# SELF STUDY REPORT

## FOR

## 2nd CYCLE OF ACCREDITATION

## SHILLONG COMMERCE COLLEGE

BOYCE ROAD LAITUMKHRAH
793003
scccollege.ac.in

Submitted To

**NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL**

**BANGALORE**

**June  2024**

# 1. EXECUTIVE SUMMARY

## 1.1 INTRODUCTION

In 1967 the college was started as the only and purely Commerce college in the hill areas of Assam under the name of Commerce College Shillong. Originally situated in G.S. Road, the college was shifted to the present address in 1969. The college was started with a Pre-University (Commerce) Course as an Evening College and subsequently, after a few years, commenced the Degree Pass Course in the Day and Evening Sections. Initially, the Guwahati University granted the college temporary affiliation up to Bachelor of Commerce (Pass Course). Due to mismanagement by the College Authorities, the Governing Body closed down the college on April 1, 1977 and ultimately the college was de-affiliated by North Eastern Hill University (NEHU). Unfortunately, the services of the Principal, the Teaching Staff and Office Staff were also terminated by the Governing Body. By an Act of 1984 adopted by the Meghalaya Legislative Assembly and duly assented by the Governor of Meghalaya on November 17, 1984, the management of the college was taken over by the Government of Meghalaya.

On May 28, 1986 the college was reopened as Shillong Commerce College with Pre-University Commerce classes on the same land duly improved, renovated and repaired after permission for re-opening was granted by NEHU. Initially, NEHU granted a provisional affiliation for three years from September 11, 1987 for Pre-University Commerce. Consequently, the college was affiliated to the North Eastern Hill University for Bachelor of Commerce (Pass Course) and thereafter for Bachelor of Commerce (Honours) course. Ultimately, the college was recognised by the UGC under 2F in January 1989 and under 12B in June 2003. At present, Shillong Commerce College offers Senior Secondary School Education level for Commerce, Bachelor of Commerce with Honours and Bachelor of Arts with Honours courses for both Morning and Day Sections.

**Vision**

Vision of Shillong Commerce college is to be an accessible, responsive and inclusive college delivering excellent programmes of teaching and outreach that improve the lives and opportunities of students - primarily for the economically disadvantaged- of the state and the region as a whole.

**Mission**

The educational mission of the Institute is the promotion of learning - learning by the students and the faculty. Central to our mission are our goals, which are to foster excellence in our teaching, scholarship and service, to prepare students with attitudes, skills and habits of lifelong learning and with leadership skills, enabling them to be useful members of the global society.

## 1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

**Institutional Strength**

1. The strategic location of the college makes it easily accessible for students.
2. Inclusive education with a high enrolment of diversified student population especially from different states of Northeast India.
3. Dedicated professional and qualified staff.
4. All the teaching faculty are delegated with responsibilities of college events and activities through various committees.
5. Involvement of student representatives in certain administrative committees.
6. Medical facilities are freely available to all staff and students.
7. A counselling cell is fully functional to meet the psychological and emotional needs of students beyond the classroom.
8. Mentoring involving all teachers under the leadership of the college Counsellor is conducive for students' academic and overall growth.
9. Recipient of RUSA fund, Government of India.
10. Cordial relation between all stakeholders.
11. Addition of seven department post-NAAC 1st cycle assessment.
12. Addition of a new building with an auditorium, library, seminar hall??
13. A more spacious library with more books, seating capacity with spaces for teachers and photocopy machine.
14. The whole campus is under CCTV surveillance.
15. Existence of the NCC, NSS, GAIA Eco Club, Red Ribbon Club enhances students' social skills equipping them with the ability to contribute to the society.
16. Existence of add-on courses comprising skill enhancement courses like Basic Computer Course and TALLY  and personality development course of Soft Skills.
17. Outreach and extension activities such as blood donation, tree plantation …
18. Full-time gym instructor to manage gym facilities in the college.
19. Annual field trips exposing students to the practical application of classroom knowledge.

**Institutional Weakness**

1. Inadequate number of government sanctioned post.
2. Rigidity in planning and execution of the curriculum since the college is an affiliated institution.
3. Teachers' high turnover especially in the Arts stream hampers the college welfare especially in effective teaching and completion of the curriculum.
4. Inadequate MOUs and collaboration with reputable companies and academic institutions.
5. College is yet to digitalise its system and operation.
6. Unavailability of student support system and placement.
7. Ineffective system of documentation.
8. Dis-proportionate workload among the staff.
9. Lack of orientation and training on implementing outcome-based education.
10. Dearth of teaching faculty involved in research work.
11. No retirement benefits for staff.
12. Inadequate facilities in the canteen in addition to high cost for the student community.

**Institutional Opportunity**

1. A digitalised library with additional reference books and journals.
2. More storage capacity for CCTVs for reference.
3. Implementation of MIS.
4. Prospect for acquiring additional land.
5. More skill-based add-on courses can be introduced.
6. Opportunity to start PG courses to improve and cater to student progression.
7. Research prospects as there is availability of research fund in the college.
8. Potential to increase solar energy production.

**Institutional Challenge**

1. To develop infrastructural facilities to cater to the demands of the NEP and to accommodate the large student community.
2. To check on the quality of the food and the cost, another canteen vendor is required.
3. Lack of incubation centre for innovative ideas and opportunities.
4. No Intellectual Property Rights.
5. Need for cutting-edge technology to adapt to the dynamic environment prevalent in the education sector.

# 1.3 CRITERIA WISE SUMMARY

**Curricular Aspects**

An effective curriculum planning is designed and carefully facilitated to realise student-centrism. This is made possible through the academic calendar, general staff meeting, departmental meetings. Students learning is ushered through dispensation of respective syllabus, reference books, websites and other subject-related sources. In order to assess students' learning, internal tests, class tests, assignments, student presentations and remedial classes are conducted from time to time. Feedback on the curriculum from teachers and students is also being taken at the end of every semester for its further improvement and analysis.

Cross-cutting issues in relation to Gender, Human Values, Environment and Sustainability are well addressed to the students through their integration in the curriculum. Subjects such as Environmental Studies, Political Science, Sociology and English provide platforms for sensitisation of various cross-cutting issues. In addition to what was stated above, the institution has held talks and organised workshops, started Gaya Eco Club and Red Ribbon Club.

Add-on courses are offered to the students. These add-on courses are immensely beneficial by equipping students with employable skills and with the ability to face the emerging challenges in the job market.

Seminars, projects, fieldwork, industry visits are undertaken by different departments which are also the pre-requisites for students to complete as part of their Undergraduate Program.

## Teaching-learning and Evaluation

The teaching-learning and evaluation process is an indispensable element that tracks students' overall growth and success. Concerning the reservation of the different categories in Higher Educational Institutions, the college complies with the reservation policy issued by the Government of Meghalaya. It is through the enrolment process that the college acquires the data for the student-teacher ratio. This ratio provides the structure for developing a healthy one-on-one mentoring relationship. Mentoring has provided invaluable insight on how the college could help students better. The teachers cater to the learner-centric mode of teaching. Students are provided different opportunities to learn and gain knowledge through collaborative work like presentations and field trips that are organised by the respective departments. The quality of teaching faculty is of the utmost importance.

The evaluation process, at the internal level, provides with information regarding the academic competency of the students as well as invaluable feedback for the concerned courses. The evaluation is done in a fair and transparent manner giving students the opportunity to improve during the semester.  This also imparts knowledge on the attainment of POs and Cos which is accomplished through internal test, assignment, presentations as well as feedback collected from the students at the end of the semester.

## Research, Innovations and Extension

Shillong Commerce College has implemented various extension programmes, including NSS, NCC and a Social Work Committee, to promote students' social consciousness. These extension programmes have organised events like Cancer Awareness, Swachh Bharat cleaning and Cleaning Drives as part of the "Clean India Movement" theme. Physical activities and good health are also prioritised, with the NSS Unit taking students on adventure activities such as trekking to Shongpdeng and Dawki.

The college has also organised activities to emphasise the significance of meditation, mental and physical well-being on International Yoga Day. Charitable initiatives have been implemented to motivate students to contribute and offer assistance to orphanages in the neighbourhood.

The college has conducted awareness events on World No Tobacco Day, World AIDS Day apart from organising Blood Donation Drives and Disaster Management Training. The NSS Unit has organised a Career Counselling Event and a Medical Camp in Umphrew(village adopted under NSS unit of the college)  A Virtual Symposium on COVID-19 was conducted inorder to educate students about the pandemic and to equip them with self-protective measures.

Rev. Thomas Jones Day was commemorated in the college and a Commemorative Independence Day Run was organised. The NSS Unit arranged an Informative Lecture on "Only One Earth". The Eco Club was inaugurated

and on the same day the students were engaged in planting flowers within and around the college campus.

The Red Ribbon Club in collaboration with the Meghalaya Aids Control Society (MACS) organised several events to raise awareness about HIV-AIDS in Meghalaya which include an Inter-College Debate Competition, an Awareness Talk, and Voluntary Blood Donation Camps.

Shillong Commerce College has successfully implemented various extension programmes and initiatives to promote students' social consciousness inorder to contribute to their community.

## Infrastructure and Learning Resources

The College prioritizes quality education with adequate infrastructure. The campus boasts 24 classrooms, most fitted with ICT equipment, and a recently completed extension building. There's a computer lab, library with Koha system, and cultural promotion through various clubs and activities. Facilities include two conference rooms, smart classrooms, well-furnished auditorium, sports infrastructure, and NCC/NSS units. Plans include waste management initiatives, a new canteen, and a parking building under construction.

The Library had started automation in 2015 with Koha Library Integrated Management system version 3.14 which is currently upgraded to version 21.11.New issues of print journals are recorded in the Journal Register and are digitally maintained in Koha. KIOSK is installed which is used as an Open Public Access Catalogue (OPAC).library has installed E-Gate entry Portal on October, 2022 and DSpace Software to develop the digital lab of the library in order to manage, preserve and disseminate collection of the college publications. The library is also equipped with a scanner (Lex Instant Scanner and Reader) and software that will serve the blind and SEN users of the college. The library subscribes to 21 journals, N-LIST, J-Gate e-resources, online journals, magazines and daily newspapers.

The institution frequently updates its IT facilities including bandwidth of internet connection which is 150 MBPS.

The College has been focusing on augmenting its infrastructural facilities to meet the demand of growing numbers of students. The college has been allocating a substantial amount of funds for creating a number of infrastructural facilities in the last five years (2019-2024) during the period, a new auditorium with a seating capacity of seven hundred (700) is completed.

A fully equipped computer laboratory with 100 desktops (stand alone with single table and chair) with LED projector and internet facility has been completed in the new building to provide an opportunity to upskill students and expand their capabilities. A 200-seater Seminar Hall has also been built to further enhance teaching learning exercises.

To further augment infrastructural facilities, a new building is under construction which is expected to be completed by December 2025.

## Student Support and Progression

Students of the College have benefitted by scholarships and freeships provided by the Government and Non-Government agencies and philanthropists during the last five years. Year- wise list of students in each scheme

is enclosed. For scholarships received from the Government, a Sanction Letter from the Directorate of Higher and Technical Education with details of amount under each scheme is required. As the College is not in possession of such a letter, the Office of the Principal has written and sent a letter to the issuing authority and requested them to do the needful.

The Institution has taken initiatives for capacity building and skill enhancement by introducing soft skill courses for language (Spoken Hindi) and communication. Certificate Computer Course is conducted every year for students of the Sixth Semester. Life skills like yoga, health and hygiene, physical fitness are also a part of capacity building. Reports are still awaited.

In connection with College activity, numerous activities like literary, sports competitions and cultural programmes are organized during the annual College Week. Certificates and medals are awarded to successful participants as incentives. As it is difficult to keep track of students after they leave the College, information and documentation on the progression of students to higher studies is negligible.

Career Counseling for Competitive Examinations were taken up in previous years. Circulars for holding classes and attendance list of participants are available although photographic evidence is absent. Resource persons comprise teachers of the Institution.

There is a registered Alumni Association, **The Shillong Commerce College Alumnis' Association**, which has been registered under the *Meghalaya Societies Registration Act, XII of 1983* that contributes significantly to the development of the Institution through financial and/or other support services. The Association consists of a President, Secretary, Treasurer and Executive Members. A number of Alumni have received placements in the College itself. The alumni have been making efforts to support the student community in the College through financial contributions and donation of books.

## Governance, Leadership and Management

Vision of Shillong Commerce college is to be an accessible, responsive and inclusive college delivering excellent programmes of teaching and outreach that improve the lives and opportunities of students - primarily for the economically disadvantaged- of the state and the region as a whole. The educational mission of the Institute is the promotion of learning - learning by the students and the faculty. Central to our mission are our goals, which are to foster excellence in our teaching, scholarship and service, to prepare students with attitudes, skills and habits of lifelong learning and with leadership skills, enabling them to be useful members of the global society.

One of the healthy practices of the college has been participative style of management. Plans of action for each year are formulated in the staff meeting and are being executed as per college policies. Faculty members are inducted as conveners/ members of various committee and these committees function independently to perform the task assigned. During college week the student council is involved in various committees for the smooth conduct of the week. Subject-specific academic activities such as framing time table, carrying out internal assessments, and sending students on field trips and other sessions outside of the college, are left up to the individual departments to plan and organize.

Teachers are encouraged to conduct research, seek Ph.D. degrees and to attend Faculty Development

Programme. The College also provides free medical facilities and counseling to all members of the college and also provides micro finance to the staffs of the college.

The faculty also fills a "Self-Appraisal Form" which helps them improvising their own performances and the college can monitor their activities. Annual Budget is prepared every year. The external audit is conducted by the Examiner of Local Accounts of the Government of Meghalaya.

**Institutional Values and Best Practices**

Institutional values and best practices form the bedrock of any institution, guiding its actions, decisions, and interactions both internally and externally. These values are not just lofty statements but are the essence of the institution's identity and culture. Best practices, on the other hand, are the established methods or techniques that have been proven effective through initiatives taken by the institution in bringing the development of the overall stakeholder and students' community, thereby, serving as benchmarks for achieving goals and maintaining standards. In concurrence with the requirement of metrics in criteria-vii, the college has made every effort in ensuring Institutional Values and Best Practices.

Aligning the fulfilment of the requirements in this criteria, the institution has took some measures, for instance promoting gender equity and creating a more inclusive environment. These efforts have been aimed at addressing gender disparities, fostering diversity, and empowering individuals of all genders within the institution. To address the importance of sensitizing students about gender equity or enhancing women empowerment, women cell of the college organized an awareness talk or programme annually to promote gender equity. Additionally, the college has installed CCTVs in and around the college campus to ensure safety and security especially towards female student/staff.

Marking the importance of conserving energy and developed hygiene environment, the institution in its little effort has activated some action in meeting the aforementioned objectives. Furthermore, to imbibe students with the constitutional rights and duties or to reminisce the contribution of prominent personality, the college observe the importance days and organized programme to instill a feeling of patriotism to the students' community. Additionally, the college also provides a flatform or promotes an inclusive environment in promoting the diversity of different cultural and traditional aspects of various ethnic and community groups.

The college has tried to navigate ways in marking the best practices of the college that is student-centric, which will ultimately benefit students and various stakeholders. The college believes that these best practices will benefit students in their personality development and their future endeavors.

# 2. PROFILE

## 2.1 BASIC INFORMATION

| Name and Address of the College | |
|---|---|
| Name | SHILLONG COMMERCE COLLEGE |
| Address | BOYCE ROAD LAITUMKHRAH |
| City | SHILLONG |
| State | Meghalaya |
| Pin | 793003 |
| Website | scccollege.ac.in |

| Contacts for Communication | | | | | |
|---|---|---|---|---|---|
| **Designation** | **Name** | **Telephone with STD Code** | **Mobile** | **Fax** | **Email** |
| Principal | Josephine Clare Blah | 0364-2227961 | 9863068234 | 0364-2227649 | shgcomcoll@gmail.com |
| IQAC / CIQA coordinator | Ailadlinda L Mawphlang | - | 8837461509 | - | ailadscc@gmail.com |

| Status of the Institution | |
|---|---|
| Institution Status | Grant-in-aid and Self Financing |

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

| Recognized Minority institution | |
|---|---|
| If it is a recognized minroity institution | No |

| Establishment Details |
|---|
| |

| State | University name | Document |
|---|---|---|
| Meghalaya | North Eastern Hill University | [View Document]() |

| **Details of UGC recognition** | | |
|---|---|---|
| **Under Section** | **Date** | **View Document** |
| 2f of UGC | 14-01-1989 | [View Document]() |
| 12B of UGC | 20-06-2003 | [View Document]() |

**Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)**

| Statutory Regulatory Authority | Recognition/Approval details Institution/Department programme | Day,Month and year(dd-mm-yyyy) | Validity in months | Remarks |
|---|---|---|---|---|
| No contents | | | | |

| **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 | BOYCE ROAD LAITUMKHRAH | Urban | 1.15 | 5699 |

# 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, | 48 | XII PASSED | English | 350 | 335 |
| UG | BA,Education, | 48 | XII PASSED | English | 90 | 70 |
| UG | BA,Economics, | 48 | XII PASSED | English | 90 | 45 |
| UG | BA,English, | 48 | XII PASSED | English | 90 | 60 |
| UG | BA,History, | 48 | XII PASSED | English | 90 | 48 |
| UG | BA,Khasi, | 48 | XII PASSED | English | 90 | 69 |
| UG | BA,Political Science, | 48 | XII PASSED | English | 90 | 83 |
| UG | BA,Sociology, | 48 | XII PASSED | English | 90 | 82 |

**Position Details of Faculty & Staff in the College**

| | Teaching Faculty | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | **Professor** | | | | **Associate Professor** | | | | **Assistant Professor** | | | |
| | Male | Female | Others | Total | Male | Female | Others | Total | Male | Female | Others | Total |
| Sanctioned by the UGC /University State Government | 0 | | | | 4 | | | | 6 | | | |
| Recruited | 0 | 0 | 0 | 0 | 1 | 3 | 0 | 4 | 3 | 2 | 0 | 5 |
| Yet to Recruit | 0 | | | | 0 | | | | 1 | | | |
| Sanctioned by the Management/Society or Other Authorized Bodies | 0 | | | | 0 | | | | 40 | | | |
| Recruited | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 11 | 29 | 0 | 40 |
| Yet to Recruit | 0 | | | | 0 | | | | 0 | | | |

| Non-Teaching Staff | | | | |
|---|---|---|---|---|
| | **Male** | **Female** | **Others** | **Total** |
| Sanctioned by the UGC /University State Government | | | | 7 |
| Recruited | 5 | 2 | 0 | 7 |
| Yet to Recruit | | | | 0 |
| Sanctioned by the Management/Society or Other Authorized Bodies | | | | 25 |
| Recruited | 12 | 13 | 0 | 25 |
| 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/M CH | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Ph.D. | 0 | 0 | 0 | 0 | 1 | 0 | 5 | 4 | 0 | 10 |
| M.Phil. | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 1 | 0 | 2 |
| PG | 0 | 0 | 0 | 1 | 2 | 0 | 5 | 22 | 0 | 30 |
| 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/M CH | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Ph.D. | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 1 |
| M.Phil. | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 1 |
| PG | 0 | 0 | 0 | 0 | 0 | 0 | 3 | 2 | 0 | 5 |
| UG | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

| **Part Time Teachers** | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| **Highest Qualification** | **Professor** | | | **Associate Professor** | | | **Assistant Professor** | | |
| | Male | Female | Others | Male | Female | Others | Male | Female | Others | Total |
| D.sc/D.Litt/ 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 | 1 | 3 | 0 | 4 |
| 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 | 349 | 81 | 0 | 0 | 430 |
| | Female | 332 | 30 | 0 | 0 | 362 |
| | Others | 0 | 0 | 0 | 0 | 0 |
| Certificate / Awareness | Male | 171 | 22 | 0 | 0 | 193 |
| | Female | 208 | 18 | 0 | 0 | 226 |
| | 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 | 1 | 3 | 13 | 15 |
| | Female | 1 | 3 | 4 | 2 |
| | Others | 0 | 0 | 0 | 0 |
| ST | Male | 446 | 595 | 790 | 1048 |
| | Female | 316 | 428 | 615 | 779 |
| | Others | 0 | 0 | 0 | 0 |
| OBC | Male | 3 | 10 | 7 | 13 |
| | Female | 3 | 3 | 5 | 1 |
| | Others | 0 | 0 | 0 | 0 |
| General | Male | 49 | 41 | 63 | 86 |
| | Female | 26 | 41 | 28 | 37 |
| | Others | 0 | 0 | 0 | 0 |
| Others | Male | 0 | 0 | 0 | 0 |
| | Female | 0 | 0 | 0 | 0 |
| | Others | 0 | 0 | 0 | 0 |
| Total | | 845 | 1124 | 1525 | 1981 |

## Institutional preparedness for NEP

| 1. Multidisciplinary/interdisciplinary: | The College offers Humanities and Commerce Stream and it is planning to open BBA programme. There is potential for the implementation of an interdisciplinary approach to education in the near future. |
|---|---|
| 2. Academic bank of credits (ABC): | An awareness program has been conducted for ABC in the College. The College has started enrolling students for the ABC as directed by the affiliating university. |
| 3. Skill development: | Various skill development programmes such as Tally ERP, Soft Skills and Hindi Conversational Programme have been conducted. Basic Computer |

| | |
|---|---|
| | Course and Garment-making were also taken up. Skill Development Programmes will also be incorporated by the Affiliating University in the NEP 2020 UG programs. |
| 4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course): | At the UG level, one language programme, i.e., Khasi (as Honours and Elective subjects) is offered. To create awareness about the national language, it may be mentioned that the college offers a Certificate Course in Conversational Hindi. |
| 5. Focus on Outcome based education (OBE): | UGC has implemented the Learning Outcome-based Curriculum Framework (LOFC) and all institutions of Higher Education are instructed to adhere to it. All programmes follow their respective POs, PSOs and COs for curricula implementation. The attainment of outcome is considered from the performance of the learners in the internal assessment and external examinations. Since the Affiliating University is yet to implement LOCF, the College is in the process of calibrating the Outcome Based Education. |
| 6. Distance education/online education: | The teachers have taken online classes using various platforms like Zoom, Google Meet, Google Classroom, YouTube links, etc. SWAYAM and MOOCS will be incorporated in the syllabus by the Affiliating University and this will be duly followed by the college. |

**Institutional Initiatives for Electoral Literacy**

| | |
|---|---|
| 1. Whether Electoral Literacy Club (ELC) has been set up in the College? | ELC has been set up in the college on October 3, 2023. |
| 2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character? | Three Assistant Professors viz. Loyola Dkhar, Janice D. Pala and Benezer Wanchand, from the Department of Political Science have been appointed as Nodal Officers and 35 students of age group 18-21 years old have been appointed as members. In due course of time, the Club will have all the students from all semesters as its members. Being a platform to engage students through activities and hands-on experience, the Club will sensitise them on their electoral rights and familiarise them with the electoral process of registration and voting. We believe that no voters be left behind once they are eligible to vote. |

| | |
|---|---|
| 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. | The ELC had conducted three programmes since its inception till March 2024. On Nov 25, 2023, a short program was conducted to commemorate Constitution Day (National Law Day) in the College. Teachers and students across all the Departments attended the said program. Keeping in mind the upcoming Lok Sabha Elections 2024, a poster making competition and an essay writing competition were held on March 13, 2024. The theme for the Voters' Awareness Contest was "Nothing Like Voting, I Vote For Sure". |
| 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. | The ELC of the College will initiate more programmes/projects in the future to strengthen the culture of electoral participation among young and future voters of the State. The ELC is preparing a proposed schedule of activities with provisional timeline. |
| 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. | Most of the students of the College have already enrolled themselves as voters. A Voters' Awareness Programme was specially held on March 27, 2024 by the ELC in which the Resource Person explained about various activities under Systematic Voters' Education and Electoral Participation Programme (SVEEP) and also discussed about the procedures related to registration and correction of their existing particulars in Electoral Roll. Attempts will be made by the College and the ELC to create more awareness and adopt mechanism to encourage and enable students to get themselves registered and exercise their franchise. |

# 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 |
|---------|---------|---------|---------|---------|
| 1981 | 1518 | 1123 | 602 | 782 |

| 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: 69**

| 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 |
|---------|---------|---------|---------|---------|
| 52 | 55 | 36 | 37 | 24 |

## 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 |
|---------|---------|---------|---------|---------|
| 80.57 | 64.37 | 97.79 | 90.83 | 53.69 |

| File Description | Document |
|------------------|----------|
| Upload Supporting Document | [View Document](#) |

# 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:**

The college ensures that the first priority, that of curriculum delivery to the students of the college, is well thought of and planned keeping in mind the objective of developing and providing a holistic education catering to the needs of all sections of society and aiming at all-round-development of the students. For this, the following steps and practices are followed by the college:

- The college prepares an academic calendar detailing the various activities to be conducted throughout the year within the framework provided by the Affiliating University, the North-Eastern Hill University (NEHU), Shillong.
- Copy of the syllabus of all the departments is available with the respective departments.
- Departmental meetings are held wherein all the teachers discuss the curriculum, the department time table, allocation of classes, internal assessment and evaluation of their respective students within their departments.
- ICT facilities are available to the teachers to be used in their respective classes.
- Exposure trips are also organised as per the requirement of the curriculum.
- The Principal also convenes general staff meetings to assess and review the progress and completion of courses and internal assessment and evaluation by the different departments.
- Teachers provide a list of reference books, websites and other sources to the students. This helps the students to prepare notes, assignments and project works.
- Feedback from teachers and students help the college to understand the need to improve the effectiveness of the delivery of the curriculum.
- Tearchers participate in Board of Studies(BOS),  Paper Setting and Evaluation.

Continuous Internal Assessment (CIE) is implemented through the following:

- Internal tests, to assess as well as grade the students during the course of the semester;
- Class tests are periodically organised to assess students.
- Assignments are also given to students for assessment as well as grading.
- Student presentations are also conducted by the departments.
- Remedial classes are also organised to students who require extra classes on topics under the curriculum.

The college has implemented the National Education Policy 2020 in order to realise students centrism. Apart from Major and Minor subjects such as English, Khasi, Economics, Education, History, Political Science, Sociology for B.A, Accountancy for B.Com, Motivation, Personality Development and Public Speaking for Skill Enhancement Course (SEC), Culture and Society, Fundamentals of Computer Systems, Mathematics in daily life, Commercial Arithmetic and Elementary Statistics for Multi-Disciplinary Course (MDC), M.I.L (Khasi), Alternative English for Ability Enhancement Course (AEC) and Environmental Science for Value Added Course (VAC) are offered in the first semester.

In the second semester Entrepreneurship, Introduction to Educational Psychology, Environmental ethics, Understanding Human Rights, Fundamentals of Statistics for Multi-Disciplinary Course ( MDC), MIL-II , Communicative English for Ability Enhancement Course (AEC), E-Commerce, Communication Skills, Python Programming for Skill Enhancement Course (SEC) and Understanding India, Health and Wellness for Value Added Course (VAC) are offered  apart from major and minor subjects.

| File Description | Document |
| --- | --- |
| Upload 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:** 5

| File Description | Document |
| --- | --- |
| List of students and the attendance sheet for the above mentioned programs | [View Document](#) |
| Institutional programme brochure/notice for Certificate/Value added programs with course modules and outcomes | [View Document](#) |
| Institutional data in the prescribed format | [View Document](#) |
| Evidence of course completion, like course completion certificate etc. Apart from the above: | [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:** 20.7

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 |
|---------|---------|---------|---------|---------|
| 353     | 310     | 55      | 159     | 366     |

| 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:**

1. The Affiliating University has introduced a compulsory subject ' Environmental Studies' for the final Semester students of both B.A. and B.Com. With the implementation of NEP 2020, the subject 'Environmental Science' for first semester students and 'Environmental Ethics' for second semester students are offered.
2. In B.A. Political Science, the third semester students study gender sensitisation and caste' in Paper PSc.03: Indian Political System in the Course Content " Social Movements and Political Mobilisation- Caste and Gender".
3. The Sociology Paper for the fifth semester students contains a Unit ', Family and Kinship', that enables teachers to talk about Gender and Gender Role.
4. The English Honours students study gender in the play 'Saint Joan' by G.B Shaw. Bernard Shaw uses the preface of St.Joan to challenge the confining gender roles imposed upon women by society.

In addition to what was stated above, the institution has held talks on different related issues and has started 'Gaia Eco Club'. The 'Gaia Eco Club' keenly organises events to uphold safety and protection of the environment. Below were the activities conducted that provided platforms for students:

- The Human Rights Cell organised a talk on " Equality – Reducing Inequalities, Advancing Human Rights ", and invited Shri. T.T.M. Sangma , Meghalaya Judicial Service and Officer on Special Duty, Meghalaya State Legal Services Authority, as Resource Person on December 10,

2021.

- The Department of Education organised ' A Talk on Human Values' through Zoom Platform on December 11,2021. The Resource Person was Dr. Minnette Passah, Master Trainer, State Institute of Rural Development (SIRD).
- The Sociology Department held a talk on gender sensitisation on the topic, "Women's Rights are Human Rights" on December 15, 2021 through Zoom Platform. The Resource Person was Dr. Rekha Shangpliang, Associate Professor, Department of Sociology, N.E.H.U.
- The Gaia Eco Club organised 'Dustbin-making Competition' and Cleaning Drive' on World Environment Day, June 5, 2022.
- The Gaia Eco Club undertook a comprehensive Cleaning Drive on September 3, 2022 as part of their ongoing commitment to environmental conservation.
- Tree Plantation programme was organised in the College campus on June 5, 2023 with the active participation of the club members, the faculty and the Principal Dr. (Mrs.) Sabita Sen.
- The Gaia Eco Club also organised a Rally on June 5, 2023, to celebrate World Environment Day with the theme ' Beat Plastic Pollution'. The main objective of the Rally was to promote sustainable practices and advocate for the reduction of plastic pollution.

| File Description | Document |
| --- | --- |
| Upload Additional information | [View Document](View Document) |

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**1.3.2**

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

**Response:** 19.23

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

Response: 381

| File Description | Document |
| --- | --- |
| Upload supporting document | [View Document](View Document) |
| Institutional data in the prescribed format | [View Document](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:** A. Feedback collected, analysed, action taken& communicated to the relevant bodies and feedback hosted on the institutional website

| File Description | Document |
| --- | --- |
| Link of institution's website where comprehensive feedback, its analytics and action taken report are hosted | View Document |

# Criterion 2 - Teaching-learning and Evaluation

## 2.1 Student Enrollment and Profile

### 2.1.1

**Enrolment percentage**

**Response:** 73.05

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 |
|---------|---------|---------|---------|---------|
| 798 | 713 | 553 | 309 | 286 |

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 980 | 980 | 980 | 350 | 350 |

| File Description | Document |
|------------------|----------|
| Institutional data in the prescribed format | [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:** 85.91

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 |
|---------|---------|---------|---------|---------|
| 713 | 641 | 513 | 266 | 244 |

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 |
|---------|---------|---------|---------|---------|
| 745 | 745 | 745 | 266 | 266 |

| File Description | Document |
|------------------|----------|
| Institutional data in the prescribed format | 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:** 38.1

## 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:**

Throughout the five academic years, from 2018 to 2023, the college had organised various skill-development programmes, skill-based workshops, and inter-college competitions, and seminars as well as webinars on various issues. The college had organised skill-development programmes such as workshop on computerised garment design and manufacturing, and workshop on mobilisation drive on pattern-making and line-stitching.These various programmes have helped students' critical thinking, research skills, and effective public presentation allowing students a more holistic student experience. At the department level, study tours, industrial visits and presentations were conducted enabling students with practical experience in their respected fields.

With reference to ICT tools, teachers make use of digital projectors available in certain classrooms as well as smart TVs that are available in two classrooms, for powerpoint presentations on various topics. During the pandemic, teachers made use of google classrooms, google meet, youtube

videos, voice recordings and pdf notes to deliver lectures as well as conduct online presentations for the students. Teachers create whatsapp groups related to specific subjects where the students are added and these groups are used for the dissemination of webpage and youtube links containing necessary information related to the subject matter of particular semesters.

| 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:** 98.55

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 |
|---|---|---|---|---|
| 52 | 55 | 37 | 38 | 25 |

**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:** 72.06

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 |
|---|---|---|---|---|
| 48 | 45 | 30 | 13 | 11 |

| File Description | 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:**

Internal assessment is conducted to test students' learning capacity and allow teachers to tackle problems that may arise in the classroom. The internal assignment for the students is divided between, assignments or presentations, tests and attendance for a total of 25 marks. Students are intimated through whatsapp concerning their internal test dates and are given ample of time to prepare on a particular topic based on the syllabus. Assignments and presentation topics are conducted to assess their learning experience of the students for the semester. Students are also awarded certain marks for adequate attendance. The internal assessment marks are presented to the students prior to their final semester exams.

The college conducts the internal examination in a timely manner which gives ample time for corrections to be done. If grievances arise from the students due to an error in their internal marks, they relate it to the concerned department and the issue is handled immediately. Students are allowed to appear for a retest, and assignments can be reworked on to help students with their learning while enhancing their marks.

| 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 COs for all the courses offered by the institution fall in line with all the programmes offered in accordance with the NEHU syllabus, which is meant to suit the present day requirement of the students. The COs prepare students to strive for the acquisition of a Bachelor's Degrees or the necessary qualifications for higher education, preparing them for different career options. Students are generally sensitised on the objectives of the course offered. Dissemination of information takes place through the orientation programme, and through the classroom set up. In addition, some faculty members are involved in designing the syllabus for the degree level.

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

**2.6.2**

*Attainment of POs and COs are evaluated.*

**Explain with evidence in a maximum of 500 words**

**Response:**

The college evaluates students for measuring the attainment of each of the POs, PSOs, and COs through various methods of assessment of the relevant programmes. The assessment is provided through home assignments, internal tests, terminal exams and university exams. Under the University Examination, students are evaluated for 75% of the total marks and the institution evaluates 25% of the remaining marks. The methods of measuring the level of attainment of POs, PSOs, and COs are: 1. End Semester University Examination 2. Internal Tests/ Assignments are given to the students with the intention of achieving the set goals within the POs of the respective subjects. 3. Feedbacks are also collected from students. 5. Students' advancement to higher studies in the same field or in diverse discipline.

**2.6.3**

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

**Response:** 94.34

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 |
|---|---|---|---|---|
| 257 | 235 | 233 | 241 | 201 |

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 |
|---|---|---|---|---|
| 270 | 235 | 238 | 259 | 235 |

| 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:** 3.14

| 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:** 5

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 |
|---------|---------|---------|---------|---------|
| 0 | 0 | 0 | 0 | 5 |

| 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:**

The Research Committee of the College, which was constituted in 2021, has started two Minor Research Projects funded and supported by the College.Workshops were organised in the college to guide students on the objectives, research methodology and field studies as part of preparation for these research projects.The minor research projects that the Committee has successfully completed include i. Impact of Covid 19 on Street Vendors in Shillong and ii.Milk Marketing in Shillong Agglomeration.

- "Impact of Covid 19 on Street Vendors in Shillong" : This research project elaborated on street vendors as one of the most vital components of the informal economy. It discussed various problems faced by the street vendors in Shillong during the Covid-19 period,mainly lack of government support.Through this research project, the students were able to gain a clear understanding of the socio-economic profile of the street vendors that they had interviewed personally. As a result, students were able to provide valuable suggestions and solutions for the

> problems faced by the street vendors.
> - Milk Marketing in Shillong Agglomeration:This research project studied milk production, its marketing aspects, firms and their milk business and the supply and demand within Shillong Agglomeration. Students were able to understand the nature of the milk business in Shillong, the opportunities that it offers, and the development of milk products etc., from this research project.

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

### 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:** 6

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 |
|---|---|---|---|---|
| 1 | 2 | 2 | 0 | 1 |

| 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:** 0.09

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 | 1 | 5 | 0 | 0 |

| File Description | Document |
|------------------|----------|
| Link to the uploaded papers, the first page/full paper(with author and affiliation details)on the institutional website | [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:** 0.04

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 |
|---------|---------|---------|---------|---------|
| 2 | 0 | 0 | 0 | 1 |

| 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](#) |
| Provide Links for any other relevant document to support the claim (if any) | [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:**

Extension groups like NSS, NCC, and a Social Work Committee are available in the college to foster students' social conscience . Through these groups, students actively participate in community service, enhancing their leadership, accountability, and teamwork skills. The college hosts events to raise awareness on social issues, such as Cancer Awareness; under Swachh Bharat Program promoting hygiene and cleanliness a cleaning drive was organised in the campus and at the Umphrew drinking water source. The "Clean India Movement" Cleaning Drive was also observed.

The college prioritizes fitness and wellness, engaging students in adventure activities such as trekking to Shongpdeng and Dawki on December 18, 2018, and to Nongriat and Sohra on January 18, 2020. International Yoga Day events were organized on June 21, 2018, 2019, and 2022, promoting meditation and well-being. Awareness campaigns on World AIDS Day (May 31, 2018, 2019, 2022, and December 1, 2021) were conducted by the NSS and NCC units, along with blood donation camps on June 19, 2018, and September 27, 2019. The Red Ribbon Club and MACS collaborated on HIV/AIDS awareness events, including sex education at an Inter-College Debate competition in Shillong, and a blood donation camp with an awareness talk in August 2022.

The college arranged a 'Crisis Management Training' to enhance students' knowledge and preparedness for emergencies. The NCC Boys' Unit organised a Career Counseling event aiming at informing students about career opportunities in the armed forces. The NSS Unit conducted a medical camp in Umphrew village, collaborating with the NCC Unit, the Social Work Committee, and the Outreach Committee. Additionally, a Virtual Symposium was organised by the NSS to address COVID-19 concerns, educating students about the pandemic and ways to stay safe.

The NSS Unit also honoured Rev. Thomas Jones Day with a presentation highlighting his notable achievements. Additionally, the Red Ribbon Club organised a 'Tiranga Yatra' and 'Independence Day Run' along with a 'Campus Intervention Programme' on March 24, 2023. In observance of World Environment Day, the NSS Unit conducted an educational talk on the theme "Only One Earth" and launched the "Eco Club," followed by a student-led flower planting initiative in and around the college premises. In addition, the 61 Meghalaya Girls' Bn NCC in collaboration with the NCC Wing of the college hosted an intercollege debate competition on "G20".

Shillong Commerce College hosted a 30-hour training on "Soft/Life Skills" which proved to be highly beneficial in enhancing both academic skills and overall personality. The training offered students a platform to showcase their abilities and effectively address their shortcomings.

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

**3.4.2**

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

**Response:**

**AWARDS**

The College has taken keen interest in organising and participating in many extra-curricular activities organised by different agencies and by the different Departments of the Government. This has immensely helped the students in building up their confidence while exposing their various talents. The College has received recognitions from the various organisations for various contributions to the society.

**2018:**

- *Appreciation Certificate* by the Indian Institute of Travel and Tourism Management, Gwalior, for its service and dedication to the cause of Swachhata (Cleanliness) by conducting street play and awareness programs.
- *Appreciation Certificate* by the Governor of Meghalaya for its service and dedication to the live saving cause by organising Blood Donation Camps.

**2019:**

- *Appreciation Certificate* to the NSS, NCC & Social Work Committee by the Meghalaya AIDS Control Society Shillong, for organising a voluntary Blood Donation Camp during the year 2018-2019

**2020:**

- Phibarishisha Diengdoh (NCC Cadet) was felicitated by the Governor of Meghalaya on November 28, 2020 for her performance in helping the society during the COVID 19 pandemic
- *Appreciation Certificate* from the State Blood Cell, for its participation in the National Voluntary Blood Donation Camp in the year 2020

**2022:**

- *Appreciation Certificate* by the Department of Sports and Youth Affairs, Government of Meghalaya, for its participation in Aspire Meghalaya Youth Survey held in the year 2022.
- *Appreciation Certificate* from Kalam Center for its participation in the Jigyasa Quiz Competition held on 12th April, 2022 to celebrate 75 Years of India's Independence
- *Appreciation Certificate* from the Regional Blood Center, Pasteur Institute for its participation in the National Voluntary Blood Donation Camp in the year 2022
- *Appreciation Certificate* from State Blood Cell, for its participation in the National Voluntary Blood Donation Camp in the year 2022
- Winning trophy in the Paintball Quickdraw Challenge organised by the Meghalaya AIDS Control Society Shillong, August 2022

**2023:**

- Cdt Mary Bey Syngkli, won the prize of  *2nd Best Speaker* in the Inter-College debate competition organised by 61st Meghalaya girls Bn NCC Shillong.

| 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:** 18

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 |
|---|---|---|---|---|
| 6 | 2 | 0 | 3 | 7 |

| 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](#) |
| Detailed report for each extension and outreach program to be made available, with specific mention of number of students participated and the details of the collaborating agency | [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:** 5

| 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:**

The college ensures the quality of teaching and learning through adequate infrastructure. The college has 24 classrooms (5 in old building, 19 in extension building), 16 fitted with LCD projectors. The extension building is completed and most of the rooms are utilised. Most classrooms are equipped with sound system. The campus has adequate number of washrooms. However, regular maintenance and periodic replenishment of infrastructure is carried out from time to time when required.

The college has a computer laboratory with a capacity of 80 computers. At present there are 64 computers with Wi-fi connectivity and an LCD projector. Laboratory rules and regulations are prepared and displayed for students. The college has two staffrooms.

The college has one conference room with a seating capacity of 70. It is fitted with LED projector, interactive TV and internet connectivity. There is also a new conference room that is being used for various activities. There are also two Smart Classrooms fitted with interactive TVs and internet connection.

The library is automated using Koha as a Library Management System. There are 8 desktops for students, with internet connectivity. The library is subscribed to N-List, to access INFLIB-NET. The library also has two photo-copier machines. 80% of the books have been barcoded. The library has a reprography unit that provides services to students at subsidised rates.

Shillong Commerce College is a strong promoter of culture and tradition of the state and the nation. The Cultural Committee is an attempt to identify, nurture and showcase talents from amongst students. The college has a number of clubs catering to a diverse range of interests, including the art, environment, dance and music. The college has various musical instruments such as guitar, electronic drum, keyboard

and others. For waste management, a compost pit is under construction which will be maintained by the Eco Club.

The college has a well-furnished auditorium, which has a capacity to accommodate 700 students. It is

fitted with state-of-the art remote controlled stage curtains, JBL sound system, projector, besides others. This versatile space is actively utilised for various purposes, including the hosting of cultural events.

The sports infrastructure includes a well-equipped gymnasium for body-building enthusiasts, along with facilities for indoor games such as table-tennis, carrom and chess, and an outdoor basketball court. The management and organisation of these sports activities are meticulously overseen by the Sports Committee, ensuring a vibrant and active campus life. The NCC and NSS Units of the college organise yoga classes from time to time.

Adequate drinking water facilities and plans for a new canteen reflect the institution's focus on student welfare. A new parking facility, currently under construction, will alleviate congestion and provide additional space for future expansion, exemplifying the college's forward-looking approach to infrastructure development.

| 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:** 47.79

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 |
| --- | --- | --- | --- | --- |
| 37.85 | 7.44 | 32.39 | 0.00 | 107.38 |

| 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 Library is currently automated with Koha Library Management System version 21.11. The library has installed E-Gate entry Portal to digitally record the number of users who visit the library. The library has also the installed DSpace Software to develop the digital lab of the library. The library is also equipped with a scanner (Lex Instant Scanner and Reader) and software which will serve the blind and SEN users of the college.

The library also allows students coming from economically challenged families to keep books for a whole semester with prior permission from the Principal. Internet facility for academic purposes is also available for students. Reprographic facility (Photocopying charged at Re1 per page and printing charged at Rs5 per page) is available in the library for students and staff of the college. A separate reading space is also kept for the faculty of the college. From time to time the college library also receives donated books from outgoing students, teachers, various government offices, NGOs etc.

The library has, till date, a collection of 16000+ books wherein an increase of 7500+ number of books have been added to the collection from 2018-2024. The library annually subscribes to N-LIST and J-Gate e-resources, online journals, magazines and daily newspapers (local and national). The library annually conducts orientation programs for fresh students of the college to inform them of the facilities and services provided by the library. A one-day library training program on the theme "Beyond Books" with J-Gate was organised in the college by Shillong Commerce College Library in collaboration with Informatics Publishing Limited, Bangalore. A Book Fair was organised by the college library whereby a number of books was selected by each department which has thus increased and enriched the library's collection.

| Year | ILMS Version | Amount spent on purchase of books | E-Resources | Amount spent on E-resources | Journals | Amount spent on journals | Per day usage of library |
|------|--------------|-----------------------------------|-------------|------------------------------|----------|--------------------------|--------------------------|
| 2018-19 | 3.18 | 6,78,337 | NLIST + 5 e-journals (inclusive of print copy) | 5900 | 8 | 40,000 | 29.74 |
| 2019-20 | 18.11 | 8,04,693 | NLIST + 5 e-journals (inclusive of print copy) | 5900 | 17 | 68,760 | 31.69 |
| 2020-21 | 18.11 | 4,25,673 | NLIST + 8 e-journals (inclusive of print copy) | 5900 | 18 | 92,850 | 22.81 |
| 2021-22 | 18.11 | 2,20,225 | NLIST + 8 e-journals (inclusive of print copy) | 5900 | 20 | 80,627 | 54.98 |
| 2022-2023 | 21.11 | 4,33,202 | NLIST, J-GATE, 8 e-journals (inclusive of print) | 64,266 | 22 | 89,960 | 87.16 |
| 2023-2024 | 21.11 | 557224 | NLIST, J-GATE, 8 e-journals (inclusive of print) | 5900 | 22 | 56400 | 174.55 |

| 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:**

The institution has adequate and latest IT infrastructure. The infrastructure and resources are updated and upgraded as per the requirements and changing technology. A dedicated internet connectivity of bandwidth 1 GBPS is provided by BSNL Fibre and the faculty and students can avail WiFi facilities 24X7. The Institute has an internet registered domain which provides internet facilities to staff and students. With increasing demand for internet access in educational campuses, the institute has set up a secured and stable WiFi network for the students and all staff members.

The entire institute is WiFi-enabled with the necessary firewalls and computer labs are connected through LAN. The connectivity through a fully networked campus with the IT infrastructure, computing and communication resources, offer students the facilities of e-mailing, net surfing, uploading and downloading of web based application and other materials, besides helping them in the preparation of projects and seminars.

Between the session 2022-23, the major IT expenses were on Casing (including Casing Pipe), Cable, Projector (including projecter screen), hard drive make Seagate, electrical materials, RJ 45 connector, 32'' Realme TV Smart, Power supply, Bullet/Dome Model-CP-UNC TB51ZL6-VMDS, BNC Connector, Full set desktop computer, laptop, HDMI Converter, BENQ Interactive Flat Panel, Hooter, Conventional Multi Sensor Detector with Base 2D Marcode Scanner, Multifunctional Printer, Seqrite EPS 3 years Business standard, PTZ camera, D-Link wireless adapter. (Dates are available in enclosure)

Wi-Fi

BSNL fibre connection is available which has been updated from the usual broadband.

**4.3.2**

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

**Response:** 28.3

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

Response: 70

| 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:** 0.91

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 |
|---|---|---|---|---|
| 1.84 | 0.63 | 0.44 | 0.16 | 0.44 |

| 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:** 31.93

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 |
| --- | --- | --- | --- | --- |
| 4 | 1133 | 265 | 231 | 285 |

| File Description | Document |
| --- | --- |
| Year-wise list of beneficiary students in each scheme duly signed by the competent authority. | [View Document](#) |
| Upload Sanction letter of scholarship and free ships (along with English translated version if it is in regional language). | [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:** A. All of the above

| File Description | Document |
|---|---|
| Report with photographs on Programmes /activities conducted to enhance soft skills, Language and communication skills, and Life skills (Yoga, physical fitness, health and hygiene, self-employment and entrepreneurial skills) | [View Document](#) |
| Report with photographs on ICT/computing skills enhancement programs | [View 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:** 1.4

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 | 44 | 0 | 40 |

| 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:** C. 2 of the above

| File Description | Document |
|---|---|
| Proof related to Mechanisms for submission of online/offline students' grievances | [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:** 2.97

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 |
|---|---|---|---|---|
| 23 | 17 | 0 | 0 | 0 |

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 |
|---|---|---|---|---|
| 252 | 297 | 274 | 262 | 260 |

| File Description | 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

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 |
|---------|---------|---------|---------|---------|
| 0       | 0       | 0       | 0       | 0       |

| File Description | 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:** 5

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 0       | 2       | 3       | 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:** 14

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 |
|---------|---------|---------|---------|---------|
| 16 | 24 | 0 | 15 | 15 |

| 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:**

The Alumni Association has always been an integral part of an institution. The emphasis placed on the Alumni by the NAAC is, to a large extent, responsible for familiarising many with the significance of what an alumni association can do for its alma mater. Alumni are expected to perform many roles effectively such as promoting institutional brand; providing mentoring to on-going students; facilitating internships, career opportunities, job placement for outgoing students and so on. The Shillong Commerce College Alumni Association, Shillong has been registered under the Meghalaya Societies Registration Act, XII of 1983. The Association consists of a President, Secretary, Treasurer and Executive Members. A number of Alumni have received placements in the college itself. The alumni have been making efforts to support the student community in the college through financial contributions and donation of books. The Alumni plan to facilitate workshops for students to develop their writing skills, presentation skills and other soft/behavioural skills to promote opportunities for their employability. They have also held discussions on award of certificates, medals and trophies to be given to students who perform in a distinctive way in sports in particular and in other academic activities.

| 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:**

*VISION: ACCESSIBILITY, INCLUSIVENESS AND QUALITY*

Vision of Shillong Commerce college is to be an accessible, responsive and inclusive college delivering excellent programmes of teaching and outreach that improve the lives and opportunities of students - primarily for the economically disadvantaged- of the state and the region as a whole.

*MISSION: EXCELLENCE, SERVICE AND SKILLS*

The educational mission of the Institute is the promotion of learning - learning by the students and the faculty. Central to our mission are our goals, which are to foster excellence in our teaching, scholarship and service, to prepare students with attitudes, skills and habits of lifelong learning and with leadership skills, enabling them to be useful members of the global society.

One of the healthy practices of the college has been the participative style of management. Staff members and students are inducted into various committees of the college where decisions are taken after consultations with all stakeholders.

The apex decision-making body of the college namely the Governing Body is duly constituted with representatives from the parents' body and teachers as well as from the society/ public, the affiliated university along with the Principal and two Vice Principals. All the executive decisions are taken in the staff meetings which are held regularly. Departmental meetings are held regularly where in-depth discussions are held on matters like completion of syllabus, distribution of classes and the scope of offering of new elective subjects, etc. Views of all the faculty members are given due weightage while taking decisions in the departmental meetings.

The college has a Student Council where student representatives from all the classes are elected. The Student Council comprises all the Class Representatives and thereafter they elect the office bearers amongst themselves. The election of the office bearers of the Student Council is done in the presence of the Principal, Vice Principal and senior teachers of the college. The President of the Student Council represents the student community in the IQAC where he/she can put forth the views and suggestions of the students. During the Annual College Week, the Student Council is given the authority and

responsibility to conduct all the events under the guidance of the respective Teachers-in-charge.

The college grants admission based on the merit of students irrespective of caste, creed and gender. Students of the college are provided with add-on courses such as Tally, Soft Skills and Basic Computer Programme to gain additional knowledge for employability after their graduation. Mentoring and counselling are in place to guide students, help them to be more responsible towards their studies and career and make them responsible citizens of the country.

Teachers are encouraged to attend workshops/conferences, seminars/webinars, orientation and refresher courses to enhance their teaching skills.

The college offers Humanities and Commerce Streams and it is planning to introduce a BBA programme. There is potential for the implementation of an interdisciplinary approach to education in the near future. The college has also started the construction of the additional building which includes two floors of parking lot to keep in line with the plans of the college.

| File Description | Document |
|---|---|
| Upload Additional information | [View Document](View Document) |

## 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 Apex Body of the college is the Governing Body which is constituted with representatives from the parents' body and teachers as well as from society/ public and affiliated university along with the Principal and Vice Principals.

The next level comprises (A) Teaching staff of the following departments: 1. Commerce Department, 2. English Department, 3. Economics Department, 4. History Department, 5. Sociology Department, 6. Khasi Department, 7. Political Science Department, and 8. Education Department. Each department has an In-charge except Commerce Department which has a Head of Department to look after the smooth functioning of the department; and (B) Non-Teaching Staff which comprises the following: 1. Library Department headed by the Librarian assisted by an Assistant Librarian and Library Staff 2. Accounts

Department comprising of Senior Accountant and Junior Accountant 3. Examination Department comprising of Officer-in-charge, Assistant Officer-in-charge and Exam Staff 4. Upper Divisional Assistant 5. Lower Divisional Assistant 6. Maintenance Staff and, 7. IQAC with various Sub-committees under it. The administrative set-up helps in the smooth day-to-day functioning of the college.

The college appoints the teaching staff by following UGC and State Government guidelines, rules and procedures to bring about effective and efficiency in teaching. Non-teaching staff are appointed as per State Government rules and procedures.

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

**6.2.2**

*Institution implements e-governance in its operations*

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

**Response:** D. 1 of the above

| File Description | Document |
| --- | --- |
| Screen shots of user interfaces of each module reflecting the name of the HEI | [View Document](#) |
| Institutional expenditure statements for the budget heads of e-governance implementation ERP Document | [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:**

1. Free Medical Facilities: The College has a Medical Room which provides free medical check-up and medicines to the staff and students. The medical room is run with a Doctor who is available thrice in a week and a full-time retired nurse. Registers are maintained separately for staff and students availing the facilities.

2. Counselling: The College has a qualified Counselor who is a regular employee of the institute and she is available during college hours, for the staff and students. A separate counselling room is allocated for the purpose by the college.

3. Micro Finance: Soft loan facilities are made available through micro finance to both teaching and non-teaching staff.

4. Leave to teaching and non-teaching staff (government sanctioned post) is provided as per state government rules and for management sanctioned post as per college rules. CPF is in place for government sanctioned post.

5. Canteen Facility: Canteen facility is available within the college campus to cater to the needs of staff and students.

6. Drinking water facility for staff and students of the college: Aquaguard water filters are provided to the staff of the college and two water filter dispensing machines for students.

7. Library Facility with adequate text books, reference books, journals, local and national newspapers to cater to the needs of staff and students of the college is available.

8. Teachers/departments are provided with Laptops and Desktop along with Printer in the staff room.

9. Separate Staff Room for Commerce and Arts Department.

10. Free housing facilities to the college security guard, night watchman, canteen staff and MTS workers.

The performance appraisal feedback is taken from the students regarding the performance of the teacher in the teaching-learning process. The feedback on the curriculum is also given by students at the end of the semester.

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

**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:** 4.51

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 |
|---------|---------|---------|---------|---------|
| 2 | 3 | 1 | 4 | 3 |

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 |
|---------|---------|---------|---------|---------|
| 6 | 28 | 18 | 16 | 16 |

| File Description | Document |
|------------------|----------|
| Institutional data in the prescribed format | [View Document] |
| Copy of the certificates of the program attended by teachers. | [View Document] |
| Annual reports highlighting the programmes undertaken by the 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 prepares an annual budget for effective utilisation of college funds. The budgetary allocation is done at the beginning of the academic year with the approval of the Governing Body.

The College Governing Body has appointed a Chartered Accountant who, along with his staff, conducts an annual audit of the accounts of the college. In addition, the Director of Local Accounts under the Government of Meghalaya conducts periodically the audit of Grants-in-aid received from the State Government.

The RUSA funds are handled by two committees, the RUSA Project Implementation Committee for new construction and renovation, and the RUSA Procurement Committee for the procurement of new equipments. Both the committees are headed by the Principal of the College. The implementation of any project is done through a tendering process where the Notice Inviting Tender is advertised in the local newspaper and the work is allocated to the most deserving contractor/vendor by opening up of tender taking into consideration both the technical and financial bid by either the RUSA Project Implementation Committee or the RUSA Procurement Committee as the case may be, with the approval by the Governing Body of the college. For RUSA projects, payments are made through PMFS by following the necessary procedures as provided by RUSA office Meghalaya and the accounts is audited by the same office.

The major institutional receipts and funding constitute:

1.          Grant-in-aid received from the Education Department, Government of Meghalaya. This comprises salary (100%) grants for all the posts sanctioned by the Government of Meghalaya.

2.         Tuition fees and other development fees collected from students.

Grants received from RUSA, Meghalaya.

| File Description | Document |
|---|---|
| Upload Additional information | [View Document](View Document) |

## 6.5 Internal Quality Assurance System

**6.5.1**

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

**Response:**

1. Organised webinars and workshops to facilitate knowledge and resource sharing for faculty members.

A. International Webinar on the "Impact of Covid-19 Pandemic: The Road Ahead" held on December 5, 2020.

B. Regional Online Workshop on "Online Education : A New-Normal Approach To Teaching" held on December 9–11, December 2020

C. International Webinar on the "Socio- Economic Issues, Challenges,

and Policy Framework in Developing Nations" held on January 28-29, 2021.

D.Organised programmes to instill national temper and consciousness and help promote National Integration in the minds of budding citizens of the nation.

E. Observed A.Azadi Ka Amrit Mahotsav; Dr Ambedkar Jayanti; International Yoga Day and World environment day

2. The Basic Computer Course:

Computer skills are the key to success in today's educational setup and in the workplace. With ample career opportunities, basic

computer literacy is essential for students from any background. The Basic Computer Course classes started from March 15, 2022 and was concluded on April 20, 2022.

3. Administrative Training:

Maintaining a system of organised, accurate and consistent documentation in the workplace is both necessary and beneficial. The training stressed on the importance of teamwork and how it is needed for every member to share responsibility, to promote efficiency and mutual accountability in administration .

In terms of improvement made with regards to quality post first-cycle accreditation, the College has: 1. Started Bachelor of Arts with seven department namely Economics Department, History Department, Political Science Department, Education Department, Khasi Department, English Department and Sociology Department. 2. Appointed Teachers in the seven departments

of Bachelor of Arts is in accordance with UGC guidelines 3. Appointed additional Non- Teaching Staff including Multi-Tasking Staff to meet the needs of the growing number of students and staff. The institution had made improvements in the coming years.

 * Certificate Course on Tourism was started and offered to the outgoing students in particular. The course duration was for three months, 25 students joined the same, of which 19 students were awarded Certificates based on their attendance, presentation and communication skills. *Completion of New Computer Laboratory in the new building of the college with 100 desktops.

The college has taken the initiative under Skill Development Plan by offering students with

Garment- making classes. The objective of this project is to enhance students with skills in operating the computerised knitting machines and develop skilled students in the area of embroidery and stitching. This initiative was started with 50 students out of which 2 students completed the programme successfully. The college also started an 'Eco Club' by the name GAIA. This initiative was undertaken by keeping in mind the requirements of a Green Campus. Ample steps were taken to plant saplings and small trees which would provide fresh air and view for the campus.

**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:** C. Any 2 of the above

| File Description | Document |
|---|---|
| List of Collaborative quality initiatives with other institution(s) along with brochures and geo-tagged photos with caption and date. | [View Document](#) |
| Link to Minute of IQAC meetings, hosted on HEI website | [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:**

To promote gender equity, the college has constituted a Women's Cell which organises programmes annually. The institution also offers equal opportunities for all activities, including administrative, teaching, co-curricular, sports, and other pursuits, to both male and female employees and students. Additionally, the college has the following facilities for ensuring safety for women in the college campus:

1. Safety and security: The College has an enormous responsibility to strengthen the safety and security of female students and staff. The institution has a video surveillance system by installing CCTVs on all the floors, corridors, canteen, library, basketball court, and other areas deemed necessary for the installation of CCTV. This provision ensures the safety of students, faculty, and facilities in the institute. The use of CCTVs in the institution helps to keep the students in check and under control. Additionally, the college employs security guards to deal with the all-hazards related problems as well as maintain safety and security in the campus.

2. Counselling: The College has a trained Counsellor and this makes a profound impact on the lives of students and staff. This service helps them navigate difficult life situations, such as the death of a loved one, academic stress and other personal issues. It provides the tools and insights to manage mental health issues, such as anxiety and depression. Ultimately, counselling empowers people to lead healthy and fulfilling lives. It may be stated that students do avail the services of the counsellor and the report received from the counsellor is very positive.

3.Common Room: Separate Common Rooms for boys and girls are provided by the College. These serve as an open space for relaxation, socialising and entertainment. Both Girls' and Boys' Common Rooms are spacious and airy with indoor game facilities like table tennis, carrom etc.

| File Description | Document |
|---|---|
| Upload Additional information | [View Document](View Document) |

**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:** B. 3 of the above

| File Description | Document |
|---|---|
| Circulars and report of activities for the implementation of the initiatives document | [View Document](#) |
| Bills for the purchase of equipment's for the facilities created under this metric | [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:** B. Any 3 of the above

| File Description | Document |
|---|---|
| Report on Environmental Promotional activities conducted beyond the campus with geo tagged photographs with caption and date | [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:**

Diversity is a reality that institutions must accept in today's linked world. The college fosters situations that encourage tolerance, acceptance, and peace among students and staff from different backgrounds as societies become increasingly varied in terms of culture, geography, language, religion, socioeconomic level, and other factors. Institutional initiatives to promote inclusion benefit not just the individuals but the larger social objective of creating a society that is more just and peaceful.

Inclusivity is more than just tolerance; it is actively accepting and appreciating diversity while ensuring that everyone feels respected, valued, and included. It entails building environments in which people from all backgrounds may flourish, cooperate, and contribute their distinct ideas and experiences to the larger community.

The college, in aligning to provide inclusive environment, has taken some impactful initiatives to promote diversity and inclusivity within the college by establishing diversity-focused programmes. Furthermore, the college also hosts talks that sensitise students about the constitutional obligation as responsible citizens.

The National Service Scheme (NSS), National Cadet Corps (NCC), and Red Ribbon Club of the college are instrumental in promoting constitutional duties and civic responsibilities among students. The NSS organises community service programmes such as blood donation, cleanliness campaigns, and educational outreach initiatives instilling a sense of social responsibility and community engagement. The NCC, through its rigorous training and discipline-oriented activities, fosters patriotism, leadership, and commitment to national service among cadets, preparing them to contribute to national defense and disaster relief efforts. The Red Ribbon Club specifically focuses on HIV/AIDS awareness and prevention, conducting educational workshops, awareness rallies, and counselling sessions to promote public health and social responsibility. Together, these organisations encourage students to actively participate in nation-building, uphold democratic values, and contribute positively to the society.

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

## 7.2 Best Practices

**7.2.1**

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

**Response:**

In today's evolving educational landscape, the concept of student-centrism has emerged as a beacon of excellence, emphasising the holistic development of students. Institutional best practices are

implemented to achieve excellence and efficiency in its operations. In the context of educational institutions, best practices are those methods and initiative that have been shown to effectively support the institution's goals, enhance the learning environment, and promote the well-being and success of students. These best practices are not static but evolve with the changing needs of the educational landscape, requiring continuous evaluation and adaptation.

The college has made every effort to introduce best practices which facilitate the overall development of the students. In line with upgrading students with personal and academic performance, the college has introduced the mentoring system where all students are allotted a mentor (teacher). Teachers meet the mentees on a regular basis and help them both on academic and personal challenges. The transition from high school to college marks a significant period in a student's life, characterised by newfound independence and an array of challenges. Amidst the complexities of academic demands, personal growth, and career planning, mentoring emerges as a pivotal support system. The significance of mentoring for college students cannot be understated; it is a cornerstone of academic success, personal development, and professional readiness. Furthermore, the next best practices which the college adopt is the 'employability training programme' in the form of Soft Skills and Tally Training Programme. The importance of Soft Skills and Tally Training Programme in a college curriculum cannot be underrated, as they equip students with essential competencies that are crucial for personal and professional success. Soft skills, such as communication, teamwork, problem-solving, and emotional intelligence, are indispensable in today's dynamic work environment. These skills enhance students' ability to effectively collaborate with colleagues, navigate workplace challenges, and exhibit leadership qualities, thereby increasing their employability and career advancement prospects. Concurrently, Tally Training Programme provides students with specialised knowledge and practical expertise in financial management and accounting software, a critical tool widely used in businesses. Proficiency in Tally enables students to handle financial transactions, generate reports, and maintain accurate financial records efficiently. By integrating Soft Skills and Tally Training into their curriculum, colleges ensure that graduates are not only academically proficient but also well-prepared to meet the demands of the modern workplace, making them versatile and competitive candidates in the job market.

In the recent years, the college earmarked Skill Development Mobilisation Programme and On-campus Medical Clinics are the best practices that have significantly enhanced the overall development of students. The 'Skill Development Mobilisation Programme' is a vital initiative for college students, playing a crucial role in bridging the gap between academic knowledge and practical skills required in the workforce. This programme focuses on identifying and nurturing students' inherent talents and equipping them with business-relevant skills. By offering targeted training and hands-on experience, the programme enhances students' employability, making them more competitive in a rapidly evolving job market. Additionally, it fosters entrepreneurial abilities, encouraging students to innovate and potentially create their own business ventures. The mobilisation aspect of the programme ensures that students from various backgrounds, including those from  under-privileged communities, have access to these

opportunities, promoting inclusivity and equity in skill development. Ultimately, this Programme empowers students to transition seamlessly from education to employment, contributing to their personal growth and the economic development of the broader community. This programme is a pivotal service that significantly enhances the overall development and success of college students. On the other hand, on-campus medical clinics offer convenient and immediate healthcare services, ensuring that students have access to medical care without the barriers of cost, transportation, or long waiting time. Regular health services, mental health support, and wellness programmes provided by a professional doctor and nurse can promote overall health and well-being, allowing students to focus better on their studies and extracurricular activities. Together, micro-finance loans and medical clinics address critical

## 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 College recognises the importance of providing support to economically disadvantaged students and to ensure their access to higher education and promote their academic success. One crucial initiative taken by the college is the establishment of Micro-finance. Micro-finance offers free-interest loan and provide students with access to small, affordable borrowing that can help cover educational expenses, living costs, and emergency financial needs, thereby reducing the financial stress that often accompanies college life. This free-interest loan enables students from diverse economic backgrounds to pursue their education without the constant worry of financial instability, fostering a more equitable and inclusive academic environment.

Additionally, the college extents its support to students who are not able to buy books. Economically disadvantaged students are allowed to take books from the library and keep them till the end of the semester examination. This practice of enabling the economically disadvantaged students to borrow books from the library and retain them for the whole semester is a compassionate and impactful initiative taken by the college. Recognising the financial constraints that many students face, this policy ensures equitable access to educational resources. By removing the financial burden of purchasing textbooks, the initiative empowers students to fully engage with their coursework and achieve academic success. Furthermore, it promotes a culture of inclusivity and support within the college community, demonstrating a commitment to address socioeconomic barriers to education. Through this initiative, the college not only facilitates students' learning but also fosters a sense of belonging and equality, ultimately contributing to students' overall academic and personal growth.

The next initiative that the college takes is allowing financially disadvantaged students to pay their fees in instalments. This significantly enhances access to higher education by spreading out the financial

burden, making it more manageable for students from various economic backgrounds. This flexibility reduces immediate financial stress, enabling students to concentrate better on their studies and thus potentially improve academic outcomes. For educational institutions, this initiative can lead to higher enrollment rates and a more diverse student body thereby making higher education more inclusive and affordable. Thus, the instalment payment option contributes to greater student mobility and long-term career growth.

# 5. CONCLUSION

## Additional Information :

In relation to academics some of the faculty members have taken the initiative to enhance their knowledge and add to their academic performance by registering for Ph.D. In addition to having faculty working on their research, the college has placed an application in the North Eastern Hill University, Shillong, for permission to introduce an M. Com course.

The college is also a centre for central evaluation for the Undergraduate Commerce Stream of the affiliated University.

The college infrastructure has also improved with the installation of a transformer. A facelift work is still going on with the construction of a parking lot.

## Concluding Remarks :

In conclusion, the college is deliberating on the introduction of a BBA course, new departments for Hindi and Garo languages. Moreover, the college is negotiating the acquisition of land in New Shillong township for construction of facilities for extension campus.

# 6.ANNEXURE

## 1.Metrics Level Deviations

| Metric ID | Sub Questions and Answers before and after DVV Verification |
|---|---|
| 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*<br><br>    Answer before DVV Verification : C. Feedback collected and analysed<br>    Answer After DVV Verification: A. Feedback collected, analysed, action taken& communicated to the relevant bodies and feedback hosted on the institutional website<br>    Remark : DVV has made necessary changes |
| 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*<br><br>    2.1.2.1. **Number of actual students admitted from the reserved categories year wise during last five years (Exclusive of supernumerary seats)**<br>        Answer before DVV Verification:<br><br>| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |<br>|---|---|---|---|---|<br>| 766 | 675 | 525 | 282 | 252 |<br><br>        Answer After DVV Verification :<br><br>| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |<br>|---|---|---|---|---|<br>| 713 | 641 | 513 | 266 | 244 |<br><br>    2.1.2.2. **Number of seats earmarked for reserved category as per GOI/ State Govt rule year wise during the last five years**<br>        Answer before DVV Verification:<br><br>| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |<br>|---|---|---|---|---|<br>| 843 | 843 | 843 | 301 | 301 |<br><br>        Answer After DVV Verification :<br><br>| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |<br>|---|---|---|---|---|<br>| 745 | 745 | 745 | 266 | 266 |<br><br>    Remark : DVV has made changes as per prescribed format shared by HEI and values have been downgraded due to excess of seats in reserve category |
| 3.2.2 | *Number of workshops/seminars/conferences including on Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship conducted during the last five years*<br><br>    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 |
|---------|---------|---------|---------|---------|
| 1 | 3 | 1 | 0 | 1 |

Answer After DVV Verification :

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

Remark : DVV has made changes as per supporting documents shared by HEI

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**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 | 6 | 0 | 0 |

Answer After DVV Verification :

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 0 | 1 | 5 | 0 | 0 |

Remark : DVV has made necessary changes as per prescribed format shared by HEI and has followed the calendar year (JAN-DEC)

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**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 |
|---------|---------|---------|---------|---------|
| 2 | 0 | 0 | 1 | 0 |

Answer After DVV Verification :

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

| | |
|---|---|
| | Remark : DVV has made changes as per prescribed format shared by HEI and has followed the calendar year (JAN-DEC) |
| 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.*<br><br>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**<br><br>Answer before DVV Verification:<br><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>12</td><td>8</td><td>2</td><td>5</td><td>10</td></tr></table><br>Answer After DVV Verification :<br><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>6</td><td>2</td><td>0</td><td>3</td><td>7</td></tr></table><br>Remark : DVV has made necessary changes as per supporting documents shared by HEI |
| 4.1.2 | *Percentage of expenditure for infrastructure development and augmentation excluding salary during the last five years*<br><br>4.1.2.1. **Expenditure for infrastructure development and augmentation, excluding salary year wise during last five years (INR in lakhs)**<br><br>Answer before DVV Verification:<br><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>215</td><td>114</td><td>91</td><td>77</td><td>124</td></tr></table><br>Answer After DVV Verification :<br><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>37.85</td><td>7.44</td><td>32.39</td><td>0.00</td><td>107.38</td></tr></table><br>Remark : DVV has made necessary changes as per audit report shared by HEI. |
| 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)*<br><br>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)**<br><br>Answer before DVV Verification: |

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 121 | 17 | 6 | 11 | 7 |

Answer After DVV Verification :

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 1.84 | 0.63 | 0.44 | 0.16 | 0.44 |

Remark : DVV has made necessary changes as per audit report shared by HEI and has considered Repairs and Maintenance Expenses

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**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**

Answer before DVV Verification : B. 3 of the above
Answer After DVV Verification: C. 2 of the above
Remark : DVV has made necessary changes

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**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**

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

Answer before DVV Verification:

| 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 | 0 | 0 | 0 |

Remark : DVV has made changes as per prescribed format shared by HEI and input value "0" has been considered as we have excluded financial support less than Rs.2000

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**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 |
|---------|---------|---------|---------|---------|
| 8 | 62 | 1 | 4 | 4 |

Answer After DVV Verification :

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

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 |
|---------|---------|---------|---------|---------|
| 32 | 28 | 18 | 16 | 16 |

Answer After DVV Verification :

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 6 | 28 | 18 | 16 | 16 |

Remark : DVV has made necessary changes as per prescribed format shared by HEI and values have been downgraded as we have excluded MDP/FDP programs less than 5 days

## 2.Extended Profile Deviations

| ID | Extended Questions |
|----|--------------------|
| 1.1 | **Number of students year wise during the last five years**<br><br>Answer before DVV Verification:<br><br>| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |<br>|---------|---------|---------|---------|---------|<br>| 1981 | 1525 | 1124 | 845 | 808 |<br><br>Answer After DVV Verification:<br><br>| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |<br>|---------|---------|---------|---------|---------|<br>| 1981 | 1518 | 1123 | 602 | 782 | |
| 2.1 | **Expenditure excluding salary component year wise during the last five years (INR in lakhs)**<br><br>Answer before DVV Verification:<br><br>| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |<br>|---------|---------|---------|---------|---------|<br>| 337 | 132 | 97 | 89 | 132 | |

Answer After DVV Verification:

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 80.57 | 64.37 | 97.79 | 90.83 | 53.69 |