SELF STUDY REPORT

FOR

3rd CYCLE OF ACCREDITATION

ST. JOSEPH'S COLLEGE

P.O.NORTH POINT ,DIST.DARJEELING
734104
www.sjcdarjeeling.edu.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

St Joseph's College, North Point, Darjeeling is a Christian Minority Institution managed by the '**Darjeeling Jesuits of North Bengal'**, situated along the Lebong Cart Road on the outskirts of Darjeeling town. It was established in the year 1927and affiliated initially to the University of Calcutta. With the establishment of the University of North Bengal in 1962, the College was affiliated to it. St. Joseph's College is a co-educational Institute offering UG and PG courses and is recognised under 2(f) and 12 (b) Act of UGC in 1972 and receives assistance from the government. It is spread over an area of 6.26 acres and the Motto is **Sursum Corda**: "Lift up your Hearts". The College was re-accredited by NAAC with 'A' Grade (2nd Cycle) in 2015 on a four point scale.

With regard to Curricular Aspects, the institution enriches the curriculum provided by the University. Teaching-learning system is geared towards enhancing positive behavioural transformation of the students, focusing on participatory teaching and mentoring systems. The institution retains experienced teachers, inculcating values towards promotion of scientific temper, critical enquiry, ethics in research and publication. Teaching-Learning infrastructure of the institution is one of the best, with ICT and audio-visual based initiatives, focus on creation of infrastructure for co/extra-curricular activities. Student Progression is given priority through continuous scaling of behavioural transformation through various support systems. Upward academic mobility of the students is promoted through career guidance and counselling. The institution follows a decentralised governance structure for efficiency, effectiveness and transparency, simultaneously promoting participatory administration and governance with regard to various stakeholders. The major objective of the institution is the all-round development of students based on four major criterion: to strive for intellectual competence by imparting quality education innovatively; to strive for promotion of the potentials of our staff and students creatively; to help our staff and students nurture healthy values and play the role of catalyst in their character and spiritual formation; and, finally to strive to form men and women of substance and integrity, credentials and credibility, equipped to fulfill social responsibilities and remain commitment towards social equity and the nation building process.

Vision

Rooted in the Ignatian Charism of forming men and women for others, St. Joseph's College, North Point, Darjeeling strives towards fostering academic excellence and promotion of a humane society.

Mission

The following constitute the Mission of the Institution:

- To ensure Academic Quality in Higher Education.
- To ensure access and equity to all the deserving and meritorious students with a preference for the poor and marginalized sections irrespective of cast and creed.
- To strive for intellectual endeavour that facilitates collaboration, problem solving, critical and creative thinking through diverse teaching-learning processes and methods.

- To promote pluricultural values aimed at integration of all stakeholders in the campus.
- To nurture leadership qualities among the students to become agents of social change.
- To collaborate and network with institutions of higher learning and other agencies for expansion and promotion of quality education.
- To contribute to the well-being of the nation and its people in the spirit of *Sursum Corda* (Lift up your Hearts), the motto of the College.

The institutional Mission is to be accomplished based on the following Value Framework:

- To foster an environment for the passionate pursuit of academic and intellectual excellence.

- To accompany each other in his /her journey to self-discovery through the promotion of holistic development of the person.

- To form young men and women of competence, commitment, conscience and compassion.

- To instil values of self- discipline, teamwork and collaboration among the staff and students.

- To promote academic exchange and sharing of knowledge with institutions of higher learning and research.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- Qualified and committed teaching faculty.
- Responsive, accountable and decentralized administration.
- Active and engaged alumni association through participation in co curricular activities.
- Pedagogy that combines conceptual learning with insights from field-study. along with interventions from leading experts and academicians in the form of guest and special lectures.
- Sufficient teaching-learning classrooms, Seminar Halls, Auditorium and Examination Halls equipped with ICT facilities.
- Professional teacher-student relationships with focus on mentoring and development of emotional quotient of the student.
- Laboratory facilities for relevant subjects along with Incubation Center.
- Spirit of fraternity among the students, staff and teachers.
- Purified drinking water facilities for staff and students.
- Zero tolerance to ragging, sexual, physical and mental harassment
- Sensitive towards gender and equity
- Fully equipped Central Library and Departmental Libraries.
- Cultural, linguistic and religious diversity.
- Sensitive towards poor and marginalized students with respect to admissions, scholarships and other non-financial support.
- Minimization of dropouts through remedial tutoring and accompaniment.
- Provision of add-on and integrated courses in preparation of state and national level competitive examinations.
- Safe and secure campus with CCTV facilities and guarded entry-exit points.
- Rain water harvesting and water management.

- Parking facilities for staff and students.
- First Aid emergency response through College Infirmiry.

Institutional Weakness

- Remote geographical location.
- Limited Industry-academic collaborations.
- Limited Internet and Wi-Fi connectivity due to location.
- Lack of user friendly and interactive Website.
- No scope for physical expansion of campus area at current location.
- No scope for independent design of the syllabus.
- Vocational training.
- Lack of financial support to the staff for attending Seminars and Workshops.

Institutional Opportunity

- Internship in firms
- Digitalized ID cards
- Music fests
- Social awareness and outreach
- PG Block and Departments
- Career courses
- Job placements
- Collaboration with police and NGOs to address anti-social activities

Institutional Challenge

- To bridge the academic gap from school education to that of College education
- Addressing issues of LGBTQ and specially-abled students
- Preparedness for artificial and natural disasters
- Innovation with regard to pre-given University syllabus
- Setting up a functioning solid waste management system
- Usage of more renewable sources of energy
- Developing strategies for greater consultative activities among faculty

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

The Institution ensures effective curriculum delivery through a well-planned and documented process. As far as the core academic curriculum is concerned, the College is not directly involved in its framing and participation is limited in the form of invitations by the University. The curriculum being fixed by the University, the College can only device innovative methods as to its effective delivery, by adding course-wise instructional objectives, the outcome of which is continuously evaluated through CIE and at the end of the Semester. The

core fundamentals remain the same but the teachers constantly device novel methods of instructional techniques and strategies to improve the learning experience of the students. There is sufficient academic flexibility through the spirited implementation of the CBCS where, for instance, a Science student can study subjects such as Economics or Geography. The College performs the curriculum delivery in phases. In the first phases the familiar method of lectures, including ICT enabled audio-visual aids like films and documentaries focusing on problem-solving and constructive approaches of teaching-learning is used. The regular lectures are then enriched by Special Lectures and Invited Lectures by faculties of allied Departments as well as external academicians and experts . The students are encouraged to participate in Student Seminars, Peer Teaching, Role Playing, Projects and Group Discussions. Some Departments also carry out extensive Field Studies and Excursions that promote experiential learning. These techniques are employed to empower students, engage, and motivate them. The various strategies mentioned above allow the teachers to assess the diverse learning capabilities of the students and the effectiveness of the curriculum delivery techniques. The diverse needs of the students are addressed not only through classroom teaching but also through mentoring. The results are discussed regularly at the Departmental and the Teacher's Council level. There are also the annual examinations and the semester end examinations. Apart from these, the student's learning is also assessed through assignments given at the end of each topic and the regular Unit Tests taken which forms part of the CIE. These results are accordingly discussed with the students for necessary action.

Teaching-learning and Evaluation

The College has a diverse and differentiated student composition, drawing from within the state, from other states, and also from neighbouring countries like Nepal and Bhutan. With a teacher student ratio of 1: 37 and a robust faculty composition where 42 percent faculty hold PhD the College is a najor attraction for propsective students. Coupled with principles of gender equity, regular academic audits and upgraded infrastructure, strives towards an inclusive, the College promotes participatory and holistic approach to teaching - learning. The Institution assesses the learning levels of students after admission and organises special programmes to address them. The Institution organises Induction Programmes for freshers and Remedial/tutorial classes for improvement of the academic performance of the slow learners, absentees and students participating in sports and other activities. The institution implements initiatives for promotion of innovation and creativity in the teaching -learning process. The College also aims to develop critical and scientific temper by encouraging students to participate in Seminars, Workshops, debates, project works, field studies and others. Student centric learning methods are implemented to ensure student satisfaction. To ensure that the learners receive the benefits of first-hand learning experiences, necessary arrangements for field visits, household surveys, educational trips and excursions are made. The creative aspect of the learners are given a free flow by providing appropriate opportunities to them. The Institution also monitors the achievements of the learning outcomes by taking the feedback of the faculty members by students at the end of the academic session. The graduating students additionally provide feedback and suggestions on the learning outcomes of their respective courses through a questionnaire at the time of leaving the College. The responses are assessed and used positively to bring in constructive changes in those areas that require urgent attention. The evaluation system is partly scheduled and monitored by the University and partly by the Institute. As a part of Continuous Internal Evaluation (CIE) at the institutional level, the institute conducts unit tests and pre-university test every semester. The answer scripts are given back to the students after evaluation for their information, providing sufficient transparency and accountability.

Research, Innovations and Extension

St. Joseph's College has been engaging actively in research and publication. In the last five years, the College received grants to the tune of Rs. 12.065 lakhs for Minor Research Projects (MRP) from the UGC. A good number of teachers of the College have been recognized as PhD research guides. Under the guidance of the Research Cell, faculty members have published research papers in numerous UGC notified and peer reviewed journals. Further, several Chapters have been contributed by the faculties in edited volumes. The teachers have also authored and edited books. The College has pioneered in publishing student centric text books for the new CBCS syllabus authored by the faculty members. The College has, over the past five years, organized a number of Workshops, Seminars and Conferences, including on areas like Universal Human Values, Intellectual Property Rights, and Ethics in Research. The institution has created an ecosystem for innovations including Incubation Centre and other initiatives for creation and transfer of knowledge. Incubation Center enables the students to get hands on experiences and training on the various instrumentations, innovative activities like projects, seminars and workshops and obtain a comprehensive and integrated knowledge on the basics and applied sciences. The Common Instrumentation Center established by the College strives to promote active research in the natural and biological sciences with an optimum use of resources. Further, the College has signed MoUs with various institutions and organisations, both within and outside India, and has engaged in international collaborative research with institutions like the Royal University of Bhutan. The College organises a host of extension activities to sensitise students about various social, cultural, economic, national, international and regional issues. The aim of these activities is to provide opportunities to the students to develop a holistic understanding of complex issues. Most of these activities are carried out by various Clubs instituted in the College like Nature Club, Women Empowerment and Anti-Harassment Cell in collaboration with the NGOs. Further the College has a registered and vibrant units of NSS and NCC. In the last five years the College has organised roughly sixty extension programmes.

Infrastructure and Learning Resources

An institution with over 92 years of history, St Joseph's College has been able to evolve and create a sustained and improved infrastructure for both teaching-learning and for co-curricular and extra-curricular activities. Both its physical and non-physical infrastructure is maintained efficiently by the Jesuit Fathers with an unfailing lay collaboration. St Joseph's College is equipped with numerous indoor and outdoor infrastructures for these events. For outdoor events, two play grounds namely St Joseph School football stadium and volley ball court established in 1888 are used. For indoor games like Badminton and Table Tennis, the College is equipped with 1920 sq. ft. Stanford Hall. There is also a 600 sq. ft. Gymnasium and around 5600 sq. ft. Campion Hall for Yoga classes. The College also has five spacious and well-furnished Halls to conduct examinations. The Matteo Ricci (III) Hall established in 2019 with an area of 1050 sq. ft. is used exclusively for conducting research activities. We have three ICT enabled Seminar Halls covering 900 sq. ft. 1200 sq. ft. and 1200 sq. ft. respectively for conducting academic workshops and conferences. Stanford Hall with area covering 1920 sq. ft. and Campion Hall of area covering 5600 sq. ft. are exclusively used for conducting various events. We also have four halls with an area of 150, 150, 600 and 600 sq. ft. for St Joseph's College Learning Centre (SJCLC) which was established in August 2019 to provide for learning opportunities for IAS, NEET and JEE examinations. The institute also has five Common Rooms for students. There is one Student Councillor room of 100 sq. ft. area and one room for NCC Office of 450 sq. ft. below the Post Graduate English Department. The College has an Infirmary covering an area of 300 sq. ft. and is equipped with all the necessary first aid facilities such as beds, wheel-chair, stretcher, nebulizer and others. Further, the College has other learning resources like a well-furnished Fr John Whelan Central Library, respective Departmental Libraries, e-books repositories, Inflibnet access, lecture videos, external lectures and Wi-Fi internet connectivity as parts and parcel of diverse learning resources.

Student Support and Progression

St Joseph's College caters to the needs of students located at different cross sections of the society. A sizeable number of her students are first generation learners belonging to social and economic fringes like the tea plantations which are either non-performing, sick or closed. The College believes in social equity and social justice and provides equal access to all her students irrespective of their socio-economic, cultural or other backgrounds. The College provides institutional free-ships to the students from financially weaker sections of the society. The College also facilitates the students to avail governmental and other scholarships as and when available. Facilities to support the differently-abled students are also a priority for the College. The mechanism of student support begins with a transparent and online admission process and with a priority for the disadvantaged students and continues through a student's entry into the College through Induction Programmes. The support system extends both to the classroom situations and beyond it in the forms of mentoring, tutoring, counselling and through remedial coaching. Students' creative talents are nurtured and encouraged through their participation in various Clubs and Committees which organizes events and creates an atmosphere of healthy competition in the campus, resulting in an average of four to five students emerging as University medallists each year. The College has also instituted its own medals and cash awards for meritorious students that further contributes to students' progression. The College organises various leadership training programmes for the students where the leadership skills and social responsibility are sharpened through their participation in the functioning of the Student Council. Career counselling sessions and career fairs are organized on a routine basis so that the students get a clear idea of their choice of careers. Cultural and Sports activities form an integral part of the Ignatian Pedagogical Paradigm that guides the Jesuit way of education. These efforts of the institution expose the students to the society and social needs and contribute towards the holistic formation of individual students, transforming them into competitive and responsible 'men and women for others' —a wholesome youth contributing towards national integrity and nation building.

Governance, Leadership and Management

The College follows a system of participative management. In the Governing Body, two members from the teaching faculty, one member each from parent body and representatives of other stakeholders are included. In the administrative body, Vice-Principals, Dean of Students, Deans of Arts, Science and Commerce, Director of Self-Financing Departments, hostel Directors, Secretary of Teachers Council including Student Council Head play crucial role in formulating the policies and its execution. The structure of the administrative body is dynamic. New offices are created as and when needs arise. On administrative matters, members of the Governing Body, Principal, Vice-Principal (Administrative), Staff Welfare Committee work in tandem. Vice-Principal (Academic) assists the Principal in planning and implementing the programmes for teaching-learning and other developmental activities in consultation with IQAC. The Dean of Student Affairs assists the Principal in implementing and coordinating all leadership and personality development activities of the College and serves as the primary administrative node for students in both postgraduate and under-graduate programmes with regard to the University. The Deans of Arts, Science and Commerce assist the Vice-Principal (Academic) in planning and implementation of master schedule for the internal evaluations. Financial matters in relation to salary settlement, liaison between GTA, DPI (Government of W.B), and Higher Education Council (W.B) are handled by the Vice-Principal (Administrative). College and UGC funds are maintained by the Office of the Bursar with supervision by the Principal. Development expenses are decided by Principal in consultation with the members of the Governing Body and Bursar. Each Department is asked to place their academic plan, outreach programmes, and research activities in consultation with IQAC. The HoDs are empowered to look into the allotment of classes, CIE of students and other activities. Staff development activities like attending Orientation Program, Refresher Course, presenting papers in seminars, and conferences are monitored by

IQAC. The institution practices collective and accountable decision-making at each stage of policy making – from planning, formulation, dissemination and finally towards implementation and feedback. Hence, the College follows a well-designed decentralised system of leadership, governance and management resulting in transparency, effectiveness and efficiency.

Institutional Values and Best Practices

St Joseph's College adheres to strong institutional value framework in terms of realising its stated 'vision' and 'mission'. The institution is committed to gender equity and sensitivity and sustainable development framework. The College conducts sustained gender equity and gender sensitising programmes like *Awareness Programme against Human Trafficking and Child Sexual Abuse*, *Workshop for Alcohol Abuse and Domestic Violence Awareness, Workshop on Gender Sensitization Issues in the College, Seminar on Concept and Meaning of Gendered Violence, Workshop and Seminar on Balance for Better, among others;* assures gender security and safety (through College sentry and installation of CCTV Cameras), provision of separate Common Rooms for women students, promotes awareness on gender and environmental issues, and practices gender-friendly and eco-sustainable activities in imparting value-based education to its students.

The institution, to this end, goes for periodic gender and green audits. Use of energy saving LED bulbs, practices of waste minimization and management, rain water harvesting and regulation of water use, and 'Clean and Green Campus' initiatives are conducted for making the campus environment friendly. These initiatives are further given a boost through attempts at behavioural transformation of the staff and students by way of a handbook of 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 programs such as NCC, NSS, *Unnat Bharat Abhiyan, Swach Bharat Abhiyan* including Rotary.

Finally, best practices adopted by the institution in the recent years strive towards creation of eco-friendly, sustainable, humane and a just society. These are drawn from the differentiated value frameworks mentioned above. Academically these include a robust mentoring and evaluation system, use of ICT and visual media, and a progressive teacher-student dynamics extending beyond the classroom. These include informal consultancy to the larger society with regard to soil testing, safe water techniques related to water-borne diseases, environmental conservancy, clean Himalaya initiatives, flood and disaster relief and others.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	ST. JOSEPH'S COLLEGE
Address	P.O.North Point ,Dist.Darjeeling
City	Darjeeling
State	West Bengal
Pin	734104
Website	www.sjcdarjeeling.edu.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	Fr Donatus Kujur SJ	0354-2252550	9933806759	0354-2252551	principaldarj@yahoo.in
Associate Professor	Padam Nepal	-	7908748260	-	padamnepal@gmail.com

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

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

Recognized Minority institution	
If it is a recognized minroity institution	Yes minority certificate SJC (1).pdf
If Yes, Specify minority status	
Religious	CHRISTIAN
Linguistic	
Any Other	

Establishment Details	
Date of establishment of the college	01-01-1927

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	28-10-2003	View Document
12B of UGC	28-10-2003	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	P.O.North Point ,Dist.Darjeeling	Hill	6.2	9106.17

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	BA,Bengali	36	Class XII passed	Bengali	10	0
UG	BBA,Business Administration	36	Class XII passed	English	48	44
UG	BA,English	36	Class XII Passed	English	130	129
UG	BA,English	36	Class XII passed	English	62	62
UG	BA,Economics	36	Class XII passed	English	62	41
UG	BA,Economics	36	Class XII passed	English	10	4
UG	BA,Geography	36	Class XII passed	English	10	0
UG	BA,Geography	36	Class XII passed	English	40	40

UG	BA,Hindi	36	Class XII passed	Hindi	10	6
UG	BA,History	36	Class XII passed	English	62	62
UG	BA,History	36	Class XII passed	English	110	108
UG	BA,Nepali	36	Class XII passed	Nepali	20	13
UG	BA,Nepali	36	Class XII passed	Nepali	50	49
UG	BA,Political Science	36	Class XII passed	English	62	62
UG	BA,Political Science	36	Class XII passed	English	60	56
UG	BA,Mass Communication And Journalism	36	Class XII passed	English	15	13
UG	BA,Mass Communication And Journalism	36	Class XII passed	English	62	62
UG	BA,Sociology	36	Class XII passed	English	35	31
UG	BA,Sociology	36	Class XII passed	English	50	50
UG	BCom,Accountancy	36	Class XII passed	English	75	54
UG	BCom,Accountancy	36	Class XII passed	English	62	62
UG	BSc,Botany	36	Class XII passed	English	17	17
UG	BSc,Botany	36	Class XII passed	English	30	30
UG	BSc,Chemistry	36	Class XII passed	English	26	26
UG	BSc,Chemist	36	Class XII	English	30	30

	ry		passed			
UG	BSc,Computer Science	36	Class XII passed	English	29	18
UG	BSc,Computer Science	36	Class XII passed	English	10	0
UG	BCA,Computer Science And Applications	36	Class XII passed	English	48	36
UG	BSc,Physics	36	Class XII passed	English	10	9
UG	BSc,Physics	36	Class XII passed	English	30	27
UG	BSc,Mathematics	36	Class XII passed	English	10	9
UG	BSc,Mathematics	36	Class XII passed	English	50	44
UG	BSc,Microbiology	36	Class XII passed	English	30	26
UG	BSc,Microbiology	36	Class XII passed	English	10	0
UG	BSc,Zoology	36	Class XII passed	English	17	17
UG	BSc,Zoology	36	Class XII passed	English	30	30
PG	MA,English	24	B.A English Hons. Graduate	English	33	8

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				1				10				41
Recruited	1	0	0	1	5	5	0	10	31	9	0	40
Yet to Recruit				0				0				1
Sanctioned by the Management/Society or Other Authorized Bodies				0				0				29
Recruited	0	0	0	0	0	0	0	0	19	10	0	29
Yet to Recruit				0				0				0

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				22
Recruited	18	4	0	22
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				10
Recruited	3	7	0	10
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				2
Recruited	2	0	0	2
Yet to Recruit				0

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	**Professor**			**Associate Professor**			**Assistant Professor**			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt.	0	0	0	0	0	0	0	0	0	0
Ph.D.	1	0	0	4	4	0	17	4	0	30
M.Phil.	0	0	0	0	0	0	4	0	0	4
PG	0	0	0	1	1	0	22	12	0	36

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

Part Time Teachers									
Highest Qualification	**Professor**			**Associate Professor**			**Assistant Professor**		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt.	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	1	0	0	1
M.Phil.	0	0	0	0	0	0	1	0	0	1
PG	0	0	0	0	0	0	5	3	0	8

Details of Visting/Guest Faculties				
Number of Visiting/Guest Faculty engaged with the college?	**Male**	**Female**	**Others**	**Total**
	1	0	0	1

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	509	6	0	4	519
	Female	501	8	0	7	516
	Others	0	0	0	0	0
PG	Male	5	0	0	0	5
	Female	3	0	0	0	3
	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	27	36	37	33
	Female	36	30	22	34
	Others	0	0	0	0
ST	Male	162	135	120	186
	Female	148	146	122	159
	Others	0	0	0	0
OBC	Male	112	58	64	77
	Female	116	84	57	77
	Others	0	0	0	0
General	Male	165	219	196	221
	Female	174	206	178	256
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		940	914	796	1043

3. Extended Profile

3.1 Program

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

Response: 511

File Description	Document
Institutional Data in Prescribed Format	[View Document]

Number of programs offered year-wise for last five years

2018-19	2017-18	2016-17	2015-16	2014-15
37	37	37	37	37

3.2 Students

Number of students year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
2531	2055	2465	2225	1925

File Description	Document
Institutional Data in Prescribed Format	[View Document]

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

2018-19	2017-18	2016-17	2015-16	2014-15
518	470	437	407	369

File Description	Document
Institutional data in prescribed format	[View Document]

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

2018-19	2017-18	2016-17	2015-16	2014-15
643	619	547	417	344

File Description	Document
Institutional Data in Prescribed Format	[View Document](#)

3.3 Teachers

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

2018-19	2017-18	2016-17	2015-16	2014-15
70	71	70	70	70

File Description	Document
Institutional Data in Prescribed Format	[View Document](#)

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

2018-19	2017-18	2016-17	2015-16	2014-15
71	71	71	71	71

File Description	Document
Institutional data in prescribed format	[View Document](#)

3.4 Institution

Total number of classrooms and seminar halls

Response: 110

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

2018-19	2017-18	2016-17	2015-16	2014-15
125.5271860	64.7197433	125.4340922	107.3438427	200.2667072

Number of computers

Response: 122

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

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

Response:

The Institution ensures effective curriculum delivery through a well-planned and documented process. Any institution, to achieve its educational goals, requires a curriculum that is functional and relevant to its needs. As far as the curriculum is concerned, the College has a limited, but innovative role with regard to the curriculum development of University to which it is affiliated. During the annual system of examinations the Board of Undergraduate Studies, University of North Bengal framed the syllabus which constituent/affiliated colleges had to follow.

With the new CBCS curriculum system coming into place w.e.f 2018, the UGC mandated syllabus is being followed. The faculty of the College, if and when invited by the University do contribute to the final framing. With the curriculum being fixed, the College can but only device innovative methods as to its effective delivery. The core fundamentals are retained but the teachers constantly device novel methods of instructional techniques and strategies to improve the learning experience of the students. For our purpose, the curriculum delivery is a step-wise process. The first step is to demonstrate updated knowledge of content; the second step is to demonstrate knowledge of students and the third step is to assess the prospects and challenges of student-learning. During the first step, the College uses the familiar method of lectures. The traditional 'chalk and talk' lectures are complemented by PPT lectures and extensive use of audio-visual aids like online lectures, films and documentaries. The smart classrooms that have been put into place by the College are a useful supplement to this step. The regular lectures are also enriched by various Special Lectures and Invited Lectures by faculties of allied Departments as well as external academics, practitioners and personalities. The second step acknowledges that students are not a homogenous group but rather individuals with their own learning capacities. Thus, a variety of innovative techniques are employed by the various Departments.

Students are encouraged to compulsorily participate in Student Seminars, Peer Teaching-Learning, Role Playing, Project works and Group Discussions. Some Departments also carry out Field Studies and Excursions to develop a hands-on experience of concepts and topics. These techniques are employed to empower, engage and motivate students to develop a critical and scientific sense of inquiry.

The final step is the assessment of student learning. The various strategies mentioned in the second step allow the teachers to assess the learning capacity of the students and the effectiveness of their curriculum delivery methods. The results obtained from the diverse methods discussed in the preceding steps are discussed regularly at the Departmental level and at the Teacher's Council level. There are also the annual examinations and the end semester examinations. Apart from this the student's learning is also assessed through Assignments given at the end of each topic and the regular Unit Tests taken which is part of the continuous evaluation system. Through this system the students evaluate their efforts and the teachers evaluate their own strategies to foster the student's learning experience.

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

Response: 1

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

2018-19	2017-18	2016-17	2015-16	2014-15
0	0	0	1	0

File Description	Document
Details of the certificate/Diploma programs	[View Document](#)

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

Response: 7.12

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

2018-19	2017-18	2016-17	2015-16	2014-15
0	2	1	1	1

File Description	Document
Details of participation of teachers in various bodies	[View Document](#)

1.2 Academic Flexibility

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

Response: 0

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

File Description	Document
Details of the new courses introduced	[View Document](#)

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

has been implemented

Response: 100

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

Response: 37

File Description	Document
Name of the programs in which CBCS is implemented	[View Document](#)

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

Response: 0.75

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

2018-19	2017-18	2016-17	2015-16	2014-15
0	25	0	56	0

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

1.3 Curriculum Enrichment

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

Response:

The relevant and critical issues relating to Gender, Environment and Sustainability are inbuilt into the curriculum. This is evident in the various Departments that teach social sciences. Further, under both the yearly and the newly implemented CBCS system, subjects such as Environment Studies is compulsory for all Departments and students are required to study the issues affecting environment at both the regional, national and international levels. Here they go through the various factors affecting the environment and discuss practices that enable sustainability. As part of the curriculum students carry out projects involving field work whereby the impact of the subject, learning abilities and efforts are assessed.

Apart from the compulsory studies, the College also integrates strategies to make the curriculum effective

and relevant from the point of view of professional ethics. The College has multiple robust clubs such as Nature Club Current Affairs Forum, Youth Against Traffic and NSS which organise regular talks on environment protection, menace of plastics and waste management, among other issues. They also carry out regular reforestation drives. All these enable the students to develop and inculcate a professional and problem solving attitude that is character-forming. This affects a sense of urgency and responsibility among the students about various environmental, gender and sustainability issues and instils in them the need for a symbiotic relationship with nature.

The College realises the need for sensitizing students about social issues. Bodies such as the Women's Cell and Youth Against Trafficking hold regular talks on gender sensitization, harassment and violence against women. This ensures an environment that is egalitarian, sensitized and harassment free for women as well as to those who identify with LGBTQ sections. This engagement helps in fostering a dialogic process that is the core of the nation building process which respects diversity. Towards this end, the College organises 'Harmony' program which is an excellent platform where students perform, imbibe and experience the richness of the various cultural aspects of the place and country.

All classroom lectures contain components that discuss and instil human values in the outlook of the students. Further, the institution being founded on Jesuit principles, frameworks of Value Education is a central concern. As part of Value Education special spiritual Retreats and leadership workshops are regularly arranged that aim to operationalize principles of ethics and human values.

Further, at the beginning of every academic session a student Induction Program is conducted by the institution which extends to the Departmental level as well. Among other things the issues of plagiarism, Intellectual Property Rights, professional and academic ethics are discussed. This is further implemented at the grass root level of assignment preparation and student presentations where students are asked to strictly abide by style sheet manuals, follow citation methods and intellectual honesty. This enables the students to harbour a sense of respect for the ideas of others and use information and reference materials responsibly and ethically. Thus, the College follows a 'bottom-up' approach to crucial issues of gender, environment sustainability, professional ethics and human values.

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

Response: 2

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

Response: 2

File Description	Document
Details of the value-added courses imparting transferable and life skills	[View Document](#)

1.3.3 Percentage of students undertaking field projects / internships

Response: 37.57

1.3.3.1 Number of students undertaking field projects or internships

Response: 951

File Description	Document
Institutional data in prescribed format	[View Document](#)

1.4 Feedback System

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

B.Any 3 of the above

C. Any 2 of the above

D. Any 1 of the above

Response: B.Any 3 of the above

File Description	Document	
URL for stakeholder feedback report	[View Document](#)	

1.4.2 Feedback processes of the institution may be classified as follows:
A. Feedback collected, analysed and action taken and feedback available on website

B. Feedback collected, analysed and action has been taken

C. Feedback collected and analysed

D. Feedback collected

Response: 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 percentage of students from other States and Countries during the last five years

Response: 1.74

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

2018-19	2017-18	2016-17	2015-16	2014-15
25	9	45	48	63

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

2.1.2 Average Enrollment percentage (Average of last five years)

Response: 81.94

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

2018-19	2017-18	2016-17	2015-16	2014-15
1043	796	914	940	818

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

2018-19	2017-18	2016-17	2015-16	2014-15
1190	1129	1096	1067	1022

File Description	Document
Institutional data in prescribed format	View Document

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

Response: 100

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

2018-19	2017-18	2016-17	2015-16	2014-15
518	470	437	407	369

File Description	Document
Institutional data in prescribed format	[View Document](#)

2.2 Catering to Student Diversity

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

Response:

The Institution assesses the learning levels of students after admission and organises special programmes for the purpose. Students enrolled in various disciplines are identified as slow and advanced learners based on their +2 marks and the class tests taken after two weeks and after one month. This is discussed in the Departmental meetings where slow learners are identified. Accordingly, special coaching sessions/remedial/tutorial classes are designed to bridge the gap. The concerned faculty members/subject teachers further extend support in classifying the students with reports based on continuous evaluation and class tests.

The Institution organises OP/Induction Programmes for new students both at the College and at the Departmental level. The facilities in the College and the scope of the subject to be taught are introduced in the sessions. Attempts are made to inculcate a friendly but competitive spirit. This process sets a foundation for monitoring the future progress of students.

Bridge courses are conducted at the Departmental level, if needed, to conceptually uplift the students to the standard of higher education. The Departments of Commerce and Computer Science organise bridge courses at the beginning of 1st Semester for non-subject students enabling them to better understand the programmes for which they are enrolled. Similarly, the Department of English organises OP/Bridge course in Basic English Grammar for vernacular medium students. Each Department conducts its own foundation lectures to enable respective students to better understand their courses.

Strategies adopted for slow learners include:

- Remedial/tutorial classes with aimed at improvement of academic performance of the slow learners, absentees and students participating in sports, cultural and other activities. This practice

helps the struggling and slow learners to improve the knowledge of the subject so that a uniform minimum academic safety-net is available to all.

- The system of study and discussion in a group through peer learning with the advanced learners is implemented.
- Academic and personal care of slow learners are undertaken by respective subject teachers and mentors.
- Bilingual explanation and discussion are imparted to the slow learners after the class hours for their better understanding.
- Provision of simple and standard lecture notes/course materials.

Strategies for advanced learners:

- Special guidance/coaching classes for first 5 toppers of every class are conducted regularly to secure University Ranks.
- Coaching is also given in skill development programmes like communicative English.
- Provision of additional learning and reference material including online resources.
- Assignment and student seminar on contemporary topics to enable them for placement.
- Advanced learners are encouraged to enroll in professional coaching provided by SJC Learning Center.
- Students are encouraged to participate and present papers in various seminars/conferences/workshops/inter-collegiate competitions organised by other colleges. Students representing the college in various inter-collegiate meets are provided with the benefit of retest.
- Participation by the students in the in-house competitions such as Debate, Group Discussion, Problem solving, Decision Making Exercises and Quiz programmes are encouraged.
- Talented students are motivated to participate in extra-curricular activities, exhibitions and cultural competitions.

2.2.2 Student - Full time teacher ratio

Response: 36.16

2.2.3 Percentage of differently abled students (Divyangjan) on rolls

Response: 0.04

2.2.3.1 Number of differently abled students on rolls

Response: 1

File Description	Document
Institutional data in prescribed format	[View Document](#)
Any additional information	[View Document](#)

2.3 Teaching- Learning Process

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

Response:

The teaching-learning process in the institution is dynamic in nature. The institute has always encouraged the faulty to employ modern tools, strategies and methods that fulfill the present requirement of syllabus which has been framed as per the requirement of the UGC mandated CBCS. The experiential learning approach is one of the major practices which the institute follows especially for those courses that are practical based or involves field studies/excursions. The institute simultaneously focuses on practical and experiential learning along with conceptual/theoretical approaches. The use of smart board and PPT that allow a hands-on learning experience are common practices, as the institute has given adequate facilities to the respective Departments. In many cases, the PPTs which are created by the faculties are also shared with the students for greater clarity. Further, there are also participative excercises for the students such as flim and documentary making, various Public Service Announcements (PSA) on cruial local issues of public interest. These are shared for wider dessimination and use in the various online platforms and social media such as Youtube, Facebook and others through the Department.

The institute constantly encourages and opens up opportunities for the student to participate in group discussions, seminar and workshops, both within the College and outside, to enable a wider intellectual catchment resource. This helps the students to build useful networks that extend beyond the confines of the College academic atmosphere.

The various kinds of excursions, field trips, survey research and educational tours are some common practices the institute believes in and encourages the students to explore. These not only open up new possibilities of linking the external world with the designated curriculum, but also put the student at the center of the learning process through experience. Further, through the institutes own collaboration with larger institutes/associations/bodies through MoUs and collaborations, new ideas, methodologies and concepts are constantly inducted as part of the teaching-learning vocabulary in the Classrooms. These enable both the faculty and the students to update themselves on the emerging epistemologies of their respective disciplines – discarding that which is irrelevant, and adopting that which is necessary.

2.3.2 Percentage of teachers using ICT for effective teaching with Learning Management Systems (LMS), E-learning resources etc.

Response: 0

2.3.2.1 Number of teachers using ICT

File Description	Document
List of teachers (using ICT for teaching)	[View Document](#)

2.3.3 Ratio of students to mentor for academic and stress related issues

Response: 36.14

2.3.3.1 Number of mentors

Response: 70

2.3.4 Innovation and creativity in teaching-learning

Response:

The institution promotes innovation and creativity in the teaching -learning process. The concrete steps taken to achieve this aim are: provision of the state of the art infrastructure wherein the Conference Halls and classrooms are equipped with Smart Boards, over head projectors and compatible accessories such as desktop PCs, online connectivity for the benefit of the students. The faculty members of each Department are involved in the improvement of teaching learning methods and suggestions are taken from them on a regular basis through the Departmental meetings. The institute also practices a transparent and constructive evaluation process that is continuous to ensure a fair assessment of the learner's performance.

The College also aims to build critical and scientific temper of the students by encouraging them to participate in seminars, workshops, debates, project works, group discussions and field studies. Student centric learning methods are implemented to ensure student satisfaction which includes explanations with examples, power point presentations by the faculty and visits to various areas of interests according to the need and relevance of the courses .To ensure that the learners are receiving the benefits of first hand learning experiences, the College makes necessary arrangements for field visits, household surveys, educational trips and excursions both within and outside of the syllabus. Classroom sessions are made interactive and the learners are encouraged to ask questions to clarify their doubts as the institution believes in making teaching -learning a two way process.Syllabus specific film adaptations of the texts (where available) and documentaries are screened on a regular basis to make the learners more interested in the topics that are taught in class. At the end of each course students are asked to make presentations on topics of their choice as a part of the peer learning and continuous internal evaluation process.

The creative aspect of the learners are given a free flow by providing them with ample opportunities to contribute expressive articles like poems, short stories, compositions, photographs and sketches for publication in the annual College Magazine and the Wall Magazine of the various Departments. Students are also provided enough opportunity and encouragement to participate in various competitions like essay writing, debates, quiz, creative writing, singing, dancing and sports organized by the different societies and associations. The College also makes the best efforts to nurture the creative talents of the students by allowing and encouraging them to join various clubs of their interests such as: Music Club, Art Club, Photography Club, Film Club and Dance Club for inclucating professionalism.

The Institution regularly monitors the achievements of the learning outcomes through a feedback from the students concerning curriculum at the completion of the course .The graduating students are also share their feedback and suggestions on the learning outcomes of their respective courses through a questionnaire at the time of leaving the College. The responses of the faculty members and the learners are assessed and used positively to bring about a constructive transformation in those areas that require attention.

2.4 Teacher Profile and Quality

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

Response: 98.87

File Description	Document
Year wise full time teachers and sanctioned posts for 5 years	<u>View Document</u>

2.4.2 Average percentage of full time teachers with Ph.D. during the last five years

Response: 36.19

2.4.2.1 Number of full time teachers with Ph.D. year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
30	25	24	24	24

File Description	Document
List of number of full time teachers with PhD and number of full time teachers for 5 years	<u>View Document</u>

2.4.3 Teaching experience per full time teacher in number of years

Response: 12.7

2.4.3.1 Total experience of full-time teachers

Response: 889

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

Response: 0

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

2018-19	2017-18	2016-17	2015-16	2014-15
0	0	0	0	0

File Description	Document
Institutional data in prescribed format	View Document

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

Response: 7.61

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

2018-19	2017-18	2016-17	2015-16	2014-15
6	6	5	5	5

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

2.5 Evaluation Process and Reforms

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

Response:

St. Joseph's College, Darjeeling is affiliated to the University of North Bengal. Therefore evaluation system is two pronged – one which is scheduled and monitored by the University and another, where the institution plays a crucial role. The University has reformed and revamped this process especially after introduction of the UGC mandated CBCS where the evaluation system is differentiated. Here internal marks of 5 is based on attendances and 10 is based on performances in different typologies of evaluations (CIE) the Department deems relevant and useful for the students' improvement. The University schedules and executes the examination and evaluation process with strict monitoring on regular basis in a time-bound manner which is followed sincerely by the College. For effective implementation of Continuous Internal Evaluation (CIE) system at the institutional level, the institute conducts two unit evaluation and one pre-university evaluation (per course per semester) and performance based improvement evaluations, depending on necessity of slow learners. The answer scripts are given back to the students after evaluation for their information, providing sufficient transparency and accountability including discussions and/or remedial measures where necessary. CIE evaluations are shared with the students along with their answer scripts by the teacher concerned enabling them to have access to the evaluated answer scripts before the marks are forwarded to the Examination Office for submission to the University. This promotes the student to further participate in mini project works, model building and chart exhibition, technical paper presentation, workshop, and student seminars. CIE components also includes Quiz competitions, assignments, Lab Exercises and Practicals.

The College encourages and guides students to participate in national level competitions organized by other associations, Colleges and Universities. The College provides coaching facility and encourages students to participate in competitive examinations and higher studies. The participation and performance of students in sports, NSS, NCC and other extracurricular and cultural activates is also given weightage. The students are encouraged to share their feedback on all fronts through their class representatives or directly by dropping their complaints or requisitions anonymously in the 'Suggestion Box'.

Parents and guardians meet are organized during Induction Programme (Department level) of first semester students and also after the publication of results for each semester. Through strategies such as assignment, tutorials, problems and follow up, the student is enabled to explore various learning resources such as the Internet and libraries etc. which will enable to develop self study, analytical and reasoning capabilities. Students are encouraged to watch video lectures (NPTEL), e-books, etc. Remedial Classes are conducted for the slow learners, absentees and other students who participate in Sports, NCC, NSS activities. Students should satisfy the eligibility criteria of 75% attendance in each semester to appear for University Examination with the option to write back-papers. Various faculty members are appointed by the University as members of departmental Board of Studies who may suggest evaluation reforms and discuss any discrepancy. This also provides a crucial channel of communication between the feedbacks received from the students and the University authorities.

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

Response:

The College follows an Internal Assessment methodology that is robust, transparent, has variety and adequate frequency.

A. FREQUENCY OF EXAMS

The frequency of the evaluation is predetermined by the Academic Calendar Committee with reference to University calendars so that there is no clash of examinations on account of the CBCS.

B. VARIETY

There are a number of methodologies followed for the Internal assessment:

1. **MULTIPLE CHOICE QUESTIONS**: Multiple choice questions which follow the multiple choice question (MCQ) pattern are given to the students as a part of the evaluation process to evaluate that the learners are well acquainted with the minute details of the text.
2. **ASSIGNMENTS AND WRITTEN EXAMS**: Students are given assignments on a regular basis to evaluate their ability to conduct a research on their own through field survey/trip projects. For this purpose the learners are given a reading list and certain specific selections are prescribed to them so as to enable them to write down their assignments. Further attention is also given to the protocol of writing; namely the methods of citation, bibliographical information, ethical issues etc.
3. **GROUP DISCUSSIONS/SEMINAR PRESENTATIONS**: For this purpose the class is divided into small groups of 8-10 students under the guidance of the faculty and they are given analytical topics based the syllabus. The criteria for evaluation lies in its protocol of allowing a discussion to

take place which includes both assertiveness of the learners' own ideas as well as willingness to debate an alternative viewpoint. Both the adaptability, interpretation skills and the strength of conviction of the learner is assessed. This kind of evaluation enhances the learning experience as well as encourages out of the box thinking in the learners. Students are also given the option to make seminar presentations as a part of the ICE.

4. **VIVA VOCE**: Viva voce are conducted after the completion of the prescribed texts to assess the familiarity of the learners with the application of fundamental concepts of the discipline.

TRANSPARENCY

The viva voce is conducted akin to a discussion rather than a question-answer session. Further, the learners are provided with the correct answer in that case they are unable to answer correctly. This ensures the enrichment of the learning process and also gives a fair idea to the learner of his/her performance. With respect to written assignments and evaluations the learner is supplied with their answer scripts with written comments and suggested rectifications by the teacher. The assignments and the scripts are discussed threadbare so that the learner is satisfied with the marks acquired by them. Group discussions, student seminars and workshops after feild surveys, projects and excursions are usually held in the presence of at least one faculty member involved with the teaching of that particular section. It is wrapped up with the final comments of the faculty which helps the learner to contextualize and put into perspective his/her approach to the text thereby guaranteeing the transparency of the evaluation.

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

Response:

At the College level, an Examination Committee is constituted to conduct the examinations mandated by the University. The College adheres to the rules and regulation issued by the University while conducting internals and semester-end examinations. Two internal examinations are conducted during each semester, time table for which is prepared well in advance and communicated to the students.

The grievances of students with reference to internal assessment are addressed in a transparent manner by showing and discussing their answer sheet and explaining their performances (if evaluation is a written one). Any grievance in the marking system or in the assessment of answer booklets are brought to the immediate notice of the course teacher who may rectify or retain the degree of marking with due consultation with the HoD, and proper justification to the concerned student. Further, any student not satisfied with the assessment and award of marks is entitled to approach the concerned HoD independently who can intervene and seek the opinion of another course teacher.

The College follows an open evaluation system where the students' performance and their class attendances are displayed on the notice board. This is supplemented by updating the parents/guardians through parent teacher meetings or if required, communication through email.

Any grievances related to University question papers such as queries that may not be covered by the designated syllabus, repeated questions, improper splitting or division of marks, marks that may be missed, wrong numbering of questions during semester exams are addressed initially to the Examination

Committee who forwards it to the Principal. After due consultation with Department Head/faculty, the Principal in turn proceeds to intimate this information to the University immediately for necessary action. The problem is addressed as per the advice of the Controller of Examinations of the University. For post publication grievances with regard to marks/grades concerning University examinations, there is the option of online application for 'post publication scrutiny' (PPS) and 'post publication review' (PPR). This is a transparent and time-bound reassessment process of the University that is facilitated by the Examinations Office of the College.

For any other major grievances that may lie outside the purview of the College, these are addressed by reporting to the appropriate authority including Vice-Chancellor and Controller who may suggest remedial measures through the Office of the Principal. University decision in this matter is usually intimated to the Principal. It is also conveyed to the students through the HoD via class representatives, teachers, or through a public notice.

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

Response:

The Calendar Committee of the College consults with the HoDs regarding their programmes for the forthcoming two semesters and prepares the calendar before the commencement of the semester. This is discussed and passed in the meeting of the Teachers Council, after due consultation with the IQAC and Principal. The calendar outlines the internal examination schedule to be followed by all Departments including the dates available to the students as 'Study Leave'. This process enables the Departments to avoid any clashes between or among different subject combinations available as per the CBCS. As per the teaching plans which are discussed and passed at the Departmental meetings, each teacher schedules and conducts their own Internal Evaluation. If there is a clash, then these are addressed through the office of the Vice-Principal (Academic) who reallocates them accordingly so that the marks/grades are submitted to the University in a time bound manner.

2.6 Student Performance and Learning Outcomes

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

Response:

Program outcomes, program specific outcomes and course outcomes for all programs offered by the Institution are clearly stated and displayed on the College website and communicated to teachers and students. These outcomes help both the teachers and the students in achieving the targeted goals. The syllabus of all the courses are also displayed in the website which help the students well ahead of time or even semesters to prepare and to know the papers and objectives. These are discussed in general at the

common induction program and more spefically at the Departmental level induction program.

File Description	Document
Any additional information	[View Document](#)
Link for Additional Information	[View Document](#)

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

Response:

Program outcomes, program specific outcomes and course outcomes are stated and displayed on the College website, for information and implementation. To evaluate the attainment of learning based POs, PSOs and COs the following mechanism is employed:

- Priority to time bound completion of syllabus of all programmes and courses.
- 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 which are a part of the CIE as well as additional quizzes and tests which are periodically conducted.
- The Departments assess the status of attainment of POs, PSOs and COs in their regular Departmental meetings which are minuted, IQAC exercises general oversight, thereby ensuring a two step verification process.
- College has a functioning Grievance Redressal Mechanism, where the students can place their problems freely. The institution deals with students' grievances in a deft manner by preserving its confidentiality and reducing conflict of interest, while at the same time taking concrete and just steps for its resolution.
- The Head of the Student Council is a member 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 outcomes.

Many other aspects of outcomes are evaluated indirectly through their performance and through active involvement in curricular, co-curricular and extra-curricular activities such as NSS, NCC and AICUF. The Sports Committee organizes various sports activities, the Cultural committee organizes various activities, like the annual cultural fest HARMONY, inter-college debate competitions; similarly other Committees organize a variety of programs throughout the academic year. Through these the students get opportunities to display their capability, talents and skills. Some of the programmes like Fresher's Welcome, Annual

Exhibition, Farewell Functions, quizzes etc are organized by the Student Council. On these occasions, the students display their sport skills, social skills, and skills in communication, creativity, leadership, team work, and accountability. As a means of encouragement and to have greater participation, most activities are held in the form of a friendly competition, with the winners being awarded.

- To track program outcomes, the Departments strive to maintain an alumna data-base, recording how many of the students who successfully complete the course seek employment or go for higher studies, regularly updating information on their current employment and other endeavours. To improve the employability levels of the students the College organizes various skill development courses in collaboration with Mahindra Foundation. The SJCLC is also one of the novel initiatives of the College for attaining the fundamental outcome of any program, that of producing employable graduates.

Thus the College aims at providing an environment which is conducive to the holistic development of students who chooses to enroll here which is the mission of this College and the most important objective of any undergraduate program.

2.6.3 Average pass percentage of Students

Response: 85.38

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

Response: 549

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

Response: 643

File Description	Document
Institutional data in prescribed format	[View Document](#)

2.7 Student Satisfaction Survey

2.7.1 Online student satisfaction survey regarding teaching learning process

Response: 3.03

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

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

Response: 12.63

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

2018-19	2017-18	2016-17	2015-16	2014-15
0	0	0	0	12.62500

File Description	Document
List of project and grant details	View Document

3.1.2 Percentage of teachers recognised as research guides at present

Response: 8.57

3.1.2.1 Number of teachers recognised as research guides

Response: 6

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

Response: 0.43

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

Response: 6

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

Response: 70

3.2 Innovation Ecosystem

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

Response:

Institution has created an ecosystem for innovations including Incubation Centre and other initiatives for creation and transfer of knowledge. Incubation Center enables students to get hands-on experiences and training on the various instrumentations, innovative activities like projects, seminars, and workshops at the institute with the aim to obtain a comprehensive and integrated knowledge on the fundamental concepts and applied sciences. A functioning Incubation Center is essential in the College in this competitive and fast developing world of knowledge. The students gain hands-on experience in innovations which is thoroughly encouraged, supported and motivated by the faculty members, trainers and other experts.

The main aim of an institute, through the Incubation Center, is to create an innovative hub and perpetuate high value projects and schemes in the field of education, industry and other commercial fields. This promotes various kinds of forward and backward linkages with the locally available industries, as well as according recognition as problem solver for diverse technological challenges that face our society. Further, to connect to an advanced and varied education resources the Incubation Center aspires to encourage and assist the students to be more creative and innovative thereby helping them to be engaged in various forms of entrepreneurship activities.

The Institute has provided all basic infrastructures for smooth functioning of the Incubation Centre. Infrastructural supports provided include Computers, Inverted microscope, Laminar airflow, Electronic and digital balance, Spectrophotometer, Refrigerated Centrifuge, Shaking incubator, Double distillation plants, autoclave, Scanner with printer for collecting gel images etc.

In the area of Humanities and Soft skills, the College has a well equipped Language Lab which was set up about fifteen years ago as Lab Assisted Personality Schooling (LAPS) programme. The Lab originally started with simple equipments of analogous system. It had twenty equipments with one teacher console. Later it was upgraded to digital system with twenty plus one computers, enabling twenty learners to use the facility at a time under the guidance of a Teacher through the implementation of the RUSA project. This system enables a two way communication between the teacher and the learner both individually and as a group. Thus both personal tutoring and a class room method are made possible. If required, the teacher could also personally supervise each student incognito, online. The objectives are to develop human potentials in spoken and written communication, reading skills, etiquettes, healthy social behaviours and character formation. In the computer programme there are modules for learners of different learning levels. So a beginner could begin with simple phonetics, and simple grammatical sentence structures and gradually advance to higher levels. There are modules with basics of a few European languages. Besides these there are also modules which train the learners in the development of soft skills such as telephone etiquette, appearing for interviews, multicultural social adaptations and so on. Classes were held for learning phonetics, public speaking and developing soft skills. This is a private add on programme. Much can be achieved, even if it is for a small group of focused learners.

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

Response: 1

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

2018-19	2017-18	2016-17	2015-16	2014-15
1	0	0	0	0

File Description	Document
List of workshops/seminars during the last 5 years	[View Document]()

3.3 Research Publications and Awards

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

Response: No

File Description	Document
Institutional data in prescribed format	[View Document]()

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

Response: No

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

Response: 0

3.3.3.1 How many Ph.Ds awarded within last five years

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

Response: 6

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

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

Response: 0.21

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

2018-19	2017-18	2016-17	2015-16	2014-15
3	4	3	2	3

File Description	Document
List of research papers by title, author, department, name and year of publication	[View Document](#)

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

Response: 0.8

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

2018-19	2017-18	2016-17	2015-16	2014-15
6	14	14	13	9

File Description	Document
List books and chapters in edited volumes / books published	[View Document](#)

3.4 Extension Activities

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

Response:

College organises a host of extension activities to sensitise students about social, cultural, economic issues. The aim of these activities is to provide opportunities to the students for their holistic development. The activities act as modes of sensitisation as well as a means of hands-on contribution to community. Most of these activities are carried out by various Clubs instituted in the College. Further, the College has registered vibrant units of NSS and NCC. In the last five years the College has organised roughly sixty extension programmes.

First, we have the observance of various days of National importance like Independence Day and

celebration of the birthdays of figures of national importance like Mahatma Gandhi, Sarvapalli Radhakrishnan and Subhas Chandra Bose. These celebrations are designed to inculcate a sense of pride and belonging to the nation and also instil a sense of history of the Indian independence movement among the students.

Second we have a host of programmes that render community services and help to inculcate citizenship values among the students. These include Blood Donation camps (which are held almost annually), *Swach Bharat Abhiyan*/Cleanliness drive, traffic awareness programme, *Unnat Bharat Abhiyan,* tree plantation programme, Run for a Cause Marathon, sensitization programmes/ rallies on Drug Abuse and HIV/AIDS related issues, legal awareness programme in collaboration with NGOs, Fund raising programmes for natural calamities like the Kerala floods, workshop on World Health Day, Public Relations Campaign on Safe Drive, Save Life and on Fake News and its Menace are also conducted.

Third we have programmes related to Gender sensitisation /Anti-trafficking/Sexual Abuse. Many of the Clubs/Forums like Youth Against Trafficking Club collaborate with prominent local NGOs like MARG, DLR-Prerna and Hayden Hall to organise programmes like celebration of International Women's Day, rallies/talks against human trafficking and sexual abuse and Save the Girl Child, self defence workshop for the girl students, Special Lectures on Contextualising Gender and Patriarchy has been organised to give a firm theoretical bedrock to the praxis of activism.

Fourth, extension activities are geared towards promoting environmental consciousness and a green vision. These include Survey of Human-Wildlife conflict in Senchal Wildlife Habitat, Tiger Hill Clean Drive, Workshop on Indian Bio-diversity portal, Round-table conversation on "Mountains Under Pressure: Climate, Hunger and Migration." Fifth, extension activities fostering awareness about the underprivileged section of the society is encouraged. These included visits to Jam Gomrul Memorial Home (Old age home), Missionaries of Charity Old Age Home in Darjeeling and other fund raising programmes for institutions like Edith Wilkins Street Children Trust. Sixth, certain extension activities are undertaken to foster a sense of diversity and acceptance of cultural and societal plurality. These include the visits to Lepcha Busty and excursions to rural places inhabited by ethnic and cultural minorities.

Finally, the College also has a slew of extension activities that help the students to develop skills for self –employment. These include training programmes on Mushroom cultivation and other livelihood options.

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

Response: 0

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

2018-19	2017-18	2016-17	2015-16	2014-15
0	0	0	0	0

File Description	Document
Number of awards for extension activities in last 5 years	

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

Response: 48

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

2018-19	2017-18	2016-17	2015-16	2014-15
7	14	8	10	9

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

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

Response: 0

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

2018-19	2017-18	2016-17	2015-16	2014-15
0	0	0	0	0

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

3.5 Collaboration

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

Response: 126

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

2018-19	2017-18	2016-17	2015-16	2014-15
24	26	24	26	26

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

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

Response: 5

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

2018-19	2017-18	2016-17	2015-16	2014-15
2	0	1	0	2

File Description	Document
Details of functional MoUs with institutions of national, international importance,other universities etc during the last five years	

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

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

Response:

The College section began as a part of St Joseph's School, which started its journey in 1888. In 1927, the College section was affiliated to Calcutta University and in 1962, it acquired affiliation to North Bengal University. In 1963, the College moved out of the School premises into the present location. While in 1927, there were only 4 students, currently the strength of students is 2550.

The College has 19 Departments offering under-graduate courses in Arts, Commerce and Science disciplines. It also offers Post-Graduate course in English. Out of 19 Departments, in the UG section 14 are State Government Aided and 06 Departments are Self- Financed. There are 96 classrooms, out of which 31 are ICT enabled and 01 Web Connected. Apart from this, there are 5 spacious Halls for conducting Examination, 03 ICT enabled Seminar Halls for conducting seminars, workshops, conferences, 01 Research Hall and 01 Auditorium to conduct Extra-Co Curricular activities.For Scientific, Digital and Communication Skill enhancement of the students, there are 18 laboratories out of which 01 central laboratory is shared by science faculties. The College has a total of 06 Computer Labs and 01 Digital Lab.

To facilitate smooth functioning of the Academic and Administrative activities in the College, all Departments and Offices are equipped with addequate computers and other essential technological devices.

The College has so far installed 135 Desktops Computers, 4 Laptops, 10 Scanner-cum Printer and 18 printers to assist teachers and students for easy access and sharing of study materials and 04 Photocopy Machines for Administrative activities.

The College has 19 Departmental Staffrooms, 02 Common Staff-rooms for teachers and has 16 Departmental Libraries, 01 Central Library for both teachers and students, 03 girls' Common Room and 03 Boys' Common Room, 01 Infirmary and Health Center, 01 Chapel, 24 Lavatories (03 for Boys), 05 for girls students,06 for teaching staffs, 02 for non-teaching staff and 02 both for teaching and non-teaching staffs , 01 Canteen and 02 Generators for power backup.

The main building of the College houses the Examination Office, the Principal's Office, the Accounts Office, Bursar's Office, IQAC/RUSA/AISHE Office, 02 Offices for Vice- Principals (Academic and Administration) and 02 more for the Deans of Arts and Dean of Student Affairs.

The College also provides Hostel facilities for both Boys (Xavier Hostel) and Girls (Fairview Hostel) along with Recreational Room, Sick Room and a Prayer Room.

Xavier Hostel for boys has a capacity for 100 occupants, where each student is provided with personal room and the Fairview Hostel has an accommodation capacity of 90 girls students in 25 rooms.

4.1.2 The institution has adequate facilities for sports, games (indoor, outdoor),gymnasium, yoga

centre etc., and cultural activities

Response:

The College has more than 18 indoor and outdoor infrastructures for sports. For outdoor events, two play grounds, St Joseph School football stadium and St Joseph's College volleyball court are used. For indoor games, the College is equipped with 1920 sq ft Stanford Hall. There is also a 600 sq ft Gymnasium and a 5600 sq ft Campion Hall for Yoga classes.

The College has five spacious halls to conduct examination namely, Campion Hall, Loyola Hall, Matteo Ricci (M.R) I, M.R II, M.R IV, M.R III Hall with an area of 1050 sq ft is used exclusively for conducting research activities.

The College has three ICT enabled Seminar halls namely covering 900 sq ft, 1200 sq ft and 1200 sq ft respectively for conducting workshops and conferences.

No.	Sports/Games Facilities	Place	Size or Area	Yea Esta
1.	Football	St Joseph's School Ground	50,000 sq ft	188
2.	Badminton Court	Stanford Hall	1920 sq ft	197
3.	Table Tennis Court	Stanford Hall	1920 sq ft	197
		Ground floor of Hostel Mess	1200 sq ft	2016
4.	Volleyball Court	St Joseph's College Ground	3500 sq ft	196
5.	Gymnasium	Near Commerce Dept	600 sq ft	2014
6.	Yoga	Campion Hall		196
7.		New Conference Hall	1200 sq ft	2019
8.		MR 1- Hall	2500 sq ft	2019
9.		MR 2- Hall	1800 sq ft	2019
10.		MR 3- Hall	1050 sq ft	2019
11.		MR 4- Hall	1800 sq ft	2019
12.		Loyola Hall	2000 sq ft	2007
13.		Seminar Hall (Main Building)	900 sq ft	201
14.	SJCLC		150 + 150 + 600 + 600 sq ft (Four halls)	2019
15.	Teachers/staff common room		600 sq ft	196
16.		Campion Hall	5600 sq ft	196
17.		Boys Hostel	4000 sq ft	196
18.		SFC Conference Hall	1200 sq ft	200
19.		Chemistry Hall	2800 sq ft	196
20.		Physics Hall	1800 sq ft	196
21.	Students Councilors room		100 sq ft	200
22.	NCC Office		450 sq ft	200
23	Infirmary		300 sq ft	201

Stanford Hall with area covering 1920 Sq ft and Campion Hall of area covering 5600 sq ft are exclusively used for conducting cultural events such as cultural event named Harmony, Fresher's Welcome, Teachers Day, World Environment Day, Inter college Debate and Quizes, documentary film festival, Induction Programs and Photo exhibition.

The College has four halls with an area of 150, 150, 600 and 600 sq ft for SJC Learning Centre. The institute also has three student Common Rooms for the girls. There is one student councillor room of 100 sq ft area and one room for NCC Office of 450 sq ft along with the NSS and AICUF offices. The College has an Infirmary covering an area of 300 sq ft. It is equipped with all the necessary facilities that should be there in an infirmary.

Games/Sports facilities or cultural activities facilities with size of area and its year of establishment:

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

Response: 29.09

4.1.3.1 Number of classrooms and seminar halls with ICT facilities

Response: 32

File Description	Document
Number of classrooms and seminar halls with ICT enabled facilities	[View Document](#)

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

Response: 0

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

2018-19	2017-18	2016-17	2015-16	2014-15
0	0	0	0	0

File Description	Document
Details of budget allocation, excluding salary during the last five years	[View Document](#)

4.2 Library as a Learning Resource

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

Response:

Software for University Libraries (SOUL) is state-of-the-art integrated library management software designed and developed by the INFLIBNET Centre based on requirements of Colleges. It is user-friendly software developed to work under client-server environment. The software is compliant to international standards for bibliographic formats, networking and circulation protocols. The software is designed to automate all housekeeping operations in the Library. The first version of software i.e. SOUL 1.0 was released during CALIBER 2000. The latest version of the software, which is operated in St. Joseph's College, (i.e. SOUL 2.0) was released in January 2009 and it was implemented in the Library in the year 2004. The database for new version of SOUL is designed for latest versions of MS-SQL and MySQL (or any other popular RDBMS). SOUL 2.0 is also compliant to international standards such as MARC 21 bibliographic format, Unicode based Universal Character Sets for multilingual bibliographic records and NCIP 2.0 and SIP 2 based protocols for electronic surveillance and control. The main features and functions here are:

- UNICODE based multilingual support for Indian and foreign languages;
- Compliant to NCIP 2.0 protocol for RFID and other related applications especially for electronic surveillance
- Client-server based architecture, user-friendly interface that does not require extensive student training
- Supports multi-platform for bibliographic database such as My SQL, MS-SQL or any other RDBMS;
- Supports cataloguing of electronic resources such as e-journals, e-books, virtually any type of material;
- Supports requirements of digital library and facilitate link to full-text articles and other digital objects;
- Support online copy cataloguing from MARC21 supported bibliographic database;
- Supports ground-level practical requirements of the libraries such as stock verification, book bank, vigorous maintenance functions, transaction level enhanced security, etc.;
- Provides facility to send reports through e-mail, allows users to save the reports in various formats such as Word, PDF, Excel, MARCXML, etc.;
- Highly versatile and user-friendly OPAC with simple and advanced search. OPAC users can export their search results in to PDF, MS Excel, and MARCXML format;
- Supports authority files of personal name, corporate body, subject headings and series name;
- Supports data exchange through ISO-2709 standard;
- Provides simple budgeting system and single window operation for all major circulation functions.

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

Response:

St. Joseph's College, Darjeeling boasts of a historical legacy that is unmatched in the Hills. The College was established at its present location in the year 1927 and it has contributed greatly to the cause of higher education not only in the hills, but also to neighbouring states and countries such as Nepal and Bhutan. In this regard, the College library, with its huge physical resources has been a potent driver of this

transformation. Library Committee members are re-evaluating their approach to repair of the books, manuscripts and pamphlets that make up a library's general collections and have proposed digitization for better access and conservation. While with the introduction of new facilities such as digital learning and e-resources the College Library has updated itself in this matter, the preservation of rare books, manuscripts, special reports and other knowledge resource has not escaped the attention of the College. These resources are heritage material which are identified, protected and preserved for future use and reference. These include collections of materials such as gazetteers, reports from the British colonial era, books on history and others. A book/manuscript/report that is worn and tattered can only benefit by quality restoration, rebinding, or repair. The exception to this might be something that is very worn and tattered but it is a good example of a particular binding that is extremely rare. The list of the books is continuously updated through the Library Committee.

File Description	Document
Any additional information	View Document

4.2.3 Does the institution have the following:

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

A. Any 4 of the above

B. Any 3 of the above

C. Any 2 of the above

D. Any 1 of the above

Response: C. Any 2 of the above

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

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

Response: 1.2

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

in Lakhs)

2018-19	2017-18	2016-17	2015-16	2014-15
.77872	.66286	.70655	.90421	2.96851

File Description	Document
Details of annual expenditure for purchase of books and journals during the last five years	[View Document](#)

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

Response: No

4.2.6 Percentage per day usage of library by teachers and students

Response: 4.77

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

Response: 124

4.3 IT Infrastructure

4.3.1 Institution frequently updates its IT facilities including Wi-Fi

Response:

IT facilities in the current education system are a necessity which cannot be ignored. Hence the College provides a numbers of IT facilities to provide access and promote the growth of the students in the fields of education to transform their academic engagements fruitful and meaningful.

The College has provided Smart Class-Rooms facilities in almost all the Departments 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 which can be simply displayed with a click of a button. After the implementation of these facilities, there has been positive change that is evident in the classroom environment through discussions and debates. The effectiveness of these methods has also been constantly observed.

Apart from the Smart Classroom the College has provided other facilities such as LCD projectors. The LCD projectors has made things very easy such as the conducting of Seminars and other interactive programs. Almost each Department has LCD facility for better educational purposes. Each Department of the College is provided with either a Desktop PC or Laptop of latest configurations that is available both to the students and the teachers.

All Departments are also provided with Printers and scanners facilities. Students usually require to conduct projects and assignments in printed form, Thus the printer and the scanner facilities become very essential. For official and other Departmental works, such are printing notices and study materials it is important that all Departments have printing and scanning. Keeping in mind that printing and scanning costs outside of the campus are expensive for students, all the Departments provides these facilities so to make the things easier and cheaper for the students. Apart from these facilities, Wi-Fi and Broad band access are also available within the campus for all.

Wi-Fi connection is another facility that has played an important role in the day-to-day lives of the students. The internet connection through Wi-Fi Router and Jio Broadband in the campus is provided to every Department for educational purposes. These are two internet systems, one is a portable WiFi router (Wireless) and the other is a Reliance Jio broadband. Simultaneous multiple accesses from Wifi Router is limited whereas Broadband has limitless access. The data use of the broadband however has been limited per user. The speed of the Broadband is 3—50 Mbps and the speed of the Wifi Router varies from Department to Department because of the location of the Departments within the College campus. Students are provided with permanent Login facilities to these two internet facilities as per the need for the promotion of their educational and other relevant activities.

4.3.2 Student - Computer ratio

Response: 20.75

4.3.3 Available bandwidth of internet connection in the Institution (Lease line)
>=50 MBPS

35-50 MBPS

20-35 MBPS

5-20 MBPS

Response: 35-50 MBPS

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

Response: No

File Description	Document
Facilities for e-content development such as Media Centre, Recording facility,LCS	[View Document](#)

4.4 Maintenance of Campus Infrastructure

4.4.1 Average Expenditure incurred on maintenance of physical facilities and academic support

facilities excluding salary component, as a percentage during the last five years

Response: 41.22

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

2018-19	2017-18	2016-17	2015-16	2014-15
39.57290	26.75989	76.6301250	55.7979620	40.3447810

File Description	Document
Details about assigned budget and expenditure on physical facilities and academic facilities	[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:

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 meeting which is held at frequent intervals, where the needs of the institution and faculties are assessed. Second, through the Planning Board the larger details of above mentioned needs are evaluated in collaboration with IQAC. This proposal would then be placed to the Governing Body for discussion and approval. After approval is processed from the Governing Body, the proposed ideas/planning 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, heating units, computer tables, desks, chairs, almirah and cupboards etc. The HoD is responsible for the proper maintenance and utilisation at this level. Official and administrative building also maintains record of its own assets. A separate inventory book of assets is also maintained showcasing the utilization of Government (central/state) grants such as RUSA funds. The Botany Department maintains the BOOST Register to record the list instruments bought under BOOST Programme.

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. For the computers, there are anti-virus which are installed for prevention of corruption, and for hardware related problems, an AMC is signed with Digitech which

ensures proper maintenance of the machines.

The Sports Committee is responsible for maintenance of the 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, and other electrical equipments.

Maintenance and repairs of existing physical facilities are under authority and supervision of Estate Manager. The maintenance of all IT facilities, is provided by Digitech, which is a Siliguri based IT and Consultancy firm, located at Hill-cart Road, Siliguri. In this regard, the College has secured a one year contract of 'Annual Maintenance Contract' (AMC) with Digitech for the same. Mr. Ansar Ali, who is an employee of the said firm, makes his weekly visit for such maintenance and repair.

Criterion 5 - Student Support and Progression

5.1 Student Support

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

Response: 0

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

2018-19	2017-18	2016-17	2015-16	2014-15
0	0	0	0	0

File Description	Document
Average percentage of students benefited by scholarships and freeships provided by the Government during the last five years	[View Document](#)

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

Response: 0

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

2018-19	2017-18	2016-17	2015-16	2014-15
0	0	0	0	0

5.1.3 Number of capability enhancement and development schemes –

1. For competitive examinations
2. Career counselling
3. Soft skill development
4. Remedial coaching
5. Language lab
6. Bridge courses
7. Yoga and meditation
8. Personal Counselling

A. 7 or more of the above

B. Any 6 of the above

C. Any 5 of the above

D. Any 4 of the above

Response: B. Any 6 of the above

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

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

Response: 4.16

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

2018-19	2017-18	2016-17	2015-16	2014-15
101	89	101	85	88

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

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

Response: 0

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

2018-19	2017-18	2016-17	2015-16	2014-15
0	0	0	0	0

File Description	Document
Details of the students benifitted by VET	View Document

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

Response: Yes

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

5.2 Student Progression

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

Response: 4.49

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

2018-19	2017-18	2016-17	2015-16	2014-15
15	20	24	34	15

File Description	Document
Details of student placement during the last five years	View Document

5.2.2 Percentage of student progression to higher education (previous graduating batch)

Response: 29.08

5.2.2.1 Number of outgoing students progressing to higher education

Response: 187

File Description	Document
Details of student progression to higher education	[View Document]

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

Response: 48.21

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

2018-19	2017-18	2016-17	2015-16	2014-15
5	5	5	13	3

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

2018-19	2017-18	2016-17	2015-16	2014-15
10	21	9	15	12

File Description	Document
Number of students qualifying in state/ national/ international level examinations during the last five years	[View Document]

5.3 Student Participation and Activities

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

Response: 5

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

2018-19	2017-18	2016-17	2015-16	2014-15
1	2	1	1	0

File Description	Document
Number of awards/medals for outstanding performance in sports/cultural activities at national/international level during the last five years	[View Document](#)

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

Response:

The Student Council is conceptualized as a representative structure through which students can structurally and meaningfully involve themselves in the affairs of the College. This is achieved through dialogical partnerships among the administration, staff and students for maximization of benefits. The size and composition of the Student Council is determined by the College which include elected student representatives of all the Departments so that the Council can function democratically. Appropriate gender representation is given priority in the election. The core committee of the Students Council consists of thirteen members headed by the Head Councillor. There is one Head Councillor (HC), two assistant Head Councillors and ten Assistant Councillors. Each Department in the College elects two class representatives - a girl and a boy – from amongst themselves. All the Class Representatives report to the Dean for the formation of Student Council. Three members - one each from NCC, NSS and AICUF are automatically nominated to form the core committee. Four Class Representatives from Arts, two from Science, two from Commerce and two from Self Finance Department are elected from among the Class Representatives. All the members then choose the thirteen members of the core committee.

The first meeting is the 'Oath Taking Ceremony' convened by the Dean of Students in the presence of the Principal. The Principal addresses the Council and makes the Council aware of the duties and responsibilities. This is followed by oath taking by all the members of the Student Council. The activities of Student Council support the aims and objectives of the Council and promote the development of the College and the welfare of its students. Our Student Council works under the Dean of Students and is involved in a wide range of activities like sports, induction programme and cultural programmes.

The Head Councillor (HC) represents the student council in the IQAC of the College. This is one of the most important functions and role of the HC whereby the concerns and issues of the student body are represented and addressed in a structured manner.

The Student Council volunteers and involves as many students as possible in the cultural programmes such as 'Harmony' held annually. They also play an active role in organising fund raising events both within the College and outside of it. The students can also take part in activities outside the College which has to be headed by a Councillor so as to represent the College officially. The Student Council can be considered as a bridge to communicate between the students and the administration of the college. The Council takes up the matter from within the student body to the administration and they also keep the students well informed regarding the various activities of the College. As such, the Student Council forms an integral part of the day to day live of the institution.

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

Response: 13

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

2018-19	2017-18	2016-17	2015-16	2014-15
13	13	13	13	13

File Description	Document
Number of sports and cultural activities / competitions organised per year	[View Document](#)

5.4 Alumni Engagement

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

Response:

The members of the alumni have been actively supporting the development of the College by organizing projects outside the campus with the involvement of College students from various extracurricular club or units and also by participating in most of the College events. Participation of the members of the association during the Annual Graduation Day ceremony has been a regular practice in order to motivate the young outgoing graduates of the college. Similarly the support of the Alumni during the annual Cultural events and Film screening programmes has shown their concern in supporting the local Cultural richness.Support to the different departments in providing resource persons from the field of academics to civil servants and retired persons from the armed forces for Lecture series or Career counseling sessions organized by the Departments/Clubs of the institution.

A major contribution has come by way of community outreach programmes by the alumni. On 12th July, 2013, the St. Joseph's College Alumni Association (SJCAA) organized a blood donation camp along with the NSS Unit and 43 units of blood was collected. The members of the St. Joseph's Alumni participated in the Graduation Ceremony of the 3rd year students held in the Campion Hall on 22nd April, 2013. On 16th August, 2014, a cleanliness drive was organized in the town along with the NCC and NSS units of the College. On 5th of June, 2015, a cleanliness drive was organized by the Alumni while they also participated in the 7th Annual graduating film screening on 15th July, 2015. On the 2nd of July, a blood donation camp was organized. Graduation Day was celebrated on the 12th of March, 2016 and the members of the Alumni attended the function to motivate the outgoing students. On 5th June, 2016, the SJCAA organized a cleanliness camp from Jorebungalow to Tiger Hill. During 23rd to 26th September, 2017, An Inter- college Badmintion Tournament was organized in town Hayden Hall where seven Colleges participated. The support and participation by the SJCAA has been very encouraging and motivating for

our students. On 2nd October, 2017 *Swacha Bharat Abhiyan* was organized from town to College campus by the SJCAA. Besides the above, the support of the alumni in providing expertise and suggestions in the development of the college infrastructure has been praiseworthy.

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

? 5 Lakhs

4 Lakhs - 5 Lakhs

3 Lakhs - 4 Lakhs

1 Lakh - 3 Lakhs

Response: <1 Lakh

File Description	Document
Alumni association audited statements	[View Document](#)

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

Response: 17

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

2018-19	2017-18	2016-17	2015-16	2014-15
3	2	4	4	4

File Description	Document
Number of Alumni Association / Chapters meetings conducted during the last five years	[View Document](#)

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

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

Response:

The 'vision' of the institution consolidates comprehensively the collective leadership as a conduit through which the College is transformed into a centre of academic excellence while retaining its regional roots. Through this the College is able to encompass and articulate national spirit, global concerns and wider social imperatives. It seeks to achieve a wholesome synergy between academic practices, social empathy, cultural proclivities and co-curricular responsibilities so that all stakeholders may benefit in general and students particularly may develop to their fullest potential. This is arrived at through a two way communication process that integrates a 'bottom-up' and a 'top down' approach. The 'bottom up' approach is evident in the manner in which Students Council, Teacher's Council, different Committees, Alumni Association and other informal forums form an integral part of the constructive dialogue that informs the policy and planning process. A 'top down' approach, which operates complementarily to the 'bottom-up' approach consists of the contributions of the Founders Body, College Governing Body, Principal, two Vice Pincipals, Deans and HoDs. Through the creative syncing of these two process, the vision of a comprehensive collective leadership, mentioned at the outset, is realized. These processes provide the foundation on which the tone, tenor and the thrust of the institute's vision is based.

VISION

Rooted in the Ignatian Charism of forming 'men and women for others', St Joseph's College, Darjeeling strives towards the fostering of academic excellence and the promotion of a humane society.

MISSION

- To ensure Academic Quality in Higher Education.
- To ensure access and equity to all deserving and meritorious students with a preference for the poor and marginalized sections irrespective of caste and creed.

- To strive for intellectual endeavor that facilitates collaboration, problem solving, critical and creative thinking through diverse teaching-learning processes and methods.
- To promote pluricultural values aimed at the integration of all stakeholders in the campus.
- To nurture leadership qualities among the students to become agents of social change.
- To collaborate and network with institutions of higher learning and other agencies for expansion and promotion of quality education.
- To contribute to the well-being of the nation and its people in the spirit of *Sursum Corda* (Lift up your hearts), the motto of the College.

VALUE FRAMEWORKS

1. Academic excellence and sharing of knowledge
2. Self-discovery,

3. Competence,
4. Commitment,
5. Compassion,
6. Self –discipline,
7. Teamwork and Collaboration,
8. Transparency

6.1.2 The institution practices decentralization and participative management

Response:

In order to implement the 'vision and mission' of the College in a smooth and more effectively a participative management process is followed. In the Governing Body which is the apex body of the College management, two members from the teaching faculty, one member each from parent body and representatives of other stakeholders are included. In the administrative body which is one level lower in hierarchy than the Governing Body, vice-Principals (Academic and Administration), Dean of Students, Deans of Arts, Science and Commerce, Director of Self-Financing Departments, Hostel Directors, Secretary of Teachers Council and special invitees like Student Council Head play crucial role in formulating the policies and its execution. The structure of the administrative body is dynamic and not static. New offices are created as and when need arise. For example, in the wake of the introduction of CBCS syllabus by the University the post of Deans for Science, Arts and Commerce were created. Interaction, innovation and execution have been carried on through the democratic interplay of the Principal, two Vice-Principals (Academic and Administrative) Deans (Student Affairs, Deans of Arts, Science and Commerce), Teachers Council, different Committees under Teachers' Council, Planning Board, Heads of different Departments, and students council.

On administrative matters, members of Governing Body, Principal, Vice-Principal (Administrative), Staff Welfare Committee work in tandem with one another. Vice-Principal (Academic) assists the Principal in planning and implementing the Programmes for teaching and learning and other developmental activities of the College in consultation with IQAC. The Dean of Student Affairs assists the Principal in implementing and coordinating all leadership and personality development activities of the College and serves as the primary administrative contact person for students in both the Postgraduate and under-graduate Programmes.

The Deans of Arts, Science and Commerce assist the Vice-Principal (Academic) in planning and implementation of master schedule for the internal evaluation to be executed by the Heads of the Departments and teachers. For many issues, views of members of non teaching staff are also considered through meetings.

Financial matters in relation to salary settlement, liaison between G.T.A. D.P.I (Government of W.B),and Higher Education Departments are looked after by Principal and Vice-Principal (Administrative). College, government and U.G.C funds are maintained by the office of the Bursar. Development expenses are decided by the Principal in consultation with the members of the Governing Body and Bursar.

Each Department is asked to place their outreach Programme, and research activities in consultation with IQAC and HoDs are empowered to look into the allotment of classes, internal evaluation of students,

mentoring and other activities of the Department concerned. Faculty development activities like attending Refresher Course and Orientation Programs, presenting papers in seminars, and conferences etc. are monitored by I.Q.A.C. The Institution believes in collective decision making and implementation in every level evident in the vibrant functioning of various Committees which require participation from all the members of the staff.

6.2 Strategy Development and Deployment

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

Response:

The strategic plan was proposed in the form of Action Plans that had three components to be implemented. These were divided into priorities that relate to fostering of Academic Culture Among Staff and Students, Facilitation of 'Learning Experiences' Through Student Support And Inculcation of Ignatian Charism Among the Staff and Students. Here we describe one activity which is reflective of facilitation of learning experience.

The College offered a Skill Enhancement Course that was titled 'Public Opinion and Survey Research' for the 3rd Semester students as a part of the CBCS syllabus. This was a new course and open to numerous possibilities. Through consultation with the concerned HoD and the IQAC, it was decided that students could conduct field surveys in identified locations with the aim of experiential learning. A Workshop was held for the students by the course faculty where the basics and conceptual aspects of Research Methodology and field work was explained to the students. After this was completed, the students were asked to identify the list of topics and the locations where they would be conducting the survey. Once the topics and the locations were fixed, a second workshop was held to discuss and familiarize the students with ethical issues such as confidentiality of data, data privacy and protection, conflict of interest and others. Once this was completed it was found that the choice of topics were highly creative. The students were enthusiastic about the field survey. A date was chosen for the same and students asked to conduct a pilot survey to ascertain the prospects and challenges of the survey. Once the pilot survey was complete and issues addressed, the final survey was conducted in groups under supervision of the faculty. Once the survey was complete, the students were asked to interpret and plot the data through various statistical tools and present the same in the form of a Student Seminar. Students presented their findings and recommendations through power point presentations on diverse topics such as Ecotourism, Water Management, Dairy and Agricultural Marketing, Retail Marketing in Electronics and Clothing, Transport Syndicates and others. These presentations were compiled in the form of Reports that contained primary data which will be included in the form of articles in the annual College Magazine. This activity showed how learning experiences could be drawn from within the classrooms, but could very well extend beyond it. This was also integrated into the CIE for the benefit of the students.

File Description	Document
Strategic Plan and deployment documents on the website	[View Document](#)

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

Response:

The institute has well set decision making processes. The institute has a well structured and representative Governing Body (GB) and Planning Board. The Institute's function is based on the organizational chart shown in the following figure.

Decisions made by GB and Planning Board are disseminated by Principal to all the teaching and non-teaching staff members. Principal works with the four main sections i.e. office administration, academics, Extra-curricular activities and the auxiliary bodies. The auxiliary bodies work for alumni, anti-ragging, library, purchase and grievance. The Extra-curricular activities sports, magazines, NSS are looked after through students Council and class representatives. The office is administered through Bursar, Estate Manager, Vice Principal (Administrative) for accounts and establishment sections.

The constitution of Governing Body is as indicated below:

Composition:

Sl. No.	Name of the Member	Designation
1.	Rev. Fr John Wilfred Lobo, SJ	President
2.	Fr. Dr. Joseph P. Victor, SJ.	Vice- President
3.	Fr. Dr. Donatus Kujur, SJ.	Principal & Secretary
4.	Rt Rev. Stephen Lepcha D.D	Member
5.	Fr Dr K. L. George, SJ.	Member
6.	Mr. C. B. Rai	Member
7.	Mr. Patrick Sada	Member
8.	Dr. (Ms) Rupa Bhawmick	Member
9.	Dr. Kiran Pradhan	Member

Functions:

- Frame directive principles and policies.
- Amend and approve policy from time to time.
- Review of academic performance of the institution and suggest remedial measures, if required.
- Proposing to the University the introduction of new courses and regulation of intake.
- Creation and enhancement of infrastructure and amenities etc for the college.

- Approve faculty development initiatives /Programmes.
- To initiate fellowship, medal, prizes.
- Approval of collaborations with other institutions.
- To monitor faculty deployment and development, placement and industry-institute interaction activities in the institute/college and suggest remedial measures wherever necessary.
- To recommend appointment of the Principal, the teaching and non-teaching staff.
- Any other duties and exercise as may be entrusted by the management.

Administrative setup, and functions of various bodies, service rules, procedures, recruitment, promotional policies as well as grievance redressal mechanism has been provided in details in the document attached.

File Description	Document
Link for Additional Information	[View Document](#)

6.2.3 Implementation of e-governance in areas of operation

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

A. All 5 of the above

B. Any 4 of the above

C. Any 3 of the above

D. Any 2 of the above

Response: E. Any 1 of the above

File Description	Document
Screen shots of user interfaces	[View Document](#)
Details of implementation of e-governance in areas of operation Planning and Development,Administration etc	[View Document](#)

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

Response:

The effectiveness of various bodies/cells/committees in the College is evident through minutes of meetings and implementation of their resolutions. In this regard, we describe the activities of the Cultural Committee.

Cultural Committee: St. Joseph's College strives to provide a holistic approach to higher education. In this respect, the Cultural Committee seeks to create a platform that provides the students with an opportunity to display creative talents in a variety of ways. The Cultural Committee celebrates life and the diverse culture of each and every individual.

Vision: To build a culturally harmonious environment in the College.

Mission: To help understand the importance of culture and to inculcate the feeling of love and respect for each other's culture.

Objective:

- Exposing the students to vast cultural diversity.
- Encourage participation of students in cultural activities, enhancing their personal skills and experiences.
- Nurture the talents of the students.
- To instill self confidence, develop team work, time management and discipline in life.

After due deliberations in 2015 Cultural Committee organized **HARMONY** in the month of November. It was a 3 days Program starting from 5th -7th of November. Ms. Sumanta Pariyar was the Coordinator of the Cultural Committee. During the last day, in the 2nd half, there were events from the Alumnae of the College. Similarly, Harmony 2016 was held during Oct 26th-28th, 2016. The first day of the Programme started with great zeal and enthusiasm and the occasion was graced by Dr. Samir Bal, Chief Guest for the Day. The day began with a fantastic performance by the students of the Nepali Department. They sang a lyrical poetry of Adikavi Bhanu Bhakta's 'Chabala Aabala'. The welcome dance by Ms. Usashi Sanbigrahi was another performance that was very good. She dazzled in her attire of an Oddissi dancer and danced in Ganesh Vandana which made the audience spellbound. Some of the noteworthy performances of the students for the non-competitive section were Monoact by Mr. Adarsh Thami, B-Boeing by Adarsh Rumba, Martial Arts by Arpan and Group, Stand Up comedy by Mr. Rishi Tamang and the performances of the Music Club.

The Committee also finalised the Action Plan for Harmony (2018-2019). Accordingly, the Programme was held on 22th February 2019. The event was divided into two sessions, first session was Nepali category and the second session was Hindi and Western Category together. The Programme started with great zeal and enthusiasm. The judges for the events were Mrs. Sushma Gurung Ghose, Dr. Sumita Rai and Mrs. Sharon Gyamtsho for the dance category and Mr. Ashish Chhetri, Mr. Surya Rai and Mr. Ugen Dukpa for the song category. Different varieties of Nepali dance like *chutki, tamang sailo, maruni* were performed. In the Hindi dance category the students performed the Maharashtrian dance lavani. All the dances and songs in the competitive section were so good that the judges had a very tough time judging them. The winners of each category are given below. The Cultural Committee organizes many such events in the interest of the students.

File Description	Document
Link for Additional Information	<u>View Document</u>

6.3 Faculty Empowerment Strategies

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

Response:

The Institution undertakes various welfare measures for the staff primarily through the functioning of the Staff Welfare Committee (for teaching) and Non-Teaching Staff Welfare Union. While there are separate organizations of the categories of the staff, there prevails a sense of unity and fraternity among them. This is most evident in spirited participation of both teaching and non teaching staff in social functions such as 'Celebrations of Silver Jubilee' that celebrate and recognize 25 years of service to the institution and 'Farewell Programs' to provide gratitude to the members which are organised by the respective groups. Staff Welfare Fund is used mainly to meet social obligations and responsibilities by generating funds on monthly basis. In special circumstances, depending on dire necessity of the staff we extend our cooperation from that fund. Recently the Staff Welfare Committee rendered financial assistance to a widow of one of non-teaching Staff on account of the delay in receiving family pension from the Government. The Staff Welfare Committee is a perpetual source of support, both moral and otherwise whenever needed to both the teaching and non teaching staff.

Other welfare schemes that are implemented by the institution pertain to the following:

Teaching

- Granting of financial advance in case of medical and other emergencies
- Family get together and socialization programs such as picnics and outing
- College Infirmary for immediate first-aid
- Membership of St Joseph's College Employees Cooperative Credit Society
- Provision of Staff Welfare Fund for marriages, deaths and other customs

Non teaching

- Festival allowance for those who apply for.
- Reducing fees for the children of non teaching staff enrolled in this institution
- Grant of Children Education Allowance to the children of non teaching staff enrolled in institutions outside
- Granting of financial advance in case of medical and other emergencies
- Family get together and socialization programs such as picnics and outing
- College Infirmary for immediate first-aid
- Membership of St Joseph's College Employees Cooperative Credit Society
- Provision of Staff Welfare Fund for marriages, deaths and other customs

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: 4.86

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

2018-19	2017-18	2016-17	2015-16	2014-15
0	0	6	7	4

File Description	Document
Details of teachers provided with financial support to attend conferences,workshops etc during the last five years	[View Document](#)

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

Response: 1.4

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

2018-19	2017-18	2016-17	2015-16	2014-15
0	0	5	2	0

File Description	Document
Details of professional development / administrative training programs organized by the Institution for teaching and non teaching staff	[View Document](#)

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

Response: 14.54

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

2018-19	2017-18	2016-17	2015-16	2014-15
11	7	13	12	8

File Description	Document
Details of teachers attending professional development programs during the last five years	[View Document](#)

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

Response:

Performance appraisals are one of the most important aspects of administrative management in St. Joseph's College. Performance appraisal systems serve a variety of functions of central importance to both the teaching and non teaching staff. Appraisal techniques practiced today are however not without problems, and the College seeks to minimize the risks and maximize the benefits. The Administration keeps abreast of recent developments in non financial compensation and reward systems so they can modify existing systems when more appropriate alternatives become available. Keeping this in mind, some Departments also carry out and conduct their own internal performance appraisal exercises. Currently the system followed for teaching staff consists of the following important parameters:

1. Learning Objectives and Outcomes of the Course
2. Communication Skills
3. Methodology of Teaching-Learning
4. Completion of the Course
5. Punctuality
6. Fairness of Evaluative Techniques
7. Relevance of References

The Principal, in consultation with the IQAC monitors the Performance Appraisal of teachers depending upon the feedback received from the students. The appraisal is analyzed and interpreted and the result is communicated appropriately in a constructive and professional manner so that the grievances/shortcomings are addressed.

Similarly, the system followed for non teaching staff consists of the following important parameters:

1. Administrative Efficiency
2. Punctuality
3. Student Satisfaction

The Principal, in consultation with the IQAC monitors the Performance Appraisal of non teaching staff depending upon the feedback received from the students. The appraisal is analyzed and interpreted and the result is communicated appropriately in a constructive and professional manner so that the grievances/shortcomings are addressed.

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6.4 Financial Management and Resource Mobilization

6.4.1 Institution conducts internal and external financial audits regularly

Response:

Audit report

The College has appointed Internal auditors, Saha and Majumder Chartered Accountant, who regularly audit the accounts of the College for the past several years. The Bursar reviews weekly the state of the accounts and major expenditures with the Principal, thereby having checks and balances in place.

The external auditors audit the accounts of the College in December and April every year – in December for the period April to December, and in April for the final audit. This practice is also intended as a measure of checks and balances with a view to correct any shortcomings and to advise on proper practices.

As indicated above, the accounts of the College are regularly audited by Saha and Majumder. So far, there has not been any audit objections.

- The internal audit for the financial year 2014-2015 was done on 25th September 2015.
- The internal audit for the financial year 2015-2016 was done on 15th July, 2016.
- The internal audit for the financial year 2017-2018 was done on 28th September 2018.

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.

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

Response: 0

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

2018-19	2017-18	2016-17	2015-16	2014-15
0	0	0	0	0

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

Response:

Institutional Strategies for mobilisation of funds are geared to ensure that the College remains financially

viable. In this regard, there are two conglomerations of Departments – one that is aided by the Government (Central and state) and the Self Finance Departments. Only the salary components of the aided Departments are supported by the Government. The College also prepares and submits applications for central/state grants for the developmental and teaching-learning activities.

For all other purposes, the College engages in the mobilisation of funds through its own initiatives. These include minimum charging of fees from the students for development of basic infrastructure and expenses related to teaching-learning activities. These strategies are discussed, debated and passed by competent authorities such as the Governing Body. As a supplement to mobilisation of funds in a manner that is non-profit in nature, the College generates its own funds through the 6 Self Finance Departments so that financial sustainability and viability is ensured. Other strategies include the development of alternate channels of fund generation such as returns from use of the infrastructure of the SJCLC, the renting of College buildings for different competitive and government examinations at minimum costs, fixed deposit assets approved by competent authority and as per financial norms.

For optimal utilisation of resources there is a structured and a transparent process which is in place. These include budgeting of expenses by the Principal in consultation with the Accounts Office and Estate Officer, monitoring of internally generated funds, internal and external audit. The College practices complete transparency in financial functions so as to optimize utilisation of resources and minimize wastage. In this regard the budget is prepared by the Bursar in consultation with the Principal. The income and expenditure of the College is audited annually both internally and externally (by the Government). The Bursar along with the Principal is the nodal entity in charge of financial matters of the College and is responsible for the optimum utilisation of funds. With regard to various purchases, quotations are obtained from vendors and orders are placed for purchase generally through a Purchase Committee which is constituted for that purpose. For larger amounts the system of online e-tender is followed mandatorily so that manipulation of prices is eliminated. All financial transactions are cross-checked, have joint signatures, and routed through e-payments. For Central/state government funds, all transactions are monitored through the PFMS system.

6.5 Internal Quality Assurance System

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

Response:

1.**Continuous Review of Teaching Learning and Evaluation:**

Most of the Departments had introduced innovative teaching learning and evaluation methods including the use of ICT. The IQAC has taken necessary measures to make these mechanisms more robust, functional and relevant. In this regard, IQAC created 'quality circles' within it to monitor and enhance quality in respective quality circles that included 'ICT Enabled Teaching-Learning Circle'. This was entrusted with making all necessary arrangements for effective ICT based teaching-learning. By the end of

the academic year, all Departments were equipped with Smart Interactive Devices for teaching, making use of PPTs, Lecture Videos, and others. Further, through collaboration with the IQAC, a *Hands-on training* on the use of ICT Smart Board for the teaching staff was conducted in March 2018 where there was the participation of 78 teaching staff. Once the teachers were equipped with this training, this knowledge was imparted to the students through Departmental interventions which has enabled the extensive use of ITC facilities not only for teaching-learning activities in the classroom, but also for student seminars/presentations, special lectures by eminent resource persons, screening of relevant documentaries and films. This was institutionalized through the introduction of the CIE which was mandated by the CBCS.

2. Introduction / Formalisation of Special Lecture Series in Departments

The College through the IQAC is committed to the realization of academic excellence – both within and beyond the classrooms. In this regard, the IQAC was of the view that the quality of teaching learning should be enhanced through the institutionalization of Special Lectures and interactions with eminent personalities and resource persons. In its meeting held on Saturday, December 12, 2015, the IQAC resolved that such special lectures should be introduced in Departments where it is not being conducted; and further resolved that in Departments where it is done informally, it resolved to recommend for the formalization of the system so that the continuity and quality should be maintained (Resolution No. 2). Further, the institution made it mandatory for all Departments to locate appropriate resource persons from within and/or outside the institution, conduct special /invited lectures at regular intervals, and submit the reports as part of their annual Departmental reports. Hence, the Special Lecture series has been formalized as a part of the teaching-learning system.

File Description	Document
Link for Additional Information	[View Document](#)

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

Response:

1. **Methodologies of operations and learning outcomes**

The methodologies of operations and learning outcomes are formulated through Departmental Meetings and review, Teachers Council meetings in consultation with norms set by the IQAC. Feedback and Suggestion (oral and written) is regularly collected by Departmental faculties based on classroom discussions. The College also conducts a centralized feedback process. Learning outcomes are assessed through the CIE and University Examinations through grading. The structures of review include the IQAC, Principal, Teachers Council, HoD, Academic Vice Principal and Deans. Apart from this, performance of the students in the various co-curricular activities such as inter Department debates, inter college activities and competitions such as quiz, declamation and oratory, reflect on the efficacy of the learning outcomes.

1. **Academic, Administrative, Gender, and Green Audit**

The institute reviews its teaching learning process, structures & methodologies of operations and learning outcomes through IQAC set up by conducting Academic Audit and Administrative Audit appointed by the College to evaluate the sync of policies with practices. Academic audit and Administrative audit are two important elements of quality enhancement that are complementary to each other. This focused on objectives of various programmes, use of support activities, proper approach of questioning, remedial measures, focus of research work and upgrade of faculty in the College. Further, the Green Audit which evaluated the environmental concerns addressed by the College. Here the focus was on the identification or definition of the full range of environmental impacts and assesses their operations' compliance with applicable laws and regulations, as well as with the expectations of the various stakeholders. Green Audit has served as a means to identify opportunities to better utilize resources, enhance work quality, improve staff and student health and safety, reduce liabilities, and achieve other forms of value. Gender Audit was conducted to assess policies and practices from the point of view of their effect on the status of women in the College. This has promoted and realized standards and fundamental principles and rights at the workplace. It has also helped to create greater opportunities for men and women to secure academic excellence while strengthening social dialogue among the stakeholders of the institution.

File Description	Document
Link for Additional Information	[View Document](#)

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

Response: 9.6

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

2018-19	2017-18	2016-17	2015-16	2014-15
22	2	7	11	6

File Description	Document
Number of quality initiatives by IQAC per year for promoting quality culture	[View Document](#)

6.5.4 Quality assurance initiatives of the institution include:

1. **Regular meeting of Internal Quality Assurance Cell (IQAC); timely submission of Annual Quality Assurance Report (AQAR) to NAAC; Feedback collected, analysed and used for improvements**
2. **Academic Administrative Audit (AAA) and initiation of follow up action**
3. **Participation in NIRF**

    4.ISO Certification
    5.NBA or any other quality audit

A. Any 4 of the above

B. Any 3 of the above

C. Any 2 of the above

D. Any 1 of the above

Response: A. Any 4 of the above

File Description	Document
Details of Quality assurance initiatives of the institution	[View Document](#)
Annual reports of institution	[View Document](#)

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

Response:

The following were the improvements/ quality enhancement initiatives in the academic and administrative domains successfully implemented during the last five years following the recommendations of the Cycle 2 NAAC Peer Team, 2014.

Sl. No.	Recommendations (Cycle 2, 2014)	Action Taken	
1.	May Introduce More PG Courses	No Action Taken	
2.	Establish a Research Centre	A Research Centre has been established in the College wi workstation, and research manuals to facilitate research academicians.	
3.	Systematic Career Guidance for Students	The College has a Career Guidance Cell. It conducts care students through career fairs, career talks and lectures, hosti interviews, conducting enrichment courses for employmen and reports annually to the IQAC and the Teachers' Counci	
4.	Apply to UGC for College with CPE	No Action Taken	
5.	Approach Funding Agency for More Research Projects	The College has an International Research Collaboration w College, Royal University of Bhutan to study Folklore in Ea	
6.	Student Mentoring	Student Mentoring system has been formalized and instituti all the Departments providing mentoring sessions to their st	

7.	Computer facility with connectivity to all Departments	All the Departments are provided with computers and ICT College has been made a wi-fi zone from Jio	
8.	Consultative Centre for Resource Generation	No Action Taken	
9.	Liaison with Stake Holders for Future Planning	Stake holders are made a part and parcel of the College e planning. The Five Years Perspective Plan of the College been designed in consultation with the stakeholders.	
10.	Introduction of Job Oriented Course	Although the College could not start formal job oriented c started providing integrated training to UG students for C Examinations through the SJCLC, through a MoU with ALS	

Beyond these, the following initiatives were also taken by the College during the last five years:

1. International Research Collaboration through MoUs
2. Facilities for hands on Training for Commerce students.
3. Smart Boards and allied facilities for ICT enabled teaching learning environment.
4. Decentralized Administration in view of the creation of three new Dean offices.
5. Creation of CBCS monitoring team within IQAC.
6. Creation of Incubation Centre
7. Establishment of Infirmary.
8. Institutionalization of Special Lecture Series.
9. Improvements of Extension and Outreach Programmes with students.
10. Students Exchange Programme.
11. Participation in AISHE.
12. Promoting Research Climate in the institution
13. SWOT Analysis.((document to be uploaded)
14. Participation in NIRF

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

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

Response: 5

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

2018-19	2017-18	2016-17	2015-16	2014-15
1	1	1	1	1

File Description	Document
List of gender equity promotion programs organized by the institution	[View Document](#)

7.1.2

> 1.**Institution shows gender sensitivity in providing facilities such as:**
>> 1.**Safety and Security**
>> 2.**Counselling**
>> 3.**Common Room**

Response:

Institution shows gender sensitivity in providing facilities such as:

1. **Safety and Security:**

Anti-ragging Committee: The students are made to undertake anti-ragging oath where gender sensitivity is implicit in the presence of their parents during the time of admissions. Women Empowerment and Women Anti-Harassment Cell exist to cater to the safety and security of students, irrespective of gender.

Installation of Close Circuit Cameras (CCTV): There is a constant monitoring of students through CCTVs that are installed in all the common spaces of the College. Further, entry to the campus is regulated by the presence of security guards who rely on visual (uniform) and documentary (ID cards) proofs so that outsiders and potential anti-social elements are debarred from entry. The Dean of the Students is assigned with the task of dealing with any student disturbances arising out of gender discriminations. These Cells are vigilant and constantly on the lookout for any forms of abuse, whether physical, emotional, or sexual. The Committees and the Dean of students are trained to understand and interpret key indicators of gender based abuse, and be prepared to respond instantly to inappropriate or harmful behaviour. The security

cameras are therefore an effective safety measure. These measures are further supplemented through the functioning of the Student Council along with various Class Representatives who open a channel of communication if, and when, issues of gender arise.

2. **Counselling:** Anti Ragging Committee, Women Empowerment and Women Anti-Harassment Cell, and Youth Against Trafficking Club (YATC) and its coordinator provide counselling when required. The counselling at the College level is focused more on addressing emotional issues. Since counselling is offered for personal and social issues, the Cells, forums and Committees initiated for the mental, emotional and physical security of the students, also situate these individuals in the context of society as a whole. These Committees, Cells and Clubs are, therefore, provide much needed information and assistance about gender issues, thus giving them the suggestions of making wise choices. These also open informal and conversational channels of communication so that protocol and administrative hierarchy does not impede a just response to gender issues. Self-sufficiency, independence and the capability to adjust in any given situation is what these groups aim at providing for the students. It should be an important skill that every individual in the society should understand and implement.

3. **Common room:** Three separate Common Room exists for the female students where the students can interact, rest, exchange common interests and socialize. These are located in the Main Building, Loyola Building and M.R Building. The institution has installed a bed in the common room for students who are not feeling well and are in need of physical or mental medical attention. The Common Room is the symbol of the intersection of various interests that produces academic, cultural and necessary breakthroughs that encourage the students to participate, irrespective of which discipline they belong to. Common Room plays the role of a harbinger of the interdisciplinary interaction among students. Therefore, provision of such rooms is required for mental, physical and emotional facilities of students.

7.1.3 Alternate Energy initiatives such as:

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

Response: 0

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

7.1.3.2 Total annual power requirement (in KWH)

Response: 444.15

File Description	Document
Details of power requirement of the Institution met by renewable energy sources	[View Document](#)

7.1.4 Percentage of annual lighting power requirements met through LED bulbs

Response: 35

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

Response: 19.6

7.1.4.2 Annual lighting power requirement (in KWH)

Response: 56

File Description	Document
Details of lighting power requirements met through LED bulbs	[View Document](#)

7.1.5 Waste Management steps including:
- **Solid waste management**
- **Liquid waste management**
- **E-waste management**

Response:

Solid waste management

There are two types of Solid wastes (i) Bio-degradable (ii) Non-bio degradable. Bio-degradable waste is allowed to degrade or decompose an oxygen rich medium. A good quality nutrient rich and eco-friendly manure is formed and non-biodegradable wastes are dumped into dumping yards. Dust bins are provided throughout the campus. Throwing the waste anywhere else is strictly prohibited. Usage of plastic bags is discouraged within the premises of the College.

Solid wastes like broken glass beakers, test tubes, rubber tubes, etc. are collected from the entire campus and stored. This solid waste is then collected by the Darjeeling Municipal Corporation every alternate day where it is dealt with accordingly. The dead leaves and waste papers are not allowed to be put on fire. The dead leaves and waste papers are scientifically decomposed off by burying them in the soil.

Liquid waste management

Department of Chemistry has developed useful methods for liquid waste management. In this regard a filter with granular activated carbon (GAC) is used to remove certain chemicals, particularly organic chemicals, from water. GAC filters also can be used to remove chemicals that give objectionable odors or tastes to water such as hydrogen sulfide (rotten eggs odor) or chlorine.

E-waste management

The College has emphasis on paperless office to save carbon emission in printers. The College also encourages reuse of one-side-printouts. All e-waste is disposed to the Municipal Corporation and to agencies who recycle them. The non-working computer spare parts and other non-working equipment are safely disposed in a similar manner. The cartridge of laser printers are refilled and reused. UPS Batteries are recharged / repaired / exchanged by the suppliers.

7.1.6 Rain water harvesting structures and utilization in the campus

Response:

Rain Water Harvesting:

There is a paradox when it comes to water in Darjeeling—it experiences one of the heaviest rainfalls in the country, but is still plagued by water scarcity. To address this perennial problem the use of rain water as an alternative resource is the call of hour. Effectively the College has installed a proper infrastructure, both surface and underground, for harvesting rain water.

The buildings of the College have been constructed so as to channelize all the rain-water, filter it and store in both the surface tanks and underground water reservoirs located within the campus. The College has two underground reservoirs i)6000ft3 of 1,69,000 lts capacity ii) 4200ft3 of 1,19,000lts capacity and 62 surface tanks with a capacity of 1,00,000lts.The rain water harvesting system thus provides sufficient water to both the College and the hostel. This well-designed system also takes care of any water-logging in the campus during the Monsoon. The system further provides water for the various plants, trees and shrubs within the campus thus ensuring a green surrounding.

Water Utilisation

With regard to utilisation, students and staff are encouraged to use water sparingly to avoid any wastage. Further, the College administration ensures that all plumbing and water pipes are maintained regularly to prevent leakages causing wastage. Towards this end, all taps are provided with a 'close' mechanism that shuts-off the valve completely.

In the hostels, students are encouraged to use buckets instead of shower so as to reduce the volume of water which is used. Further, there is a well designed scheme for regulated use of water especially for washing of clothes in the hostel. This ensures a time-bound usage that aids in conservation of stored water. Use of one-time plastic bottles for drinking purposes has been eliminated in the campus through the installation of purified drinking water taps for students and staff.

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

Response:

The practice of 'going green' is encouraged, keeping in mind the various environmental issues. The

students of the College are made aware of the benefits of 'going green' and also its sustainability. The students are advised to be mindful of their day to day activities and their impact on the environment. Use of one-time plastic bottles for drinking purposes has been eliminated in the campus through the installation of purified drinking water taps for students and staff.

The students are encouraged to use public transport and instead of motorcycles or four wheelers while coming to the College. On World Environment Day awareness programmes on climate and climate change are organised. The students are given the responsibility of keeping the College campus clean and plastic free. Planting of trees around campus is encouraged and the use of plastic discouraged. The College campus has a 'green cover' and steps are taken to promote, conserve and preserve it. The effectiveness of all these actions are evaluated every two years through a 'Green Audit' conducted by the College. The report is made open whereby effective practices are encouraged and measures taken to address shortcomings.

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

Response: 0.04

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

2018-19	2017-18	2016-17	2015-16	2014-15
.02	.05	.02	.08	.05

File Description	Document
Green audit report	[View Document](#)
Details of expenditure on green initiatives and waste management during the last five years	[View Document](#)

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

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

A. 7 and more of the above

B. At least 6 of the above

C. At least 4 of the above

D. At least 2 of the above

Response: D. At least 2 of the above

File Description	Document
Resources available in the institution for Divyangjan	[View Document](#)
link to photos and videos of facilities for Divyangjan	[View Document](#)

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

Response: 7

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

2018-19	2017-18	2016-17	2015-16	2014-15
2	1	1	1	2

File Description	Document
Number of Specific initiatives to address locational advantages and disadvantages	[View Document](#)
Number of Specific initiatives to address locational advantages and disadvantages	[View Document](#)

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

Response: 17

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

2018-19	2017-18	2016-17	2015-16	2014-15
1	0	6	4	6

File Description	Document
Report of the event	[View Document](#)

7.1.12
Code of conduct handbook exists for students, teachers, governing body, administration including Vice Chancellor / Director / Principal /Officials and support staff

Response: Yes

File Description	Document
Any additional information	[View Document](#)
URL to Handbook on code of conduct for students and teachers , manuals and brochures on human values and professional ethics	[View Document](#)

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

Response: No

File Description	Document
Provide URL of website that displays core values	[View Document](#)

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

Response: No

File Description	Document
Details of activities organized to increase consciousness about national identities and symbols	[View Document](#)

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

Response: Yes

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

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

Response: Yes

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

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

Response: 11

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

2018-19	2017-18	2016-17	2015-16	2014-15
2	2	2	2	3

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

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

Response:

- Independence Day; the Independence Day celebrations is held in the College by hosting the National flag in which the College NCC cadets, NSS volunteers and other students take part. The

NCC students also participate in the Independence Day celebration held at Lebong Ground, Darjeeling, conducted by the local government authorities.

- The Republic Day is celebrated in the College by hosting the National flag. The College NCC cadets also participate in the Republic Day parade which is held in New Delhi.

Occassions such as Gandhi Jayanti, Bhanu Jayanti, Rabindra Jayanti, Teachers Day, Id-ul-Fitre, Id-ul-zoha, Birthday of Guru Nanak, Birthday of Swami Vivekananda, Netaji Subash Chandra Bose, Ambedkar Jayanti, Buddha Jayanti, International Women's Day, NCC Promise Day are observed by the College through cultural and other performances

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

Response:

The College practices complete transparency in financial functions. The budget is prepared by the Bursar. The income and expenditure of the College is audited annually both internally and externally (by the Government). The Bursar along with the Principal is the nodal entity in charge of financial matters of the College and is responsible for the smooth execution of the financial functioning of the College. With regard to various purchases, quotations are obtained from vendors and orders are placed for purchase through a Committee. For larger amounts e-tender is followed mandatorily so that manipulation is eliminated. All transactions are cross-checked, have joint signatures, and routed through e-payments. Further, the College has ensured that no cash payments are accepted in the Accounts office and all payments, including admission, are conducted online through the web portal. For Central/state government funds, all transactions are monitored through the PFMS system.

Academic transparency is maintained through an open and continuous evaluation system and through collective planning, decision-making and implementation. This ensures accountability through delegation and decentralisation through the coordination of the IQAC with the Students Council, Examination Committee and Vice Principal (Academic).Further all the annual reports of the Principal, Vice-Principals, Deans, Heads of Departments, Co-ordinators of various Committees including IQAC are shared and discussed to take effective measures. The college administration also conducts an Academic Audit every two years which too is discussed thread-bare amongst the various stake-holders.

The College has a clearly worked out administrative structure. The Parent Body or the Founder Body is the Darjeeling Jesuits of North Bengal which gives general orientation/direction to the College with regards to major policy matters. There is the College Governing Body which periodically meets to look into the College administrative, academic, and functional matters. There are the Offices of the Vice-Principal (Academic) and Vice-Principal (Administrative), Students' Dean (Activities), Dean of Arts, Dean of Science, Dean of Commerce and a Director for all the Self Financing Courses including the Head for the Post Graduate course. Each Department has a Head. There are separate Hostel Directors for boys' and girls' hostels. The College has a Students Council which coordinates and conducts various student activities like Harmony. At the time of admission an Admission Committee is formed. The College also has an Exam Committee which plans and conducts the University exams. The College has an Estate Manager who is responsible for the maintenance of the College campus and its facilities. There are other bodies such as Teacher's Council, Legal Cell, Research Cell, Value Education Committee, Library

Committee, Career Guidance Cell, Games and Sports Committee, Cultural Committee, Current Affairs Forum, Women Empowerment and Women Anti-Harassment Cell, Nature Club, Documentation, Videography and Film Committee, IT Club, Media Club, Management Club, Anti-Ragging Committee, Disciplinary and Students' Welfare Committee, Academic Calendar Committee, Leave Rule Committee, Staff Welfare Committee, Planning Board, North Pointer Editorial Board, Photography Club, Music Club, Rotaract Club, Youth Against Trafficking Club, Students Council for the various activities of the College.

7.2 Best Practices

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

Response:

BEST PRACTICES OF THE INSTITUTION - ONE

1. Title of the Practice

Soil and Water Analysis as an Impact-Oriented Learning Initiative

2. Objectives of the Practice (Goal)

The existing curriculum for the Science courses suffers from the limitations of not having lab-based experiments extendable for small scale projects and research on current topics like environmental pollution and more specifically water and soil pollution. Added to this, are the problems of skill deficiency among the students and the unavailability of proper resources in host institutions. The current practice address the following issues:

- Provide the infrastructure and develop skills among the students.
- Provide hands-on investigation and analysis of water and soil quality parameters.
- Serve as an extension of the School Outreach Programs and bridge the knowledge gapbetween high schools and institutes of higher learning.

3. The Context

As per government records of the last five years, water-borne diseases have caused 10,738 deaths in India. The Darjeeling Hill region is no exception and water-borne diseases have been on the rise. Major water-borne diseases plaguing the region are cholera, diarrhoea, dysentery, Enteric Fever, Typhoid and Viral Hepatitis (A & E). Less than 50% percent of the district has access to portable water and sanitation (GoI census data). In urban areas, public water supply which draws its source from the Senchel lakes is limited in terms of quantity and quality (no treatment). Alternatively the entire populace depends on water supplied by tankers which collect water from natural springs. In rural areas like the villages and the tea estates people mostly depend on streams and natural springs. These sources are exposed to contamination by domestic affluence and the run-off from tea gardens during the rainy season which have indiscriminately used pesticides and inorganic fertilizers. Adequate knowledge about the portability of water from this region is not only desirable but a must. In addition to this the farmers around Darjeeling Hills have been experiencing the impacts of soil and water degradation with a downslide in quality of farm

produce like oranges and cardamom, among others, which warrant immediate attention. Keeping in mind these challenges, the institution took the initiative to set up a laboratory for Water and Soil Analysis.

4. The Practice

The College set up the Soil and Water Analysis Laboratory in 2014 with the initiative of the Department of Chemistry. It is an in-house water and soil quality testing facility, sponsored wholly by the institution. The aim is to create the next generation of water and soil analysts with a practical outlook to help provide practical solutions to some of the real environmental problems viz., water pollution and soil pollution. The hands-on investigation and analysis of Water Quality Parameters is a part of Active Learning. The strategy entails active involvement of the students in performing the tests themselves while thinking about it. They actively communicate with other fellow students taking part in the activity about what they are learning. They are asked to write reflectively about it, relate their findings to previous studies and report their findings.

The Lab has been designed to address students training as well as research activities. It is an activity based learning initiative which provides training and hands on experience through:

- a workshop session for the students on the basic concepts of water and soil pollution and water-borne diseases.
- a detailed instruction of the various water quality parameters that needs to be checked. Hand-outs of standard operating procedures are distributed to the participants.
- hands on training of the various tests are conducted and specific guidelines for the handling of instruments given

5. Evidence of Success

Immediately after the setting up of the lab, it was used for carrying out the physio-chemical studies of water related to various research projects, by the teachers. Their results have been well-documented and presented in a UGC sponsored National Seminar held in 2015 (B. Rai & U. Rai, Assessment of Physio-chemical Characteristics of Major Sources of Drinking Water in Darjeeling) and also in the form of an edited chapter in a book published by the College: *Climate Change, Impact and Adaptations*, 2017 (K. Pradhan, Hydrocarbon pollution in Water: Schiff Base Metal Complex for Its Chemical Remediation). The facility has also helped students from different schools to do outstandingly well in science exhibitions and fairs. Recently in 2019, students from a school from a remote area, Rabindranath High School, Soureni Bazaar were adjudged second best in the State level science exhibition at Kolkata. The students had availed the use of the facility at St. Joseph's College for their project preparation and sample analysis. St. Robert's School and St. Michael's School in Darjeeling had been chosen to represent in the State-level competitions, in 2018 and the students along with their supervisor had been provided free access of the College resources.

6. Problems encountered and resources required

Since the school outreach program had to be done over and above the regular class duties, coordinating with the school supervisor and arranging to accommodate them in the regular College timings was a big hurdle. Since the analysis requires a series of tests that need to be performed, sometimes repeatedly, it is an expensive affair as the costs of chemicals have gone up. Instrument maintenance is yet another hurdle. Abrupt power failures are a big cause of concern, rendering the investigation useless at times. Frequent

power cut has damaged the UV spectrophotometer.

The resources required are the following:

1. Apparatus set up for titration
2. Chemicals for various tests
3. Distilled water unit
4. pH Meter
5. Conductivity Meter
6. TDS Meter
7. BOD Incubator
8. Flame photometer
9. UV spectrophotometer

The *Soil and Water Analysis as an Impact-Oriented Learning Initiative* has been a fruitful endeavor as this is the only laboratory in Darjeeling Hills working in this direction; and is expected to contribute significantly to environmental awareness and regeneration in the region. Furthermore, the initiative is expected to contribute towards alternative livelihood planning for the farmers in the long run with the sustained awareness and planning towards soil and water testing and analysis through this initiative.

BEST PRACTICES OF THE INSTITUTION - TWO

1. TITLE OF THE PRACTICE

Conscientization Towards Creation of Humane and Just Society

2. Objectives of the Practice

St Joseph's College has always been a community College in the sense that it believes that education must serve the community and therein lies its relevance. One of the aims of the College has been to prepare men and women of competence, commitment, conscience and compassion. Within the limitations of the affiliating University fixed curriculum, the College has innovative measures to make its students and its 'education' to be responsible to the society and address its concerns. This led to the formation of *Youth Against Trafficking* (YAT), on 15th June,2016 with the objective to spread awareness amongst the students and the community at large about the social evils of human trafficking, instill vigilance, sensitize vis-à-vis the possible victims and try to curb its increase.

3. The Context

Darjeeling has grown exponentially from a colonial hill station to a post-independence hill town. With rapid urbanization has come the ever-widening gap between the two economic extremes of the society. This urbanization as usual has been accompanied by a steady rise in crime. Crime has risen from economic marginalization and against the economically marginalized. It is perhaps pertinent to add here what the former President of the republic Dr.A.P.J. Kalam has rightly said that 'poverty is the greatest crime'.Preying upon the naiveté and economic vulnerability of the prospective victims, human traffickers have been indulging in this modern form of slavery. The victims are the young, rural and urban,

inexperienced and gullible, looking for an escape from the morass of poverty as also those looking for quick money. This has led Darjeeling to become a 'source area' for human trafficking.The challenges have been the usual, primarily the acceptance of the prevalence of such a social evil in society, its growing menace, analyze the reasons for the origin and growth, and the will to curb and uproot it.

4. The Practice

Given its sensitive nature, its complex moral and economic strands the entire issue had to be handled accordingly. The entire exercise was to be two fold, to spread awareness and then create the will to act on it. In this mission the College and its YAT team has collaborated with *Mankind In Action for Rural Growth* (MARG), a renowned NGO working in the field of combating human trafficking and child sexual abuse. Thus taking a cue from the founder of MARG that 'awareness is the first step towards combating', YAT has been regularly organizing a slew of awareness programmes both within the campus as also outside in society in collaboration with various stakeholders both governmental as well as non-governmental. YAT members in the process have been organizing and participating in rallies, walkathons, marathons, public relation campaigns, performative story telling, debates, quiz programmes, graffiti painting, and special talks to highlight this menace. Every year special talks are held for the students and the general public on human trafficking and child sexual abuse in collaboration with MARG.

Realizing that the will to combat the menace very often comes from the strength of the laws of the land, YAT regularly organizes sensitization programmes on Prevention of Atrocities (POA) and Protection of Civil Rights(PCR) Acts, Trafficking of Persons (Prevention, Protection and Rehabilitation) Act and Protection of Children from Sexual Offences Act among others. They also hold regularly drives to inculcate amongst students an enduring respect for fellow human beings.

The YAT members have also been fervently sensitizing stakeholders like governmental agencies about the necessary infrastructure needed for dealing with the agents and the victims of human trafficking. They have been raising awareness for the need of Anti Human Trafficking Units, the establishment of Juvenile Justice Board, Child Welfare Committees and government run 'shelter homes' in the region. The members being aware of the economic factor behind human trafficking and the power of education and literacy to combat it have regularly participated in as well as carried out surveys amongst the marginalized sections to provide student scholarships. Taking a proactive stance they have also taken the awareness drives to the school students.

All in all YAT has secured a unique place. It has exemplified the transformative role of student and youth in taking the front row in spreading awareness and creating a strong will in combating a social evil like human trafficking. It has given new meaning to 'youth with a purpose' upstaging the clichéd tag   of 'rebel without a cause' by channelizing youth power to constructive and reformative purposes. They have through their actions breathed new life to the social relevance of education. By their activities they have secured their role as important stake holders in society building as also nation building, that too admirably.

5. EVIDENCE OF SUCCESS

The YAT programme has achieved considerable success in their bid to spread and sustain the awareness against human trafficking. Since its inception in 2016 there have been more collaborative efforts with the NGO MARG and the frequency of various awareness drives have considerably risen. Taking a cue from YAT of St Joseph's College, other colleges and schools have started to participate in such drives as also organize them. Another pointer of their effectiveness has been the fact that various governmental

organizations like Darjeeling Police and the judiciary have taken notice of them, have started to organize such awareness drives themselves where YAT members feature as invitee participants. The College has also been collaborating with the Darjeeling Police and recently created twelve (12) PSA films on social issues. They were viewed by the students, public and high ranking police officers including the DG on 11th November, 2019. These short films, the police will be using in their various campaigns. The public too now admit that trafficking is present in the region, and that's its growing menace has to be combated. MARG has also reported that as of now Goa which used to be the 'destination' for humans trafficked from Darjeeling has not registered any new rescues of people from Darjeeling. It would not be pompous perhaps to add that YAT too has contributed to that success even if it be in a minor way.The results indicate not only the success of YAT but also of the fact that given the opportunity and the space, students can become effective agents of change.

6. Problems Encountered and Resources Required.

YAT programme encountered many problems which were natural hence expected. They were problems of identifying the menace of trafficking, accepting it and creating a general will to combat it. There were also problems of generating interest and sustaining it.The other problem was the limitation of YAT as a pressure group as ultimately the governmental organizations too would have to take up their due roles and as usual enthusiasm in these quarters is always sluggish. It has also been found that resources and infrastructure in these areas are much to be desired.What has come as sustenance here is the sheer determination and doggedness that is also one of the characteristics of youth. The institution has also tried to match with ever present encouragement and logistical support.

7. Notes

YAT programme has become a successful force of social action and it is in the better interest of the society that it be replicated in school and colleges. It has not only the potential to channelize their energy but also make them socially responsible as it gives them the sense of being stakeholders in society building. Early initiation into such social action programmes, collaborations with NGO's could also pave the way for activism in later life.While initiating YAT in other institutions caution should be practiced in absolute replication as the programme would be more beneficial if it is tailored to be institution/place/situation specific.

7.3 Institutional Distinctiveness

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

Response:

Vision: ***"Men and Women for Others."***

Rooted in the Ignatian Charism of forming 'men and women for others', St Joseph's College, Darjeeling strives towards fostering academic excellence and promotion of a humane society. The College believes in

providing the highest standard of teaching and learning. To achieve this St Joseph's College has recruited well-qualified teachers, who have not only proved their dedication in the academic lives of students, but have also contributed in the holistic growth of students through activities that extend beyond the classroom. The teachers have always endeavoured to cultivate in students, a love for learning and critical inquiry. In this regard the College is a proud participant in the *Unnat Bharat Abhiyan* since 2018 which aims at 'transformational change in rural development processes by leveraging knowledge institutions to help build the architecture of an Inclusive India'. The aim here is to connect meaningfully the various institutions of higher education, including Indian Institutes of Technology (IITs), National Institutes of Technology (NITs) and Indian Institutes of Science Education & Research (IISERs) with local rural communities to address the development challenges through the employment of appropriate technologies. The simple but effective formula here is to not only identify problems but also to propose and implement solutions through a broad based network of academic institutions, local self government, and panchayats.

Student participation, through leadership of faculty, is central to the realisation of this project. In this regard, the College has adopted five villages for *Unnat Bharat Abhiyan* where our students work with the people of rural villages in identifying development challenges and evolving appropriate solutions for accelerating sustainable growth. This has created a virtuous cycle between society and an inclusive academic system by providing knowledge and practices to our students and to upgrade the capabilities in responding to the development needs of rural sector. Students learn the concepts and applications of research methodology including data interpretation and contextual analysis. This is then used to generate development plans tailored for the specific location in consultation with the community and panchayats.

This project has successfully fostered a new dialogue within the larger community on crucial issues of science, society and the environment and to develop a sense of dignity and collective destiny. Alternatively, the participation of the students has promoted academic quality and excellence while providing an enriching and vibrant learning environment for them. Through group activities involving travel to collect household data and village surveys, a sense of belonging and camaraderie to the College is cultivated. This has encouraged individuals to assist one another in their journey of self-discovery. St Joseph's College believes in building 'men and women for others', men and women who will have the ability to transform people and the society. The College , through its participation in this ambitious program has highlighted the importance of being humane rather than just being a human.

5. CONCLUSION

Additional Information :

St. Joseph's College was accredited by the NAAC in 2003 and was awarded B++ grade and subsequently reaccredited by the NAAC with A grade in 2015. The College functions strictly according to its Perspective Plan, prepared at suitable intervals, keeping in view the dynamics of society and economy. The present Perspective plan (2017-2022) is the one that the College has as a post reaccreditation step with its renewed strength, made in accordance with the avowed 'vision' and 'mission' of the College. This is designed to overcome some of its inherent weaknesses, taking up the locational, infrastructural academic and environmental opportunities to address a set of challenges recognised by the institution. The plan envisages to promote a holistic teaching-learning process that would enable students to actively participate in the community life, with due recognition to the recommendations of the NAAC peer team during the Cycle-2 accreditation process.

Firstly, we plan for immediate completion and relocation of Science Departments to a new building for more integrated and conducive teaching-learning experiences. These would be equipped with upgraded laboratories and infrastructural facilities, better inter-disciplinary collaboration and dissemination of knowledge not only across disciplines, but also to the larger society. Secondly, we plan to work towards more frequent and qualitative extension activities in the neighbourhood community in terms of impact and sensitising students to social issues for holistic development. Thirdly, the College has already created of a fully Wi-Fi campus to improve upon the teaching aids and acquisition of eResources for teaching-learning, which is proposed to be further enhanced by make it freely available for the entire academic community in the College. Fourthly, the College has already signed a MoU with ALS New Delhi to prepare her students for competitive examinations including preparation for Central and state civil services; further creation of rigorous training modules and cells for placement of the students is an immediate priority. Finally, we look forward to make the campus energy efficient in future with the installation of Solar Photovoltaic System.

Concluding Remarks :

St Joseph's College, North Point, Darjeeling is one of the oldest institutions of higher learning in the region that has been catering to the needs of the dissimilar students from dissimilar contexts. It has, throughout history, attracted students from far and wide, the reason being its meticulous planning and clear vision, nurtured by the Society of Jesus and guided by Ignatian Charism. The institute is committed to academic excellence through endeavours towards transformation of our students into men and women of substance and integrity, credentials and credibility, fulfilling social responsibilities and commitment towards social equity and nation building, quality research output, decentralised and participatory governance. Despite the curriculum being fixed by the University, the College has efficiently devised innovative methods as to its effective delivery by adding course-wise instructional objectives. Further, the College has also designed its own curriculum for value education, which has been taken well by the students. With a strong and efficient faculty, coupled with principles of gender equity, regular academic audits, efficient grievance redressal mechanisms and upgraded infrastructure, the College strives towards an inclusive, participatory and holistic approach to teaching – learning. The College has a strong Research Cell that facilitates and monitors research in the College. A new Research Centre is being established in the newly completed Matteo Ricci Building. The College has constantly created and upgraded infrastructure to meet the newer demands. Recently, Matteo Ricci Building has been completed to host the Science Departments, including a Conference Hall and Research Centre. It also has a Weather Observatory set up in 2018. Being located in the geo-sensitive hilly region with fast depleting water and other natural resources,

the institution is committed towards fostering environmental consciousness among students and staff, and participating actively with local NGOs in activities like 'International Mountain Initiative', revival of natural springs, plastic freedom challenge, among others . Further, the College has been incorporating recommendations from stakeholders and agencies like NAAC in its perspective plans, and acting on them as far as possible. The College, therefore, has a potential to transform itself into a degree awarding autonomous institution in near future.

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6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification
1.1.2	Number of certificate/diploma program introduced during the last five years 1.1.2.1. **Number of certificate/diploma programs introduced year-wise during the last five years** Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
0	1	0	1	0

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
0	0	0	1	0

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

1.1.3.1. Number of teachers participating in various bodies of the Institution, such as BoS and Academic Council year-wise during the last five years
Answer before DVV Verification: |

2018-19	2017-18	2016-17	2015-16	2014-15
3	3	2	2	2

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
0	2	1	1	1

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

1.2.3.1. Number of students enrolled in subject related Certificate or Diploma or Add-on programs year-wise during the last five years
Answer before DVV Verification: |

2018-19	2017-18	2016-17	2015-16	2014-15
74	0	56	56	50

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15

0	25	0	56	0

Remark : Revised considering the no. of students for the year 2015-16 as the course is considered in metric 1.1.2 on that year and input for the year 2017-18 is edited as per the newly attached certificates of the same course.

1.3.2	Number of value added courses imparting transferable and life skills offered during the last five years
	1.3.2.1. Number of value-added courses imparting transferable and life skills offered during the last five years Answer before DVV Verification : 20 Answer after DVV Verification: 2
1.3.3	Percentage of students undertaking field projects / internships 1.3.3.1. Number of students undertaking field projects or internships Answer before DVV Verification : 1410 Answer after DVV Verification: 951 Remark : Revised considering the students of the particular departments whose sample projects and field visit reports are attached.
1.4.1	Structured feedback received from 1) Students, 2)Teachers, 3)Employers, 4)Alumni and 5)Parents for design and review of syllabus-Semester wise/ year-wise Answer before DVV Verification : B.Any 3 of the above Answer After DVV Verification: B.Any 3 of the above
1.4.2	Feedback processes of the institution may be classified as follows: Answer before DVV Verification : B. Feedback collected, analysed and action has been taken Answer After DVV Verification: B. Feedback collected, analysed and action has been taken
2.1.1	Average percentage of students from other States and Countries during the last five years 2.1.1.1. Number of students from other states and countries year-wise during the last five years Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
79	102	156	156	154

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
25	9	45	48	63

2.3.2	Percentage of teachers using ICT for effective teaching with Learning Management Systems (LMS), E-learning resources etc.

	2.3.2.1. Number of teachers using ICT Answer before DVV Verification : 49 Answer after DVV Verification: 0 Remark : Supporting documents are not as per metric and list of teachers using ICT is also not provided hence it cannot be accepted.
3.2.2	Number of workshops/seminars conducted on Intellectual Property Rights (IPR) and Industry-Academia Innovative practices during the last five years 3.2.2.1. Number of workshops/seminars conducted on Intellectual Property Rights (IPR) and Industry-Academia Innovative practices year-wise during the last five years Answer before DVV Verification: 	2018-19	2017-18	2016-17	2015-16	2014-15
---	---	---	---	---
1	1	0	3	0 | Answer After DVV Verification : | 2018-19	2017-18	2016-17	2015-16	2014-15
---	---	---	---	---
1	0	0	0	0	 Remark : Revised considering the activity relevant to this metric only.
3.3.2	The institution provides incentives to teachers who receive state, national and international recognition/awards Answer before DVV Verification : Yes Answer After DVV Verification: No
3.3.4	Number of research papers per teacher in the Journals notified on UGC website during the last five years 3.3.4.1. Number of research papers in the Journals notified on UGC website during the last five years Answer before DVV Verification: 	2018-19	2017-18	2016-17	2015-16	2014-15
---	---	---	---	---
21	25	26	24	36 | Answer After DVV Verification : | 2018-19	2017-18	2016-17	2015-16	2014-15
---	---	---	---	---
3	4	3	2	3	 Remark : Unable to locate many journals
3.4.3	Number of extension and outreach Programs conducted in collaboration with Industry, Community

and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., during the last five years

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

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
7	14	8	10	17

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
7	14	8	10	9

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

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

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
397	1176	847	541	1172

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
0	0	0	0	0

Remark : No list of students provided

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

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

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
4	3	3	3	2

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
2	0	1	0	2

Remark : Revised as per supporting MoUs

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

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

2018-19	2017-18	2016-17	2015-16	2014-15
60.96873	64.45274	57.44679	64.69576	45.96577

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
0	0	0	0	0

Remark : The input cannot be accepted as there is no chartered accountant attestation for the data and no proper balance sheet is provided. |
|---|---|

| 4.2.3 | Does the institution have the following:

1. e-journals

2. e-ShodhSindhu

3. Shodhganga Membership

4. e-books

5. Databases

Answer before DVV Verification : A. Any 4 of the above
Answer After DVV Verification: C. Any 2 of the above
Remark : Revised based on the supporting document |
|---|---|

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

Answer before DVV Verification : 35-50 MBPS
Answer After DVV Verification: 35-50 MBPS |
|---|---|

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

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
174	75	29	15	18

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
0	0	0	0	0

Remark : The input cannot be accepted because Govt. sanction letter of scholarship is not uploaded as asked and year-wise list and number of beneficiaries are also not provided properly.

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

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
34	30	24	39	13

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
0	0	0	0	0

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

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
1	1	2	2	0

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15

1	2	1	1	0

6.2.3	Implementation of e-governance in areas of operation 1. Planning and Development 2. Administration 3. Finance and Accounts 4. Student Admission and Support 5. Examination Answer before DVV Verification : A. All 5 of the above Answer After DVV Verification: E. Any 1 of the above
6.3.2	Average percentage of teachers provided with financial support to attend conferences/workshops and towards membership fee of professional bodies during the last five years 6.3.2.1. Number of teachers provided with financial support to attend conferences / workshops and towards membership fee of professional bodies year-wise during the last five years Answer before DVV Verification: 	2018-19	2017-18	2016-17	2015-16	2014-15
---	---	---	---	---
0	0	6	7	4 | Answer After DVV Verification : | 2018-19	2017-18	2016-17	2015-16	2014-15
---	---	---	---	---
0	0	6	7	4	
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 6.3.3.1. Total number of professional development / administrative training programs organized by the Institution for teaching and non teaching staff year-wise during the last five years Answer before DVV Verification: 	2018-19	2017-18	2016-17	2015-16	2014-15
---	---	---	---	---
1	0	5	2	0 | Answer After DVV Verification : | 2018-19	2017-18	2016-17	2015-16	2014-15
---	---	---	---	---
0	0	5	2	0	 Remark : The year 2019-20 program not conisdered
6.5.4	Quality assurance initiatives of the institution include:

	1. Regular meeting of Internal Quality Assurance Cell (IQAC); timely submission of Annual Quality Assurance Report (AQAR) to NAAC; Feedback collected, analysed and used for improvements 2. Academic Administrative Audit (AAA) and initiation of follow up action 3. Participation in NIRF 4. ISO Certification 5. NBA or any other quality audit Answer before DVV Verification : A. Any 4 of the above Answer After DVV Verification: A. Any 4 of the above
7.1.9	Differently abled (Divyangjan) Friendliness Resources available in the institution: 1. Physical facilities 2. Provision for lift 3. Ramp / Rails 4. Braille Software/facilities 5. Rest Rooms 6. Scribes for examination 7. Special skill development for differently abled students 8. Any other similar facility (Specify) Answer before DVV Verification : B. At least 6 of the above Answer After DVV Verification: D. At least 2 of the above Remark : Revised as per facilities available in the link
7.1.10	Number of Specific initiatives to address locational advantages and disadvantages during the last five years 7.1.10.1. Number of specific initiatives to address locational advantages and disadvantages year-wise during the last five years Answer before DVV Verification: <table><tr><td>2018-19</td><td>2017-18</td><td>2016-17</td><td>2015-16</td><td>2014-15</td></tr><tr><td>1</td><td>1</td><td>1</td><td>1</td><td>1</td></tr></table> Answer After DVV Verification : <table><tr><td>2018-19</td><td>2017-18</td><td>2016-17</td><td>2015-16</td><td>2014-15</td></tr><tr><td>2</td><td>1</td><td>1</td><td>1</td><td>2</td></tr></table>
7.1.11	Number of initiatives taken to engage with and contribute to local community during the last five years (Not addressed elsewhere) 7.1.11.1. Number of initiatives taken to engage with and contribute to local community year-wise

during the last five years

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
1	0	6	4	6

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
1	0	6	4	6

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

Answer before DVV Verification : Yes
Answer After DVV Verification: No
Remark : Value Mission not conisdered as Core Values |

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

Answer before DVV Verification : Yes
Answer After DVV Verification: No
Remark : Mere photographs not accepted. No circulars, Brochures, Reports of events provided |

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

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

Answer before DVV Verification: |

2018-19	2017-18	2016-17	2015-16	2014-15
3	3	3	3	4

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
2	2	2	2	3

2.Extended Profile Deviations

ID	Extended Questions
1.1	Number of courses offered by the institution across all programs during the last five years

	Answer before DVV Verification : 37 Answer after DVV Verification : 511
2.1	Number of students year-wise during the last five years Answer before DVV Verification: <table><tr><td>2018-19</td><td>2017-18</td><td>2016-17</td><td>2015-16</td><td>2014-15</td></tr><tr><td>2530</td><td>2056</td><td>2465</td><td>2225</td><td>1925</td></tr></table> Answer After DVV Verification: <table><tr><td>2018-19</td><td>2017-18</td><td>2016-17</td><td>2015-16</td><td>2014-15</td></tr><tr><td>2531</td><td>2055</td><td>2465</td><td>2225</td><td>1925</td></tr></table>