

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

Answer before DVV Verification:

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 0.15 | 2.69 | 3.59 | 3.93 | 3.57 |

Answer After DVV Verification :

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

Remark : Audited Income and Expenditure statement has not provide by HEI. Provided statement has not reflect year.

4.3.3 **Bandwidth of internet connection in the Institution**

Answer before DVV Verification : A. ?50 MBPS

Answer After DVV Verification: E. < 05 MBPS

Remark : Provided bill for the year 2018-19 has not considered.

4.4.1 **Average percentage of expenditure incurred on maintenance of infrastructure (physical and academic support facilities) excluding salary component during the last five years(INR in Lakhs)**

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

Answer before DVV Verification:

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 17.90 | 6.89 | 7.91 | 7.78 | 23.89 |

Answer After DVV Verification :

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

Remark : Audited Income and Expenditure statement has not provide by HEI. Provided statement has not reflect year.

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

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

Answer before DVV Verification:

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 0 | 46 | 0 | 0 | 0 |

Answer After DVV Verification :

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

Remark : Provided sanctioned letter are in regional language.

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

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

Answer before DVV Verification:

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 6 | 2 | 1 | 0 | 0 |

Answer After DVV Verification :

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

Remark : Provided mail copy has not considered.

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

5.3.1.1. Number of awards/medals for outstanding performance in sports/cultural activities at university/state/national / international level (award for a team event should be counted as

one) year-wise during the last five years.

Answer before DVV Verification:

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 4 | 2 | 1 | 0 | 0 |

Answer After DVV Verification :

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

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

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

Answer before DVV Verification:

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 37 | 31 | 31 | 36 | 29 |

Answer After DVV Verification :

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 25 | 27 | 15 | 18 | 15 |

Remark : DVV has made the changes as per pro-rata basis of shared report of events by HEL.

2.Extended Profile Deviations

| ID | Extended Questions | | | | | | | | | | | | | | | | | | | | |
|---------|--|---------|---------|---------|---------|---------|-----|------|------|-----|-----|---------|---------|---------|---------|---------|-----|------|------|-----|-----|
| 1.1 | <p>Number of students year-wise during last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>985</td> <td>1024</td> <td>1114</td> <td>918</td> <td>938</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>984</td> <td>1024</td> <td>1114</td> <td>918</td> <td>938</td> </tr> </tbody> </table> | 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 | 985 | 1024 | 1114 | 918 | 938 | 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 | 984 | 1024 | 1114 | 918 | 938 |
| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 | | | | | | | | | | | | | | | | | |
| 985 | 1024 | 1114 | 918 | 938 | | | | | | | | | | | | | | | | | |
| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 | | | | | | | | | | | | | | | | | |
| 984 | 1024 | 1114 | 918 | 938 | | | | | | | | | | | | | | | | | |
| 2.1 | <p>Total number of classrooms and seminar halls</p> <p>Answer before DVV Verification : 44</p> <p>Answer after DVV Verification : 11</p> | | | | | | | | | | | | | | | | | | | | |

NAAC