SELF STUDY REPORT

FOR

2ⁿᵈ CYCLE OF ACCREDITATION

SILIGURI COLLEGE OF COMMERCE

SILIGURI COLLEGE OF COMMERCE, COLLEGE PARA, P.O. SILIGURI
734001

www.siliguricollegeofcommerce.org

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

July 2024

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Siliguri College of Commerce is a co-educational and premier institution which was established in 1962 with a vision to provide an institute of academic excellence with total commitment to quality education in Commerce, management and related fields, with a holistic concern for better life, environment and society. Since then, we have been striving to achieve excellence in academics, co-curricular activities, sports, research and innovation. It is committed to nurturing the talents and manifesting the skills that the students are imparted with. We have a team of dedicated and qualified teachers who are committed to nurture the potentials of our students. We have a state-of-the-art infrastructure that facilitates a conducive learning environment. We have a vibrant and diverse student community that reflects the rich cultural heritage of our country.

Siliguri College of Commerce has been affilated as a Govt. Aided College under Sec 2(f) & 12(B) of UGC Act, 1956 and is also affilated to University of North Bengal. Our college is ISO 9001:2015 certified institution.

Our college aims to prepare our students for the challenges and opportunities of the 21st century. We equip them with the skills and competencies that are essential for their personal and professional growth. We instill in them the values of respect, integrity, responsibility and social service. Over the years, the college has made a distinctive mark in academics, games and sports, NCC and NSS and other co-curricular activities. We encourage them to pursue their passions and interest and explore their creativity and innovation.

Vision

- To make the college a hub of commerce and management education in this commercially prospering geographical location.
- To cater different practical and job-oriented commerce education as a premium specialist institutions in this region.
- To guide the students through consultancy activities to be self-employed.
- To provide higher education to rural, poor and backward students at an affordable cost.
- Promotion of ethical and moral values.
- Empowering the students to succeed in a rapidly changing global business environment

Mission

- Encouraging a culture of innovation, creativity and problem-solving skills.
- Providing opportunities for experiential learning.
- Promoting ethical practices, social responsibility and community engagement.
- Imparting commerce and management education among the young generation to empower and to overcome challenges in the rising complexities of the global business arena.
- Guiding the students for their holistic development to enhance their employability.

- Grooming the students for further higher education and several professional courses

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

Strong Faculty:

- Experienced and qualified teachers with expertise in their respective subjects
- Faculty members actively engaged in research and academic pursuits

State-of-the-Art Infrastructure:

- Modern classrooms, libraries, and computer labs
- Access to latest technology, software, and digital resources
- Comfortable and conducive learning environment

Location Advantage:

- Strategically located in Siliguri, with easy access to major cities and business hubs
- Opportunities for experiential learning, internships, and placements

Community Engagement:

- Active engagement with local community, industry, and stakeholders
- Regular outreach programs and social initiatives
- Emphasis on social responsibility and ethical practices

Institutional Weakness

Faculty Shortage: Siliguri College of Commerce faces challenges in the number of faculty members as per the ratio of students that are enrolled for the varied courses.

Limited Course Options: The new era of higher education stresses upon multi-disciplinary approach for the benefit of students. However, we impart education specifically in the field of commerce and management.

Limited Industry Exposure: Students have limited opportunities for internships, industry visits, and guest lectures, which hinders the understanding of real-world business practices.

Limited Course Options: The college offers a restricted range of courses, which limits students' choices and opportunities.

Institutional Opportunity

Diverse Student Body: The college attracts students from various regions, creating a diverse and inclusive learning environment that fosters cultural exchange and understanding.

Co-curricular Activities: Siliguri College of Commerce offers various co-curricular activities, such as sports, cultural events, and clubs, which can help students develop important life skills and interests.

Experienced Faculty: The college has experienced faculty members that provides valuable insights, guidance, and mentorship to students.

Scholarship: Siliguri College of Commerce facilitate scholarships to deserving students, making education more accessible and affordable.

Institutional Challenge

Curriculum: The Industry aspirations are not met as per the academics standards which stands as a significant challenge.

Infrastructure: Limited campus space and Upgrading and maintaining infrastructure to meet modern educational standards.

Faculty shortages: Insufficient number of permanent faculty members.

Funding: Inadequate government funding and limited resources.

Industry connections: Limited connections with industry partners for internships, research, and placements.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

The institution employs a well-planned approach to teaching, learning, and assessment, commencing with the preparation of an Academic Calendar aligned with the affiliating university's academic plan. This calendar is disseminated to teachers and students in a timely manner. Since the 2022-23 academic session, teachers have been required to submit lesson plans for all courses, adhering to the plans to ensure curriculum completion within the allotted timeframe. The Routine Committee creates a timetable based on credit hours assigned to each paper. While the main campus employs traditional teaching methods due to infrastructural limitations, the extension campus utilizes digital tools and an ICT-enabled classroom for self-financed classes. Internal examinations are conducted a month prior to semester-end examinations, with written evaluations submitted to the university as internal assessment marks. The B.B.A program employs a continuous evaluation process through class tests and projects. Despite pandemic-related disruptions in 2020 and 2021, the institution adapted by conducting online classes, internal evaluations, and external evaluations, incorporating cross-cutting issues like Professional Ethics, Gender, Environmental Sustainability, and Human Values into the curriculum. These

issues are addressed through compulsory Environmental Studies, gender-sensitive topics, and co-curricular activities promoting human values and Professional Ethics, fostering critical thinking skills and responsible professional practices.

Teaching-learning and Evaluation

The college employs a flexible approach to teaching, incorporating both teacher-centric and student-centric methods, tailored to the specific needs of learners and the nature of courses. Teachers utilize diverse strategies to optimize learning outcomes. To foster holistic development, the college provides a range of instructional methods, often assigning multiple teachers to courses to facilitate team teaching and maximize student benefit. Encouraging student engagement, inquiry, and discussion, teachers also offer individualized support beyond class hours.

While traditional teaching methods are employed in (link unavailable) programs due to infrastructure limitations, the B.B.A. program integrates digital tools and project-based learning to develop research skills, critical thinking, and cognitive abilities. Students are encouraged to participate in presentations, group discussions, and extracurricular activities to enhance their communication skills and personality development.

The medium of instruction is bilingual (English and Bengali) for (link unavailable) programs and English for B.B.A. During the pandemic, the college adapted by conducting online classes, sharing digital resources, and utilizing Google Meet for structured classes.

The institution has a robust assessment system, comprising internal and external evaluations. Students sit for two examinations per semester: semester-end examinations conducted by the affiliating university and internal assessments carried out by the college. The college follows a transparent and structured process for conducting examinations, ensuring the sanctity of the process. Internal assessments are held a month prior to semester-end examinations, with students notified in advance. Teachers evaluate answer scripts, submitting marks to the principal, which are then forwarded to the university.

In the B.B.A. program, a continuous evaluation process supplements internal assessments, incorporating class tests, projects, and assignments. During the pandemic, internal evaluations were conducted online through assignments and multiple-choice questions. The college addresses student grievances promptly, allowing for reassessment claims within a stipulated timeframe.

Research, Innovations and Extension

Siliguri College of Commerce has established a thriving ecosystem that promotes innovation, creativity, and community engagement. The college's initiatives, including raising awareness about Intellectual Property Rights and setting up an incubation center in progress, demonstrate its commitment to knowledge creation and transfer.

The college's extension and outreach programs, spearheaded by its National Cadet Corps (NCC) Unit and National Service Scheme (NSS), have made significant contributions to social awareness and community development. Over five consecutive sessions (July 2018 to June 2023), the college organized various impactful

initiatives, including tree plantation drives, wall painting activities, blood donation camps, awareness rallies, debate competitions, cybercrime awareness programs, sanitization drives, online youth exchange programs, statue cleaning, and river cleaning initiatives.

These endeavors showcase the college's dedication to community service, social responsibility, and environmental stewardship. Collaborations with government institutions and multifaceted initiatives have fostered holistic community development and instilled values of citizenship and leadership among students.

The college has received numerous awards and recognitions for academic excellence and contributions to various fields. Faculty members and students have garnered prestigious awards, including international recognition, national-level achievements, and state-level accolades. These accomplishments underscore the institution's commitment to nurturing talent, fostering excellence, and contributing to the holistic development of its students, faculty, and the wider community.

Siliguri College of Commerce has demonstrated its dedication to innovation, community engagement, and academic excellence, solidifying its position as a hub for knowledge sharing and social responsibility.

Infrastructure and Learning Resources

Siliguri College of Commerce, established in 1962-63 as the evening section of Siliguri College, has a rich history of academic excellence. Affiliated to the University of North Bengal and recognized by the University Grants Commission (UGC) under 2(f) & 12(B) of the UGC Act, 1956, the college has been sharing a common campus with Siliguri College since its inception. The campus, spread over five acres of land, is strategically located in the heart of Siliguri, a significant commercial and transportation hub in northeastern India.

The college's infrastructure includes 13 classrooms, an administrative block, a library, a cycle stand, and a playground. The administrative block is equipped with CCTV surveillance, and the library has a rich collection of books, journals, and e-resources. The college has a partially automated library management system, Koha, which integrates various functions like acquisition, cataloguing, and online public access catalogue (OPAC).

Despite facing space constraints, the college has expanded its infrastructure by leasing a nearby building for its self-financed B.B.A. course. The extension campus has four classrooms, a computer lab, a satellite library, and administrative chambers. The college has also purchased three acres of land on the outskirts of town, where it plans to shift its operations within three years.

The college has made significant progress in providing IT facilities, including Wi-Fi connectivity, an ICT classroom, and a computer lab. The internet connectivity has evolved significantly over the years, with the college currently using a Jio Fiber connection with a speed of 150 Mbps. The entire administrative block and extension campus are under CCTV surveillance, and most administrative work and communications are conducted online.

In conclusion, Siliguri College of Commerce has made notable strides in providing quality education and infrastructure despite facing challenges. The college's commitment to academic excellence, IT facilities, and library resources has created a conducive learning environment for its students.

Student Support and Progression

Siliguri College of Commerce is dedicated to providing comprehensive support to its students to ensure their academic success and overall development. The college offers various support services, including academic advising, mental health counseling, and career guidance. Additionally, the college facilitates student progression through scholarships, internships, and placement opportunities.

Siliguri College of Commerce is committed to supporting students from all backgrounds and offers various government scholarship opportunities to help them pursue their academic goals. While we have been successful in facilitating government scholarships, we are still working to establish private scholarship options for our students. We recognize the importance of private scholarships in providing additional financial support and are actively exploring ways to collaborate with organizations and individuals to offer more scholarship opportunities in the future.

Students at Siliguri College of Commerce are actively engaged in various sports and games, including cricket, football, badminton, and more. Our college teams enthusiastically participate in university-organized tournaments, showcasing their skills and sportsmanship. Through these opportunities, our students develop their physical abilities, teamwork, and competitive spirit, contributing to their overall growth and development. In addition to participating in university-organized tournaments, Siliguri College of Commerce hosts its own annual sports events, featuring a diverse range of exciting competitions. The Students' Union plays a key role in organizing these events, which include indoor games like carrom and chess, as well as inter-class matches in football, cricket, volleyball, and more. These events foster a sense of camaraderie and healthy competition among students.

Governance, Leadership and Management

Siliguri College of Commerce's governance is aligned with its vision and mission to provide holistic commerce and management education, enhancing employability and preparing students for higher education and professional courses. To achieve this, the college aims to establish itself as a hub for commerce and management education by collaborating with premium institutions and expanding its programs.

Despite infrastructure challenges, the college has introduced new courses, including BBA and Honours in Management, and has signed Memoranda of Understanding (MoUs) with other colleges for faculty and student exchange programs. Recently, the college has collaborated with IGNOU to offer MBA and PGDM programs.

The college's immediate priority is to construct its own building on newly acquired land, which will enable the expansion of its Library and Reading Room facilities. The institution has a comprehensive plan to achieve its goals, including overcoming infrastructure constraints.

The college's governance bodies, including the Governing Body, IQAC, and Teachers' Council, are functioning effectively to meet the institution's goals. The IQAC has been instrumental in guiding the college's academic plans, conducting internal assessments, and propagating government scholarships. The college has also established effective welfare measures for its staff and faculty.

Despite challenges, Siliguri College of Commerce is committed to its mission and vision, striving to become a centre of excellence in commerce and management education in the region.

Institutional Values and Best Practices

Siliguri College of Commerce recognizes the importance of gender audit in promoting gender equality and protecting the rights of marginalized groups. Although the college has not conducted a formal gender audit, it acknowledges its significance in a co-educational setting like ours, where 33% of students and 10% of employees are female. To ensure the safety and security of female students, the college has deployed security guards, implemented CCTV surveillance, and designated a Girls' Common Room with a lady attendant. Moreover, the college has a Sexual Harassment Committee that has not received any complaints.

The college is situated in Siliguri, a cosmopolitan city that facilitates cultural exchange and diversity. Our student demographics reflect this diversity, with 50% of students speaking Bengali, 40% speaking Hindi, and 9% speaking Nepali as their mother tongue. The college has sanctioned posts for Hindi and Nepali language teachers to cater to the linguistic diversity. Additionally, the college has a multicultural student body with 90% Hindus and 10% belonging to minority communities.

The college has a unique model, offering higher education in commerce and management in the evening hours, catering to the needs of working professionals and students. This has made it a trailblazer in commerce education in North Bengal, with a consistent demand for commerce education in the evening hours. The college has a strong academic environment, with dedicated teachers and supportive staff, resulting in a high pass rate and esteemed alumni.

The college is committed to providing comprehensive commerce education, offering all commerce programs available in the affiliating university's curriculum. Despite spatial constraints, the college has made significant progress in constructing a state-of-the-art building, paving the way for expansion and introduction of additional programs like MBA and B.B.A.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	SILIGURI COLLEGE OF COMMERCE
Address	SILIGURI COLLEGE OF COMMERCE, COLLEGE PARA, P.O. SILIGURI
City	SILIGURI
State	West Bengal
Pin	734001
Website	www.siliguricollegeofcommerce.org

Contacts for Communication					
Designation	**Name**	**Telephone with STD Code**	**Mobile**	**Fax**	**Email**
Principal	Ranjan Sarkar	0353-2432594	9434325823	0353-2526702	principalsiliguricc@gmail.com
IQAC / CIQA coordinator	Debabrata Sur	0353-2526702	8900354770	0353-2526702	debusur@gmail.com

Status of the Institution	
Institution Status	Grant-in-aid

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

Recognized Minority institution	
If it is a recognized minroity institution	No

Establishment Details

State	University name	Document
West Bengal	University of North Bengal	View Document

Details of UGC recognition

Under Section	Date	View Document
2f of UGC	21-09-1971	View Document
12B of UGC	21-09-1971	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				

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	SILIGURI COLLEGE OF COMMERCE, COLLEGE PARA, P.O. SILIGURI	Urban	8	500

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BCom,Commerce,Program	36	Senior Secondary	English,Bengali	630	628
UG	BCom,Commerce,Honours Program	36	Senior Secondary	English,Bengali	235	235
UG	BBA,Management,Honours	36	Senior Secondary	English	75	72

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				6				9			
Recruited	1	0	0	1	6	0	0	6	6	2	0	8
Yet to Recruit	0				0				1			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	**Female**	**Others**	**Total**
Sanctioned by the UGC /University State Government				16
Recruited	11	1	0	12
Yet to Recruit				4
Sanctioned by the Management/Society or Other Authorized Bodies				3
Recruited	3	0	0	3
Yet to Recruit				0

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

Qualification Details of the Teaching Staff

Permanent Teachers									
Highest Qualification	Professor			Associate Professor			Assistant Professor		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	1	0	0	2	0	0	1	0	0	4
M.Phil.	0	0	0	1	0	0	1	0	0	2
PG	0	0	0	3	0	0	4	2	0	9
UG	0	0	0	0	0	0	0	0	0	0

Temporary Teachers									
Highest Qualification	Professor			Associate Professor			Assistant Professor		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	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	5	0	0	5
UG	0	0	0	0	0	0	0	0	0	0

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

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

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

Programme		**From the State Where College is Located**	**From Other States of India**	**NRI Students**	**Foreign Students**	**Total**
UG	Male	1705	13	0	0	1718
	Female	792	10	0	1	803
	Others	0	0	0	0	0

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

Category		Year 1	Year 2	Year 3	Year 4
SC	Male	392	348	298	230
	Female	104	77	71	56
	Others	0	0	0	0
ST	Male	65	59	44	40
	Female	33	34	36	29
	Others	0	0	0	0
OBC	Male	171	139	104	77
	Female	52	56	51	41
	Others	0	0	0	0
General	Male	1090	974	901	916
	Female	614	575	573	527
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		2521	2262	2078	1916

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	Since its inception, the institution has been a single-disciplinary college to cater the opportunity of commerce and management education among the students as envisaged in its name. Being an affiliated college, this institution has to adopt the curriculum as designed by the affiliating university. A board of teachers from different colleges and the university, including one member of the college, prepares the syllabus to be followed by all the colleges affiliated with the university. Therefore, the college does not stand any exclusive authority to change the syllabus. A syllabus under CBCS was operative from 2018-19 to 2022-23. With effect from the academic year 2023-24, for all the undergraduate programs the

	university adopted new curricula under the NEP. Therefore, new curricula following the pattern as prescribed in the NEP have been operative (w.e.f. 2023-24) in the college for all the B.Com. and B.B.A. programs. The new curricula include value-based courses, multidisciplinary courses, skill enhancement courses and of course environmental education to attain a holistic and multidisciplinary education. These curricula are flexible in nature with multiple entry and exit options at the end of 1st, 2nd and 3rd year with internships. In this context, the university has made ABC ID compulsory for every student from the academic year 2023-24. The sincerity of the college to implement properly a multidisciplinary education is revealed by the fact that in the academic year 2022-23, the college signed four MoUs with other nearby colleges for the exchange of faculty and students. This will enable a single-disciplinary college like ours to offer varied multidisciplinary courses to students in the future.
2. Academic bank of credits (ABC):	Being an affiliated college, this institution has to follow the guidelines and instructions given by the affiliating university. Therefore, the system of Academic Bank Credit was not compulsory till the academic year 2022-23. The students who were willing to avail the benefits of having ABC ID were encouraged to do the needful. However, with effect from the academic year 2023-24, the university has made it compulsory for all the students to abide by the same.
3. Skill development:	While designing the curriculum under the NEP (w.e.f. 2022-23), the responsible boards of the affiliating university acknowledged the scope of developing skills among the students. Students should go through three Skill Enhancement Courses designed to provide skill-based knowledge. These courses contain both theory and laboratory/hands-on training/fieldwork. A student will also have to undergo an Internship or Apprenticeship once in the fifth semester. Besides, one course is to be chosen by a student from a pool of subjects, in case of a Certificate / Diploma Level Exit.
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	Since the inception of the college, the teaching-learning process for the students of B.Com. program took place in bilingual mode i.e. – English and Bengali. However, B.B.A. program is being taught

	only in English following the regulations of the affiliating university. During the pandemic situation, for the first time in its history, the college organized online classes and online internal examinations. Since then, the college has been contemplating the idea of adopting the blended mode of teaching and learning which will be beneficial for an institution with limited infrastructure. It is noteworthy to mention that recently, in April and May 2024, the college again organized online classes and online internal assessments because of the occupation of the college by the Election Commission for the Lok Sabha Elections. We hope that the college will be able to implement more features of the NEP after shifting the college to its proposed building.
5. Focus on Outcome based education (OBE):	Outcome-Based Education is a student-centric teaching and learning methodology. For this, the college has been gradually developing the method of delivering the courses to attain the stated objectives and outcomes. Course outcomes and program outcomes are also analysed to find the weak aspects of the students and to take measures accordingly.
6. Distance education/online education:	The institution offers no distance education or online education programmes. However, during the pandemic situations, all the classes and internal examinations/ evaluations of B.Com. and B.B.A. programmes were conducted through online platforms. In 2023-24, the institution partnered with IGNOU to provide distance education programmes like B.Com, B.B.A, M.Com and M.B.A. In 2023-24, the college has also been registered with the NPTEL as its local chapter to offer its different online courses.

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	We have no Electoral Literacy Club in the college. However, we recognize the importance of promoting electoral literacy and democratic participation among our students. We are exploring possibilities for establishing an Electoral Literacy Club in the near future.
2. Whether students' co-ordinator and co-ordinating	NA

faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?	
3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.	NA
4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.	NA
5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.	Regrettably, the college does not take any steps to encourage and facilitate voter registration among its students.

Extended Profile

1 Students

1.1

Number of students year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
2521	2262	2078	1916	1824

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

2 Teachers

2.1

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

Response: 15

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

2.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
13	14	15	12	11

3 Institution

3.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
11.05	15.90	23.05	36.74	40.21

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

1.1.1

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

Response:

Teaching, learning and assessment are conducted in a well-planned manner in this institution. At the beginning of an academic session, an Academic Calendar of the college is prepared considering the academic plan designed and published by the affiliating university. The Academic Calendar of the college is circulated among the teachers and the students in due time. From the academic session 2022-23, teachers were asked to prepare and submit lesson plans for all the courses. They were requested to adhere to the plans so that the curriculum could be completed within the time allotted as per the Academic Calendar. The Routine Committee prepares a timetable considering the number of credit hours assigned to different papers.

In the main campus where the institution runs B.Com. programs, the conventional chalk-and-talk method is followed as the mode of teaching. Because of some infrastructural hindrances, modern electronic teaching tools cannot be used therein. In the extension campus, where we run B.B.A. Honours program, teachers frequently use digital tools to deliver their lectures. Moreover, the teachers also utilize one ICT-enabled classroom for conducting self-financed classes.

The college conducts internal examinations of B.Com. and B.B.A. students about one month before the semester-end examinations. Written internal examinations with printed question papers are held following a schedule published well in advance. Teachers evaluate the papers and submit marks obtained by the students in the internal examinations. The college sends proportionate marks of such internal examinations to the university as marks in "internal assessment". In the case of B.B.A continuous evaluation process is followed regularly through class tests, projects etc.

However, in 2020 and 2021 the normal teaching-learning-evaluation process was disrupted because of the pandemic. During that tenure, classes, internal evaluations and even external evaluations were conducted in online mode. Internal evaluations were conducted based on assignments and multiple-choice questions in Google form.

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for Additional information	[View Document](#)

1.2 Academic Flexibility

1.2.1

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

Response: 0

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

1.2.2

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

Response: 0

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

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	0	0

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

1.3 Curriculum Enrichment

1.3.1

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

Response:

In transacting the curriculum cross-cutting issues like Professional Ethics, Gender, Environmental sustainability and human values etc. find ample space when it comes to applying them positively. The institution took due care to focus on these issues. Environmental Studies is a compulsory subject for all undergraduate students. Similarly, cross-cutting issues relevant to Gender, Human Values and

Professional Ethics are covered in the prescribed syllabus of the University in various subjects in the form of topics, chapters, poems and co-curricular activities.

Environment and Sustainability: About Environment and sustainability related issues, the students get knowledge of Environmental Studies in the 1st Semester of the CBCS System.

Gender Equity: The Prose, Poetry and other chapters in certain courses addressed issues related to gender sensitivity and equity. Our institute organized special programs on gender equality.

Human Values: Besides the Syllabus, our institute organizes various programs throughout the year to inculcate human values in students and staff. Blood Donation Camp is regularly organized jointly in cooperation with the District Hospital of Siliguri & other organizations engaged in Social Welfare activities. NCC volunteers are sent for various hygienic programs around the surroundings of the college campus and a busty cleaning program to get familiar with their social responsibility. The NSS unit of our institution is very active and regularly arranges social and cultural activities in the college and adopted village.

Professional Ethics: Professional Ethics in the curriculum are considered as one of the cornerstones of preparing students for successful and responsible professional lives. Professional Ethics in the curriculum not only inculcate a theoretical understanding of moral principles but also facilitate the development of critical thinking skills essential for navigating ethical dilemmas.

1.3.2

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

Response: 24.99

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

Response: 630

File Description	Document
Upload supporting document	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

1.4 Feedback System

1.4.1

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

Response: E. Feedback not collected

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

Enrolment percentage

Response: 95.29

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

2022-23	2021-22	2020-21	2019-20	2018-19
935	847	784	659	682

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

2022-23	2021-22	2020-21	2019-20	2018-19
940	860	805	770	725

File Description	Document
Institutional data in the prescribed format	[View Document](#)
Final admission list as published by the HEI and endorsed by the competent authority	[View Document](#)
Document related to sanction of intake from affiliating University/ Government/statutory body for first year's students only.	[View Document](#)

2.1.2

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

Response: 59.59

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

2022-23	2021-22	2020-21	2019-20	2018-19
281	286	218	192	201

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

2022-23	2021-22	2020-21	2019-20	2018-19
453	415	388	371	350

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

2.2 Student Teacher Ratio

2.2.1

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

Response: 193.92

2.3 Teaching- Learning Process

2.3.1

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

Response:

In order to meet the needs of learners and share information effectively, the college utilizes both teacher-centric and student-centric methods based on the situation and the nature of the courses. Teachers use a variety of teaching strategies to facilitate learning in the best possible way. The college takes significant steps to ensure the holistic development of every student by providing the right instructional methods.

To bestow maximum benefit and to complete the curriculum within time, most of the courses are shared by at least two teachers. This also upholds the team-teaching method. The students are encouraged to converse about and raise questions on the topic of discussion. They are also informed to feel free to clear doubts even beyond class hours.

In B.Com programs, the college follows the traditional chalk-and-talk method of teaching for not having exclusive classrooms where it can install ICT facilities. However, in the case of the B.B.A. program, along with the traditional methods of teaching, modern methods with the application of digital instruments are also adopted.

In some courses of B.Com and B.B.A. programs, students are asked to prepare and submit project works. The students prepare projects under the guidance of teachers who act as mentors for developing their research aptitude. The required data is collected through structured questionnaires, surveys and interviews. Besides, in B.B.A. program, assignments are given to the students to develop their thinking power, cognitive ability and writing skills. Students are encouraged to demonstrate a topic individually or in groups to develop their personality and reduce their apprehension towards public speaking.

So far the medium of instruction and teaching is concerned, it is bilingual (English and Bengali) in the case of the B.Com programs and it is only English for the B.B.A. program.

During the pandemic period, when the normal functioning of the college was disrupted, the college organized online classes through Google Meet following a structured class routine. For accessibility of learning resources slide presentations, PDFs and online resources were shared to procure maximum positive outcomes.

For learning beyond classrooms the students are encouraged to participate actively in NCC camp and NSS activities and different cultural and sports events.

File Description	Document
Upload Additional information	[View Document](#)

2.4 Teacher Profile and Quality

2.4.1

Percentage of full-time teachers against sanctioned posts during the last five years

Response: 84.42

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

2022-23	2021-22	2020-21	2019-20	2018-19
16	16	16	16	13

File Description	Document
Sanction letters indicating number of posts sanctioned by the competent authority (including Management sanctioned posts)	[View Document](#)

2.4.2

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

Response: 67.69

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

2022-23	2021-22	2020-21	2019-20	2018-19
08	09	10	9	8

File Description	Document
List of faculties having Ph. D. / D.Sc. / D.Litt./ L.L.D along with particulars of degree awarding university, subject and the year of award per academic year.	[View Document](#)
Institution data in the prescribed format	[View Document](#)

2.5 Evaluation Process and Reforms

2.5.1

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

Response:

The institution has a robust and transparent system of internal and external assessments. In each semester

students are to sit for two examinations: (i) Semester-end examination – conducted by the affiliating university, and (ii) Internal assessment – carried out by the college.

Semester-end examinations are conducted by the Controller of Examinations of the affiliating university. During these examinations, the college staff and the teachers, including the principal, are to function according to the instructions given by the university. Before the examinations, the principal holds meeting with the faculty and the staff members to ensure thorough implementation of the directions of the university. An Examination Committee is formed with some teachers and staff to assist the principal in conducting the examinations with all sanctity. Sealed question paper packets forwarded by the university are kept under the possession of the principal. Question papers are unpacked just half an hour before the commencement of an examination. Written answer scripts are packed and sealed immediately after the completion of an examination, and the packets are forwarded to the university.

Following the academic calendar, internal assessments are held about one month before the commencement of each semester-end examination. Students are notified of the schedule of the internal examinations well in advance. Teachers are to mail the manuscripts of question papers to the principal. Students are asked to sit in designated rooms, with a maximum of two students per bench, to appear for the examinations. Printed question papers are distributed among the students. Teachers evaluate the answer scripts and submit the marks obtained to the principal. Proportionate marks of such internal examinations are sent to the university which are added to the marks obtained by the students in the semester-end examinations.

In B.B.A., along with such internal assessments, a continuous evaluation process runs through class tests, projects, assignments etc. However, in 2020 and 2021 the normal internal evaluation process was disrupted because of the pandemic situation. In those years internal evaluations were done in online mode through assignments and multiple-choice type questions in Google form.

Grievances of the students regarding any issue of the college, including internal and external assessments, are addressed promptly through appropriate committees. Students can claim for the reassessment of answer scripts, within a stipulated time, if he/she obtains unsatisfactory scores in any paper. Such claims are forwarded to the university for necessary action.

File Description	Document
Upload Additional information	[View Document](#)

2.6 Student Performance and Learning Outcomes

2.6.1

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

Response:

The college runs three programmes: "B.Com. Program" - for average students; "B.Com. Honours

Program" – for advanced level students and "B.B.A (Honours)" – especially for the students who are willing to pursue M.B.A in the future.

The "B.Com Program" course is designed to impart knowledge about the basics of commerce, accounting and management. The objective of this programme is to develop skills in basic accounting, taxation, communications, marketing etc. The successful students of this programme can be accommodated as efficient professionals in banking, financing, insurance or the marketing sector. The "B.Com. Honours Program" is meant for advanced-level students who want to pursue either higher studies or professional courses. This programme can lead to many career opportunities, including Accountant, Auditor, Consultant, Company Secretary, Finance Officer, Sales Analyst, Tax Consultant, Stock Broker etc. The BBA (Honours) program provides students with a wide knowledge of different disciplines of management to solve business problems. This program is designed to prepare the students for managerial and entrepreneurial roles in the future and also to enable them to pursue higher studies in business management.

The students of B.Com. courses are expected to acquire knowledge on basic accounting principles, techniques of preparing corporate financial statements, ascertainment of cost of different products and services, analysis of financial data, techniques of financial decision making, computation of different taxes etc. from different accounting papers like Financial Accounting, Corporate Accounting, Cost Accounting, Management Accounting, Income Tax Law and Practice, GST and Customs Duty. They are correspondingly acquainted with basic management principles, procedures for managing human resources, tools and techniques of marketing etc. from different management papers like Management Principles and Applications, Human Resource Management, Marketing Management, Advertising. The students also come to know about different legal, mathematical and economic aspects concerning business and commerce as the outcome of different relevant papers. Besides, their communication skill and their ability to utilize computers are also improved through some dedicated papers.

In B.Com. Program, B.Com. Honours Program and BBA the aforementioned courses are included with varying depth and scope as per the objectives of the respective programmes. Besides, for indepth study in different fields of management – e.g., Finance, Marketing, Human Resource – the students of BBA have the option of specializing in a particular segment.

Knowledge of banking and non-banking institutions; skills to act as a financial analyst; mastery of fundamental and technical analysis in developing and managing a portfolio etc. are the outcomes of different papers of specialization in finance. While going through the special papers on marketing, students will acquire knowledge on the modus operandi of marketing intangible products; customers' needs, preferences, and decision-making processes; strategies and tactics involved in managing a brand; tools and techniques used by the retailers to interact with their customers etc.

On the other hand, knowledge of training and development of Human Resources; development of organization; grievance handling and discipline management procedures; legal aspects of Labour Management etc. are the outcomes of the special papers on Human Resource Management.

All the outcomes of the programs and their courses are displayed on the website of the college.

2.6.2

Attainment of POs and COs are evaluated.

Explain with evidence in a maximum of 500 words

Response:

Beginning in the 2022-23 academic year, we initiated an evaluation of course outcomes (COs) for our students. We perform statistical analysis of COs based on internal assessment marks. Our process involves assigning grades on a fixed scale across all courses, followed by calculating the percentage of students in each grade category.

This helps us understand student perceptions of the courses. These insights will inform future revisions to our teaching and learning methods for specific papers.

Next year, we plan to expand our evaluation process viz. inclusion of program outcomes, using semester-end exam scores to assess student learning and program effectiveness.

2.6.3

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

Response: 93.64

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

2022-23	2021-22	2020-21	2019-20	2018-19
609	588	566	410	463

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

2022-23	2021-22	2020-21	2019-20	2018-19
629	615	570	462	539

File Description	Document
Institutional data in the prescribed format	[View Document](#)
Certified report from Controller Examination of the affiliating university indicating pass percentage of students of the final year (final semester) eligible for the degree programwise / year-wise.	[View Document](#)

2.7 Student Satisfaction Survey

2.7.1

Online student satisfaction survey regarding teaching learning process

Response: 2.79

File Description	Document
Upload database of all students on roll as per data template	[View Document](#)

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

3.1.1

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

Response: 4.9

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

2022-23	2021-22	2020-21	2019-20	2018-19
4.9	0	0	0	0

File Description	Document
Upload supporting document	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

3.2 Innovation Ecosystem

3.2.1

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

Response:

Siliguri College of Commerce has fostered a vibrant ecosystem that promotes innovation and embraces the Indian Knowledge System (IKS). This ecosystem encompasses various initiatives, including:

- Raising awareness about Intellectual Property Rights (IPR)
- Setting up an incubation center in process.

These initiatives aim to facilitate the creation, transfer, and dissemination of knowledge and technology. The outcomes of these efforts are indeed noteworthy, demonstrating the college's commitment to innovation and excellence. By providing a supportive environment for creativity and entrepreneurship, Siliguri College of Commerce has established itself as a hub for innovation and knowledge sharing.

3.2.2

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

Response: 3

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

2022-23	2021-22	2020-21	2019-20	2018-19
2	1	0	0	0

File Description	Document
Upload supporting document	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

3.3 Research Publications and Awards

3.3.1

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

Response: 0.13

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

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	02	0	0

File Description	Document
Links to the papers published in journals listed in UGC CARE list or	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

3.3.2

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

Response: 0.27

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

2022-23	2021-22	2020-21	2019-20	2018-19
0	02	01	01	0

File Description	Document
Institutional data in the prescribed format	[View Document](#)
Copy of the Cover page, content page and first page of the publication indicating ISBN number and year of publication for books/chapters	[View Document](#)

3.4 Extension Activities

3.4.1

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

Response:

Siliguri College of Commerce has consistently demonstrated exemplary efforts in extension and outreach programs through its National Cadet Corps (NCC) Unit and National Service Scheme (NSS). Over the five consecutive sessions from July 2018 to June 2023, the college's NCC battalion, 16 Bengal Bn, NCC, West Bengal and Sikkim Directorate, as well as the college NSS unit, orchestrated a series of impactful initiatives aimed at fostering social awareness and community development.

Tree Plantation Program: The College organized a tree plantation drive to combat environmental degradation. These initiatives not only contributed to the mitigation of climate change but also instilled a sense of environmental responsibility among the students.

Swachh Bharat Wall Painting: In line with the nationwide Swachh Bharat Abhiyan, students engaged in wall painting activities to promote cleanliness and hygiene in public spaces. These vibrant murals served as visual reminders of the importance of sanitation and civic pride.

Blood Donation Camps: The NCC Unit of our college, in collaboration with Siliguri District

Hospital, organized regular blood donation camps to address the critical shortage of blood supply in the region. These camps not only saved lives but also encouraged altruism among the youth.

Awareness Rallies: To address pressing social issues, awareness rallies were conducted on topics such as road safety, the harms of open defecation, and Dengue prevention. These rallies aimed to educate the community and initiate behavioral change towards safer and healthier practices.

Inter-College Debate Competition: Promoting intellectual discourse, an inter-college debate competition was organized, providing a platform for students to voice their opinions on pertinent socio-economic issues and develop critical thinking skills.

Cybercrime Awareness Program: Recognizing the growing threat of cybercrime, the NSWS Unit of our college collaborated with Siliguri Police's Cyber Crime Branch to raise awareness about online security measures and the repercussions of cyber offences.

Sanitization Programs: Amidst the COVID-19 pandemic, the college undertook sanitization drives to curb the spread of the virus in public spaces, emphasizing the importance of hygiene practices for community health.

Online Youth Exchange Program: In a unique collaboration with St. Claret College, Bengaluru, an online youth exchange program was initiated, facilitating cultural exchange and fostering mutual understanding among students from diverse backgrounds.

Statue Cleaning: As a part of heritage conservation efforts, students participated in cleaning and preservation activities for historical statues, preserving the cultural heritage of the region.

Mahananda **River Cleaning Program:** In collaboration with IILM Siliguri, students undertook the mammoth task of cleaning the *Mahananda* River, demonstrating their commitment to environmental stewardship and water conservation.

Throughout these endeavors, NCC units and the NSS Unit of Siliguri College of Commerce exhibited a strong sense of social responsibility and dedication to community service. By collaborating with government institutions and engaging in multifaceted initiatives, the college has made significant strides towards holistic community development and instilled values of citizenship and leadership among its students. This report showcases the comprehensive efforts of Siliguri College of Commerce in fulfilling its mandate of societal engagement and underscores its commitment to excellence in higher education and community service.

File Description	Document
Upload Additional information	[View Document](#)

3.4.2

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

Response:

Siliguri College of Commerce has consistently been recognized for its academic excellence and contributions to various fields. Over the period from July 2018 to June 2023, the institution, its teachers, and students have garnered prestigious awards and accolades, showcasing their dedication and excellence in diverse domains.

International Recognition for Faculty: Dr. Chinmoy Sarkar, Assistant Professor in Economics, a distinguished faculty member, represented the college at the World Social Science Forum held at Fukuoka University, Japan, in September 2018. His participation was not only acknowledged but also rewarded with a monetary award and a full scholarship, highlighting the institution's global academic outreach.

International Recognition for Cadet: SUO Gulshan Kumar Singh, cadet of our NCC Unit has represented the college in Kyrgyzstan through YEP (Youth Exchange Programme) camp conducted by DG NCC, New Delhi in 2019. It a prestigious and highest cherished camp of NCC journey.

Student's Achievement at National Level: One NCC cadet, SUO Manjil Pradhan from Siliguri College of Commerce has achieved Gold medal in All India Thal Sena Camp conducted by DG NCC in New Delhi in 2022. He was selected for Map Reading event and secured top position in all India level competition. Besides, another four cadets named SUO Utsav Gupta, SUO Mismira Bhujel and SUO Swastika Tamang including SUO Manjil Pradhan has been awarded by Gold and Silver Medal in Thal Sena Camp conducted by West Bengal and Sikkim Directorate.

Student's Achievement at State Level: Throughout this evaluation period two NCC cadets named SUO Gulshan Kumar Sing and SUO Josbin Johnson has been awarded by Governor Medal in 2019 and 2021 respectively. Besides another two cadets SUO Mahima Chhetri and SUO Rajendra Krishna has been nominated for Best Cadet Award at Directorate level in West Bengal. On the other hand, in the academic year 2018-19, a student received the Best Cadet Award, a monetary recognition, for exemplary performance and dedication in the National Cadet Corps (NCC), showcasing the college's emphasis on holistic development and discipline.

National Recognition for Para Camp: Another student who was a NCC cadet has been selected to participate in the National Para Camp organized by the Indian Army in 2018-19, underscoring the institution's commitment to fostering talent and providing opportunities for personal and professional growth beyond academic realms.

Triumph in NCC Parade Competition: The College's NCC battalion clinched the top position in the NCC Parade Competition organized by the Siliguri Police Commissionerate in the 2019-2020 sessions, highlighting the exemplary training and discipline instilled among the cadets.

These accolades underscore Siliguri College of Commerce's commitment to nurturing talent, fostering excellence, and contributing to the holistic development of its students, faculty, and the wider community. The faculty members and students has been highlighted themselves by their proficiency and efforts nationally and internationally.

File Description	Document
Upload Additional information	[View Document](#)

3.4.3

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

Response: 11

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

2022-23	2021-22	2020-21	2019-20	2018-19
05	02	01	01	02

File Description	Document
Photographs and any other supporting document of relevance should have proper captions and dates.	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

3.5 Collaboration

3.5.1

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

Response: 02

File Description	Document
Summary of the functional MoUs/linkage/collaboration indicating start date, end date, nature of collaboration etc.	[View Document](#)
List and Copies of documents indicating the functional MoUs/linkage/collaborations activity-wise and year-wise	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1

The Institution has adequate infrastructure and other facilities for,

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

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

Response:

Siliguri College of Commerce, the erstwhile evening section of Siliguri College which came into force in 1962-63, was established in and affiliated to the University of North Bengal as a Govt. Aided College under 2(f) & 12(B) of the UGC Act, 1956, with effect from 1971-72. Since its inception, this college has been sharing a common campus with Siliguri College as per a directive of the Government of West Bengal. Consequently, the office and administrative work of the college starts at 2 pm and classes are held between 5.30 pm. and 9.30 pm.

The campus of the college of about 5 acres of land is located in the heart of Siliguri – an important commercial and transportation junction of northeastern India. The college shares a built-up area of above 400 sq. meters consisting of 13 different-sized classrooms and a cycle stand. The ground floor classrooms of all the blocks have the facility of wheelchair ramps for differently abled persons.

Besides, the college has an unshared administrative block which comprises an office, a principal's chamber, a teachers' common room and a library with attached reading rooms for teachers and students. The entire administrative block is under CCTV surveillance.

The college has a shared girls' common room with a permanent lady attendant therein and a shared standard-sized playground where different intra-college and inter-college games and sports are organized. The playground is surrounded by boundary walls and joggers' tracks. As for being an evening college, we emphasize on lighting. The entire campus including the playground is covered by powerful lights. The college has a green generator to illuminate the lights of all the rooms during power failure.

In addition to the main campus, we have an extension campus also in a nearby private building (taken on lease) to run the self-financed B.B.A. course during the daytime. In the extension campus, we have four classrooms, a computer lab and a satellite library along with other administrative chambers. There we have a classroom with ICT facility to conduct workshops, seminars, and other collaborative events. The entire extension campus is under CCTV surveillance.

To overcome the space constraints, recently the college has purchased 3 acres of land on the outskirts of the town. The construction work of the boundary wall of the newly acquired land is going on. The building plan has been sanctioned by the appropriate authority. We hope to shift the college therein within three years.

File Description	Document
Upload Additional information	[View Document](#)

4.1.2

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

Response: 46.63

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

2022-23	2021-22	2020-21	2019-20	2018-19
0.55849	9.47290	1.39090	24.80984	22.97096

File Description	Document
Institutional data in the prescribed format	[View Document](#)
Audited income and expenditure statement of the institution to be signed by CA for and counter signed by the competent authority (relevant expenditure claimed for infrastructure augmentation should be clearly highlighted)	[View Document](#)

4.2 Library as a Learning Resource

4.2.1

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

Response:

The College has a library with a rich collection and an attached reading room on the second floor of the Administrative Block for the B.Com students. The total book collection is 16082. The library is well-equipped with a sufficient number of text and reference books and journals. Our students also access various e-resources like e-books, e-journals and other e-documents through our college website. There

are various open access e-book portals like Directory of Open Access books, PDF Drive for e-books, openstax, IEE Open, Open Library and many more and more than 100 number of Open Access e-journals for Business, Management, Economics and commerce. Average number of everyday library users is around 50-55. The college library and the reading room remain open from 2 p.m. to 9 p.m. on weekdays and from 5 p.m. to 9 p.m. on Saturdays. After admission, the students are informed to communicate with the college library for their Library Cards. Library rules are displayed on the notice board of the library. Students must observe the library rules strictly. Our library has been operational as partially automated since April 2023 with Integrated Library Management Software Koha. The various functions of library management, like the acquisition of books and journals, cataloguing, serialisation and Online Public Access Catalogue (OPAC) are integrated as accessible services. The library has a computerised catalogue OPAC for online catalogue search. The search results provide bibliographic details of the books and other documentary materials, like periodicals and journals. The entire library premise is under CCTV surveillance as the library provides open access.

The college has another library with an attached reading room in its extension campus for the BBA students. This library also has a sufficient number of text and reference books and also an adequate number of journals like Indian Journal of Marketing, Indian Journal of Finance, Prabandhan: Indian Journal of Management, Arthshastra Indian Journal of Economic and Research, Indian Journal of Research in Capital Market etc. Total book collections is 2331. This library remains open throughout the working hours of this extension campus, this library is well equipped with computers and internet facilities. Average number of everyday library users is around 30-35.

File Description	Document
Upload Additional information	[View Document](#)

4.3 IT Infrastructure

4.3.1

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

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

Response:

Siliguri College of Commerce, even though it lacks its own building, has made progress in providing IT facilities to enhance administrative and academic functions. The administrative block, teacher's room and library on the main campus are equipped with two Wi-Fi facilities for seamless connectivity for administrative and library works.

In the extension campus students and teachers enjoy Wi-Fi facilities for administrative, teaching-learning and research works. Moreover, we have an ICT classroom and a computer lab with 18 computers in the extension campus.

Over the years, the internet connectivity in the college has evolved significantly, mirroring the rapid advancements in technology and infrastructure. Before 2019, the college relied on a BSNL connection with a speed of 20 Mbps. Then, we engaged a private service provider and upgraded the internet speed to 50 Mbps. In 2023, we adopted the Jio Fiber connection with a speed of 150 Mbps.

The entire administrative block in the main campus and the entire extension campus are under CCTV surveillance. Almost all the administrative work and communications are conducted in online mode.

4.3.2

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

Response: 140.06

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

Response: 18

File Description	Document
Purchased Bills/Copies highlighting the number of computers purchased	[View Document](#)

4.4 Maintenance of Campus Infrastructure

4.4.1

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

Response: 10.83

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

2022-23	2021-22	2020-21	2019-20	2018-19
1.61	1.51	2.02	4.03	4.58

File Description	Document
Institutional data in the prescribed format	[View Document](#)
Audited income and expenditure statement of the institution to be signed by CA for and counter signed by the competent authority (relevant expenditure claimed for maintenance of infrastructure should be clearly highlighted)	[View Document](#)

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1

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

Response: 14.04

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

2022-23	2021-22	2020-21	2019-20	2018-19
643	481	90	147	127

File Description	Document
Year-wise list of beneficiary students in each scheme duly signed by the competent authority.	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

5.1.2

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

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

Response: E. None of the above

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

5.1.3

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

Response: 0

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

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	0	0

File Description	Document
Upload supporting document	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

5.1.4

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

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

Response: A. All of the above

File Description	Document
Proof related to Mechanisms for submission of online/offline students' grievances	[View Document](#)
Details of statutory/regulatory Committees (to be notified in institutional website also)	[View Document](#)
Annual report of the committee motioning the activities and number of grievances redressed to prove timely redressal of the grievances	[View Document](#)

5.2 Student Progression

5.2.1

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

Response: 3.59

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

2022-23	2021-22	2020-21	2019-20	2018-19
32	36	16	8	9

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

2022-23	2021-22	2020-21	2019-20	2018-19
629	615	570	462	539

File Description	Document
List of students progressing for Higher Education, with details of program and institution that they are/have enrolled along with links to proof of continuation in higher education.(the above list should be available on institutional website)	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

5.2.2

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

Response: 0.15

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

2022-23	2021-22	2020-21	2019-20	2018-19
1	1	1	0	1

File Description	Document
List of students qualified year wise under each category and links to Qualifying Certificates of the students taking the examination	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

5.3 Student Participation and Activities

5.3.1

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

Response: 0

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

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	0	0

File Description	Document
list and links to e-copies of award letters and certificates	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

5.3.2

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

Response: 3.4

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

2022-23	2021-22	2020-21	2019-20	2018-19
06	02	0	05	04

File Description	Document
Upload supporting document	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

5.4 Alumni Engagement

5.4.1

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

Response:

We acknowledge the relevance and importance of an Alumni Association. In fact, the College having catered and fostered to academic and career concerns of its students has a rich resource of ex-students who are successful and well-positioned in different spheres of society.

An Alumni association was formed and Registered in 2004-05. but due to lack of proper follow-up initiative, it ceased to operate and function permanently. All efforts are being made to rejuvenate the Association. We are confident that in the course of next year the Alumini Association will start functioning again and all members shall participate to take their Alma Mater forward to establish itself as an apex institution of learning.

File Description	Document
Upload Additional information	[View Document](#)

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1

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

Response:

The governance of Siliguri College of Commerce is reflective of and in tune with the vision and mission of the institution. The vision of the college is to impart commerce and management education among the students for their holistic development to enhance their employability and groom them for higher education and several professional courses. In this respect, we want to make the institution a hub of commerce and management education by opening its different branches in collaboration with some premium specialist institutions.

Our institution is committed to adhering to the mission and vision as envisaged. Despite certain stumbling blocks, particularly concerning infrastructural facilities, we have gone forward to open up various courses and curricula to meet the demands of the ever-changing role of commerce and management education. We opened up the BBA program in 2006 in rented accommodation; and we also opened Honours in Management as a graduate specialization, apart from the traditional Honours in Accounting, though, later on, we had to discard this program because of its non-availability in the CBCS syllabus issued by the affiliating university.

In the year 2022-23, we have signed some MoUs with other colleges for faculty and student exchange programs. Very recently, we have tied up with IGNOU to run a study center for MBA and PGDM.

We are constantly making efforts, despite constraints of infrastructure, to establish ourselves as the pillar of Commerce and Management education in North Bengal. The immediate task of the institution is to construct its own building on newly acquired 3 acres of land at the outskirts of the town with its own fund. We want to start many other professional courses in our own proposed premises.

This Institution has a comprehensive plan in the proper place to meet its immediate agenda after shifting its premises to the new Campus. We are eagerly waiting for the construction of our new Campus so as to provide more space for our Library and Reading Room facilities. We have a large inventory of textbooks, magazines and academic materials, both in the main campus and the extension campus, but the lack of sufficient storage and operative space is a major constraint. A well-devised modern Library in the new campus can overcome this shortcoming.

6.2 Strategy Development and Deployment

6.2.1

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

Response:

The perspective plan of the institution is to make it a center of commerce and management education in this commercially vibrant region. We are approaching our goal by overcoming some hindrances. Despite the paucity of space in our main campus, we opened BBA program in a rented private building. We also opened the Honours in Management program as a graduate specialization, unfortunately, which we had to relinquish later on because of its absence in the CBCS curriculum of the affiliating university. Our adherence to the perspective plan is also evident from our decision and action to run all the available programs in the B.Com curriculum designed by the affiliating university under the NEP (w.e.f 2023-24). In the year 2022-23, we have initiated collaborations with some colleges and institutions to have a more multidisciplinary approach to our teaching and learning.

Different institutional bodies, particularly the Governing Body (GB), the IQAC and the Teachers' Council, have been functioning effectively to meet the prespective plan of the college.

Since the root of many of our problems is the lack of exclusive land and buildings, the GB took the initiative to purchase 3 acres of land allotted by a government agency. The GB has also sanctioned the fund for the construction of the boundary wall therein. The GB also took steps to prepare and sanction a modern architectural plan for the proposed building on that land so that we can run some allied and professional courses in collaboration with other reputed agencies.

The IQAC always remains vigil to every affair of the college so that the college can serve society with more potency. This body guides the Teacher's Council and the teachers to make effective academic calendars, academic plans, class routines etc. Recently it proposed the Principal of the college to conduct an academic audit, a green and environmental audit etc.

The Teachers' Council (TC) always remains concerned with the academics, games and sports, cultural and extension activities, and the performances of the students therein to ensure their holistic development. The TC took the initiative for proper induction of the CBCS syllabus (w.e.f. 2018-19) and recently for the introduction of the syllabus under the NEP (w.e.f. 2023-24).

The Library Committee of the college also worked in tandem with the changes in the syllabus and procured textbooks in line with the curriculum. Recently, this committee did a great job of digitalizing the library system. The Examination Committee always assists the Principal in conducting internal examinations as well as external examinations. During the pandemic situation, this committee did a terrific job of completing both internal and external examinations in online mode.

6.2.2

Institution implements e-governance in its operations

1. **Administration**

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

Response: C. 2 of the above

File Description	Document
Screen shots of user interfaces of each module reflecting the name of the HEI	[View Document](#)

6.3 Faculty Empowerment Strategies

6.3.1

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

Response:

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

All the permanent teachers and the office staff are members of the Co-operative Credit Society of the college which provides loans to them in case of their financial urgencies. During the Durga puja, all permanent employees get festival advances from the college fund which are refundable in the successive ten months as a deduction from salary. The college also provides puja-bonus to casual office staff following the Payment of Bonus Act of the Government of West Bengal. Moreover, the office staff gets winter liveries, raincoats, optical allowance etc. in every alternate year.

The Faculties are provided with adequate leave with pay for attending Orientation Programs and Refresher Courses for their career development. They are also entitled to leave with allowances to attend seminars, workshops etc. The staff of the college, essentially the Head Clerk and the Accountant as well as the Principal, are allowed leave and allowances to attend any training programme, workshop, meeting etc. arranged by any governmental department or agency.

Performance appraisals of the substantiative teachers are done under their Career Advancement Scheme. The contractual staff of the college are to submit their Annual Performance Report to the Principal for further extension of their service.

6.3.2

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

Response: 0

6.3.2.1 **Number of teachers provided with financial support to attend conferences/workshops and**

towards membership fee of professional bodies year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	0	0

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

6.3.3

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

Response: 8

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

2022-23	2021-22	2020-21	2019-20	2018-19
02	01	02	4	1

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

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

File Description	Document
Institutional data in the prescribed format	[View Document](#)
Copy of the certificates of the program attended by teachers.	[View Document](#)

6.4 Financial Management and Resource Mobilization

6.4.1

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

Response:

The college has limited opportunities to mobilize resources since it has no exclusive infrastructure. Even after that, over the years we have been accumulating funds with the "Excess Income Over Expenditure". In 2006, we opened B.B.A. – a self-financed course – in rented accommodation, with one of the objectives of raising funds for the college. A part of the college funds has been utilized to purchase 3 acres of land on the outskirts of the town so that we can construct our building therein by utilizing a large part of the remaining funds.

The college has a Finance Committee and a Purchase Committee to gauge the rationality of every major expenditure to restrain the misutilization of the funds.

A system of Internal Checks and Internal Control forms an integral part of the financial activities and transactions of the college. Besides, an internal audit by a Chartered Accountant is conducted every year before the accounts are placed for statutory audit. The statutory auditors are appointed by the Directorate of Public Instruction (DPI), Government of West Bengal. However, since the audit of the self-financed course does not fall under the jurisdiction of the DPI, every year the college conducts the financial audit of the self-financed course by a Chartered Accountant. Moreover, the accounts of the self-financed course are verified by the Bursar, a senior Associate Professor of the college. Here we should also mention that all audit reports are regularly placed before the Governing Body of the college.

6.5 Internal Quality Assurance System

6.5.1

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

Response:

Since its inception in 2014, the IQAC of the college has been performing, formally and informally, different quality improvement activities for the college. It believes that all activities relating to the teaching-learning process are its routine work. Every year, in consultation with the Principal, this cell prepares the academic calendar of the college following the academic calendar published by the affiliating university. At the end of the academic session, the cell analyzed how far the plan was adhered to in practice and found the causes of deviations from the plan so that in the following years it could provide a more pragmatic plan to the students. Besides, the cell extended a helping hand to the Secretary of the Teachers' Council (TC) to assign different courses to the teachers considering the nature of the courses and the specializations of different teachers. From time to time The Secretary of the TC also consulted the Convenor of the IQAC to set the timetable of the classes of the college. The IQAC

also took an active role in conducting the internal assessments of the college. During the pandemic situation, the IQAC took the leading role in arranging and conducting online classes and online internal as well as external examinations.

When the affiliating university introduced a new syllabus (in 2018-19) for the undergraduate programs as per the CBCS structure, the Convenor of the IQAC took an active role in explaining to the teachers different aspects of the new structure of the syllabus. The convenor of the cell, in consultation with the teachers, forwarded recommendations and suggestions through the Principal to the university after analyzing the draft syllabus. The Library Committee of the college was also suggested to procure new textbooks in line with the new syllabus. Again, in 2023, the IQAC did similar activities before the introduction of a new syllabus (w.e.f. 2023-24) following the NEP.

The IQAC took an active role in propagating among the students about the availability of different government scholarships. It also encouraged and helped employees of the college to organize small seminars, webinars, workshops, quiz competitions etc. In 2022-23, the cell took the initiative to conduct an Academic Audit of the college. It also played active role in conducting Green and Environment Audit of the institution.

6.5.2

Quality assurance initiatives of the institution include:

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

Response: D. Any 1 of the above

File Description	Document
Quality audit reports/certificate as applicable and valid for the assessment period.	[View Document](#)
NIRF report, AAA report and details on follow up actions	[View Document](#)

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1

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

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

Response:

Gender Audit is a tool to assess gender equality in an organization. It is also an instrument to protect the needy class from any probable injustice. Though the college has not been conducting the gender audit as such, we recognize its significance in a co-education college like ours where about 33% of the students are girls and about 10% of the employees are female.

Specially for the security of the female students we have deployed security guards at both the gates of the main campus. Moreover, the teachers during their off periods and the students' representatives patrol the entire campus during college hours. Since ours is an evening college, we take care of a good lighting facility covering every corner of the campus. The CCTV surveillance around and in the administrative block of the main campus and the entire building of the extension campus also ensures the non-occurrence of any untoward situation.

We have a Girls' Common Room with a lady attendant appointed against a sanctioned post exclusively for that purpose. The Sexual Harassment Committee of the college has not received any complaint ever from any student or staff.

However, we have decided to conduct a Gender Audit regularly in future.

7.1.2

The Institution has facilities and initiatives for

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

Response: C. 2 of the above

File Description	Document
Geo-tagged photographs/videos of the facilities.	[View Document](#)

7.1.3

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

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

Response: C. Any 2 of the above

File Description	Document
Policy document on environment and energy usage Certificate from the auditing agency	[View Document](#)
Green audit/environmental audit report from recognized bodies	[View Document](#)

7.1.4

Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and Sensitization of students and employees to the constitutional obligations: values, rights, duties and responsibilities of citizens (Within 500 words)

Response:

Siliguri is a cosmopolitan city situated in an important geographical corridor of India which facilitates transportation and communication of the country with the northeastern states, hilly regions of West Bengal and Sikkim and of course three neighbouring countries – Bangladesh, Nepal and Bhutan. Consequently, it has become a city of varied cultures, languages, religions and communities. Siliguri College of Commerce is meticulous in nurturing this multiculturalism and religious pluralism.

Analysing the demographic characteristics of the students, we observed that almost 50% of the students' mother tongue is Bengali, about 40% speak Hindi, and about 9% speak Nepali. Even after being an educational institution exclusively for commerce and management, we have two sanctioned posts—in Hindi and Nepali—to teach respective language papers.

In respect of religion, 90% of students are Hindus and the remaining 10% belong to different minority classes viz Muslims (5%), Buddhists (2%), Sikhs (1%), Christians (1%) and Jains (1%). For the students belonging to minority communities, we earmark 10% of the total seats following the order of the State Government.

So far, the socioeconomic aspects are concerned, about 32% of our students belong to the reserved

category and above 16% of the total students are of the BPL category. We propagate in different ways the availability of various governmental scholarships for poor and needy students.

The co-existence of multiculturalism is significantly observed in our cultural programmes organised by the students. The affinity among students of different castes, creeds and religions is also revealed by the fact that we have never received any complaint about any student's defilement of communal harmony.

7.2 Best Practices

7.2.1

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

Response:

Best Practices:

1. A Bachelor of Business Administration (BBA) degree focuses on developing skills in business management, leadership, and strategy. Some best practices for management courses like BBA include:

1. Case Study Method: Analysing real-world business scenarios to develop problem-solving skills.
2. Experiential Learning: Hands-on projects, and simulations to apply theoretical concepts.
3. Leadership Development: Fostering skills like communication, teamwork, and decision-making.
4. Data-Driven Decision Making: Emphasizing the use of data analytics and tools to drive business decisions.
6. Ethical Management Practices: Incorporating ethical considerations and social responsibility into business decisions.
7. Collaborative Learning: Encouraging teamwork, peer-to-peer learning, and diverse perspectives.
8. Continuous Assessment: Regular evaluations and feedback to ensure students are meeting learning objectives.
9. Curriculum Updates: Regularly updating the curriculum to reflect industry trends and best practices.

By incorporating these best practices, BBA programs can provide students with a comprehensive education and prepare them for successful careers in business management.

Best Practices:

2. The Siliguri College of Commerce distinguishes itself through its innovative model, offering higher education in the evening hours, catering to the pressing needs of the region. As a trailblazer in commerce education in North Bengal, the college capitalizes on its strategic location, leveraging the region's significance as a vital corridor for India's communication and trade with neighboring countries and states.

Historically, the college has responded to the long-standing demand for evening commerce education, providing access to quality education for individuals with daytime responsibilities. This demand has persisted, driven by the pursuit of professional growth and development among the local community

engaged in trade, commerce, and entrepreneurship.

The college's evening programs have proven particularly appealing to students pursuing professional courses like CA, CS, and ICWA, who require daytime internships. By offering a convenient solution, the college has reinforced its significance as a provider of accessible and industry-aligned education, aligning with the community's needs and career aspirations.

7.3 Institutional Distinctiveness

7.3.1

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

Response:

The uniqueness of Siliguri College of Commerce lies in its distinctive model, offering higher education in the evening hours, and that in a field which is highly sought after in this region.

This college is a trailblazer in commerce education in North Bengal, a region that serves as a vital corridor for India's communication and trade with the northeastern states and three foreign countries – Nepal, Bhutan and Bangladesh. Leveraging its strategic location, Siliguri has emerged as a significant commercial hub, with the city's importance growing daily.

In the past, a significant number of individuals, comprising small traders, office workers, and others with daytime responsibilities, had a long-standing need for an institution that offered higher education in the evening, specifically in the field of commerce. This demand was driven by the desire for professional growth and development, and Siliguri College of Commerce emerged as a response to this need, providing access to quality commerce education during evening hours. Hence, since its inception, this college has maintained a unique distinction as the only institution in North Bengal offering evening classes, providing a convenient and accessible option for students seeking higher education.

The demand for commerce education in the evening hours in the city and its adjacent areas remains steadfast, even in recent times. As the city has transformed into a vibrant commercial hub, the pursuit of commerce education has become increasingly popular among the local community, who are largely engaged in trade, commerce, and entrepreneurship. Moreover, many a student in this city pursue professional courses like CA, CS, ICWA, and others. Notably, CA students require daytime internships, known as article ships, which can be challenging to balance with traditional daytime degree programs. However, the evening college provides a convenient solution, allowing CA students to complete their graduation degree in the evening while fulfilling their article ship commitments during the day. This trend has reinforced the college's significance as a provider of accessible, relevant, and industry-aligned education, aligning with the community's needs, aspirations, and career goals.

But not just the convenient location and timing that attract students to this college. Since its inception, this institution has been distinguished by its exceptional academic environment, where students receive personalised attention, guidance, and care from dedicated teachers and supportive staff. This is evident in

the college's consistently high pass rate, ranging from 80% to 90%. Moreover, many of its pass-outs have secured esteemed positions in various fields, including banking and insurance, education, civil services, and more. A significant number of its pass-outs have also attained professional excellence as Chartered Accountants (CA), Cost and Works Accountants (ICWA), Company Secretaries (CS), and other professionals, making valuable contributions and driving impact in their respective organizations, industries, and communities.

This college is committed to providing comprehensive commerce education. In line with this mission, we offer all commerce programs available in the affiliating university's curriculum. In pursuit of this mission, in addition to B.Com. programs, we introduced B.B.A. in 2004, and in addition to Honours in Accountancy, we offered Honours in Management, as soon as those were introduced by the university. Effective from the academic session 2024-25, we have proactively adopted and are offering all four options under the revised syllabus, providing our commerce students with a diverse range of academic specializations to choose from.

The uniqueness and significance of our college are evident in its enduring popularity as reflected by the number of responses from students seeking admission. While many other colleges in the region struggle with dwindling enrollment in commerce programs, we consistently receive applications that far exceed our capacity - five to six times of our intake.

However, while meeting the demand of the society, we have been facing a significant challenge in terms of spatial constraints. Though we have been actively seeking solutions to address this issue, our efforts have been hindered by factors beyond our control. Recently we have made significant progress in addressing our longstanding spatial constraints. We have made significant strides in our plans to construct a state-of-the-art building on our purchased land, paving the way for the expansion of our offerings in commerce education. We have made significant strides in our plans to construct a state-of-the-art building on our purchased land, paving the way for the expansion of our offerings in commerce education in two shifts - day and evening. This will enable us to introduce additional programs, such as MBA, M.Com. etc.

5. CONCLUSION

Additional Information :

The college is situated in Siliguri, a cosmopolitan city that facilitates cultural exchange and diversity. Our student demographics reflect this diversity, with 50% of students speaking Bengali, 40% speaking Hindi, and 9% speaking Nepali as their mother tongue. The college has sanctioned posts for Hindi and Nepali language teachers to cater to the linguistic diversity. Additionally, the college has a multicultural student body with 90% Hindus and 10% belonging to minority communities.

The college has a unique model, offering higher education in commerce and management in the evening hours, catering to the needs of working professionals and students. This has made it a trailblazer in commerce education in North Bengal, with a consistent demand for commerce education in the evening hours. The college has a strong academic environment, with dedicated teachers and supportive staff, resulting in a high pass rate and esteemed alumni.

The college is committed to providing comprehensive commerce education, offering all commerce programs available in the affiliating university's curriculum. Despite spatial constraints, the college has made significant progress in constructing a state-of-the-art building, paving the way for expansion and introduction of additional programs like MBA and B.B.A.

Concluding Remarks :

Siliguri College of Commerce, with its strong foundation in academic excellence, diverse student body, and commitment to community engagement, is poised to navigate the challenges of modern education. While there are areas for improvement, the college's strengths in providing a supportive learning environment, trying to foster industry connections, and promoting research and innovation position it for future growth and success. As the college continues to evolve and adapt to the changing educational landscape, it remains dedicated to empowering students to become responsible, informed, and engaged citizens, prepared to make a meaningful impact in the world of commerce and beyond.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification

1.3.2	**Percentage of students undertaking project work/field work/ internships (Data for the latest completed academic year)**
	
	    1.3.2.1. **Number of students undertaking project work/field work / internships**
	    Answer before DVV Verification : 935
	    Answer after DVV Verification: 630
	
	    Remark : /[In order to make a remark DVV has made minor adjustment.]/ Environmental Studies (ES) generally has been offered either as i. Core Course, or ii. elective course. If a student pursuing ES as elective subject only then a Dissertation/Project REQUIRED to acquire special/advanced knowledge, such as supplementary studies, with an advisory support by a teacher/faculty member. However, this is not the case here. Moreover, "Environmental Studies Project" and "Field Trip", as they are inherently incomparable to the comprehensive scope and duration of the Final Project, which spans a substantial six-month period. Such disparity in depth and duration is evident reflect in the credit value.

1.4.1	*Institution obtains feedback on the academic performance and ambience of the institution from various stakeholders, such as Students, Teachers, Employers, Alumni etc. and action taken report on the feedback is made available on institutional website*
	
	    Answer before DVV Verification : D. Feedback collected
	    Answer After DVV Verification: E. Feedback not collected

2.1.1	**Enrolment percentage**
	
	    2.1.1.1. **Number of seats filled year wise during last five years (Only first year admissions to be considered)**
	    Answer before DVV Verification:
	
	<table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr></table>
	    2.1.1.2. **Number of sanctioned seats year wise during last five years**
	    Answer before DVV Verification:
	
	<table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>940</td><td>860</td><td>805</td><td>770</td><td>725</td></tr></table>
	
	    Answer After DVV Verification :
	
	<table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>940</td><td>860</td><td>805</td><td>770</td><td>725</td></tr></table>

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

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

Answer before DVV Verification:

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
425	389	364	348	328

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
453	415	388	371	350

2.4.1

Percentage of full-time teachers against sanctioned posts during the last five years

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
16	16	16	16	13

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
16	16	16	16	13

2.4.2

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

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

Answer before DVV Verification:

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

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
08	09	10	9	8

3.2.2

Number of workshops/seminars/conferences including on Research Methodology, Intellectual

Property Rights (IPR) and entrepreneurship conducted during the last five years

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
2	1	0	0	0

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
2	1	0	0	0

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	3	0

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	02	0	0

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
4	1	1	1	1

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
0	02	01	01	0

3.4.3	*Number of extension and outreach programs conducted by the institution through organized*

forums including NSS/NCC with involvement of community during the last five years.

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
6	7	2	1	12

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
05	02	01	01	02

3.5.1	*Number of functional MoUs/linkages with institutions/ industries in India and abroad for internship, on-the-job training, project work, student / faculty exchange and collaborative research during the last five years.* Answer before DVV Verification : 4 Answer After DVV Verification :02
4.1.2	*Percentage of expenditure for infrastructure development and augmentation excluding salary during the last five years* 4.1.2.1. **Expenditure for infrastructure development and augmentation, excluding salary year wise during last five years (INR in lakhs)** Answer before DVV Verification: _table1_ Answer After DVV Verification : _table2_
4.4.1	*Percentage expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component, during the last five years (INR in Lakhs)* 4.4.1.1. **Expenditure incurred on maintenance of infrastructure (physical facilities and academic support facilities) excluding salary component year wise during the last five years (INR in lakhs)** Answer before DVV Verification: _table3_

table1:

2022-23	2021-22	2020-21	2019-20	2018-19
0.55849	8.75035	1.39090	24.80984	22.97096

table2:

2022-23	2021-22	2020-21	2019-20	2018-19
0.55849	9.47290	1.39090	24.80984	22.97096

table3:

2022-23	2021-22	2020-21	2019-20	2018-19
2.96667	3.43138	3.34547	5.51718	5.62424

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
1.61	1.51	2.02	4.03	4.58

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
743	581	190	247	227

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
643	481	90	147	127

Remark : No clarification documents is available. Hence, altered by reducing 100 counts, arbitrarily.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
03	0	0	0	0

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	0	0

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
97	66	16	8	9

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
32	36	16	8	9

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
609	588	566	410	463

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
629	615	570	462	539

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
2	1	2	0	1

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
1	1	1	0	1

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

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

1	0	0	2	2

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	0	0

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
59	18	0	108	57

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
06	02	0	05	04

6.2.2	*Institution implements e-governance in its operations*

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

Answer before DVV Verification : A. All of the above
Answer After DVV Verification: C. 2 of the above

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
3	2	3	4	1

Answer After DVV Verification :

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

| 02 | 01 | 02 | 4 | 1 |

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

Answer before DVV Verification:

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

6.5.2	**Quality assurance initiatives of the institution include:** 1. **Regular meeting of Internal Quality Assurance Cell (IQAC); quality improvement initiatives identified and implemented** 2. **Academic and Administrative Audit (AAA) and follow-up action taken** 3. **Collaborative quality initiatives with other institution(s)** 4. **Participation in NIRF and other recognized rankings** 5. **Any other quality audit/accreditation recognized by state, national or international agencies such as NAAC, NBA etc.** Answer before DVV Verification : B. Any 3 of the above Answer After DVV Verification: D. Any 1 of the above Remark : HEI has supported the first sub-metric moderately and revised accordingly.
7.1.2	**The Institution has facilities and initiatives for** 1. **Alternate sources of energy and energy conservation measures** 2. **Management of the various types of degradable and nondegradable waste** 3. **Water conservation** 4. **Green campus initiatives** 5. **Disabled-friendly, barrier free environment** Answer before DVV Verification : B. 3 of the above Answer After DVV Verification: C. 2 of the above Remark : HEI has provided photos that support last two sub-metric moderately, hence, revised.
7.1.3	**Quality audits on environment and energy regularly undertaken by the Institution. The institutional environment and energy initiatives are confirmed through the following** 1. **Green audit / Environment audit** 2. **Energy audit** 3. **Clean and green campus initiatives** 4. **Beyond the campus environmental promotion activities** Answer before DVV Verification : B. Any 3 of the above Answer After DVV Verification: C. Any 2 of the above Remark : HEI has provided GREEN, ENERGY AND ENVIRONMENTAL AUDIT REPORT for ACADEMIC YEAR 2022-23. HEI has also seen to promote greenery and cleanliness. Hence, revised.

2.Extended Profile Deviations

ID	Extended Questions
1.1	**Number of teaching staff / full time teachers during the last five years (Without repeat count):** Answer before DVV Verification : 17 Answer after DVV Verification : 15
1.2	**Number of teaching staff / full time teachers year wise during the last five years** Answer before DVV Verification:

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
15	15	15	15	12

Answer After DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
13	14	15	12	11

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
32.86941	42.33847	26.08404	79.86392	95.75328

Answer After DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
11.05	15.90	23.05	36.74	40.21