

SELF-STUDY REPORT (SSR)

THIRD CYCLE

RE-ACCREDITATION

Submitted to

NAAC, BANGALORE

2010-14

By



ST. EDMUND'S COLLEGE

LAITUMKHRAH, SHILLONG, MEGHALAYA

PIN 793003

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Part I: Institutional Data

A) Profile of the College

1. Name and address of the college:

Name : ST. EDMUND'S COLLEGE

Address : JOWAI ROAD, NH 44, P.O. LAITUMKHRAH

City : SHILLONG

District : EAST KHASI HILLS State: MEGHALAYA

Pin code : 793 003

Website : www.sec.edu.in

2. For communication:

OFFICE:

| Name | Tel. No. | Fax No. | E-mail |
|--|-------------|--------------|----------------------------|
| Principal Dr Sylvanus Lamare | 09862097716 | 0364-2224533 | stedmundscollege@gmail.com |
| Rector Bro L.D. Lobo cfc | 09871313360 | 0364-2224533 | |
| Secretary Governing Body Bro Simon Coelho, cfc | 08920568816 | 0364-2224533 | |
| IQAC Coordinator Mr. Gideon Kharkongor | 09774061320 | 0364-2224533 | iqac@sec.edu.in |

3. Type of Institution:

- a. By management
- i. Affiliated College ☒
- ii. Constituent College ☐

- b. By funding
- i. Government ☐
- ii. Grant-in-aid ☒
- iii. Self-financed ☒
- iv. Any other ☐

(Specify the type)

- c. By Gender
- i. For Men ☐
- ii. For Women ☐
- iii. Co-education ☒

4. Is it a recognized minority institution?

Yes ☒ No ☐

If yes specify the minority status (Religious/linguistic/ any other):

Educational

(Provide the necessary supporting documents): Enclosed as Annexure

5. a) Date of establishment of the college:

| Date | Month | Year |
|------|-----------|------|
| | September | 1923 |

- b) University to which the college is affiliated (If it is an affiliated college)
or which governs the college (If it is an constituent college)

North Eastern Hill University

6. Date of UGC recognition:

| Under Section | Date, Month & Year (dd-mm-yyyy) | Remarks (If any) |
|---------------|------------------------------------|---------------------|
| i. 2 (f) | 1972 | |
| ii. 12 (B) | 1972 | |

(Enclose the Certificate of recognition u/s 2 (f) and 12 (B) of the UGC Act):

Enclosed as Annexure

7. Does the University Act provide for autonomy of Affiliated/ Constituent Colleges? Yes ☒ No ☐

If yes, has the college applied for autonomy?

Yes ☐ No ☒

8. Campus area in acres/sq.mts:

11.84 acres

9. Location of the college: (based on Govt. of India census)

Urban ☒

Semi-urban ☐

Rural ☐

Tribal ☒

Hilly area ☐

Any other (specify) ☐

10. Details of programmes offered by the institution: (Give last year's data)

| Sl. No | Program Level | Name of the Programme/ Course | Duration | Entry Qualification | Medium of instruction | Sanctioned Student Strength | Number of students admitted |
|--------|---------------------|---|------------|---------------------|-----------------------|--|--|
| i) | Under-graduate | <ul style="list-style-type: none"> ▪ B.Sc. ▪ BA ▪ BSW ▪ BCom | 3 Year | 10+2 | English | B.Sc.: 1610 BA: 1820 BSW: 160 BCom: 260 | B.Sc.: 1610 BA: 1820 BSW: 160 BCom: 260 |
| ii) | Certificate course | <ul style="list-style-type: none"> ▪ Advanced Analytical Chemistry ▪ Clinical Biochemistry ▪ Conversational Skills ▪ Certificate course on Floriculture | 3-6 Months | Graduate | English | 50 each | 50 each |
| iii) | Any Other (specify) | <ul style="list-style-type: none"> ▪ Basic Electronics and PC Assembling ▪ Mushroom Cultivation ▪ Vermi-composting | 3-6 months | Graduate | English | 50 each | 50 each |

11. List the departments:

| |
|--|
| Science |
| <p>Departments:</p> <ol style="list-style-type: none"> 1. Bio-Chemistry 2. Bio-Technology 3. Botany 4. Chemistry 5. Computer Science 6. Electronics 7. Environment Science 8. Mathematics 9. Physics 10. Zoology |
| Arts |
| <p>Departments:</p> <ol style="list-style-type: none"> 1. Economics 2. English 3. Geography 4. History 5. Khasi 6. Political Science 7. Sociology 8. Social Work |
| Commerce |
| <p>Department:</p> <ol style="list-style-type: none"> 1. Commerce |
| Any Other (Specify) |
| <ol style="list-style-type: none"> 1. Nepali* * Only Facilities |

12. Unit Cost of Education

(Unit cost = total annual recurring expenditure (actual) divided by total number of students enrolled)

(a) including the salary component = Rs. 36,035.74

(b) excluding the salary component = Rs. 17,073.60

CRITERION WISE SUMMARY:**Criterion I: Curricular Aspects**

1. Does the College have a stated Vision?

| | | | |
|-----|---|----|--|
| Yes | √ | No | |
|-----|---|----|--|

Mission?

| | | | |
|-----|---|----|--|
| Yes | √ | No | |
|-----|---|----|--|

Objectives?

| | | | |
|-----|---|----|--|
| Yes | √ | No | |
|-----|---|----|--|

2. Does the college offer self-financed Programmes?

If yes, how many? Yes √ No □

9

Fee charged for each programme

| Sl. No. | Programme | Annual Fee charged in Rs. |
|---------|-------------------------------------|---------------------------|
| 1. | B. Com | 37000.00 |
| 2. | BSW | 480.00 |
| 3. | Advanced Analytical Chemistry | 500.00 |
| 4. | Clinical Biochemistry | 200.00 |
| 5. | Conversational Skills | 500.00 |
| 6. | Certificate course on Floriculture | 200.00 |
| 7. | Basic Electronics and PC Assembling | 200.00 |
| 8. | Mushroom Cultivation | 200.00 |
| 9. | Vermi-composting | 200.00 |
| 10. | Professional Social Work | 500.00 |

(include Certificate, Diploma, Add-on courses etc.)

3. Number of Programmes offered under
a. annual system

All Undergraduate Courses

b. semester system

none

c. trimester system

none

4. Programmes with
- a. choice based credit system
- | | | | | | |
|-----|--|----|---|--------|--|
| Yes | | No | √ | Number | |
|-----|--|----|---|--------|--|
- b. Inter/multidisciplinary approach
- | | | | | | |
|-----|----|----|--|--------|--|
| Yes | √* | No | | Number | |
|-----|----|----|--|--------|--|
- * Only in case of Add-on Courses
- c. Any other, specify (Continuous Evaluation and Assessment)
- | | | | | | |
|-----|---|----|--|--------|---|
| Yes | √ | No | | Number | 4 |
|-----|---|----|--|--------|---|
5. Are there Programmes where assessment of teachers by students is practiced?
- | | | | | | |
|-----|---|----|--|--------|---|
| Yes | √ | No | | Number | 2 |
|-----|---|----|--|--------|---|
6. Are there Programmes taught only by visiting faculty?
- | | | | | | |
|-----|--|----|---|--------|--|
| Yes | | No | √ | Number | |
|-----|--|----|---|--------|--|
7. New programmes introduced during the last five years
- | | | | | | | |
|---------------------------------|-----|---|----|--|--------|---|
| UG | Yes | √ | No | | Number | 3 |
| PG | Yes | √ | No | | Number | 1 |
| Others (specify): Add On Course | Yes | √ | No | | Number | 3 |
8. How long does it take for the institution to introduce a new programme within the existing system?
- | | | | | | |
|---|--|--|--|--|--|
| At least a year after the formal application is forwarded to the University | | | | | |
|---|--|--|--|--|--|
9. Does the institution develop and deploy action plans for effective implementation of the curriculum?
- | | | | | | |
|-----|---|----|--|--|--|
| Yes | √ | No | | | |
|-----|---|----|--|--|--|
10. Was there major syllabus revision during the last five years? If yes, indicate the number.
- | | | | | | |
|-----|---|----|--|--------|----|
| Yes | √ | No | | Number | 1* |
|-----|---|----|--|--------|----|
- *For all Courses under NEHU
11. Is there a provision for Project work etc. in the programme? If yes, indicate the number.
- | | | | | | |
|-----|---|----|--|--------|---|
| Yes | √ | No | | Number | 6 |
|-----|---|----|--|--------|---|

12. Is there any mechanism to obtain feedback on curricular aspects from

a. Academic Peers?

| | | | |
|-----|---|----|--|
| Yes | √ | No | |
|-----|---|----|--|

b. Alumni?

| | | | |
|-----|---|----|--|
| Yes | √ | No | |
|-----|---|----|--|

c. Students?

| | | | |
|-----|---|----|--|
| Yes | √ | No | |
|-----|---|----|--|

d. Employers?

| | | | |
|-----|---|----|--|
| Yes | √ | No | |
|-----|---|----|--|

e. Any other? Community

| | | | |
|-----|---|----|--|
| Yes | √ | No | |
|-----|---|----|--|

CRITERION II: TEACHING-LEARNING AND EVALUATION

1. How are students selected for admission to various courses?

- | | | |
|----|---|-------------------------------------|
| a) | *Through an entrance test developed by the institution | <input checked="" type="checkbox"/> |
| b) | Common entrance test conducted by the University/Government | <input type="checkbox"/> |
| c) | Through interview | <input type="checkbox"/> |
| d) | Entrance test and interview | <input type="checkbox"/> |
| e) | Merit at the previous qualifying examination | <input checked="" type="checkbox"/> |
| f) | Any other (specify) Sports, Disabled, foreign quota | <input checked="" type="checkbox"/> |

(If more than one method is followed, kindly specify the weightages)

*50% of the students are selected through an Entrance Test and 50% based on marks in the Qualifying Exam

2. Highest and Lowest percentage of marks at the qualifying examination considered for admission during the previous academic year

| Programs (UG) | Open category | | SC/ST category | | Any other (specify) Otherwise abled | |
|---------------|---------------|------------|----------------|------------|-------------------------------------|------------|
| | Highest (%) | Lowest (%) | Highest (%) | Lowest (%) | Highest (%) | Lowest (%) |
| B.Sc. | 85+ | 60 | 75+ | 55 | | |
| BA | 85+ | 60 | 70+ | 50 | | |
| B.Com | 85+ | 60 | 70+ | 50 | | |
| BSW | 85+ | 60 | 70+ | 50 | | |

3. Number of working days during the last academic year (2010)

234

4. Number of teaching days during the last academic year

227

5. Number of positions sanctioned and filled

Sanctioned/ Filled

Teaching

Non-teaching

Technical

| | |
|-----|-----|
| 111 | 111 |
| 29 | 29 |
| | |

6. a. Number of regular and permanent teachers (gender-wise)

| | | | | |
|--------------------------|---|----|---|----|
| Professors | M | - | F | - |
| Assistant Prof | M | 39 | F | 37 |
| Associate Prof | M | 29 | F | 06 |
| Lecturers (college post) | M | - | F | - |

b. Number of temporary teachers (gender-wise)

| | | | | |
|---|---|---|---|-----|
| Lecturers – Full- time | M | - | F | - |
| Lecturers – Part- time | M | - | F | - |
| Lecturers (Management appointees) - Full time | M | - | F | - |
| Lecturers (Management appointees) - Part time | M | 1 | F | 6 |
| Any other | | | | |
| Total(teaching&non-teaching) | | | | 147 |

c. Number of teachers

| | |
|---------------------|-----|
| From the same State | 111 |
| From other States | 0 |

* M – Male F – Female

7. a. Number of qualified/ permanent teachers and their percentage to the total number of faculty

| Number | % |
|--------|-------|
| 111 | 94.06 |

b. Teacher: student ratio

| |
|--------|
| 1:30.4 |
|--------|

c. Number of teachers with Ph.D. as the highest qualification and their percentage to the total faculty strength

| | |
|----|-----|
| 33 | 30% |
|----|-----|

d. Number of teachers with M. Phil as the highest qualification and their percentage to the total faculty strength

| | |
|----|----|
| 16 | 14 |
|----|----|

e. Percentage of the teachers who have completed UGC, NET and SLET exams

| |
|----|
| 58 |
|----|

f. Percentage of the faculty who have served as resource persons in Workshop/ Seminars/ Conferences during the last five years

| |
|----|
| 43 |
|----|

- g Number of faculty development programmes availed by teachers (last five years) 2010 - 2014

| | 2010 | 2011 | 2012 | 2013 | 2014 |
|--|------|------|------|------|------|
| UGC/ FIP programme | - | - | - | - | 3 |
| Refresher: | 04 | 01 | 09 | 06 | 04 |
| Orientation: | 05 | 07 | 04 | 07 | 03 |
| Any other (specify): short term course | 0 | 0 | 0 | 0 | 04 |

- h Number of faculty development programmes organized by the college during the last five years

| | 2010 | 2011 | 2012 | 2013 | 2014 |
|---|------|------|------|------|------|
| Seminars/ workshops/symposia on curricular development, teaching-learning, assessment, etc. | 11 | 09 | 06 | 11 | 06 |
| Research management | - | - | - | - | - |
| Invited/endowment lectures | - | - | - | - | - |
| Any other (specify) | - | - | - | - | - |

8. Number and percentage of the courses where predominantly the lecture method is practiced
- | Number | % |
|--------|----|
| 3 | 75 |
9. Does the college have the tutor-ward system?
- | Yes | √ | No | |
|-----|----|----|--|
| 5 | to | 15 | |
- If yes, how many students are under the care of a teacher?
10. 1 Are remedial programmes offered?
- | Yes | √ | No | | Number | 15 |
|-----|---|----|--|--------|----|
| | | | | | |
11. Are bridge courses offered?
- | Yes | √ | N | | Number | 2 |
|-----|---|---|--|--------|---|
| | | | | | |
12. Are there Courses with ICT-enabled teaching-learning processes?
- | Yes | √ | No | | Number | 19 |
|-----|---|----|--|--------|----|
| | | | | | |
13. Is there a mechanism for:
- a. Self appraisal of faculty? Yes ☒ No ☐
- b. Student assessment of faculty performance? Yes ☒ No ☐
- c. Expert /Peer assessment of faculty performance? Yes ☒ No ☐
14. Do the faculty members perform additional administrative work? If yes, the average number of hours spent by the faculty per week
- | |
|--------|
| 10 hrs |
|--------|

Criterion III: Research, Consultancy and Extension

1. How many teaching faculty are actively involved in research? (Guiding student research, managing research projects etc.,)

Number % of total

| | |
|----|----|
| 11 | 10 |
|----|----|

2. Research collaborations

a) National

Yes ☒ No ☐

If yes, how many?

| |
|---|
| 2 |
|---|

b) International

Yes ☒ No ☐

If yes, how many?

| |
|---|
| 1 |
|---|

3. Is the faculty involved in consultancy work?

Yes ☒ * No ☐

If yes, consultancy earnings/year (average of last two years may be given)

* Consultancy work is largely non-remunerative and carried out in personal capacity of the faculty

* If the College is involved in providing infrastructural support, the fund generated is used for developmental activities

4. a. Do the teachers have ongoing/ completed research projects?

Yes ☒ No ☐

If yes, how many?

On going

| |
|----|
| 02 |
|----|

Completed

| |
|----|
| 06 |
|----|

- b. Provide the following details about the ongoing research projects

| | | | | | | | | |
|-----------------------|-----|-------------------------------------|----|--------|----|--------|-----------|----------------------|
| Major Projects | Yes | <input checked="" type="checkbox"/> | No | Number | 01 | Agency | UGC | Amt. 2,37,500.00 |
| | Yes | <input checked="" type="checkbox"/> | No | Number | 01 | Agency | DBT | Amt. 18,92,000.00 |
| | Yes | <input checked="" type="checkbox"/> | No | Number | 02 | Agency | DST/SER B | Amt. 73,00,000.00 |
| Minor projects | Yes | <input checked="" type="checkbox"/> | No | Number | 04 | Agency | UGC | Amt. 5,55,000.00 |
| | Yes | <input checked="" type="checkbox"/> | No | Number | 01 | Agency | MRDS | Amt. 3,05,000.00 |
| | Yes | <input checked="" type="checkbox"/> | No | Number | 02 | Agency | ICPR | Amt. 3,99,000.00 |

| No. of student research projects* | Yes | √ | No | | Number | BSW COMP COM SOCIO ZOO BOT | Amount sanctioned by the College | Self Funded |
|-----------------------------------|-----|---|----|--|--------|---|----------------------------------|-------------|
|-----------------------------------|-----|---|----|--|--------|---|----------------------------------|-------------|

* Field trips, Study Tour, Market Survey and adoption of Mawlynrei Village

5. Research publications:

| | | | | | | |
|--|-----|---|----|--|--------|----|
| International journals | Yes | √ | No | | Number | 3 |
| National journals – refereed papers | Yes | √ | No | | Number | 36 |
| College journal/Departmental Newsletter | Yes | √ | No | | Number | 11 |
| Books | Yes | √ | No | | Number | 26 |
| Abstracts | Yes | √ | No | | Number | 16 |
| Any other (specify) | Yes | | No | | Number | |
| Awards, recognition, patents etc. if any (specify): 6 Faculty members received awards / recognition (details in Criterion III, 3.4.7) | | | | | | |

6. Has the faculty

| | | | |
|--|---|--------|----|
| a. Participated in Conferences? | Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> | Number | 06 |
| b. Presented research papers in Conferences? | Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> | Number | 37 |

7. Number of extension activities organized in collaboration with other agencies/NGOs (such as Rotary/Lions Club) (average of last two years) 40

8. Number of regular extension programmes organized by NSS and NCC (average of last two years)

| NSS | NCC |
|-----|-----|
| 10 | 6 |

9. Number of NCC Cadets/units

| | | | | | |
|---|-----|---|----|-------|---|
| M | 100 | F | 25 | Units | 1 |
|---|-----|---|----|-------|---|

10. Number of NSS Volunteers/units

| | | | | | |
|---|-----|---|-----|-------|---|
| M | 650 | F | 500 | Units | 5 |
|---|-----|---|-----|-------|---|

Criterion IV: Infrastructure and Learning Resources

1. a) Campus area in acres

| |
|-------|
| 11.84 |
|-------|

b) Built up area in Sq. Meters

| |
|-----------|
| 16,171.99 |
|-----------|

(*1 sq.ft. = 0.093 sq.mt)

2. Working hours of the Library
a) On working days

| |
|---------|
| 8am-4pm |
|---------|

b) On holidays

| |
|--------|
| closed |
|--------|

c) On Examination days

| |
|---------|
| 8am-4pm |
|---------|

3. Average number of faculty visiting the library/day (average for the last two years)

| |
|----|
| 24 |
|----|

4. Average number of students visiting the library/day (average for the last two years)

| |
|-----|
| 221 |
|-----|

5. Number of journals subscribed to the institution

| |
|----|
| 42 |
|----|

6. Does the library have the open access system?

| | | | |
|-----|---|----|--|
| Yes | √ | No | |
|-----|---|----|--|

7. Total collection (Number) 2010-14

| | | |
|---------------------|---------------|---------------|
| Total | Titles | Volumes |
| a) Books | 16,056 | 46,950 |
| a) Textbooks | 5,441 | 10,231 |
| b) Reference books | 10,555 | 27,288 |
| c) Magazines | 32 | 10175 |
| d) Current journals | 28 | 864 |

Indian journals

Foreign journals

- e) Peer- reviewed journals

- f) Back volumes of journals

E-resources

CDs/ DVDs

Databases

Online journals

Audio- Visual resources

| |
|----|
| 25 |
| - |
| 2 |
| - |

| | | | | |
|---|-----|--|----|--|
| Special collections (numbers) | Yes | | No | |
| Repository | | | | |
| (World Bank, OECD, UNESCO etc.) | | | | |
| Interlibrary borrowing facility | | | | |
| Materials acquired under special schemes (UGC, DST etc.) | √ | | | |
| Materials for Competitive examinations including Employment news, Yojana etc. | √ | | | |
| Book Bank | | | | |
| Braille materials | √ | | | |
| Manuscripts | | | | |
| Any other (specify) | | | | |

- 8 Number of books/journals / periodicals added during the last two years and their total cost

| | Last Year(2010) | | The year before last(2009) | |
|----------------------|-----------------|-----------------|----------------------------|------------------|
| | Number | Total Cost(Rs.) | Number | Total Cost (Rs.) |
| Text books | 1524 | 4,43,197.00 | 1655 | 4,17,729.00 |
| Reference Books | 1403 | 3,07,681.00 | 1608 | 3,35,004.00 |
| Journals/Periodicals | 84 | 1,16,116.00 | 14 | 4,459.00 |
| Encyclopedia | 4 Vols. | 19,060.00 | - | - |
| Any other(specify) | | | | |

9. Mention the

| | |
|---|---------------------------|
| Total carpet area of the Central Library (in sq. ft) | 9885.36 sq ft |
| Number of departmental libraries | 19 |
| Average carpet area of the departmental libraries | Housed in the Dept. rooms |
| Seating capacity of the Central Library (Reading room) | 250 |

10. Status of Automation of the Library

not initiated

fully automated

partially automated

| |
|---|
| |
| |
| √ |

11. Percentage of library budget in relation to the total budget Rs. 2775841 (2% of total budget)

12. Services/facilities available in the library (If yes, tick in the box)

| | |
|--|---|
| Circulation | √ |
| Clipping | √ |
| Bibliographic compilation | √ |
| Reference | √ |
| Reprography | √ |
| Computer and Printing | √ |
| Internet | √ |
| Inter-library loan | |
| Power back up | √ |
| Information display and notification | √ |
| User orientation /information literacy | |
| Any other (specify) | |

13. Average number of books issued/returned per day 65/45

14. Ratio of library books to the number of students enrolled 12.4:1

15. Number of computers in the college 165

Number of Departments with computer facilities 19

Central computer facility (Number of terminals) 20 (Library),
90 (Comp-Lab)

Budget allocated for purchase of computers during the last academic year 6 lacs

Amount spent on maintenance and upgrading of computer facilities during the last academic year 1.3 lacs

| Internet Facility, Connectivity | Dialup | Broadband | Others (Specify) |
|---------------------------------|--------|-----------|------------------|
| | | 11 | |

Number of nodes/ computers with Internet facility 40

| | | | | | | |
|---|-----|---|----|--|-------------------------|------|
| 16. Is there a Workshop/Instrumentation Centre? | Yes | √ | No | | Available from the year | 2009 |
|---|-----|---|----|--|-------------------------|------|

17. Is there a Health Centre?

| | | | | | |
|-----|---|----|--|-------------------------|------|
| Yes | √ | No | | Available from the year | 2008 |
|-----|---|----|--|-------------------------|------|

18. Is there Residential accommodation for Faculty?

| | | | |
|-----|--|----|---|
| Yes | | No | √ |
|-----|--|----|---|

Non-teaching staff?

| | | | |
|-----|---|----|--|
| Yes | √ | No | |
|-----|---|----|--|

19. Are there student Hostels?

| | | | |
|-----|---|----|--|
| Yes | √ | No | |
|-----|---|----|--|

If yes, number of students residing in hostels

| |
|-----|
| 100 |
|-----|

Male

| | | | | | |
|-----|---|----|--|--------|-----|
| Yes | √ | No | | Number | 100 |
|-----|---|----|--|--------|-----|

Female

| | | | | | |
|-----|---|----|--|--------|----|
| Yes | √ | No | | Number | 60 |
|-----|---|----|--|--------|----|

20. Is there a provision for

a) Sports fields

| | | | |
|-----|---|----|--|
| Yes | √ | No | |
|-----|---|----|--|

b) Gymnasium

| | | | |
|-----|---|----|--|
| Yes | √ | No | |
|-----|---|----|--|

c) Women's rest rooms

| | | | |
|-----|---|----|--|
| Yes | √ | No | |
|-----|---|----|--|

d) Transport

| | | | |
|-----|---|----|--|
| Yes | √ | No | |
|-----|---|----|--|

e) Canteen/Cafeteria

| | | | |
|-----|---|----|--|
| Yes | √ | No | |
|-----|---|----|--|

f) Students centre

| | | | |
|-----|---|----|--|
| Yes | √ | No | |
|-----|---|----|--|

g) Vehicle parking facility

| | | | |
|-----|---|----|--|
| Yes | √ | No | |
|-----|---|----|--|

Criterion V: Student Support and Progression

1. a. Student strength

(Provide information in the following format, for the past two years)

| Student Enrolment | UG | | | Diploma / Certificate | | | Self-Funded | | |
|---|------|------|------|-----------------------|-----|-----|-------------|-----|-----|
| | M | F | T | M | F | T | M | F | T |
| Number of students from the same State where the college is located | 2128 | 1672 | 3800 | 240 | 190 | 430 | 310 | 268 | 578 |
| Number of students from other States | 234 | 167 | 401 | 15 | 9 | 24 | 60 | 38 | 98 |
| Number of NRI students | - | - | - | | | | | | |
| Number of foreign students | 6 | 5 | 11 | | | | | | |

M – Men, F- Female, T-Total

b. Dropout rate in UG and PG (average for the last two batches)

UG

| Number | % |
|--------|---|
| 46 | 3 |

2. Financial support for students: (last Year)

Endowments:

*includes higher secondary students

Freeships:

Scholarship (Government)

Scholarship (Institution)

Number of loan facilities:

Any other financial support (Specify): Sponsored
Hostel Accommodation

| Number | Amount |
|--------|--------------|
| 1848* | 56,97,705.00 |
| 60 | 1,14,100.00 |
| 2077 | 66,96,505.00 |
| 60 | 1,14,100.00 |
| | |
| 3 | 36,000.00 |

3. Does the college obtain feedback from students on their campus experience?

Yes ☒ No ☐

4. Major cultural events (data for last year)

| Events | Organized | | | Participated | | |
|---------------------|-----------|----|--------|--------------|----|--------|
| | Yes | No | Number | Yes | No | Number |
| Inter-collegiate | √ | | 1 | √ | | 3 |
| Inter-university | √ | | | √ | | 1 |
| National | √ | | | √ | | 2 |
| Any other (specify) | √ | | 2* | √ | | 2** |

* Organized by the College: 1.Celebration of all major religious festivals
2. College Month activities

** Participated by the Staff and the Students

5. Examination Results (data of past five years)

| Results | UG | | | | |
|---|------|------|------|------|------|
| | 2010 | 2011 | 2012 | 2013 | 2014 |
| Pass Percentage | 93.7 | 95.6 | 88.2 | 90.3 | 88.3 |
| Number of first classes | 130 | 134 | 116 | 164 | 168 |
| Number of First Positions (Gold Medals) | 11 | 10 | | 08 | 08 |
| Ranks (if any) | 78 | 111 | | 52 | 83 |

6. Number of overseas programmes on campus and income earned:

| Number | Amount | Agency |
|--------|--------|--------|
| --- | --- | --- |

7. Number of students who have passed the following examinations during the last five years

Not applicable to an Affiliated College

8. Is there a Student Counseling Centre?

| | | | |
|-----|---|----|--|
| Yes | √ | No | |
|-----|---|----|--|

9. Is there a Grievance Redressal Cell?

| | | | |
|-----|--|----|---|
| Yes | | No | √ |
|-----|--|----|---|

10. Does the college have an Alumni Association?

| | | | | | |
|-----|---|----|--|--------------------|------|
| Yes | √ | No | | Formed in the year | 1998 |
|-----|---|----|--|--------------------|------|

11. Does the college have a Parent-teachers Association?

| | | | | | |
|-----|--|----|---|--------------------|--|
| Yes | | No | √ | Formed in the year | |
|-----|--|----|---|--------------------|--|

Criterion VI: Governance and Leadership

1. Has the institution appointed a permanent Principal?

| | | | |
|-----|---|----|--|
| Yes | √ | No | |
|-----|---|----|--|

If Yes, denote the qualifications

| |
|-------|
| Ph. D |
|-------|

2. Number of professional development programmes held for the Non-teaching staff (last two years)

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

3. Financial resources of the college (approximate amount) - Last year's data (2013)

| | |
|------------------------------|--------------|
| Grant-in-aid | 123436365.00 |
| Fee from aided courses | 9645220.00 |
| Donation | 315000.00 |
| Fee from Self-funded courses | 6056950.00 |
| Any other (specify) | |
| UGC: Seminars | 2,25,000.00 |
| Research | 2,65,000.00 |
| Career oriented | 81885.00 |
| Women's Cell | 70798.00 |
| MST, DBT Bioinformatics | 2542000.00 |
| ICSSR | 684500.00 |
| DBTStarCollege | 42,00,000.00 |
| DST-SERB | 300000.00 |

4. Statement of Expenditure (for last two years)

| Item | | 2014 | 2013 |
|---|-------|---------------------|---------------------|
| % spent on the salaries of faculty & non-teaching employees including contractual workers | 64 % | 118968927.00 | 75134520.00 |
| % spent on books and journals | 0.4% | 665897.00 | 446389.00 |
| % spent on Building development | 01% | 1699441.00 | 2057989.00 |
| % spent on hostels, and other students amenities | 0.1% | 252355.00 | - |
| % spent on maintenance- electricity, water, telephones, and infrastructure. | 0.09% | 1720231.00 | 1186755.00 |
| % spent on academic activities of department –laboratories green house, field trips etc. | 0.7% | 1420366.00 | 946470.00 |
| % spent on research , seminars, etc. | 0.01% | 35046.00 | 112128.00 |
| % spent on miscellaneous expenditure | 0.03% | 65093.00 | 98334.00 |
| Total | | 185817506.00 | 125250871.00 |

5. Dates of meeting of Academic and Administrative Bodies during the last two years:

| Body | Last Year (2014) | Previous year(2013) |
|---|--|---------------------|
| Governing Body | 15.05.014& 11.10.14 | 12.04.13& 20.10.13 |
| Internal Admn. Bodies (mention only three most important bodies) | 1. Head of Deptt. Committee | Bi-monthly |
| | 2. Examination Committee | Twice in a Year |
| | 3. Admission Committee | Twice in a Year |
| Any other (specify) | 1. Discipline Committee 2. Extra Curricular Committee | Need based |

6. Are there Welfare Schemes for the academic community?

Loans:

Medical allowances

Any other (specify)

| | | | |
|-----|-----|----|--|
| Yes | √ | No | |
| Yes | *√ | No | |
| Yes | **√ | No | |

* Medical allowance is for the staff drawing the state scale and not for those drawing UGC.

** The two welfare related bodies in the college are St. Edmund's Staff Mutual Benefit Fund Cooperative Society Ltd. and Faculty Club.

7. Are there ICT supported / computerized units/processes/activities for the following?

The College Office has a network of computers being used for administrative, finance, student's record and examination matters.

a) Administrative section / Office

b) Finance Unit

c) Student Admissions

d) Placements

e) Aptitude Testing

f) Examinations

g) Student Records

| | | | |
|-----|---|----|--|
| Yes | √ | No | |
| Yes | √ | No | |
| Yes | √ | No | |
| Yes | √ | No | |
| Yes | √ | No | |
| Yes | √ | No | |
| Yes | √ | No | |

Criterion VII: Innovative Practices

1. Has the institution established Internal Quality Assurance Mechanisms

| | | | |
|-----|---|----|--|
| Yes | √ | No | |
|-----|---|----|--|

2. Do students participate in the Quality Enhancement initiatives of the Institution?

| | | | |
|-----|---|----|--|
| Yes | √ | No | |
|-----|---|----|--|

3. What is the percentage of the following student categories in the institution?

| | |
|----------------------|------|
| a) SC | 0.93 |
| b) ST | 71.3 |
| c) OBC | 0.89 |
| d) Women | 37.5 |
| e) Differently-abled | 0.16 |
| f) Rural | 32.7 |
| g) Tribal | 71.3 |
| h) AnyOther(General) | 26.7 |

4. What is the percentage of the following category of staff?

| | Category | Teaching staff | % | Non-teaching staff | % |
|---|-----------------------|----------------|------|--------------------|------|
| a | SC | Nil | 0 | 1/37 | 2.7 |
| b | ST | 73/111 | 65.7 | 30/37 | 71.4 |
| c | OBC | Nil | 0 | Nil | 0 |
| d | Women | 29/111 | 26.1 | 14/37 | 37.8 |
| e | Physically-challenged | Nil | 0 | Nil | 0 |
| f | General Category | 38/111 | 34.2 | 07/37 | 18.9 |
| g | Any other (specify) | | | | |

5. What is the percentage incremental academic growth of the following category of students for the last two batches?

| Category | At admission | | On completion of the course | |
|-----------------------|--------------|----------|-----------------------------|----------|
| | Batch I | Batch II | Batch I | Batch II |
| SC | 11 | 10 | 9 | 7 |
| ST | 1138 | 1340 | 1101 | 1299 |
| OBC | Nil | 20 | Nil | 16 |
| Women | 573 | 712 | 564 | 697 |
| Physically Challenged | Nil | 2 | Nil | 2 |
| General Category | 544 | 400 | 532 | 390 |
| Any other (specify) | - | - | - | - |

PROFILE OF THE DEPARTMENTS

ST. EDMUND'S COLLEGE

SCIENCE:

1. Botany
2. Chemistry
3. Physics
4. Zoology
5. Bio-Chemistry
6. Bio-Technology
7. Electronics
8. Environment Science
9. Computer Science
10. BCA
11. Mathematics

ARTS:

1. English
2. History
3. Geography
4. Sociology
5. Political Science
6. Economics
7. Khasi

COMMERCE:

1. Commerce

SOCIAL WORK:

1. UG Social Work

PROFILES OF THE DEPARTMENTS

BIO CHEMISTRY (Estd. 1997):

1. Name of the department: **Department of Biochemistry**
2. Year of Establishment: **1997**
3. Names of Programmes/Courses offered: **B.Sc (UG) in Bio-Technology**
4. Faculty profile:

| Name | Qualification | Designation | Specialization | Date of Joining |
|------------------------------------|---------------------------------------|--------------------------|--|------------------------------|
| Dr Abhijit Deb Roy | M.Sc, Ph.D | Associate Professor | | 04.08.1979 Rtd 22.02.2015 |
| Dr. Omarlin Kyndiah | M.Sc, Ph.D | Associate Professor, HOD | Biological Nitrogen fixation | 01.08.1997 |
| Dr. Harmit S Ranhotra | M.Sc, PhD Post-doctorate (NIH,USA) | Associate Professor | Receptors Biology | 01.09.1998 |
| Dr. James Wahlang | M.Sc, Ph.D | Assistant Professor | Ageing and Signal transduction | 16.04.1999 |
| Dr. Piyali Bhattacharjee (on Lien) | M.Sc, Ph.D | Assistant Professor | Ageing and Enzymology | 21.07.2003 |
| Dr. B.Kharwanlang | MSc, Ph.D | Assistant Professor | Molecular Signaling Pathway & Enzyme Kinetics. | 01.03.2015 |
| Dr. Preeticia Dkhar | MSc, Ph.D | Assistant Professor | Aging Research | 14.06.2016 |
| Bancasperstar Khongrymmai | B.Sc | Lab asst | | 01.02.2016 |

5. Student-Teacher Ratio (programme wise) 2010

| Year | Programme | Students | Teachers | Ratio |
|-------------|----------------------------|-----------------|-----------------|--------------|
| 2010 | B.Sc. 1 st year | 78 | 5 | 16:1 |

6. STUDENT RESULTS:

| Exam | No. of Students appeared | No. of Students passed | Pass % | No. of First Divisions | No. of Ranks in University | University Positions |
|------|--------------------------|------------------------|--------|------------------------|----------------------------|---|
| 2010 | 07 | 07 | 100 | 07 | 03 | 1 st , 2 nd & 3 rd |
| 2011 | 15 | 15 | 100 | 09 | 03 | 8 th and 9 th |
| 2012 | 14 | 12 | 92.85 | 12 | 04 | 1 st , 6 th , 6 th & 8 th |
| 2013 | 24 | 24 | 100 | 15 | 3 | 3 rd , 7 th and 8 th |
| 2014 | 18 | 18 | 100 | 15 | 5 | 3 rd , 4 th , 6 th , 7 th and 9 th |

BIO-TECHNOLOGY (Estd. 2006):

1. Name of the department: **Department of Bio-Technology**
2. Names of Programmes /Courses offered: B.Sc (UG) in Bio-Technology
3. Faculty profile:

| Name | Qualification | Designation | Specialization | Date of Joining |
|----------------------|---------------------|-----------------------|--|-----------------|
| Samrat Adhikari | MSC, NET, PHD, BITP | Assistant Prof & Head | Environmental Biotechnology & Bioinformatics | 01.06.2006 |
| Baiakmenlang Manners | MSC | Assistant Prof | Solvent Engineering & Plant Biotechnology | 01.05.2007 |
| Gopesh Paul | MSC, PHD | Assistant Prof | Animal Physiology & Biochemistry | 01.05.2010 |
| Koben Nongkynrih | MSC, NET | Assistant Prof | Microbiology | 01.06.2011 |
| Shekinah Challam | MSC, NET, DBT-JRF | Assistant Prof | Plant Biotechnology | 16.09.2013 |
| Erwin kshiar | | Lab Asst | | 17.08.2009 |

4. Student-Teacher Ratio (programme wise) 2010

| Year | Program | No. of Students A | No. of Teachers B | Student-Teacher ratio A:B |
|------|--------------------------|----------------------|----------------------|------------------------------|
| 2010 | BSc 1 st year | 35 | 5 | 7:1 |
| | BSc 2 nd year | 30 | 5 | 6:1 |
| | BSc 3rd year | 30 | 5 | 6:1 |

6. STUDENT RESULTS:

| Exam | No. of Students appeared | No. of Students passed | Pass % | No. of First Divisions | No. of Ranks in University | University Positions |
|-------------|---------------------------------|-------------------------------|---------------|-------------------------------|-----------------------------------|---|
| 2010 | 30 | 30 | 100 | 20 | 02 | 7 th & 8 th |
| 2011 | 24 | 24 | 100 | 22 | 02 | 8 th & 10 th |
| 2012 | 23 | 23 | 100 | 20 | 03 | 1 st , 6 th & 10 th |
| 2013 | 28 | 28 | 100 | 24 | 05 | 1 st , 3 rd , 4 th , 7 th & 9 th |
| 2014 | 23 | 23 | 100 | 19 | 03 | 5 th , 7 th & 8 th |

BOTANY (Estd.1949):

1. Name of the department: **Department of Botany**
2. Names of Programmes/Courses offered: UG (Honors) and Elective in Botany : NA
3. Faculty profile:

| Name | Qualification | Designation | Specialization | Date of Joining |
|---------------------------|---------------|---------------------|--|-----------------|
| Dr. Makhan C. Paul | Ph.D | Associate Professor | Microbiology | 28.05.1984 |
| Dr. Sanjiban Goswami | Ph.D | Assistant Professor | Plant Reproductive Biology | 16.04.1999 |
| Mr. Debulman Syiemiong | M.Sc | Assistant Professor | Microbial Ecology | 28.04.2007 |
| Dr. Eros V. Kharshiing | Ph.D | Assistant Professor | Plant Physiology & Plant Molecular Biology | 01.07.2008 |
| Rimeia Christable Lyngdoh | M.Sc | Part time | | |
| Mr Edventist Khonglam | | Lab Asst | | 01.08.2015 |

4. Student-Teacher Ratio (programme wise) **2010**

| Programme | Year | Avg Students | Teachers | Ratio |
|---|------|--------------|----------|-------|
| B.Sc Honours (1 st , 2 nd & 3 rd year) | 2010 | 27 | 5 | 5:1 |
| B.Sc General (1 st , 2 nd & 3 rd year) | 2010 | 121 | 5 | 24:1 |
| Mushroom Cultivation | 2010 | 10 | 5 | 2:1 |

5. STUDENT RESULTS:

| Exam | No. of students appeared | No of students passed | Pass % | No of First Divisions | No of Ranks in University | University Positions |
|------|--------------------------|-----------------------|--------|-----------------------|---------------------------|--|
| 2010 | 14 | 14 | 100 | 14 | 6 | 1 st , 3 rd , 4 th , 5 th , 8 th , 10 th |
| 2011 | 18 | 15 | 83 | 10 | 2 | 6 th , 9 th & 10 th |
| 2012 | 27 | 23 | 85 | 11 | 1 | 9 th |
| 2013 | 22 | 22 | 100 | 14 | 2 | 2 nd & 10 th |
| 2014 | 18 | 14 | 78 | 8 | 3 | 2 nd , 3 rd , 10 th |

CHEMISTRY (Estd. 1937)

1. Name of the department: **Department of Chemistry**
2. Names of Programmes/Courses offered: B.Sc (UG) in Chemistry: Honours and General
3. Faculty profile:

| Name | Qualification | Designation | Specialization | Date of |
|---------------------------|---------------|---------------------|---------------------|------------------------------|
| Dr. M.L Purkayastha | M.Sc, Ph.D | Associate Professor | Organic Chemistry | 01.07.1978 Rtd 21.02.2014 |
| Mr. S Purkayastha | M.Sc | Associate Professor | Inorganic Chemistry | 01.07.1981 |
| Dr. S.N. Mazumdar | M.Sc, Ph.D | Associate Professor | Organic Chemistry | 01.10.1981 Rtd 31.08.2017 |
| Mr. S. Deb | M.Sc | Associate Professor | Physical Chemistry | 01.09.1993 |
| Dr. P. Sarkhel | M.Sc, Ph.D | Associate Professor | Inorganic Chemistry | 05.05.1995 |
| Mr. S. Chowdhury | M.Sc | Associate Professor | Organic Chemistry | 01.09.1997 |
| Dr Iadeishisha Kharbyngar | M.Sc, Ph.D | Assistant Professor | Organic Chemistry | 01.04.2015 |
| Binoyargha Dam | M.Sc | Part time | | |
| Himboklang Kharkongor | | Lab Asst | | 01.08.2015 |
| Thimusstar Khongrymmai | | Lab Asst | | 01.12.2010 |

4. Student-Teacher Ratio (programme wise) **2010**

| Program | No. of students A | No. of teacher B | Student-Teacher ratio (A:B) |
|-----------------------------------|----------------------|---------------------|--------------------------------|
| B.Sc 1 st year (Major) | 50 | 6 | 8:1 |
| B.Sc 2 nd year (Major) | 23 | 6 | 4:1 |
| B.Sc 3 rd year (Major) | 23 | 6 | 4:1 |

5. STUDENT RESULTS:

| Exam | No. of Students appeared | No. of Students passed | Pass % | No. of First Divisions | No. of Ranks in University | University Positions |
|-------------|---------------------------------|-------------------------------|---------------|-------------------------------|-----------------------------------|---|
| 2010 | 10 | 10 | 100 | 3 | 3 | 4 th , 6 th & 9 th |
| 2011 | 11 | 11 | 100 | 4 | 4 | 1 st , 3 rd , 8 th & 10 th |
| 2012 | 14 | 14 | 100 | 2 | 2 | 3 rd & 6 th |
| 2013 | 19 | 17 | 89.47 | 5 | 5 | 1 st , 3 rd , 5 th , 6 th & 9 th |
| 2014 | 13 | 12 | 92.39 | 2 | 2 | 1 st & 6 th |

COMMERCE (Estd. 1997)

1. Name of the department: **Department of Commerce**
2. Names of Programmes/Courses offered : B.Com (Honours) and B.Com (General)
3. Faculty profile:

| Name | Qualification | Designation | Specialization | Date of Joining |
|------------------------|-----------------|----------------|-------------------------------------|-----------------|
| Mrs. K K Elizabeth | M.Com, B.Ed | Lecturer & HOD | Accounting | 06.07.1997 |
| Mr. Gautam Deb | M.Com | Lecturer | Accounting | 01.05.1998 |
| Mrs. Mitali. Dey | M.A, M.Phil | Lecturer | Operational Research & Econometrics | 01.05.2000 |
| Mrs. R. E. L. Iangrai | M.Com, NET | Lecturer | Accounting | 25.04.2001 |
| Ms.Dapbiang Nongkynrih | M.A, NET | Lecturer | Monetary Economics | 15.04.2008 |
| Dr. Dipankar Shome | M.Com, NET, PhD | Lecturer | Accounting Banking | 01.05.2010 |
| Mr. Milan Swett | M.Com, NET | Lecturer | Management | 01.05.2010 |
| Mr. Navin Chettri | M.Com; NET | Lecturer | Accounting | 01.06.2012 |

4. Student-Teacher Ratio (programme wise) **2010**

| Class | Students | Teachers | Ratio |
|------------------------------|----------|----------|-------|
| B.Com (1 st Year) | 209 | 8 | 26:1 |
| B.Com (2 nd Year) | 163 | 8 | 20:1 |
| B.Com (3 rd Year) | 126 | 8 | 16:1 |

5. STUDENT RESULTS:

| Exam | No. of Students appeared | No. of Students passed | Pass % | No. of First Divisions | No. of Ranks in University | University Positions |
|------|--------------------------|------------------------|------------------------|------------------------|----------------------------|---|
| 2010 | 55(H) 11(G) | 53(H) 9(G) | 96.4% (H) 81.8% (G) | 7 | 7 | 3 rd , 4 th , 6 th , 7 th , 8 th & 10 th |
| 2011 | 114(H) 3(G) | 99(H) 3(G) | 86.84%(H) 100% (G) | 12 | 7 | 2 nd , 3 rd , 4 th , 6 th , 7 th 8 th & 10 th |
| 2012 | 88(H) 2(G) | 86(H) | 97.7% | 4 | 4 | 3 rd , 4 th , 5 th & 8 th |
| 2013 | 133(H) 3 (G) | 107(H) 2(G) | 80.6%(H) 66.7%(G) | Nil | Nil | Nil |
| 2014 | 133 (H) 2 (G) | 116 (H) 1 (G) | 87.22 (H) 50.0 (G) | 4 | 2 | 6 th and 10 th |

COMPUTER SCIENCE (Estd. 1992)

1. Name of the department: **Department of Computer Science**
2. Names of Programmes/Courses offered: B.Sc in Computer Science and BCA (UG)
3. Faculty profile:

| Name | Qualification | Designation | Specialization | Year of Joining |
|------------------------|------------------|---------------------|--|-----------------|
| Mr. Sajid Nagi | M.C.A. | Associate Professor | C, Networking, Data Mining and Bioinformatics | 01.06.1992 |
| Ms. Sarmistha Karmakar | B.E., M.Sc. (CS) | Assistant Professor | UNIX and C | 15.04.1996 |
| Dr. Hiten Choudhury | M.C.A., Ph.D. | Assistant Professor | Network Security & Mobile Computing | 19.05.2004 |
| Ms. Preeti Thapa | M.C.A, M.Phil | Assistant Professor | Artificial Neural networks | 01.05.2005 |
| Mr. Bertrand Dkhar | M.C.A.,NET | Assistant Professor | Computer Architecture | 01.06.2012 |
| Ms.S Sunila Chanu | M.C.A. | Assistant Professor | Internet and Web technology, Object-Oriented programming | 01.04.2011 |
| Ms.Reema Joshi | M.Sc (CS) | Assistant Professor | Operating systems, Software engineering | 01.11.2011 |
| Mr. Jeremy Kharchandyb | M.C.A.,NET | Assistant Professor | Linux, Computer Architecture | 01.08.2009 |
| Ms. Rajni Khyriem | M.C.A. | Assistant Professor | Object oriented Programming, Compiler Design | 05.12.2012 |
| Mr W. Tynsiar | | Lab Asst | | 01.03.1999 |

4. Student-Teacher Ratio (programme wise) 2010

| Program | No. of students | No. of teachers | Ratio Student – Teacher |
|--|-----------------|-----------------|-------------------------|
| BSc. (Computer Science) 1 st year | 29 | 7 | 4:1 |
| BSc. (Computer Science) 2 nd year | 18 | 7 | 3:1 |
| BSc. (Computer Science) 3 rd year | 12 | 7 | 2:1 |
| B.C.A 1 st year | 54 | 7 | 8:1 |
| Env. Sc. 2 nd year | 27 | 7 | 4:1 |
| B.Com. 3 rd year | 25 | 7 | 3:1 |

5. STUDENT RESULTS:

| Exam | No. of Students appeared | No. of Students passed | Pass % | No. of First Divisions | No. of Ranks in University | University Positions |
|------------------|--------------------------|------------------------|--------|------------------------|----------------------------|--|
| B.Sc 2010 | 22 | 21 | 95 | 17 | 7 | 1 st , 2 nd , 3 rd , 5 th , 7 th , 9 th , 10 th |
| B. Sc Final 2011 | 7 | 6 | 86 | 6 | 3 | 4 th , 6 th , 7 th |
| BSc Final 2012 | 22 | 22 | 100 | 19 | 5 | 2 nd , 5 th , 8 th (x2), 9 th |
| B.Sc 2013 | 9 | 7 | 78 | 7 | 5 | 3 rd , 4 th , 6 th , 8 th , 10 th |
| BCA 2013 | 24 | 23 | 96 | 16 | 6 | 3 rd , 5 th , 6 th , 9 th (2), 10 th |
| B. Sc 2014 | 3 | 2 | 67 | 1 | 1 | 4 th |
| BCA 2014 | 24 | 21 | 87.5 | 18 | 7 | 2 nd , 3 rd , 4 th , 6 th , 8 th , 9 th & 10 th |

ECONOMICS (Estd.1996):

1. Name of the department: **Department of Economics**
2. Names of Programmes/Courses offered : Major in Economics
3. Faculty profile:

| Name | Qualification | Designation | Specialization | Date of Joining |
|--------------------------|---------------|---------------------|--|------------------------------|
| Dr. E. Nongbri | PhD | Associate Professor | Linear Programming & Input-Output Analysis | 04.05.1983 Rtd 21.08.2016 |
| Amit Mazumdar | M.A. | Associate Professor | Econometrics Linear Programming & Input-Output Analysis | 01.08.1983 Rtd 31.03.2016 |
| Rajesh Dutta | M.A. | Associate Professor | International Economics Economics of Education | 16.04.1996 |
| Anika M.W. Kshiar Shadap | M.A. /NET | Assistant Professor | Econometrics Computer Applications | 05.03.2007 |
| Labet Phylla Phanbuh | M.A. /NET | Assistant Professor | Mathematical Economics & Micro Economics | 01.04.2016 |
| Lorraine Claudia Massar | M.A. /NET | Assistant Professor | Public Finance | 02.12.2016 |
| Namrata Singh | M.A. /NET | Assistant Professor | Banking & Financial Economics | 07.04.2016 |
| Miriam W. Ryndem | M.A. /NET | Assistant Professor | Mathematical Economics & Economics of Development and planning | 14.06.2016 |

4. Student-Teacher Ratio (programme wise)

| Program | No. of students | No. of teachers | Ratio Student :Teacher |
|--|------------------------|------------------------|-------------------------------|
| B.A 1 st Year (Day & Morning) | 300 | 4 | 75:1 |
| BA 2 nd Year(Day & Morning) | 270 | 4 | 67:5 |
| BA 3 rd Year(Day & Morning) | 250 | 4 | 63:1 |
| BA 1 st Year Major | 55 | 4 | 14:1 |
| BA 2 nd Year Major | 50 | 4 | 25:1 |
| BA 3 rd Year Major | 45 | 4 | 23:1 |

5. Student Results:

| Exam | No. of students appeared | No of students passed | Pass % | No of First Divisions | No of Ranks in University | University Positions |
|-------------|---------------------------------|------------------------------|---------------|------------------------------|----------------------------------|---|
| 2010 | 28 | 28 | 100 | 1 | 1 | 1 |
| 2011 | 40 | 39 | 98 | 5 | 5 | 1 st , 3 rd , 6 th , 7 th & 8 th |
| 2012 | 25 | 21 | 84 | 1 | 1 | 1 |
| 2013 | 25 | 24 | 96 | Nil | Nil | Nil |
| 2014 | 13 | 12 | 92 | 2 | 2 | 1 st & 6 th |

ELECTRONICS (Estd. 1982):

1. Name of the department: Department of Electronics
2. Names of Programmes/Courses offered: B.Sc Electronic Major and general paper for Physics, Computer and Maths Honours.
3. Faculty profile:

| Name | Qualification | Designation | Specialization | Date of Joining |
|----------------------|---------------|---------------------|--|------------------------------|
| Mr.W. Passah | M.Sc | Associate Professor | Network Analysis | 01.01.1982 Rtd 19.01.2011 |
| Dr. D. Roy Choudhury | M.Sc, Ph.D | Associate Professor | Solid state Physics | 01.02.1989 |
| Mr. S. Chakravorty | M.SC | Assistant Professor | Digital Electronics, Optical Communication | 10.08.1998 |
| Mr. K. Chakravorty | M.Sc | Assistant Professor | DSP, Microprocessor | 01.04.2006 |
| Dr. H. Medhi | M.Sc | Assistant Professor | Power Electronics | 01.05.2010 |
| | | Lab Technician | | |

4. Student-Teacher Ratio (programme wise) 2010

| Program | No. of students | No. of teachers | Ratio Student : Teacher |
|-----------------------------------|-----------------|-----------------|-------------------------|
| B.Sc 1 st year (Maj..) | 23 | 5 | 5:1 |
| B.Sc 2 nd Year (Maj..) | 11 | 5 | 2:1 |
| B.Sc 3 rd year(Maj..) | 13 | 5 | 3:1 |

5. STUDENT RESULTS:

| Exam | No. of Students appeared | No. of Students passed | Pass % | No. of First Divisions | No. of Ranks in University | University Positions |
|------|--------------------------|------------------------|--------|------------------------|----------------------------|----------------------|
| 2010 | 13 | 13 | 100 | 13 | 1 to 10 | 1 to 10 |
| 2011 | 11 | 11 | 100 | 10 | 10 | 1 to 10 |
| 2012 | 4 | 3 | 75 | 3 | 1 to 3 | 1 to 3 |
| 2013 | 27 | 23 | 85 | 20 | 1 to 10 | 1 to 9 |
| 2014 | 11 | 11 | 100 | 11 | 1 to 10 | 1 to 9 |

ENGLISH (Estd.1936):

1. Name of the department: **Department of English**
2. Names of Programmes/Courses offered: English Honors and Elective
3. Faculty profile:

| Name | Qualification | Designation | Specialization | Date of Joining |
|---------------------------|---------------------------|--|--------------------------------------|-----------------|
| Monotosh Chakravarty | M. A., M.Phil | Associate Professor & Head of Department | Linguistics | 10.04.1984 |
| Malcolm Tariang | M. A., PGDTE | Associate Professor | Indian Writing in English | 01.12.1987 |
| Dr Arundhoti Datta | M. A., PGDTE, Ll. B., PhD | Associate Professor | Feminist Writings & Literary Theory | 15.06.1992 |
| Ardella Challam | M. A., NET | Associate Professor | | 01.05.2001 |
| Dr Daphinda Fancon War | M. A., M. Phil., Ph.D | Associate Professor | Indian Writing in English & Feminism | 04.04.2004 |
| Dr Jenniefer Dkhar | M. A., Ph. D | Assistant Professor | Indian writing in English | 21.07.2003 |
| Eric Brandon L Nongkynrih | M. A. (English), NET | Assistant Professor | | 01.07.2008 |

5. Students Results:

| Exam | No. of students appeared | No of students passed | Pass % | No of First Divisions | No of Ranks in University | University Positions |
|-------------|---------------------------------|------------------------------|---------------|------------------------------|----------------------------------|-----------------------------------|
| 2010 | 34 | 34 | 100 | 2 | Nil | Nil |
| 2011 | 11 | 11 | 100 | 10 | 1 | 1 |
| 2012 | 47 | 47 | 100 | Nil | Nil | Nil |
| 2013 | 36 | 35 | 97.2 | 2 | 2 | 1 st (2) |
| 2014 | 43 | 43 | 100 | 2 | 2 | 1 st & 2 nd |

ENVIROMENTAL SCIENCE (Estd. 2007):

1. Name of the department: **Department of Environmental Science**
2. Names of Programmes/Courses offered: Environmental Science (Honours and Elective)
And Vermi-composting
3. Faculty profile:

| Name | Qualification | Designation | Specialization | Date of Joining |
|----------------------------------|---------------------------|------------------------------|--|-----------------|
| Dr. Jasmine Therese Sawian | M.Sc.(EVS), NET & Ph.D | HOD & Assistant Professor | Pollution Ecology | 29/05/2006 |
| Iasylloklang Rynjah | M.Sc, NET | Asst. Professor | Environmental Pollution | 01/05/2007 |
| Larihun Jeengaph | M.Sc | Asst. Professor | Ecology and Management of Forest and Agricultural Biodiversity | 09/06/2008 |
| Michelle D Khongwir | M.Sc,N.E.T. | Asst. Professor | Environmental Biochemistry | 01/05/2009 |
| Damewanmi Suchiang | M.Sc.,N.E.T. | Asst. Professor | Forest Management and Agricultural Management | 01/05/2010 |
| Mr Dennis Dkhar | | Lab Asst | | 01.08.2015 |

4. Student-Teacher Ratio (programme wise) **2010**

| Program | No. of students A | No. of teachers B | Ratio Student – Teacher A:B |
|----------------------------|----------------------|----------------------|-----------------------------------|
| B.Sc 1 st year | 36 | 6 | 6:1 |
| B. Sc 2 nd year | 28 | 6 | 5:1 |
| B. Sc 3 rd year | 34 | 6 | 6:1 |

5. STUDENT RESULTS:

| Exam | No. of Students appeared | No. of Students passed | Pass % | No. of First Divisions | No. of Ranks in University | University Positions |
|-------------|---------------------------------|-------------------------------|---------------|-------------------------------|-----------------------------------|-----------------------------|
| 2010 | 23 | 23 | 100 | 17 | 10 | 1-10 |
| 2011 | 25 | 24 | 96 | 20 | 10 | 1-10 |
| 2012 | 21 | 20 | 95.23 | 14 | 10 | 1-10 |
| 2013 | 21 | 20 | 95.2 | 15 | 10 | 1-10 |
| 2014 | 30 | 30 | 100 | 20 | 10 | 1-10 |

GEOGRAPHY (Estd. 1962):

1. Name of the department: **Department of Geography**
2. Names of Programmes/Courses offered: B.A and B.Sc
3. Faculty profile:

| Name | Designation | Qualification | Specialization | Date of joining |
|-----------------------------|---|-----------------|---------------------|-----------------|
| Mr. Osmond M. Kharmawphlang | Associate Professor (Head of Department) | M.A/M. Phil | Human Geography | 01.11.1989 |
| Mr. Mark J. Ford | Associate Professor | M.A/M. Phil | Planning | 11.11.1998 |
| Mr. Gideon L.Kharkongor | Associate Professor | M.A/NET/M. Phil | Political Geography | 01.04.2000 |
| Ms. Wanrihun D. Diengdoh | Assistant Professor | M.A/NET | Physical Geography | 01.06.2009 |
| Prof Teddy Kharshandi | Assistant Professor | M.A/NET | RS/GIS/Statistics | 01.07.2013 |
| Shri P.D. Marak | Laboratory Assistant | | | 01.06.1983 |

4. Student-Teacher Ratio (programme wise) **2010**

| Program | No. of students | No. of teachers | Ratio Student – Teacher |
|---|-----------------|-----------------|-------------------------|
| BA 1 st Year (Day & Morning) | 180 | 4 | 45:1 |
| BA 2 nd Year (Day & Morning) | 170 | 4 | 42:1 |
| BA 3 rd Year (Day & Morning) | 160 | 4 | 40:1 |
| BA 1 st Year Major | 60 | 4 | 15:1 |
| BA 2 nd Year Major | 60 | 4 | 15:1 |
| BA 3 rd Year Major | 60 | 4 | 15:1 |

5. Student Results:

| Exam | No. of Students appeared | No. of Students passed | Pass % | No. of First Divisions | No. of Ranks in University | University Positions |
|-------------|---------------------------------|-------------------------------|---------------|-------------------------------|-----------------------------------|---|
| 2010 | 56 | 56 | 100 | Nil | 2 | 4 th and 5 th |
| 2011 | 16 | 14 | 87.5 | 6 | 6 | 2 nd , 4 th , 5 th , 6 th , 8 th and 9 th |
| 2012 | 25 | 25 | 100 | 5 | 5 | 1,2,3,4,5. |
| 2013 | 43 | 41 | 95.35 | 2 | 2 | 4 th and 6 th |
| 2014 | 35 | 34 | 97.14 | Nil | Nil | Nil |

HISTORY (Estd. 1937):

1. Name of the department: **Department of History**
2. Names of Programmes/Courses offered: Under Graduate B.A in History (Honours and general)
3. Faculty profile:

| Name | Qualification | Designation | Specialization | Date of Joining |
|-----------------------|-----------------|---------------------|------------------------|------------------------------|
| Mr. Abhijit Choudhury | M.A | Associate Professor | Ancient Indian History | 01.06.1981 Rtd 26.06.2011 |
| Ms D. Suting | MA, M.Phil, NET | Associate Professor | Modern Indian History | 01.-07.1993 |
| Mr B.K.Rymbai | MA, NET | Assistant Professor | Ancient Indian History | 27.07.2006 |
| Dr D. Rynjah | MA, PhD | Assistant Professor | Ancient Indian History | 15.04.2011 |
| Mr R. Basaiawmoit | MA | Assistant Professor | Modern Indian History | 01.11.2011 |
| Dr Moushumi Dey | | Part Time | | |

4. Student-Teacher Ratio (programme wise) **2010**

| Program | No. of students | No. of teachers | Ratio Student: Teacher |
|---------------------------|-----------------|-----------------|---------------------------|
| B.A. 1 st year | 60 | 6 | 10:1 |
| B.A. 2 nd year | 60 | 6 | 10:1 |
| B.A. 3 rd year | 60 | 6 | 10:1 |

5. STUDENT RESULTS: 2010

| Exam | No. of Students appeared | No. of Students passed | Pass % | No. of First Divisions | No. of Ranks in University | University Positions |
|------|--------------------------|------------------------|--------|------------------------|----------------------------|---|
| 2010 | 38 | 38 | 100 | 2 | 2 | 1 st & 5 th |
| 2011 | 35 | 35 | 100 | Nil | Nil | Nil |
| 2012 | 36 | 36 | 100 | 3 | 3 | 1 st , 2 nd & 3 rd |
| 2013 | 34 | 34 | 100 | 2 | 2 | 3 rd & 4 th |
| 2014 | 39 | 38 | 97.4 | Nil | Nil | Nil |

KHASI (Estd. 1950):

1. Name of the Department : **Department of Khasi**
2. Names of Programmes/courses offered : (U.G) B. A in Khasi
3. Faculty Profile :

| Name | Qualification | Designation | Specialization | Date of joining |
|---------------------------|---------------|---------------------|----------------|----------------------------------|
| Mr. H. R. Bareh | MA, M.Phil | Associate Professor | Drama | 01.10.1988 Expired 15.07.2015 |
| Dr. S. Lamare | MA, PhD | Associate Professor | Linguistics | 01.06.1993 |
| Mr. B. S. Basan | MA | Associate Professor | Poetry | 01.09.1997 |
| Mr. W. Kharwanlang | MA, M.Phil | Assistant Professor | Fiction | 01.12.2008 |
| Dr R. M. Mawlong | MA, Ph D | Assistant Professor | Drama | 01.06.2010 |
| Mr Ronald Peel Kharshiing | MA | Assistant Professor | | 01.10. 2015 |

4. Student-Teacher Ratio (programme wise)

| Program | No. of Students | No. of Teachers | Ratio Student : Teacher |
|---------|-----------------|-----------------|----------------------------|
| 2010 | 39 | 05 | 8:1 |

5. Students results : 2010

| Year | Number of students Appeared | University Ranks | Pass Percentage (%) |
|------|--------------------------------|--|---------------------|
| 2010 | 23 | 1 (1 st) | 86.95 |
| 2011 | 12 | 2 (1 st and 6 th) | 100 |
| 2012 | 22 | 2 (2 nd and 4 th) | 77.27 |
| 2013 | 33 | 3 | 90.91 |
| 2014 | 33 | 1 (8 th) | 76.92 |

MATHEMATICS (Estd. 1937):

1. Name of the department: **Department of Mathematics**
2. Names of Programmes/Courses offered: B.Sc in Mathematics
3. Faculty profile:

| Name | Qualification | Designation | Specialization | Date of joining |
|-----------------------------|------------------------|---------------------|---------------------|------------------------------|
| Shri. S.Bose | M.Sc. & PhD | Associate Professor | Algebra | 01.05.1979 Rtd 31.12.2013 |
| Shri. Dipankar Deb | M.Sc. | Associate Professor | Number Theory | 01.05.1994 |
| Shri. Manbhalang Chyne | M.Sc. & NET | Asst. Professor | Numerical Analysis | 01.02.2005 |
| Shri. Gregory Jala Kharbhih | M.Sc. & NET | Asst. Professor | Algebra | 26.05.2006 |
| Smti. Sabari Sarkar Dhar | M.Sc. | Asst. Professor | General Relativity | 01.05.2007 |
| Shri Bankhrawnam Dkhar | M.Sc., N.E.T. & M.Phil | Asst. Professor | Number Theory | 01.06.2011 |
| Shri Amplify Sawkmie | M.Sc | Asst. Professor | - | 21.04.2017 |
| Kerri Maphi Tiewsoh | M.Sc. & N.E.T. | Assistant Professor | Operations research | 01.05.2014 Resigned 2017 |

4. Student-Teacher Ratio (programme wise) **2010**

| Program | No. of students | No. of teachers | Ratio Student:Teacher |
|-------------------|-----------------|-----------------|-----------------------|
| B.Sc. (Maths) | 350 | 6 | 58:1 |
| B.Com | 25 | 2 | 13:1 |
| B.Sc. (Bio chem.) | 35 | 1 | 35:1 |
| M.S.W | 60 | 1 | 60:1 |
| B.C.A | 115 | 4 | 29:1 |

5. STUDENT RESULTS:

| Exam | No. of Students appeared | No. of Students passed | Pass % | No. of First Divisions | No. of Ranks in University | University Positions |
|-------------|---------------------------------|-------------------------------|---------------|-------------------------------|-----------------------------------|------------------------------------|
| 2010 | 12 | 11 | 92 | 5 | 4 | 1,2,3,7 |
| 2011 | 11 | 8 | 73 | 3 | 1 | 2 nd |
| 2012 | 13 | 10 | 73 | 3 | 1 | 8 th |
| 2013 | 10 | 7 | 70 | 2 | Nil | Nil |
| 2014 | 17 | 11 | 64 | 3 | 2 | 8 th & 10 th |

PHYSICS (Estd. 1937):

1. Name of the department: **Department of Physics**
2. Names of Programmes/Courses offered: B.Sc Physics Honours and General
3. Faculty profile:

| Name | Qualification | Designation | Specialization | Date of Joining |
|---------------|-----------------------|---------------------|------------------------------|------------------------|
| Dr. R. Das | M.Sc, Ph.D | Associate Professor | Laser Raman Spectroscopy | 01.10.1986 |
| Dr. V.R.Rao | M.SC, Ph.D, NET PGDCA | Associate Professor | Experimental Nuclear Physics | 01.07.1991 |
| Mr. M. Lyndem | M.Sc, | Associate Professor | High Energy Physics | 01.05.1997 |
| Dr. L. Kurbah | M.Sc , Ph.D. NET | Associate Professor | Condensed Matter Physics | 26.04.2001 |
| Mr. B.L. Giri | M.Sc, NET | Assistant Professor | Nuclear Physics. | 01.06.2006 |
| Mr A.K. Kar | | Lab Asst | | 15.02.1989 |

4. . Student-Teacher Ratio (programme wise) 2010

| Program | No of students A | No. of teachers B | Ratio Student – Teacher A:B |
|-----------------------------------|-----------------------------|------------------------------|--|
| B.Sc 1 st year (Maj..) | 31 | 5 | 6:1 |
| B.Sc 1 st year (Gen.) | 106 | 5 | 21:1 |
| B.Sc 2 nd Year (Maj.) | 24 | 5 | 5:1 |
| B.Sc 2 nd Year (Gen.) | 150 | 5 | 30:1 |
| B.Sc 3 rd Year (Maj.) | 12 | 5 | 2:1 |
| B.Sc 3 rd Year (Gen.) | 62 | 5 | 12:1 |

5. STUDENT RESULTS:

| Exam | No. of Students appeared | No. of Students passed | Pass % | No. of First Divisions | No. of Ranks in University | University Positions |
|------|--------------------------|------------------------|--------|------------------------|----------------------------|--|
| 2010 | 10 | 8 | 80 | 8 | 4 | 1 st , 2 nd , 5 th , and 7 th |
| 2011 | 23 | 22 | 95.65 | 15 | 5 | 1 st , 4 th , 5 th , 6 th & 7 th |
| 2012 | 20 | 20 | 100 | 9 | 4 | 3 rd , 5 th , 9 th and 10 th |
| 2013 | 14 | 14 | 100 | 9 | 3 | 1 st , 7 th and 10 th |
| 2014 | 23 | 22 | 95.6 | 15 | 6 | 1 st , 2 nd , 4 th , 8 th , 9 th & 10 th |

POLITICAL SCIENCE (Estd. 1962):

1. Name of the department: **Department of Political Science**
2. Names of Programmes/Courses offered: Political Science Honors and Elective
3. Faculty profile:

| Name | Qualification | Designation | Specialization | Date of Joining |
|---------------------|-------------------------|---------------------------|--|-----------------|
| Dr. Ms Saidun Nessa | M.A., M.Phil & PhD | Associate Professor & HOD | Political Sociology | 01.10.1985 |
| Mr. F Ropmay | M.A., M.Phil | Associate Professor | Local Government | 01.08.1988 |
| Mr. S. Lyngdoh | M.A., NET | Associate Professor | | 16.08.1990 |
| Dr. Jayanti Shadap | M.A., NET, M.Phil & PhD | Associate Professor | Indian Government and politics with special reference to the North-Eastern India | 20.10.1994 |

4. Student-Teacher Ratio (programme wise)

| Year | Program | No. of students | No. of teachers | Ratio Student – Teacher |
|------|-----------|-----------------|-----------------|-------------------------|
| 2010 | UG Annual | 288 | 4 | 72:1 |

5. **STUDENT RESULTS:**

| Exam | No. of students appeared | No of students passed | Pass % | No of First Divisions | No of Ranks in University | University Positions |
|------|--------------------------|-----------------------|--------|-----------------------|---------------------------|---|
| 2010 | 41 | 41 | 100 | 3 | 2 | 4 th & 7 th |
| 2011 | 42 | 41 | 97.62 | 4 | 4 | 2 nd , 3 rd , 5 th & 6 th |
| 2012 | 38 | 38 | 100 | 5 | 3 | 2 nd , 8 th & 10 th |
| 2013 | 42 | 41 | 97.62 | 3 | 3 | 1 st , 2 nd and 3 rd |
| 2014 | 48 | 47 | 97.92 | 7 | 7 | 2 nd , 3 rd , 5 th , 6 th , 6 th , 8 th & 9 th |

SOCIAL WORK (Estd. 2007)

1. Name of the department: **Department of Bachelor of Social Work and Master of Social Work**
2. Names of Programmes /Courses offered : BSW (Bachelor programme) and MSW (Masters programme)
3. Faculty profile:

| Name | Qualification | Designation | Specialization | Date of joining |
|--------------------------|------------------|---------------------|--------------------------------------|-----------------|
| Ms. Audrey D Dohling | MSW/NET | Assistant Professor | Medical and Psychiatric Social work | 01.5.2007 |
| Dr. Rituparna Rajendra | BSW/MSW/NET/Ph.D | Assistant Professor | Medical and Psychiatric Social work | 01.07.2007 |
| Ms. L Teresa Kom | MSW/NET | Assistant Professor | Generic | 11.06.2008 |
| Mr. Daniel Kharkongor | MSW/NET | Assistant Professor | Community Development | 01.04.2009 |
| Ms. Namarata Lala | BSW/MSW/NET | Assistant Professor | Generic | |
| Mr. Allanson Wahlang | MSW/NET | Assistant Professor | Dalit and Tribe Centered Social Work | 15.06.2011 |
| Ms. Edaneolla Kynta | BSW/MSW/NET | Assistant Professor | Family and Child Welfare | 01.06.2011 |
| Ms. Aibakor Kharbuli | MSW | Assistant Professor | Generic | 01.06.2011 |
| Mr. Randolph V Langstieh | BSW/MSW/NET | Assistant Professor | Human Resource | 01.05.2012 |
| Ms. Wandaia Synkong | BSW/MSW/NET | Assistant Professor | Community Developments | 02.07.2012 |
| Iarisa Annete R Dorphang | BSW/MSW/NET | Assistant Professor | Children and Families | 02.06.2014 |

3. Student-Teacher Ratio (programme wise):**2010**

| Class | Teachers | Students | Ratio |
|----------------------------|----------|----------|-------|
| BSW (1 st Year) | 5 | 61 | 1:12 |
| BSW (2 nd Year) | 5 | 59 | 1:11 |
| BSW (3 rd Year) | 5 | 52 | 1:10 |

5. STUDENT RESULTS:

| Exam | No. Of students appeared | No. Of students passed | Passed % | No. Of first divisions | No. Of ranks in university | University positions |
|-------------|---------------------------------|-------------------------------|-----------------|-------------------------------|-----------------------------------|---|
| 2010 | 52 | 51 | 98.07 | 4 | 4 | 4 |
| 2011 | 59 | 55 | 93 | 3 | 3 | 1 st , 2 nd & 3 rd |
| 2012 | 59 | 55 | 93 | 3 | 3 | 3 rd |
| 2013 | 49 | 48 | 97.9 | 7 | 6 | 1 st , 4 th , 5 th , 6 th , 7 th , 8 th |
| 2014 | 60 | 57 | 95 | 4 | 4 | 2 nd , 3 rd , 4 th & 5 th |

SOCIOLOGY (Estd. 1985):

1. Name of the department : **Department of Sociology**
2. Names of Programmes/Courses offered: Sociology Honors and Elective
3. Faculty profile :

| Name | Qualification | Designation | Specialization | Date of Joining |
|-----------------------------|---------------|---------------------|--------------------|-----------------------------|
| Iamonlanglang Mawthoh Syiem | M.A./P.Phil | Associate Professor | Family & Kinship | 1-10-1985 |
| Bichitra Nanda Mishra | M.A./P.Phil | Associate Professor | Agrarian Studies | 1-10-1986 Rtd 15.05.2017 |
| Finley Edna Joanes Syngai | M.A./NET | Assistant Professor | Religion & Culture | 16-7-2003 |
| Jeffreyson Wahlang | M.A/ NET JRF | Assistant Professor | Gender Studies | 02-08-2009 |
| Ritisha Kharshong | | Part Time | | |

4. Student-Teacher Ratio (programme wise) **2010**

| Program | No. of students | No. of teachers | Ratio Student :Teacher |
|-------------------------------|-----------------|-----------------|------------------------|
| BA 1 st Year Major | 30 | 4 | 8:1 |
| BA 2 nd Year Major | 30 | 4 | 8:1 |
| BA 3 rd Year Major | 30 | 4 | 8:1 |

5. STUDENT RESULTS:

| Exam | No. of students appeared | No of students passed | Pass % | No of First Divisions | No of Ranks in University | University Positions |
|------|--------------------------|-----------------------|--------|-----------------------|---------------------------|---|
| 2010 | 36 | 36 | 100 | 3 | Nil | Nil |
| 2011 | 35 | 35 | 100 | 5 | 4 | 1 st , 2 nd , 8 th & 9 th . |
| 2012 | 26 | 26 | 100 | 9 | 10 | 1,2,3,4,5,6,7,8,9,10. |
| 2013 | 34 | 33 | 97 | 3 | Nil | Nil |
| 2014 | 54 | 54 | 100 | 19 | Nil | Nil |

ZOOLOGY (Estd. 1962):

1. Name of the department : **Zoology**
2. Names of Programmes/Courses offered : B.Sc Zoology (Honours)
3. Faculty profile:

| Name | Qualification | Designation | Specialization | Date of joining |
|------------------------|-------------------------------|--------------------------------|-----------------------|-----------------|
| Mr. Lovelystar Lyngdoh | M.Sc. | Associate Professor | Limnology | 11-5-1996 |
| Mr. Dioneas . A. War | M.Sc., NET (JRF) | Assistant Professor | Cell Biology | 1-6-2006 |
| Dr. Ronald K L Tron | M.Sc., NET (JRF), Ph.D. | Assistant Professor | Genetics | 1-4-2007 |
| Dr. Duwaki Rangad | M.Sc., Ph.D. | Assistant Professor | Developmental Biology | 1-5-2008 |
| Mr. D.A. Rabha | M.Sc., NET (JRF) | Assistant Professor | Entomology | 1-5-2009 |
| Dr B. Myllemngap | M.Sc., Ph.D. | Assistant Professor, Part Time | | |
| R. Sharma | | Lab Asst | | 15.11.1988 |

4. Student-Teacher Ratio (programme wise) : 2010

| Program | No. of students | No. of teachers | Ratio Student :Teacher |
|---------------------------------------|-----------------|-----------------|------------------------|
| B.Sc.1 st year(Honours) | 50 | 5 | 10:1 |
| B.Sc.1 st year(General) | 260 | 5 | 52:1 |
| B.Sc.2 nd Year(Honours) | 15 | 5 | 7:1 |
| B.Sc.2 nd year(General) | 120 | 5 | 24:1 |
| B.Sc. 3 rd year(Honours) | 15 | 5 | 7:1 |
| B.Sc. 3 rd year(General) | 120 | 5 | 24:1 |

5. STUDENT RESULTS:

| Exam | No. of students appeared | No of students passed | Pass % | No of First Divisions | No of Ranks in University | University Positions |
|-------------|---------------------------------|------------------------------|---------------|------------------------------|----------------------------------|-----------------------------|
| 2010 | 17 | 17 | 100 | 13 | 7 | 1, 3,3,4,9, 10, 10. |
| 2011 | 70 | 70 | 100 | 35 | 2 | 2,7 |
| 2012 | 17 | 17 | 100 | 10 | Nil | Nil |
| 2013 | 26 | 26 | 100 | 17 | 10 | 1,2,3,4,5,6,7,8,9,10 . |
| 2014 | 26 | 25 | 98.96 | 12 | 1/ | 1,2,4,5,5,7,8,9,9,10 |

SEC OFFICE MANAGEMENT

PRINCIPAL: Dr Sylvanus Lamare
RECTOR: Bro L.D. Lobo, cfc
SECRETARY: Bro Simon Coelho, cfc

STAFF:

Mr. B. Bhattacharjee
Mr. S. Sen
Ms L. Nongrum
Ms S. Debnath
Mr Vicky Kharsyntiew
Mr Andriasius Dkhar
Ms Mercyta Kharkongor
Ms S.S. Marbaniang
Mr Johnfulmin Pohti
Mr B.S. Chettri
Mr M.L.Nongbri
Mr Pynhunlang E. Marboh

LIBRARY:

Ms E. Bamon, Librarian
Ms B. Kharmutee, Asst Librarian
Mr M. Tariang
Mr G. Sharma

INFIRMARY:

Mrs Lasukline M. Hadia

CAMPUS MAINTENANCE

Mr R. Lama
Mr. B. Prasad
Mr Rajesh Thapa
Ms S. Dkhar
Ms M. Kharumnuid
Ms Bernadeth Warjri
Ms Hamida Badwar
Ms Joycylin Warjri
Ms Marsha L. Sun
R. Kaur

EVALUATIVE REPORT CRITERIA WISE DETAILS:

CRITERION- I: CURRICULAR ASPECTS

1.1 Curriculum Planning and Implementation

1.1.1. State the vision, mission and objectives of the institution and describe how these are communicated to the students, teachers and other stakeholders.

Vision Statement:

St. Edmund's College, Shillong has a vision that is enshrined in the Motto of the College i.e. "*Facta Non Verba*" which translates "**Deeds Not Words**". It aims at imparting equitable quality education grounded on the core values of excellence, competition and ideals. The College also stands on the principles by Edmund Ignatius Rice, the Founder of the Institution.

Mission Statement:

The college endeavours to create a stimulating environment in the Campus through various academic programmes and co-curricular activities in order to develop character, shape personality and build in a sense of social responsibility amongst young men and women. As the college prioritises learning, teaching and sharing of knowledge, education is therefore perceived as a potent vehicle that works towards transforming attitudes and mind-sets for the good of one and all in the society in particular and the world at large.

Objectives:

- St Edmund's College takes it upon its prowess the responsibility to tender a holistic approach towards education. Keeping the students as the primary concern, the institution makes way for the all round development and progress of every individual student, both in mind and spirit.
- The Management alongside the Faculty work towards creating an environment that is invigorating as well as encouraging for the students by organising numerous academic programmes and co-curricular

activities in order to tap the talent and forte of the students in various fields.

- The Management & Faculty create a stimulating atmosphere and ambience in the Campus by organising an assortment of academic and co-curricular programmes and activities that would help build up character, mould personality and generate a sense of social responsibility among young men and women. With learning, teaching and dissemination of knowledge as the stronghold of the College, education is therefore perceived as an important medium that works towards transforming attitudes and mind-sets for the good of the individual, the society and the world at large. The Management & Faculty endeavour to create a stimulating environment in the Campus through their academic programmes and co-curricular activities in order to develop character, shape personality and build in a sense of social responsibility among our young men and women. As the college prioritises learning, teaching and sharing of knowledge, education is therefore perceived as a potent vehicle that works towards transforming attitudes and mind-sets for the good of one and all in the society in particular and the world at large. Keeping the motto of the college firmly rooted and strongly embedded in every Edmundian, St. Edmund's College is committed towards fulfilment and realisation of its ideas and responsibilities with a collective determined and dedicated spirit in the following manner:
- St Edmund's College takes it upon its prowess the responsibility to tender a holistic approach towards education. Keeping the students as the primary concern, the institution makes way for the all-round development and progress of every individual student, both in mind and spirit.
- To nurture minds and cultivate healthy habits amongst the students, every Department has taken it upon its stride to educate their students to be open to all religions, thereby promoting inter-relatedness leading to integration.

- Students are also engaged in developmental activities and projects in and around the college campus and even outside by assisting the poor and oppressed in their own advancement and development through activities like adoption of villages in remote areas of the state, educating the people there and help them evolve as assets of the region, the state and the country as a whole. Students visit orphanages and Old Age Homes and started a project called '**Bring Back Smiles**'.
- The College imparts teachings of benevolence and goodwill upon its students so that they can correlate and connect with people from all walks of life in order to usher in a more just, peaceful and compassionate climate in society.
- It has been the responsibility of the College to inculcate into the minds of its students the egalitarian spirit that they could exercise upon through opportunities provided to the students to reach out even more to the under-privileged, the marginalized and those oppressed by social and gender restrictions.
- St. Edmund's College is a cultural melting pot, that believes in the coming together and convergence of people from not only the neighbouring states but from every nook and corner of the country. It has been the chief aim of the institution to create a climate of appreciation and acceptance of different cultures, religious, traditions and languages. The regard, reverence and acceptance of religious and cultural pluralism, in the conviction that 'unity in diversity' is part of God's plan for humanity is an undertaking that the College has embarked upon.
- It has been the effort of the Management and the Faculty members to develop the leader in them, to infuse confidence in their beings and to instil into their minds and spirit a positive attitude towards life and to wear the shroud of courage while they overcome any challenges that may come their way.
- The mission of the College has also been directed towards the need to sensitise our young people towards societal and environmental needs.

- The college is committed towards ensuring stability and consistency of students who are academically inclined but whose resources are deficient by providing them with financial assistance.
- The above mission and vision statement is incorporated in the College prospectus, College magazines and Departmental magazines for information to all Edmundians of the College as well as parents, guardians and other stake holders. Staff development programs and orientation programs in every academic session for students are organized to make all stakeholders aware of the objectives of the College based on the defined mission and vision statement in each.

1.1.2. How does the institution develop and deploy action plans for effective implementation of the curriculum? Give details of the process and substantiate through specific example(s).

As the college is affiliated to North-Eastern Hill University, Shillong, the college follows the University prescribed curriculum. The Academic and Activity calendar is prepared by each department to ensure effective implementation of the same. Different stages in the process of implementation of the curriculum are worked upon by individual departments to ensure the smooth functioning and implementation of the curriculum. A three tier phase is identified and followed as below:

- **Phase I:** A meeting is held in each department at the start of the academic year to do the course-distribution for that session/year. Based on the expertise of individual teachers, the syllabus is allotted to them by the Head of the Department. Discussions are held on the methodologies that can be followed to orient new teachers in particular on different approaches to the curriculum.
- **Phase II:** All departments prepare a pre time-table to check the feasibility of delivering the allotted curriculum by calculating the number of lectures/ practical available in a particular term

- **Phase III:** Teachers are then required to work on a teaching/lesson plan based on the number of days required for effective teaching of the syllabus.
- The IQAC play an important role by helping the teachers plan and manage the above mentioned process effectively by responsibly and regularly updating teachers and the various departments with any information and circulars that come from the University relating to Academic Term, Academic Calendar, the number of working days available for undergraduate and postgraduate programmes.
- It has also been the earnest initiative of the IQAC to encourage the departments to maintain records of academic progress and performances as well as other academic activities and prepare a report of the same that is to be duly submitted to the IQAC. This procedure helps the IQAC to monitor the functioning and progress of the teaching/lesson plans for the prescribed session/year. It is also the obligation of the IQAC team to study the supplied relevant information and further verify and substantiate the same through student feedback on teachers.

1.1.3. What type of support (procedural and practical) do the teachers receive (from the university and/or institution) for effectively translating the curriculum and improving teaching practices?

The teachers receive procedural and practical support from the college as well as from the University for effectively implementing the curriculum:

- Workshops are conducted both before and after syllabus revision to apprise teachers about the changes, to get their feedback and inputs for effective implementation of the syllabus.
- Teachers are given considerable freedom by the college as far as the handling of the syllabus goes. Teachers devise their own methodologies based on the need of the subject and the learners. Traditional modes of teaching/learning are blended with reasonable use of ICT to make the teaching-learning process more learner-centric.

- The institution provides the faculty members with necessary infrastructure and resources, such as helping them to procure the latest references on the subject, both in print and e-book form. Facilities like Inlibnet also offer access to the latest online literature.
- Apart from the resources available at the central library, most of the departments have their own departmental libraries. Every year, a sufficient number of new additions of latest books, reference books, periodicals and journals are made available to teachers.
- Departmental libraries also have a large collection of CDs, DVDs and other audio-visual study materials that aid in supplementing the curriculum by providing glimpses of different real-life situations and recent trends in the subject.
- The college has propagated e-content development in recent years and some subjects have developed their own content. This material is uploaded on the intranet to make it easily accessible to students.

1.1.4. Specify the initiatives taken up or contribution made by the institution for effective curriculum delivery and transaction on the Curriculum provided by the affiliating University or other statutory agency?

- Many of our teachers actively participate in framing the Curriculum, in their capacity as members of the Board of Studies for different subjects. As stated earlier, others participate in workshops at the developmental stage or in training workshops that are conducted after the designing of the curriculum.
- The institution aids in every way to upgrade the infrastructure and procure resources for effective delivery of the curriculum. Besides, teachers provide a host of additional resources while taking students beyond the curriculum. Some of them also upload their course material on the college intranet.
- There is a mechanism to handle slow and advanced learners in different ways. Bridge courses /Remedial courses are conducted for the former group. Different time slots are allotted for both the groups.

- The classes are made up of both face-to-face interaction and projects. Slow learners are encouraged to come and do hands-on work at their own pace to facilitate self-learning. Advanced learners have scope to experiment and go beyond the course while working on their projects. Besides face to face interaction in the class encourages students to express themselves freely and students are encouraged to ask questions for a better learning experience.

1.1.5 How does the institution network and interact with beneficiaries such as industry, research bodies and the university in effective operationalization of the curriculum?

- The college/ teachers are constantly looking for opportunities to integrate teaching with real life exposure for enriching and effective operationalization of the curriculum:
- Extension lectures give students an opportunity to interact with experts from the field of academics and industry.
- Industrial visits are arranged in order to provide live exposure to recent trends in the relevant field. Students also take up minor projects in industries for procuring hands-on training. Students of Biotechnology make regular visits to industrial units outside the state
- The college coordinates with national laboratories and other private agencies that are similarly equipped to help students avail of their expertise and facilities for hands-on experience.
- The “Social Outreach and Enabling Centre” of the college teams up with several NGOs that provide scope for students to undertake surveys and research projects on issues of social relevance. This has made our curricula experiential and learning more meaningful. The Department of Social Work draws a comprehensive plan for placing students in different organisations and agencies.

1.1.6 What are the contributions of the institution and/or its staff members of the development of the curriculum by the University?(number of staff members /departments represented on the Board of studies, student

feedback, teacher feedback, stake holders feed-back provided, specific suggestion ?

Though Curriculum Designing is in the domain of the affiliating University i.e. North Eastern Hill University, yet many senior members of the departments are members and do take part in the designing and review of the syllabi for UG level. Many of the faculty members are actively involved in academic bodies like Board of Under-Graduate Studies (BUGS), University School Board, Academic Council (NEHU), NCERT, DERT and Meghalaya Board Of School Education (MBOSE). Few departments like Environmental Science, Bachelor of Social Work (BSW), Biotechnology, Biochemistry and Computer Science, the teachers were directly involved in designing and drafting the undergraduate syllabus of the university.

The members after every two years reviews the syllabi and in a meeting convened by the University such feedbacks on the overall structure of the syllabi are taken for discussion and many positive changes have emerged from such exercise.

1.1.7 Does the institution develop curriculum for any of the courses offered (other than those under the purview of the affiliating university) by it? If ‘yes’ give details on the process (‘Needs Assessment’, design, development and planning) and the courses for which the curriculum has been developed.

Yes, the college does offer courses and programmes to its students other than those courses that fall within the purview of the affiliated university, NEHU. The motive behind initiating these courses is the intrinsic need to tap potential and interest of students in spheres other than the regular academic curriculum thereby enhancing their knowledge and skills. The syllabus has been designed and formulated by teachers and departments conducting the course keeping the requirements and infrastructure in mind. Some of these courses are as follows:

(a) Certificate Course in Analytical Chemistry

- (b) Certificate Course in Mushroom cultivation.
- (c) Certificate Course in hardware of computers
- (d) Certificate Course in Conversational English
- (e) Certificate Course in Professional Social Work
- (f) Certificate Course in Floriculture

➤ **Certificate Course in Analytical Chemistry:**

- Course started in 2013 by the Department of Chemistry to provide the students with basic knowledge on Candle and Detergent making. Presently, students learn techniques by using different methods.
- The course is open to all those who have an interest in analytical chemistry.
- The duration of the course is 400 hours held in the evening after regular class hours.

➤ **Certificate Course in Mushroom making:**

- The Course started in 2011 by the Department of Botany with the objective of giving hands-on training to students in the micro-skills of growing mushrooms.
- It consists of both theory and applications,
- Practical classes consist of 5 classes(sessions) and 10 tests.
- Selection of students for the course is through an interview

➤ **Certificate Course in Hardware of computers:**

- Courses started by the Department of Computer Science due to high market demand.
- Courses designed to attract students, working professionals and others who are interested in learning computers.
- Flexible syllabus tailored to suit the needs and aptitude of students in each batch.
- Lectures are conducted in the mornings and afternoons.

➤ **Career Oriented Certificate Course in Communicative Skills:**

- The Course was initiated in 2010 as an initiative of the Department of English exclusively for the 1st year students of the Department
- Classes were held in the morning or in the evening as and when the regular classes are over
- The duration of the course is 3 months
- The Department also has tied up with NSS unit for sending 10 volunteers for undertaking the course under the NSS Skill Development Scheme

➤ **Certificate Course in Professional Social Work:**

- The Department of Social Work St. Edmund's College apart from the regular courses has been offering a certificate course for 6 months in Professional Social Work. The course is opened to any candidate or individual who is interested to learn, know and acquaint them on Social Work. The medium will be in English and applicants are expected to have a good proficiency in the English language.

➤ **Certificate Course in Floriculture:**

- The Course is offered to all students of the college
- Classes are held from 3-5 pm on Mondays, Wednesdays & Fridays
- Practical Classes are conducted at the 'Green House' specially constructed for the purpose
- Prof M.J. Ford (Dept of Geography) is the Chief Coordinator while Prof S. Goswami (Dept of Botany), Prof E. Sumer (Dept of EVS) and Prof D. Suchiang (Dept of EVS) are the faculty members

- About 40 students passed the certificate course each year.

➤ **Other courses offered: (Details given in relevant Section)**

- UGC sponsored Training Courses in Civil Services
- UGC sponsored Remedial Coaching for students belonging to Minority Communities
- UGC sponsored COC in Basic Electronics & Computer Assembly conducted by the Department of Electronics
- Computer Literacy Courses for the Students, Teachers, Parents and the Community at large
- College sponsored COC in Clinical Biochemistry conducted by the Department of Biochemistry
- Skill Development Courses by Visiting Resource Persons from MLCU, Avenues etc. These sessions include Personality Development, Life Skills etc

1.1.8 How does the institution analyse /ensure that the stated objectives of curriculum are achieved in the course of implementation?

- The objective of every department is not only completion of the syllabus but more importantly to ensure that the students have actually grasped and absorbed knowledge disseminated and taught in the class. The curriculum is consequently implemented in a systematic manner with proper allocation of courses and timetable to be followed by the teachers of each department. The departmental time table is prepared after the central time table is finalised.
- Records and progress of teaching and other activities used by the teacher are maintained by the department and appraised in the respective departmental meetings that are held from time to time.
- The concept of ‘add on practical’ was propagated through DBT-Star college scheme. Students were offered additional practical apart from their prescribed curriculum to help them

better furnish their skills and expertise in the subject. In addition to this, 'hand on' training workshops were organised to get acquainted with basic and advance techniques.

- Traditional modes of teaching-learning are blended with reasonable use of ICT to make the process learner centric. Necessary infrastructural support is provided to teachers.
- Apart from this, departments also provide a list of objectives they hope to achieve through the teaching-learning process. As of now, the college does not have a clearly-defined mechanism to assess whether these objectives have been achieved. But this is indirectly obtained through:
- Feedback on teaching from students for ensuring that the desired standards are fulfilled.
- Periodic tests (both formal and informal) help teachers to gauge the learning output.

1.2 Academic Flexibility:

1.2.1. Specifying the goals and objectives giving details of the certificate / diploma skill development courses etc., offered by the institution.

- The goal is to offer courses of contemporary relevance and needs. It seeks to provide add-on skills, knowledge and an environment to students to develop a scientific temper, imbibe social sensitivity and shape careers for betterment of the self and the society they live in.
- The objective of the scheme is to introduce career and market-oriented, skill enhancing add-on courses that have utility for job, self-employment and empowerment of the students. At the end of three years, the students will be equipped with a Certificate/Diploma/Advanced diploma in an add-on orientation course along with a conventional degree in Science/Arts/Commerce.

1.2.2. Does the institution offer programmes that facilitate twinning /dual degree? If 'yes' give details.

No. The college does not offer programmes that facilitate twinning / dual degree.

1.2.3 Give details on the various institutional provisions with reference to academic flexibility and how it has been helpful to students in terms of skills development, academic mobility, progression to higher studies and improved potential for employability. Issues may cover the following and beyond:

- ✓ Range of Core/Elective options offered by the University and those opted by the college.
- ✓ Choice Based Credit System and range of subject options.
- ✓ Courses offered in modular form.
- ✓ Lateral and vertical mobility within and across programmes and courses
- ✓ Enrichment courses

➤ **Range of Core/Elective options offered by the University and those opted by the college.**

- **Core options:** Students seeking admission to UG courses can opt for their elected Honours subject (option of 20 Honours courses) with wide range of subject combinations (15 in science, 11 in arts, 8 in BCA, 8 in B.Com and 8 in BSW.)
- **Elective options:** Wide-range of options as communicated to the students in the College-prospectus.

❖ **Choice Based Credit System and range of subject options:**

Not offered by the University

❖ **Courses offered in modular form: None**

❖ **Lateral and vertical mobility within and across programmes and courses:**

- Flexibility to move from one discipline to another is possible only at the commencement of the Degree – this is as per University norms. However, in some courses e.g. Commerce

students make an option in papers at the 2nd or / and 3rd Year levels.

- Whether students can make an initial option to move from one subject to another depends on the norms of the University and the perception of the College as to the requirement of previous knowledge (at Higher Secondary level). So whereas the College may allow students who do not have Computers an optional subject to opt for Computers as an Honours subject in the Degree – the College does so as to provide a Bridge course to such students.
- This year with the introduction of semester System University has allowed those students who have failed in their semester examination to move to the next semester though they need to clear the back papers within the period of the Degree.

❖ **Enrichment courses:**

- UGC sponsored Remedial teaching.
- DBT STAR College Programme
- Students from six Undergraduate Science departments derive benefit from the courses conducted under the DBT STAR College Programme, viz. Biotechnology, Biochemistry, Chemistry, Physics, Botany and Zoology.

1.2.4 Does the institution offer self-financed programmes? If ‘yes’, list them and indicate how they differ from other programmes with reference to admission, curriculum, fee structure, teacher qualification, salary etc.

- The College offers a number of programmes that are either fully financed or partly financed by the College.
- B.Com and BSW/ MSW and all Add-on Courses are fully self-financed. However, there are departments like English, Economics, Khasi, Sociology, Zoology, Botany, Physics, Biochemistry, Geography, Computer Science including BCA, Biochemistry, Biotechnology, Mathematics and Environmental Science that have a combination of the

Sanctioned Government posts and Non-Sanctioned or also known as the College posts teachers. Thus the majority of courses in the College are partly self-financed.

- Though the State Government has not sanctioned additional teaching posts to the College for more than 20 years, the College has not stagnated. Instead new courses have been introduced and the intake capacity has also increased significantly.
- The Government on its side has allowed the College to make its own fee structure which the College has done so. Added to this, the Government has allowed the College to transfer posts from one Department to the other. This is done at the retirement of a teacher where his/her post is transferred to another department.
- There is no difference in the Government-financed and self-financed courses as far as Admission procedure, Curriculum and Teacher qualifications are concerned.
- The difference lies mainly in the fee structure and teacher salary which is paid from the College Fund.
- The Government Sanctioned teachers are paid UGC scale of pay while Non-Sanctioned teachers are paid on a private scale which is given by the Management.
- The third category of teachers belongs to the Part Time Teachers employed only for certain department and certain point of time when the need arises. This is done due to pressure on completion of the course, a teacher on a medical leave or study leave. These teachers are paid on a lump sum basis usually Rs500 per class.

1.2.5 Does the college provide additional skill orientated programmes, relevant to regional and global employment markets? If 'yes', provide details of such programmes and the beneficiaries.

Yes, the College does provide additional skill oriented programmes and courses to the students. Some of the Certificate Courses offered are:

- UGC sponsored Training Courses in Civil Services
- UGC sponsored Remedial Coaching for students belonging to Minority Communities
- UGC sponsored COC in Conversational English conducted by the Department of English
- UGC sponsored COC in Basic Electronics & Computer Assembly conducted by the Department of Electronics
- Computer Literacy Courses for the Students, Teachers, Parents and the Community at large
- UGC sponsored COC in Mushroom Cultivation conducted by the Department of Botany
- UGC sponsored COC in Advanced Analytical Chemistry conducted by the Department of Chemistry
- College sponsored COC in Clinical Biochemistry conducted by the Department of Biochemistry
- Trained Counsellors will be conducting courses for each class on Personality Development, Life Skills and Preparation to approach the Job Market

1.2.6 Does the University provide for the flexibility of combining the conventional face-to-face and Distance Mode of Education for students to choose the courses/combination of their "choice" If 'yes', how does the institution take advantage of such provision for the benefit of students?

No, the University does not provide for flexibility of combining the conventional face to face and distance mode of education for students.

1.3 Curriculum Enrichment

1.3.1. Describe the efforts made by the institution to supplement the University's Curriculum to ensure that the academic programmes and Institution's goals and objectives are integrated.

- The college makes consistent effort to supplement the University curriculum by organizing activities, which focus on integrating academic and general development of students. They are as follows:
- Guest lectures, extension lectures, face to face interactions between experts in various fields and students and panel discussions.
- Field work and field surveys in the form of short term projects.
- Preparation of theme-based posters by students.
- Motivating students to participate in various intra and intercollegiate competitions
- Keeping the laboratories always open for students through the activity 'Learning by Doing in Lab' (LBDL).
- Assigning short term research projects to students under the guidance of teachers- Special Teacher and Researcher Programme (STAR).
- Special Hands on 'Training programmes' for students through DBT STAR College Programme, for Science students.
- Workshops, seminars, poster exhibitions, role playing and street plays have been an integral part of the learning process.
- Department wise Subject associations and clubs, which provide a platform for students to interact and showcase their academic abilities and other talents.

Some of the recently conducted programmes are as follows:
(Complete list is in the Department Profile)

| Department | Title | Date and Year |
|------------|--|-----------------|
| EVS | Programme on International Day against Drug Abuse and Illicit Trafficking organized by Meghalaya Aids Control Society (MACS) at St. Edmund's College, Shillong | June 26, 2010 |
| | Guest lecture on " <i>Emerging role of Food Biotechnology</i> " by Dr.Saikat Dutta Mazumdar under DBT STAR programme organized by the Department of Biotechnology, St. Edmund's College | May 28, 2011 |
| | Debate Competition on " <i>Shillong can do better without city cabs</i> " organized by the Debate Committee, St. Edmund's College | May 30, 2011 |
| | Campaign on " <i>Save fish save river Campaign</i> " organized by the Khasi Students Union | August 8, 2012 |
| | Seminar on " <i>Conservation of Biodiversity in North-East India</i> ", organized by North-Eastern Service, All India Radio, Shillong | Aug 22, 2012 |
| | Conference and Exhibition Programme " <i>Megha Bytes – NICT 2012</i> ", organized by the Telegraph and Government of Meghalaya | Sept 14, 2012 |
| | One Day State Level Training of NSS/RRC Nodal Officers and Peer Educators organized by Meghalaya Aids Control Society in collaboration with NSS (National Service Scheme) NEHU, Shillong | Nov 26, 2013 |
| | Popular Lecture on " <i>A wandering Scientist/ Do Science and See the world</i> " by Prof. S.V. Eswaran at St. Edmund's College | Aug 12, 2014 |
| | Inter-departmental Seminar under DBT-STAR College Scheme on the theme "Biodiversity of North-East India organized by the Department of Botany, St. Edmund's College | Aug 23, 2014 |
| | Guest Lecture by Ms.Tusha Sharma, Research Scholar, Department of Biochemistry, University of Delhi organized by the Department of Biotechnology, St. Edmund's College | Oct 18, 2014 |
| | Two day Science Mela organized by the Science Committee, St. Edmund's College | Oct 21-22, 2014 |
| | One Day Workshop under DBT Star College Scheme on " <i>Accessing Scholarly Web Resources</i> " organized by the Department of Biotechnology, St. Edmund's College | Oct 24, 2014 |

| Department | Title | Date and Year |
|--------------------|---|-----------------|
| SOCIAL WORK | State Level Seminar on “ <i>Revisiting Social Work Education and Profession</i> ” – Their Relevance in the North East. Funding – ICSSR | Nov 1, 2010 |
| | National Seminar on “ <i>Inclusive Development</i> ” – <i>Bridging The Gap</i> ” – Funding – ICSSR, NEC, Meghalaya Institute of Governance | June 7&8, 2013 |
| | Panel Discussion on Police Public Relations organized by Department of Social Work, St. Edmund’s College | June 21, 2012 |
| | Slow Food Festival organized by the Department of Social Work, St. Edmund’s College. Funding – MRDS | Oct 17, 2012 |
| | International Day Against Drugs & Illicit Trafficking, organised by Dept of Social Work in collaboration with Faith Foundation. Funding – Idea Cellular & Faith Foundation. | June 26, 2013 |
| ECONOMICS | Seminar on “ <i>Co-operative Societies with reference to Meghalaya</i> ” Outgoing 3rd Year Economics Major Student presented three (3) papers Cecil C. Warjri presented paper on the “ <i>Role and Importance of the Co-operative Societies with reference to Meghalaya</i> ”. Wanshan Diengdoh presented paper on “ <i>Weaknesses of the Co-operative Societies</i> ” R. Dympep presented paper on “ <i>Measures to strengthen the Co-operative Societies</i> ”. | July 24, 2010 |
| | An Inter –College Quiz on the theme “ <i>Economy of the North – East</i> ” for the Economics Major Students on the occasion of Nedfi day. Eight Colleges took part in the quiz. | Aug 9, 2010 |
| | Guest Lectures by Mr Phrangsngi Pyrtuh, Research Scholar, JNU, delivered Talks on “ <i>New Institutions</i> ” & “ <i>State– Society Synergy</i> ” for the 3rd Year students of BA. | Sept 8-9, 2010 |
| | Joint Workshop with Sociology Dept on “Vital issues of Millennium Development Goals” for Students, Faculty members & NGOs – Resource Person : Dr Neil Hockey, Visiting Research Fellow, University of Malaya | Oct 25-27, 2010 |
| | 2 nd DR. B. Datta Rai Memorial Lecture on “Khasi Democracy” Chief Speaker : Prof. H. B. Ngapkynta (former Professor of NEHU), Chaired by Prof Abhijit Choudhury, Head of History Department, SEC | Dec 10, 2010 |
| | | |

| Department | Title | Date and Year |
|--------------------------|---|-------------------|
| BOTANY | Guest lecture on “ <i>Probiotics – Medicinal Microbes</i> ” by Dr. S.R. Joshi, Assoc. Prof., Dept. of Biotechnology, NEHU | May 29, 2010 |
| | Dr. G.C. Munda, Principal Scientist & In-charge, Division of Agronomy, ICAR, Umiam. | June 4, 2011 |
| | Prof. A.K. Mishra, Botany Dept., NEHU, Shillong. | Aug 20, 2011 |
| | UGC sponsored regional workshop on “Community Participation in Bio-resource Management with special reference to Traditional Medicine of the Khasis of Meghalaya” | Dec 3, 2011 |
| | Inter-departmental workshop on “Germination of <i>Solanum sisymbirifolium</i> pollen grains in Brewbaker and Kwack’s medium to find out the percentage of viable pollens in the species” DBT, Govt. of India, New Delhi (under DBT Star College Scheme) | July 26, 2014 |
| | Inter-Departmental Seminar on Bio-Diversity of North-East India DBT, Govt. of India, New Delhi (under DBT Star College Scheme) | Aug 23, 2014 |
| | <i>1st Conference of Meghalaya College Teachers in Botany 2013</i> ” jointly organised by Dept of Botany, St. Edmund’s College and Union Christian College, INDIA | 2013 |
| | Member of organizing committee of Regional Workshop on “ <i>Community Participation in Bio-resource Management with Special Reference to Traditional Medicine of the Khasis of Meghalaya</i> ” organised by Dept of Botany, St. Edmund’s College, INDIA | 2011 |
| COMMERCE | Workshop Be an Entrepreneur! Why and How | 2010 |
| | Seminar Prospects of Small Scale Industry in Meghalaya | Sept 23, 2011 |
| POLITICAL SCIENCE | State level seminar on Electoral Politics in the state of Meghalaya | |
| | JJM Nichols Roy and Sixth Schedule of India’s Constitution | November 12, 2011 |
| | Issues of peace and conflict resolution in India’s Northeast | July 28, 2012 |
| | Electoral politics in the state of Meghalaya | August 4, 2012 |
| | India’s Uncertain Glory: Challenges to Indian Democracy | Sept 14, 2013 |

| Department | Title | Date and Year |
|------------|--|-----------------------------------|
| BSW | National Seminar on “ <i>Inclusive Development</i> ” – Bridging The Gap” – Funding – ICSSR, NEC, Meghalaya Institute of Governance | June 7-8 ,2013 |
| | State Level Seminar on “ <i>Revisiting Social Work Education and Profession</i> ” – Their Relevance in the North East. Funding – ICSSR | Nov 1, 2010 |
| | HIV/AIDS Workshop organized by Jingim Thymmai Foundation for BSW Students of St. Edmund’s College | July 14, 2009 |
| | Panel Discussion on Police Public Relations organized by Department of Social Work, St. Edmund’s College Slow Food Festival organized by the Department of Social Work, St. Edmund’s College. Funding – MRDS | June 21, 2012 Oct 17, 2012 |
| | International Day Against Drugs & Illicit Trafficking, organised by Dept of Social Work in collaboration with Faith Foundation. Funding – Idea Cellular & Faith Foundation. | June 26, 2013 |
| GEOGRAPHY | Workshop on Map Making Techniques, Sept 13, 2010 Students Project cum Seminar: <ul style="list-style-type: none"> • 2010: Spatial Distribution of Macro Invertebrates in Terrestrial Ecosystem of Nonglum Village, RiBhoi District, Meghalaya. • 2010: Spatial Distribution of Macro Invertebrates in Aquatic Ecosystem of Nonglum Village, RiBhoi District, Meghalaya. • 2011: Biotic Community in Agricultural Lowland. A Case of Umjathang Village,RiBhoi District, Meghalaya. • 2012: Land Capability Classification and Agricultural Landuse: A Case Study on the Sustainable Livelihood of Khlieh-Umstem-Sohliya-Mawshynrut Village, RiBhoi Village, Meghalaya. • 2013: Hill Area Cultivation: A case study of soil loss on the cultivated slopes of KhliehUmstem village; RiBhoi district, Meghalaya • 2014: Physiography and Agricultural Landuse in Mynsian village, with special emphasis on soil quality of the cultivable land, RiBhoi district, Meghalaya. | |
| KHASI | <i>Ka Lekshorhalor ka Phawar Khasi (Lecture on Khasi Folk-songs)</i> | July 28, 2012 |
| | <i>Ka Jingkrenhalor u Tirot Singh (A Popular Talk on U Tirot Singh)</i> | July16, 2013 |
| | <i>Ki Khanatang, Khana-parom bad kiKhana-pateng ha ka Litereshor Khasi (Myths, Folktales and Legends in Khasi Literature)</i> | June 14, 2014 |

| Department | Title | Date and Year |
|-------------------------|---|--|
| BIO TECHNOLOGY | <i>"Minor Research in Biological Sciences"</i> DBT, Govt. of India & College | Dec 2,2010 Dec 2,2011 Dec14,2016 |
| | <i>Bioinformatics –a computational approach to biological information".</i> DBT, Govt. of India & College | Jul 27–29, 2010 |
| | National Level workshop on <i>"Basic Biotechnology techniques</i> DBT, Govt. of India & College | Aug21–25, 2012 |
| | Bioinformatics for students DBT, Govt. of India & College | Oct 4-5, 2012 |
| | Hand on Training on Basic Techniques in Genomics & Proteomics DBT, Govt. of India & College | Nov17- 21, 2014 |
| | Hands on Training on Advances in Genomics & Bioinformatics DBT, Govt. of India & College | August 20–27, 2016 |
| | Faculty Recharge Programme for School Teachers DBT, Govt. of India & College | July 27–28, 2016 |
| CHEMISTRY | National Symposium on historical aspects of Chemistry and its future perspectives UGC | October 15 2012 |
| COMPUTER SCIENCE | <i>Data Mining in Network Anomaly Detection – A Popular Talk</i> by Prof. Dhruba K. Bhattacharyya, Dean, School of Technology, Tezpur University, Tezpur. | July 18, 2013 |
| | One-day Workshop on Business Process Simulation by Prof. Dilbagh Singh Broca of XLRI (Xavier Labour Relations Institute), Jamshedpur | Sept 12, 2013 |
| ELECTRONICS | <i>"Recent Trends in Wireless Communication and Interaction session on visual Lab"</i> Dr RatnajitBhattacharjee, H.O.D. of Electronics and Communication, IIT | Sept 3, 2010 |
| | <i>"Server Management"</i> Mr Anirban Deb Roy, Associate consultant, Siemens Ltd. Kolkata | June 3, 2010 |
| | <i>"Optical Wave Guide for Sensor Application and Plasmonic Devices"</i> Mrs.Rimlee Deb Roy, Senior Research Fellow, Central Glass and Ceramics Research Institution, kolkata. | June 3, 2011 |
| | <i>"Photonics"</i> Prof. S.N. Sarkar, Professor , Dept. of Electronics Science, Calcutta University | June 4,2012 |
| | <i>"Microprocessor and its Application"</i> Prof Dr P K Baruah, H.O.D, USIC, Guwahati University | August 18, 2012. |
| | <i>"Embedded System"</i> PranjalSengupta | October 9, 2013 |
| | <i>"Career Guidance and Facing Interview"</i> D Sengupta , Deputy Manager human Resourse, Cummin India | October 9, 2013 |
| | <i>"Hands on training in Basic Electronics"</i> for villages in collaboration with department of BSW. | 2013-2014 |

| Department | Title | Date and Year |
|------------|---|------------------|
| PHYSICS | National Workshop on “ <i>Computer Interfacing of Physics Experiments</i> ” Department of Biotechnology, Govt. of India, New Delhi. | May 11-13, 2009 |
| | State Level Workshop on “ <i>Experimental Demonstration of Basic concepts of Physics</i> ” Department of Biotechnology, Govt. of India, New Delhi. | Sept 9-16, 2011 |
| | Inter college Students’ Seminar, organized by the Dept of Physics, St. Edmund’s College, Shillong Department of Biotechnology, Govt. of India, New Delhi. | Sept 13 , 2014 |
| ZOOLOGY | “ <i>Some aspect of Zoology with special emphasis on developmental biology</i> ”- A hands on approach (for class XII school students) DBT, New Delhi. | August 6-7, 2009 |
| | “ <i>Pig Farming</i> ” in collaboration with the Department of Animal Husbandry and Veterinary Science, Govt. of Meghalaya. DBT, New Delhi. | October 21, 2009 |
| | A workshop on “ <i>Blood Grouping</i> ” in Seng Khasi College Shillong. | June 12-14, 2009 |
| | A workshop on “ <i>Poultry Farming</i> ” in collaboration with the Department of Animal Husbandry and Veterinary Science, Govt. of Meghalaya. DBT, New Delhi. | August 7, 2014 |

1.3.2 What are the efforts made by the institution to enrich and organize the Curriculum to enhance the experiences of the students so as to cope with the needs of the dynamic employment market?

- The college follows the curriculum as laid down by the University
- The college lay emphasis on building infrastructure that the matters taught in class is well exhibited and grasp by the students
- All departments are equipped with latest technology of Smart Boards, LCD, OHP projector etc. The students comprehend better in such a situation
- The departments organises seminars and workshops to expand the horizons beyond the taught topics in the classrooms

- The departments invite experts from various fields from within the state and outside. This too open up the horizon for students to explore
- The departments also linked up with various agencies and institutions where students are sent for community projects, placements and internships.
- These exposes the students to various opportunities available in the world outside the realms of classrooms
- Most students find jobs easily once they passed graduation
- The list of department alumni with their placement is also attached with the department profiles. There are those who within a year of graduation are working.

1.3.3 Enumerate the efforts made by the institution to integrate the cross cutting issues such as Gender Change, Environmental Education, Human Rights, ICT etc., into the curriculum?

- The college has an extremely proactive student forum that helps in creating awareness regarding social issues such as gender, environmental awareness and human rights through the following activities:
- Observation of all important days of National and International significance like International Labour day, Gandhi Jayanti, World Environment Day, International Youth Day, World AIDS Day, etc.
- Awareness campaigns on various issues of Drug Addiction, Alcoholism, sexual abuse, rape, legal issues etc
- The **Legal Aid and Support Centre** in the college helps in matters of giving legal advice to vulnerable people or groups in the community of intervention
- Social Surveys are done by Social Work Department and other Humanities subjects
- Extension lectures, seminars and workshops for all students; specific activities for differently abled students
- Student-research projects with various NGOs

- Eco-friendly college/departmental fests
- Developing Zero-Waste Campus Model
- E-waste awareness campaign and collection drive
- Say 'No' to plastic campaign
- All students have to study and pass a compulsory paper in Environmental awareness at the graduation level (Man and Environment/ Environmental Science) as part of the University curriculum.

1.3.4 What are the various value-added courses/enrichment programmes offered to ensure holistic development of students?

- ✓ Moral and ethical values
- ✓ Employable and life skills
- ✓ Better career options
- ✓ Community orientation

Besides,

- (a) Certificate Course in Analytical Chemistry
- (b) Certificate Course in Mushroom cultivation.
- (c) Certificate Course in hardware of computers
- (d) Career Oriented Certificate Course in Communicative Skills

1.3.5 Citing a few examples enumerate on the extent of use of the feedback from stakeholders in enriching the curriculum?

- In order to help enrich the curriculum further, it has been the initiative of the college and its teachers to acquire feedbacks and pointers from the students through their assignments, tests, etc
- The students provide a feedback to the Principal who in turn would inform the department on the level of difficulty, if any, on the curriculum
- The students do have the freedom of expression addressed to the concern department on the extent of the curriculum as to whether it is the content or the time framed. The department

would then take up with the Board of Undergraduate Studies (BUGS) or the Board of Studies (BoS)

1.3.6 How does the institution monitor and evaluate the quality of its enrichment programmes?

- Though there is no formal mechanism for monitoring and evaluating the quality of enrichment programmes, the teachers obtain feedback from the participants, both in formal and informal ways towards the end of each programme. This helps in future planning to get the best out of such programmes.

1.4 Feedback System

1.4.1 What are the contributions of the institution in the design and development of the curriculum prepared by the University?

- Curriculum designing is the domain of the affiliating University (North Eastern Hill University – NEHU)
- Many of the faculty members are actively involved in academic bodies like Board of Studies (BOS)- University School Board, Academic Council (NEHU), NCERT, DERT and Meghalaya Board of School Education (MBOSE).
- Most Heads of different departments are members of BUGS or BOS where decisions are taken for curriculum feedback, design and moderation
- Few senior teachers are Head Examiner appointed by NEHU. They have a greater say in the need for re-designing the curriculum
- In their capacity, as responsible members of such Bodies, the faculties of the College identify and assess the need of bringing about changes in the existing curriculum and make qualitative suggestions for improvement.
- In certain departments like Environmental Science, Bachelor of Social Work (BSW), Biotechnology, Biochemistry and Computer Science, the Teachers were directly involved in

designing and drafting the undergraduate syllabus of the university.

- Before the scheduled meetings of such Bodies, the faculty members obtain information from their Colleagues so that relevant changes could be incorporated in the curriculum.

1.4.2 Is there a formal mechanism to obtain feedback from students and stakeholders on Curriculum? If 'yes', how is it communicated to the University and made use internally for curriculum enrichment and introducing changes/new programmes?

- The curriculum design and restructuring is essentially the responsibility of the University.
- The college, however, provides valuable inputs to process by way of seeking feedback in many ways such as:
 1. Informal discussions with students, alumni and parents.
 2. Suggestions from peers, employers and community.
 3. This feedback is passed on to the concerned Board of Studies at the workshops on curriculum revision.

1.4.3 How many new programmes/courses were introduced by the institution during the last four years? What was the rationale for introducing new courses/programme?

- The college is constraint at the opening of new departments from time to time as the government has not sanctioned any new post of teaching nor sanction opening of any new departments
- The onus lies with the institution itself where it become self-financed
- However, new programmes/courses were introduced from time to time in the college
- New departments like Biochemistry, Biotechnology, EVS, Social Work have come up with the need of the time since the last few years
- However, new departments like Psychology, Education and Philosophy are being discussed for opening in the near future

- With meeting the urgent demands, few short term courses and certificate courses have been initiated by the college over the years
- In the current assessment period, the following new programmes have been introduced: These departments was felt to be utmost important and significant with the current times

- The college has started the Masters in Social Work in 2011
- The Bachelor of Computer Application was started in 2012

❖ *Any other relevant information regarding curricular aspects which the college would like to include:* NONE

CRITERION II: TEACHING-LEARNING AND EVALUATION

2.1: Student Enrolment and Profile

2.1.1 How does the college ensure publicity and transparency in the admission process?

- a. The college publishes the College Prospectus every year where detailed information is provided on the admission processes, courses offered, fee structure etc.
- b. The college has a full-fledged website where detailed information of the institution is provided. All relevant information regarding admissions to various courses is updated.
- c. Once notified about the date of declaration of Higher Secondary Boards Results, M.B.O.S.E, the college puts up advertisement for Spot Admission and Entrance Test in the local and national newspaper informing aspirant candidates about important dates and time of the admission process.
- d. Admission is done by the Admission Sub-Committee comprising of the Principal, Rector and three senior members of the faculty.
- e. Every department is assigned to undergo the admission processes after duly accepting the application forms and are to scrutinize them as per the criteria that have been laid down by the Admission Sub-Committee of the College from time to time.
- f. For transparency and fairness to all applicants into the various departments, lists of selected students alongside their percentage are displayed in the College Notice Board.
- g. An admission helpdesk is in place on admission days to facilitate the applicants.

2.1.2 Explain in detail the criteria adopted and process of admission to various programmes of the college.

There are various criteria that are considered before admitting a candidate: Few are listed below:

- Through Merit i.e. the overall percentage obtained by a student irrespective of any other criteria. Each department will have a Cut-Off mark to admit a student on the spot.
- The College adopts a policy whereby admission priority is provided to the following:
 - Students from St. Edmund's Higher Secondary Section
 - Students from affiliated Schools of the Institution
 - Students from Meghalaya especially local indigenous students.
 - Finally students from other states and outside the country.
- Few departments like English History, Political Science, BSW & BIOTECHNOLOGY & Economics conduct Admission Tests and Interviews to analyse students on their capability to cope with their choice of subject.
- Special weightage is given to sportsperson, foreign students and differently-able students and students with exemplary record of community service and talent.

2.1.3 Give the minimum and maximum percentage of marks for admission at entry level for each of the programmes offered by the college and provide a comparison with other colleges of the affiliating university within the city/district.

The cut off percentage for admission at the entry level:

| Courses Offered | Cut-off Percentage | Category |
|---|--------------------|---|
| <u>General Courses:</u> | | |
| Science | 65 | Unreserved |
| Arts | 60 | Unreserved |
| Commerce | 60 | Unreserved |
| <u>Professional</u> | | |
| BSW | 60 | Unreserved |
| BCA | | |
| <u>Vocational/Add-on Course</u> | | |
| Basic Electronics & PC Assembling: Book Publishing Conversational English Basic Accounting Practices and Market Behaviour Vermi-composting Floriculture | 60 | Science graduate Graduate Graduate Graduate Commerce Graduate Graduate Graduate |

2.1.4 Is the reamechanism in the institution to review the admission process and student profiles annually? If 'yes' what is the outcome of such an effort and how has it contributed to the improvement of the process? YES

- The Admission Sub Committee goes through the admission papers of the students
- Care is taken that all related documents and qualifying norms are taken into consideration
- The College Office assigned roll numbers and important biometric of each and every student
- Every year admission criteria changes depending on the need and requirement of the respective department
- The general outcome of such process is the streamlining of the best candidates where meritorious students are given due recognition
- This has resulted in performance whether in the overall pass percentage or in students from the college occupying the top positions in the University Results

2.1.5 Reflecting on the strategies adopted to increase/improve access for following categories of students, enumerate on how the admission policy of the institution and its student profiles demonstrate/reflect the National commitment to diversity and inclusion

The college admits students from diverse backgrounds, like

- Students from different parts of the State
- Students from different States of India (North East & Rest)
- Students from South East Asia, Bangladesh, Bhutan, Nepal, Afghanistan
- Scheduled Caste & Scheduled Tribe
- Other Backward Class
- Women
- Differently-abled
- Economicallyweakersections
- Minoritycommunity

- a) The College encourages students with special talents in various fields like sports, music, literary activities, dramatics, creative writing, etc to realize their potential.
- b) Students from disadvantaged community:
- Being in a designated Scheduled Tribe area, the College reserves 60% of its seats for the state Tribal communities. However, the College ensures that fairness prevails and deserving students of all communities are accommodated. Further the College ensures that students from all the North Eastern States are adequately represented. Through Church bodies, deserving students from rural areas are identified and accommodated.
 - Free studentship and sponsored hostel accommodation are given on a case by case basis to needy students.
- c) Women
- 40% seats in each stream and in each Honours subject are reserved. However, in case of non-availability of girl applicants, the reserved seats are allotted to boys in some departments.

d) Differently-abled

- Admission is given directly to such students, so long as it is felt that the College will be able to do justice to their presence in the College.
- Free studentship and sponsored hostel accommodation are given on a case by case basis to needy students.
- Facilities like wheel-chairs and ramps are provided for access to the classrooms.
- Audio facility is extended to blind students
- During examinations, the College arranges and pays for scribes to write the examination for blind students. Facilities are also made available for students who cannot be accommodated in the regular examination rooms because of severe physical difficulties.

e) Economically-weaker sections

- Free students-ship, subsidized fees and hostel facilities (hostel facility only for boys)

f) Sports personnel

- There is no definite reservation; however, special weightage is given to outstanding sports persons.

g) Any other (specify)

- The College, over the years, has encouraged foreign students to secure admission to enrich the student community with diverse cultural traditions.
- Being a minority Catholic institution, preference is given to students belonging to Catholic faith. However, the College maintains its pluralistic nature by admitting students from various other religious denominations.

2.1.5 Provide the following details for various programmes offered by the institution during the last four years and comment on the trends. i.e. Reasons for increase/decrease and actions initiated for improvement.

| Programmes (2009 – 2010) | | No. of applications | No. of students admitted | Demand Ratio |
|-----------------------------|--------------|---------------------|--------------------------|--------------|
| UG/ Value added | B.A. (Hons) | 2016 | 336 | 1:6 |
| | B.A.(Gen) | 140 | 27 | 1:5.2 |
| | B.Sc.(Hons) | 1853 | 386 | 1:4.8 |
| | B.Sc. (Gen) | 10 | 02 | 1:5 |
| | B.Com.(Hons) | 603 | 134 | 1:4.5 |
| | B.Com. (Gen) | 11 | 02 | 1:5 |
| | BSW | 430 | 72 | 1:6 |
| Certificate course (if any) | NA | | NA | |
| Diploma course (if any) | NA | | NA | |
| Any other | NA | | NA | |

| Programmes (2010 – 2011) | | No. of applications | No. of students admitted | Demand Ratio |
|-----------------------------|--------------|---------------------|--------------------------|--------------|
| UG/ Value added | B.A. (Hons) | 2111 | 391 | 1:5.4 |
| | B.A.(Gen) | 160 | 32 | 1:5 |
| | B.Sc.(Hons) | 2290 | 509 | 1:4.5 |
| | B.Sc. (Gen) | - | - | - |
| | BCA | 212 | 53 | 1:4 |
| | B.Com.(Hons) | 1040 | 200 | 1:5.2 |
| | B.Com. (Gen) | 43 | 10 | 1:4 |
| | BSW | 560 | 80 | 1:7 |
| Certificate course (if any) | COC | 30 | 25 | 1:1.2 |
| Diploma course (if any) | NA | | NA | NA |
| Any other | NA | | NA | NA |

| Programmes (2011 – 2012) | | No. of applications | No. of students admitted | Demand Ratio |
|-----------------------------|--------------|---------------------|--------------------------|--------------|
| UG/ Value added | B.A. (Hons) | 2380 | 425 | 1:5.6 |
| | B.A.(Gen) | 270 | 52 | 1:5.2 |
| | B.Sc.(Hons) | 2378 | 466 | 1:5.1 |
| | B.Sc. (Gen) | - | - | - |
| | BCA | 284 | 71 | 1:4 |
| | B.Com.(Hons) | 925 | 193 | 1:4.8 |
| | B.Com. (Gen) | 12 | 04 | 1:3 |
| | BSW | 660 | 83 | 1:8 |
| PG | MSW | 85 | 25 | 1:3.4 |
| Certificate course (if any) | COC | | 25 | |
| Diploma course (if any) | NA | | NA | NA |
| Any other | NA | | NA | NA |

| Programmes (2012 – 2013) | | No. of applications | No. of students admitted | Demand ratio |
|-----------------------------|--------------|---------------------|--------------------------|--------------|
| UG/ Value added | B.A. (Hons) | 2670 | 438 | 1:6.1 |
| | B.A.(Gen) | 160 | 40 | 1:4 |
| | B.Sc.(Hons) | 2830 | 472 | 1:6 |
| | B.Sc. (Gen) | - | - | - |
| | BCA | 245 | 61 | 1:4 |
| | B.Com.(Hons) | 1190 | 213 | 1:5.6 |
| | B.Com. (Gen) | 10 | 03 | 1:3 |
| | BSW | 590 | 83 | 1:7.2 |
| PG | MSW | 85 | 30 | 1:3 |
| Certificate course (if any) | COC | 28 | 25 | 1.1 |
| Diploma course (if any) | NA | | NA | NA |
| Any other | NA | | NA | NA |

| Programmes (2013 – 2014) | | No. of applications | No. of students admitted | Demand ratio |
|-----------------------------|--------------|---------------------|--------------------------|--------------|
| UG/ Value added | B.A. (Hons) | 1920 | 418 | 1:4.6 |
| | B.A.(Gen) | 185 | 37 | 1:5 |
| | B.Sc.(Hons) | 2325 | 456 | 1:5.1 |
| | B.Sc. (Gen) | - | - | - |
| | BCA | 224 | 64 | 1:3.3 |
| | B.Com.(Hons) | 1133 | 218 | 1:5.2 |
| | B.Com. (Gen) | 07 | 05 | 1:1 |
| | BSW | 256 | 80 | 1:3.2 |
| PG | MSW | 90 | 34 | 1:2.8 |
| Certificate course (if any) | COC | 25 | 25 | 1.1 |
| Diploma course (if any) | NA | | NA | NA |
| Any other | NA | | NA | NA |

(Data Source: SEC Office 2010-14)

a) Comment on the trends i.e. reasons for increase/decrease in the no. of applications, no. of students admitted and demand ratio for the last five years.

- There has been an increase in the no. of applications every year for the last five years due to the following reasons: -
- Good results of the college and increasing popularity of the college in terms of academic excellence has led to an increased no. of applicants from within the state, other North-Eastern states and other states and foreign countries.
- Facilities provided by the college such as hostel accommodation
- Relevance of the courses offered by the college

- There is an increase in the no. of applicants every year because of the scope for further study and employment. For eg Students passing Electronics Honours can go for further study as M.Sc in Electronics, Applied Physics and Physics, Lateral entry in B.Tech, M.C.A
- The demand ratio has also been increasing for the last five years due to increasing no. of applications every year while the no. of seats being the same.

b) Mention the actions initiated for improvement.

- The College Administration is responsible for providing/extending infrastructural space to accommodate more no. of students. New buildings and new spaces (such as library, canteen, toilets etc.) have been constructed to accommodate the increasing no. of students and to increase laboratory working spaces for the students.
 - Through Advertisement on the availability of the course in print and electronic media
 - Career Counselling to applications at the time of admissions, regarding the availability of diverse job/ research opportunities on completing the course.

2.2 Catering to Student Diversity

2.2.1 How does the institution cater to the needs of differently-abled students and ensure adherence to government policies in this regard?

- Admission is given directly to such students, so long as it is felt that the College will be able to do justice to their presence in the College.
- Free studentship and sponsored hostel accommodation are given on a case by case basis to needy students
- Facilities like wheel-chairs and ramps are provided for access to the classrooms.
- Audio facility extended to blind students
- At examination times the College arranges and pays for scribes to write the examination for blind students. Facilities are also made available for students who cannot be accommodated in the regular examination rooms because of severe physical difficulties

2.2.2 Does the institution assess the students' needs in terms of knowledge and skills before the commencement of the programme? If 'yes', give details on the process.

- Yes
- Entrance tests are conducted by certain departments to assess the aptitude of the students seeking admission to the courses offered by the Departments (English, History, Economics, Political Science, Social Work and Biotechnology).
- Introductory sessions are conducted by each department to create awareness among the new-comers about the subject and its relevance, in order to create interest
- Students opting for Computer Science and not having Computer Science as a subject at the Plus 2 level are enrolled in a one-month long bridge course to bring them at par with the other students already having knowledge of Computers

2.2.3 What are the strategies adopted by the institution to bridge the knowledge gap of the enrolled students (Bridge/Remedial/ Add-on/Enrichment Courses, etc.) to enable them to cope with the programme of their choice?

The College perceives the need to bridge gaps that may come in the way of the student's ability to grasp knowledge and information that is being shared and imparted upon. Therefore enrolled students are identified and are provided support through various mechanisms like Bridge Courses, Remedial Courses, etc.

- For the slow learners need based remedial courses are held periodically while for others group activities under the supervision of Teachers are often conducted.
- For slow learners extra classes and contact programmes on a one to one basis are also organized. The result of such exercises is evident in

the overall pass percentage of the College in the University examinations.

- Crash courses are organized to prepare students for various competitive examinations.
- Certificate courses in Conversational English and Basic Computer knowledge are held to prepare students to meet the challenges of the present day employment scenario.

2.2.4 How does the college sensitize its staff and students on issues such as gender, inclusion, environment etc.?

The College organizes workshops, seminars, symposiums, quizzes and other competitions on the following topics from time to time: -

- Gender sensitization
- Child Protection Policy (POSCO)
- Inclusive education
- Environment

The college has also set up the following centres for the same reason:

- Women's Study Centre
- Legal Aid and Support Centre

2.2.5. How does the institution identify and respond to special educational/learning needs of advanced learners?

There are mechanisms adopted by each department of the institution to identify advanced learners such as the following:

- a) Identification of bright/extra-intelligent students
- Expression of curiosity through frequent questioning in the classroom/projects/student seminars etc.
 - Ability to think, analyse and to give suggestions during practical classes and project works Regular review of the students' progress in the class
 - Regular class tests to identify the slow and advanced learners

- Group activities and Co-operative Learning involving slow and Advanced learners, which help the slow learners, cope with the advanced ones
- Internal and external assessment scores (i.e. tests and examination performance).

b) Responses to such students

- The teachers spare time for personalised teaching/discussions with such students.
- The teachers, from time to time, suggest extra and advanced reading and learning materials in the form of books, journals and links to various educational websites.
- The teachers send students for various summer school programmes in the affiliating university.
- The teachers encourage students to prepare and present papers in inter-college and national seminars
- The teachers encourage students to participate in science exhibitions and poster presentations

Besides the above, there are provisions for

- Giving more challenging problems/assignments to bright students
- Encourage students to learn beyond curriculum
- Encourage students to share their knowledge/skills to other students
- Toppers are felicitated and rewarded by the College and their achievements are displayed on college notice boards and published in the college magazine

2.2.6 How does the institute collect, analyze and use the data and information on the academic performance (through the programme duration) of the students at risk of dropout (students from the disadvantaged sections of society, physically challenged, slow learners, economically weaker sections etc. Who may discontinue their studies if some sort of support is not provided)?

The following steps have been adopted by the college to achieve the required information.

- Ability of students to answer questions during lectures
 - Frequent questioning of students during lectures
 - Class tests & examination scores/marks
 - Group discussions
 - Student presentations & Student projects
-
- The following criteria are taken to Identify students who are at risk of dropping-out:
 - i. Physically challenged students can be identified on the basis of the type of their disability.
 - ii. Some are irregular in attending classes
 - iii. Low attendance in the class
 - iv. Some take long leaves for undergoing medical treatments
 - v. Some go through to financial problems
 - vi. They usually do not perform well in class tests / examinations.
-
- Different measures have been taken depending on the reason of the risk of dropping out.
 - i. Physically challenged students are provided personalised teaching.
 - ii. Economically challenged students are provided mentoring, guidance and personalised teaching.
 - iii. Slow learners are provided personalised teaching & guidance as per the capability of the students so as to grasp what is taught
 - iv. Peer support is highly encouraged
 - v. Counselling and assisting in obtaining scholarships/ Arrange for educational loans (stand as guarantor)
 - vi. The students are helped in seeking financial aid in the form of scholarships from Govt. and Non-Govt. Agencies.

2.3 Teaching-Learning Process

2.3.1 How does the college plan and organize the teaching, learning and evaluation schedules?

- At the beginning of each Academic year, at the inaugural staff meeting, the academic calendar is put up and discussed. This calendar includes the schedules for commencement of classes, courses, holidays, internal examinations and extracurricular activities planned for the year.
- At the beginning of each session, the Departments conduct meetings to decide on teaching plan for the entire academic year. Generally, classes for the 2nd year and 3rd year students begin in the first week of May even before the announcements of the result of the annual University examinations keeping in mind the time constraint to complete the syllabus. In the Department meetings Department time table is finalized and as far as possible classes are distributed equally among the members of the Department. The course is also divided accordingly and in the subsequent department meetings progress with regard to different courses is monitored. Teaching programme also includes project works, field trips, seminars, workshops, symposia, audio-visual exposures, film shows and interaction with living writers.
- Preparation of the evaluation blue print that consists of class tests, term tests, pre-selection tests & selection tests. Performance of the students is judged based on the above tests and all the successful students are allowed to appear for their respective University examinations. Weaker students after being identified through these tests are allowed to sit for their final examination on the basis of their attendance and after having gone through a series of counselling sessions involving the students, guardians/parents and the Principal.

2.3.2 How does IQAC contribute to improve the teaching –learning process?

2.3.3 The IQAC coordinates with the different departments with regard to the preparation of class schedules, internal examination schedules, organization of seminars, workshops, popular lectures, science exhibitions, quizzes etc.

2.3.4 How is learning made more student-centric? Give details on the support structures and systems available for teachers to develop skills like interactive learning, collaborative learning and independent learning among the students?

- The College is keenly aware that the educational situation has gone through a drastic change, especially over the last ten years. We are aware that students today have within their reach the means to acquire a substantial proportion of the information as would be imparted to them through classroom teachings. Taking this into account, students are encouraged to read and research on topics included in the syllabus. The College, besides making an annual investment of about Rs. 6.60 lakhs in the purchase of books, journals magazines etc, has also equipped the Library and the Departments with new computers and more accessible Internet facilities.
- In any institution of higher education, students are the most important stake-holders. St. Edmund's College is no exception. Emphasis on CAL, ICT. Group activities, field trips, seminars, etc in teaching learning exercises is laid mainly to involve students in a way to approach their courses in a more pragmatic and systematic manner.
- Co-curricular and extra-curricular activities play a major role in shaping a learner's personality and individuality. The College encourages the student to participate in many such activities to harness their skills. Programs like voluntary blood donation camp, disaster management drills, NSS, NCC, month long College festivities, music clubs, dramatic society etc. make the students acquire leadership skills, the ability to work in heterogeneous groups and make them responsible and hardworking, compassionate and tolerant individuals. In the process they also acquire the required skills to manage and share their knowledge base and become self sufficient to face the challenges of the ever changing world order.

2.3.4 How does the institution nurture critical thinking, creativity and scientific temper among the students to transform them in to life-long learners and innovators?

- The College organises '*Science-Mela*' where students are given the platform to exhibit their creativity by making science models, charts, etc

- Students are encouraged to participate in science exhibitions and poster presentations in the state.
- Participation in seminars and workshops
- Undertaking research projects
- Participations in organizations like NSS, NCC, NEIMUN, NOW-ECO Club, Science Club etc.
- Contribution in the form of articles in department / college magazines
- Participation in debates, extempore
- Creation and administration of Face book group for Department
- Supporting them to take lead role in organising/planning/managing educational Tours
- Volunteering to take responsibility as Animators in college week activities

2.3.5 What are the technologies and facilities available and used by the faculty for effective teaching?

- Computers and projector in ALL classrooms and in the lab.
- Internet connectivity in the lab.
- Public Announcement system
- Smart Board with internet connectivity
- LAN connection in all departments for resource sharing
- INFLIBNET

2.3.6 How are the students and faculty exposed to advanced level of knowledge and skills?

- ❖ Advanced level of knowledge and skills are imparted to students through:
 - invited lectures from experts
 - student seminars
 - study tours
 - industrial visits
 - summer schools at the affiliating university
- ❖ Advanced level of knowledge and skills are also imparted to the faculty through:
 - Orientation courses

- Refresher courses
- summer & winter schools
- short-term training programmes
- participation in workshops
- paper presentations in national seminars
- Television and Radio Talks

2.3.7 Detail (process and the number of students\benefitted) on the academic, personal and psycho-social support and guidance services (professional counselling/ mentoring/ academic advise) provided to students?

| Process | | No. of students benefitted (per year) |
|-------------------------|--------------------|---------------------------------------|
| Professional counseling | Year (2009 – 2014) | 2300 |
| Mentoring | | 2450 |
| Academic advice | | 840 |
| Any other | | - |
| | | |

2.3.8 Provide details of innovative teaching approaches/methods adopted by the faculty during the last four years? What are the efforts made by the institution to encourage the faulty to adopt new and innovative approaches and the impact to such innovative practices on student learning?

- a) Innovative teaching approaches/methods adopted by the members of the faculty of the college during the last five years:
- i. Video demonstration, visual aids of various techniques during practical classes.
 - ii. Use of web resources during teaching
 - iii. Power Point aided teaching
 - iv. Student assignments
 - v. Role Play

- vi. Group discussion
 - vii. Educational Models
 - viii. Screening of educational documentaries
- b) Efforts made by the college to innovative teaching approaches/methods
- i. Provision of the required technologies such as computers/laptops and LCDs. Projectors in most classrooms.
 - ii. Provision of computers, LCD projectors and internet connectivity in the lab.
 - iii. Provision of Smart boards in Physics and Biotechnology departments.
 - iv. Internet and LAN connectivity in all departments.
 - v. Audio-Visual Room.
- c) Impact of such innovative practices on student learning
- i. Improves understanding and better learning experience among the students on the topics being taught.
 - ii. Increased interests among students in the learning process.
 - iii. Generates more interest among students.
 - iv. Improvement in academic performance.
 - v. Regularity in attending classes.
 - vi. Students are abreast of the latest information.
 - vii. Students are able to assimilate course content faster.
 - viii. Students learn to think independently.

Innovative teaching methods: - Case Studies:

- With the encouragement received from the college management 10 departments applied for Star college scheme of Department of Biotechnology, MST, Government of India in 2009. Six (06) departments were selected under the scheme and were given financial

assistance for development of infrastructure and academic curriculum.
(still continuing under extension period)

- Important features include:
 1. Financial assistance (regular college + Star College Scheme)
 2. LCD-Projector, Internet (through Star college scheme)
 3. Equipments (laptops) (through Star college scheme)
 4. Broadband facility (through Star college scheme)
 5. Use of Smart board (through Star college scheme)

Impact: -

- Resource availability is higher

2.3.9 How are library resources used to augment the teaching- learning process?

The college has one Central Library and each department has its own departmental library. The facilities which are available at the Central Library are: -

- i. Collections of books
- ii. Collection of Journals
- iii. Magazines
- iv. Newspapers
- v. E-books
- vi. Online Journals
- vii. Internet facility in the library
- viii. Project Reports
- ix. Govt. documents and reports

2.3.10 Does the institution face any challenges in completing the curriculum within the planned time frame and calendar? If 'yes', elaborate on the challenges encountered and the institutional approaches to over come these.

Yes.

- Reasons for delay in completion of the curriculum
 - i. Pre-selection and selection examinations take away 3-4 weeks of classes.
 - ii. Frequency of agitations and bandhs in Meghalaya

iii. Too many holidays and non-instructional days

- College strategies to overcome the above challenges
 - i. Reduction in the duration of the examination schedule
 - ii. Arrangement of extra-classes after normal classes during the day
 - iii. Arrangement of extra-classes towards the end of the session

2.3.1 How does the institute monitor and evaluate the quality of teaching learning?

- i. Through Self-appraisal reports at the end of each academic year.
- ii. Through UGC API scores.
- iii. Students' feedback.

2.4 Teacher Quality:

2.4.1 Provide the following details and elaborate on the strategies adopted by the college in planning and management (recruitment and retention) of its human resource (qualified and competent teachers) to meet the changing requirements of the curriculum.

(As on 2014)

| Highest Qualification | Professor | | Associate Professor | | Assistant Professor | | Total |
|-----------------------|-----------|--------|---------------------|-----------|---------------------|-----------|------------|
| | Male | Female | Male | Female | Male | Female | |
| Permanent Teachers | | | | | | | |
| D.Sc./D.Litt. | - | - | - | - | - | - | - |
| Ph.D. | - | - | 13 | 03 | 09 | 08 | 33 |
| M.Phil | - | - | 05 | 02 | 03 | 03 | 16 |
| PG | - | - | 11 | 01 | 27 | 26 | 65 |
| TOTAL | | | 29 | 06 | 39 | 37 | 111 |

2.4.2 How does the institution cope with the growing demand/ scarcity of qualified senior faculty to teach new programmes/ modern areas (emerging areas) of study being introduced (Biotechnology, IT, Bioinformatics etc.)? Provide details on the efforts made by the institution in this direction and the outcome during the last three years.

From time to time the college through the different departments

- i. Invite guest lecturers for various workshops

ii. Appoint teachers with specialization in such new areas.

2.4.3 Providing details on staff development programmes during the last four years elaborate on the strategies adopted by the institution in enhancing the teacher quality.

a) Nomination to staff development programmes (2010-14)

| Academic Staff Development Programmes | Number of faculty nominated |
|--|------------------------------------|
| Refresher courses | 29 |
| HRD programmes | - |
| Orientation programmes | 29 |
| Staff training conducted by the university | 10 |
| Staff training conducted by other institutions | 09 |
| Summer/winters choools, workshops, etc. | 09 |

b) Faculty Training programmes organized by the institution to empower and enable the use of various tools and technology for improved teaching-learning

| Faculty training programmes | No. of faculty participated | Short description |
|---|---|---|
| Teaching learning methods/approaches | 80 | Resources from Dept of Education NEHU and faculty from College of Teachers 'Education (PGT) imparts workshops/training to the staff |
| Handling new curriculum | 40 | It was conducted by the University (NEHU) where teachers are nominated from different departments to participate |
| Content/knowledge management | Resources from Dept of Education NEHU and faculty from College of Teachers 'Education (PGT) imparts workshops/training to the staff | |
| Selection, development and use of enrichment materials | | |
| Assessment | | |
| Cross cutting issues | | |
| Audio Visual Aids / Multimedia | | |
| Open Educational Resources (OERs) | | |
| Teaching-learning material development, selection and use | | |

c) Percentage of faculty

| Capacity | No. of faculty involved | Short description |
|--|-------------------------|-------------------------------|
| Resource person in workshops / seminars / conferences organized by external professional agencies | 17 | |
| Participants in external workshops / seminars / conferences recognized by national / international professional bodies | 86 | Details given in Criteria III |
| Paper presenters in workshops / seminars / conferences conducted or recognized by professional agencies | 26 | |
| Any other | | |

2.4.4 What policies/ systems are in place to recharge teachers? (eg: providing research grants, study leave, support for research and academic publications teaching experience in other national institutions and specialized programmes industrial engagement etc.)

| | No. of faculty | Short description |
|---|----------------|--|
| Study leave | 04 | |
| Research grants | 06 | |
| Research & Academic Publications | 60 | |
| Teaching experience in other national institutions and specialized programmes | | Cumulative list of teaching experience is provided in Annexure I |
| Industrial engagements | NA | |
| Any other | NA | |

The College, as per the UGC guidelines and as per the Governing Body decision, provide opportunities for teachers to avail study leave. Some financial support is also provided for such teachers. During the last five years, the following teachers have been the beneficiaries of such initiatives:

2.4.5 Give the number of faculty who received awards/recognition at the state, national and international level for excellence in teaching during the last four years. Enunciate how the institutional culture and environment contributed to such performance/achievement of the faculty.

a) Give details of the faculty members of your department who received awards/recognition at the state, national and international level for excellence in teaching during the last five years.

- i. Dr. E.V. Kharshiing; Biotechnology Overseas Associate
(Department of Biotechnology, GoI)
- ii. Dr. E.V. Kharshiing; Fast Track Scheme for Young Scientists
(Science and Engineering Research Board, GoI)
- iii. Dkhar, P and Sharma, R (2012) “Effects of antioxidants and dietary restriction on myocardial protein carbonyls of mice as a function of age” at the international symposium on aging on “Problems And Prospects Of Elderly In Today’s World”, 1-3 October, 2012, Department of Biochemistry, NEHU, Shillong. Awarded the A.V. Tilak Prize (Biogerontology)
- iv. Dkhar, P and Sharma, R (2007) “Effect of curcumin on cerebral hemispheres of mice as a function of age” in the 76th Annual Meeting of Society of Biological Chemists (India), 25th-27th November, 2007, Department of Biochemistry, Sri Venkateswara University, Tirupati, Andhra Pradesh. Best poster presentation in the Pharmacy and Nutrition category
- v. Robert Wilson Joute of B.Sc IIIyr, Physics Honours (2011-2014) batch received the prestigious “Joint Science Academies Summer Research Fellowship 2014”, and worked under the guidance of Prof. Yogesh Joshi at Aryabhata Research Institute of Observational Sciences (ARIES), Nainital, India

b) Contribution of the College towards the achievement of the teachers.

The college provides a good academic and research environment with proper infrastructure and facilities to its teachers.

2.4.6 Has the institution introduced valuation of teachers by the students and external Peers? If yes, how is the evaluation used for improving the quality of the teaching-learning process?

NO

2.5 Evaluation Process and Reforms

2.5.1 How does the institution ensure that the stakeholders of the institution especially students and faculty are aware of the evaluation processes?

- In the planning, implementation and evaluation, the involvement of the different stake holders are as follows:
 - The Principal, the Vice-Principals, and the Teaching Faculty are involved in the planning and implementation of all academic programs, ranging from identifying the relevance and feasibility of a programme, introduction of new courses, designing of curriculum to initiating reforms in the existing programs.
 - The Principal keeps the teachers adequately informed on the various academic and curricular aspects and takes decisions on such aspects in consultations with the teachers.
 - The College also maintains records of up-to-date academic notifications from UGC, Universities and other academic bodies.
 - Teachers are appointed Coordinators / Conveners to implement the plans pertaining to all academic programs (both existing and new). For example, preparation of projects, identification of funding agencies and sponsors, organization of Seminars and Workshops, etc.
 - Students as stake-holders are involved in the above process as feedback-providers. They are also entrusted with responsibility to organize programs of their own to add value to their learning experience. In programs like seminars and workshops, students participate as delegates, rapporteurs and volunteers.

- Parents and the public are given the opportunity to interact with the Administration and Teaching Staff. The prospectus specifically invites parents to interact with the above mentioned groups – their interaction is valued.

2.5.2 What are the major evaluation reforms of the university that the institution has adopted and what are there forms initiated by the institution on its own?

- The College takes great care to maintain the wonderful learning environment it offers its learners. Continuous self analysis and an eye for offering the best of everything to all its stakeholders have placed St. Edmund's among the best Institutions of the North-East. New programmes are developed in this direction through planning, execution and consolidation involving the Principal, members of the Staff and in some cases students as well.
- The college strictly adhere to the Evaluation methods notified by the University. In some years, Central Evaluation was adopted whereby the college became one of the centres for central evaluation. Subsequently, the university implemented the Centre Evaluation whereby the answer scripts are given to experienced teachers through the Principal who is the Head of the Institution
- The College nominates senior teachers with a minimum of Ten (10) years of teaching experience to Evaluate Answer scripts of the University.

- The College, on its own, adopts various methods of evaluation like Class tests, Term Examinations, Assignments, Group Work, Seminar presentations etc.

2.5.3 How does the institution ensure effective implementation of the evaluation reforms of the university and those initiated by the institution on its own?

- The College ensures that the Evaluation Reforms notified by the University is followed in letter and in spirit by its constituents. Thereby, the Principal would hold a Head of Department meeting before the beginning of the session and share with the HODs the methods of evaluation and the examination schedules in the college.
- In some cases, the Governing Body of the College takes up the matter before its implementation.

2.5.4 Provide details on the formative and summative approaches adopted to measure student achievement. Cite a few examples which have positively impacted the system.

- **FORMATIVE APPROACH:** The College leaves most of the evaluation methods to the respective departments. The students are given the following task for such evaluation
 - Frequent Class Test
 - Home Assignments
 - Brief discussion at the end of lectures
 - Tutorials on specific topics
 - Terminal Examinations conducted by the College where students grades or percentages are given and where students fair poorly, then they are called and corrective measures are taken
- **SUMMATIVE APPROACH:** in this approach, the college and the University have the following evaluations
 - A selection examination is held at the end of the academic session where students have to appear for all papers. He/She has to clear the examination to be able to sit for the University examinations.

- The University conducts examination for all years and streams towards the beginning of every year usually in the month of February. The evaluation and results is given by the University.

2.5.5 Detail on the significant improvements made in ensuring rigour and transparency in the internal assessment during the last four years and weight age assigned for the overall development of student (weight age for behavioural aspects, independent learning, communication skill sets..)

- The college ensures that students fulfil the following criteria before they finally appear the university examination
- The percentage of attendance is usually fixed at 80 %. The management along with the department would caution any students with below the required percentage of attendance.
- The Departments would conduct Class Test, Open Book Exams, Seminar Presentations and Assignments to continuously assess their performance.
- The mark sheet with the attendance is given to each and every student and the same is shown to parents and guardians.
- Students are also assigned specific duties in the department in various committees like magazine, maintenance, organisational etc.
- Their behaviour, respect to teachers and peer is seen by the teachers.
- Through their class-work, they are assessed of their presentation skills, their communication skills and overall life skills.

2.5.6 What are the graduates attributes specified by the college/ affiliating university? How does the college ensure the attainment of these by the students?

- The college emphasises on all round development of the students. Thus various programmes are conducted to test their analytical skill, comprehension and delivery.
- Apart from mainstream courses the students can apply for Certificate courses offered by the college

- Special classes like Tutorials, Remedial Classes, Coaching Classes, Extra Classes are conducted to provide the students with the opportunity to excel
- Extra-curricular activities like Sports, Debate, Quiz, NCC, NSS, other clubs are always encouraged for the students
- Apart from Internal Assessment, the college and the University have the final examinations at the end of the academic session to make the final assessment.

2.5.7 What are the mechanisms for redressal of grievances with reference to evaluation both at the college and University level?

- If a student is not satisfied with his/her marks in the tests and examinations they are allowed to go through their answer scripts in presence of the teacher concerned and mistakes detected, if any, are rectified immediately.
- Students are also allowed to have open discussions with the Teachers as well as the Principal in matters of evaluation methods.
- Home assignments and seminar papers are graded or marked and returned to the students for their information. The Teachers are always available to sort out any problems in case the students express their dissatisfaction.
- In case of University examinations, the students get their grievances redressed regarding evaluation method through the system of re-evaluation. The College often initiates the process by making arrangements for a speedy and effective re-evaluation by making official arrangements with the University examination department.

2.6. Student performance and Learning Outcomes

2.6.1 Does the college have clearly stated learning outcomes? If 'yes' give details on how the students and staff are made aware of these?

Yes.

Details as follows:

- Making the students aware of the relevance of whatever they will learn and how they will use that knowledge/skill after their graduation i.e. for pursuing higher studies or for preparation of various competitive examinations.
- Infusing the students minds about the relevance of the various techniques/skills that they will learn from their projects/field works to apply them later on when they pursue their higher studies.
- Departmental Orientation Programmes
- Meetings with students
- Teacher-Student Interactions
- Mentoring/ Counselling
- Supervision during project work/ assignments/ practical work
- Notice board

2.6.2 Enumerate on how the institution monitors and communicates the progress and performance of students through the duration of the course/ programme ? Provide an analysis of the students results/achievements (Programme/ course wise for last four years) and explain the differences if any and patterns of achievement across the programmes/courses offered.

- Classroom interaction
- Outside-classroom interaction
- Class tests, assignments, examinations

- Project reports
- Student seminars
- Tutorial & Remedial coaching classes
- Field trips
- Personal Interactions
- Mentoring
- Counselling
- Marksheets
- Notice boards

b) Methods to communicate the progress and performance of students

- Score sheets of class tests
- Personal interactions
- Mentoring

c) Give details regarding your students results/achievements for the last five years.

| Course/ Programme | Year | Pass % | Drop out % | % of 1 st class | No. of position holders | Any other achievements |
|----------------------|------|-----------|---------------|-------------------------------|-------------------------------|---------------------------|
| B.Sc. | 2010 | 97.56 | NA | 89 | 56 | |
| | 2011 | 97.12 | NA | 96 | 42 | |
| | 2012 | 94.92 | NA | 86 | 34 | |
| | 2013 | 96.95 | NA | 118 | 27 | |
| | 2014 | 91.38 | NA | 112 | 51 | |
| B.A. | 2010 | 93.53 | NA | 13 | 12 | |
| | 2011 | 97 | NA | 23 | 23 | |
| | 2012 | 84.60 | NA | 24 | 15 | |
| | 2013 | 96.55 | NA | 23 | 15 | |
| | 2014 | 94.42 | NA | 30 | 43 | |

| | | | | | | |
|---------------|------|-------|----|----------|----|----|
| B.Com. | 2010 | 55 | NA | <u>7</u> | 7 | |
| | 2011 | 86.64 | NA | 0 | 0 | |
| | 2012 | 97.7 | NA | 4 | 4 | |
| | 2013 | 89.13 | NA | 0 | 4 | |
| | 2014 | 87.22 | NA | 4 | 0 | |
| BSW | 2010 | 98.07 | NA | 4 | 4 | |
| | 2011 | 93.22 | NA | 3 | 3 | |
| | 2012 | 100 | NA | 2 | 2 | |
| | 2013 | 97.96 | NA | 7 | 7 | |
| | 2014 | 95 | NA | 4 | 4 | |
| BCA | 2010 | NA | NA | NA | NA | NA |
| | 2011 | NA | NA | NA | NA | NA |
| | 2012 | NA | NA | NA | NA | NA |
| | 2013 | 95.83 | NA | 16 | 6 | |
| | 2014 | 87.50 | NA | 18 | 7 | |

2.6.3 How are the teaching, learning and assessment strategies of the institution structured to facilitate the achievement of the intended learning outcomes?

- Framing of lesson plans
- Preparation of relevant reading materials
- Preparation of lecture notes
- Assignments
- Tests and examinations
- Lab Manual for practical classes
- Handouts and notes

2.6.4 What are the measures/initiative staken up by the institution to enhance the social and economic relevance (student placements, entrepreneurship innovation and research aptitude developed among students etc.) of the courses offered?

Measures taken:

- i. Giving awareness to the students about the importance of the subject they are learning in order to prepare themselves for

pursuing higher studies and for various competitive examinations.

- ii. Development of research aptitude among students through project works to prepare them for higher studies and research later on.
- iii. Campus placement and interviews
- iv. Selection of optional courses/papers that are more career/job oriented
- v. Coaching classes for civil services and other services (like banking etc.).

2.6.5 How does the institution collect and analyze data on student performance and learning outcomes and use it for planning and overcoming barriers of learning?

- Internal report cards and University mark sheets are taken as base for analyzing the students' performance.
- Assignments and project works are also analyze for students' performance.
- Based on the analyzed data, factors affecting students' performance are listed and thoroughly worked at.

2.6.6 How does the institution monitor and ensure the achievement of learning out comes?

- Distinctions are made between advanced learners and slow learners and appropriate strategies are being adopted respectively for their improvements.
- Regular review of the students' progress in the class
- Regular class tests to identify the slow and advanced learners
- Group activities and Co-operative Learning involving slow and advance learners, which help the slow learners to cope with the advanced ones
- Group mentoring and individual mentoring to allow the students to express their difficulty level and follow up activities to take care of their problem areas.

- Advanced learners are encouraged and prepared to avail various learning facilities and resources available in the College.
- Remedial/coaching/tutorial classes are conducted periodically to help the students reinforce their knowledge.
- All students are motivated to use the parallel learning resources both within and outside the College, like Internet facility, online library facility, etc.

2.6.7 Does the institution and individual teachers use assessment/evaluation outcomes as an indicator for evaluating student performance, achievement of learning objectives and planning? If 'yes' provide details on the process and cite a few examples.

Yes

Details and examples on the process

- Class tests, project works, assignments
- Exam results
- Encouraging the students to ask questions.
- Providing the students space and environment to share their thoughts and ideas.
- Clearing various entrance examinations and competitive examinations
- Physics: One such example is Joel Lalbiakkima who scored the highest marks in Physics Honours B.Sc 3rd year from 2013 and securing the First Rank in the University examination, conducted by NEHU, Shillong. He was a nominee for Edmundian of the year 2012 and received the second Late Prof. Ganguly Memorial Award. Presently he is perusing his MSc. program at IIT, Mumbai.
- Another example is Robert Wilson Joute, who completed his degree program in 2014. He was selected for the prestigious “Joint Science Academies Summer Research Fellowship 2014”, and worked under the guidance of Prof. Yogesh Joshi at Aryabhatta Research Institute of Observational Sciences (ARIES), Nainital India. He also cleared IIT entrance and presently perusing his masters at IIT Kharagpur.

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NNEXURES II:**TABLE 1 (2009-2014)**

| Department | Refresher courses | HRD programmes | Orientation programmes | Staff training conducted by the university | Staff training conducted by other institutions | Summer/ winter schools, workshops, etc. |
|-------------------|--------------------------|-----------------------|-------------------------------|---|---|--|
| Mathematics | 2 | 0 | 2 | 0 | 0 | 1 |
| Botany | 2 | 0 | 2 | 2 | 2 | 3 |
| Zoology | 2 | 1 | 4 | 1 | 1 | 1 |
| Electronics | 0 | 0 | 0 | 0 | 2 | 0 |
| Physics | 2 | 0 | 1 | 0 | 2 | 0 |
| Environmental Sc | 4 | 6 | 6 | 4 | 4 | 2 |
| Comp. Sc. | 0 | 0 | 1 | 0 | 2 | 1 |
| Biochemistry | 1 | 2 | 1 | 1 | 1 | 0 |
| Biotechnology | 1 | 2 | 3 | 1 | 3 | 0 |
| Chemistry | 0 | 1 | 0 | 0 | 1 | 0 |
| English | 6 | 3 | 0 | 1 | 2 | 1 |
| Khasi | 2 | 2 | 2 | 1 | 3 | 0 |
| Hindi | - | - | - | - | - | 0 |
| History | 2 | 1 | 2 | 1 | 2 | 0 |
| Geography | 1 | 2 | 1 | 1 | 1 | 0 |
| Economics | 0 | 1 | 0 | 1 | 1 | 1 |
| Political Sc. | 0 | 1 | 0 | 1 | 2 | 0 |
| Sociology | 0 | 1 | 0 | 1 | 1 | 1 |
| Social Work | 1 | 2 | 1 | 0 | 4 | 0 |
| Commerce | 3 | 2 | 3 | 1 | 3 | 0 |

TABLE 2

| Faculty training programmes | No. of faculty participated | Short description |
|---|------------------------------------|---|
| Teaching learning methods/approaches | Maths (4) CSC (5) Botany (2) | Maths (capacity building) CSC (capacity building) Botany (Hands on Training in Basic Biotechnological Techniques) |
| Handling new curriculum | EVS (1) | Workshop on Changing Paradigm in College Education – Problems and Challenges |
| Content/knowledge management | | |
| Selection, development and use of enrichment materials | | |
| Assessment | | |
| Cross cutting issues | EVS (3) | Seminar cum Workshop on “Effective project proposal writing” under the Star College Scheme |
| Audio Visual Aids / Multimedia | | |
| Open Educational Resources (OERs) | | |
| Teaching-learning material development, selection and use | CSC (20) | CSC (MS Office training for staff, 2010) |

TABLE 3

| Capacity | No. of faculty involved | Short description |
|--|---|---|
| Resource person in workshops / seminars / conferences organized by external professional agencies | Maths (1) CSC (2) Botany (2) Elec (3) Phy (1) | CSC (Resource person for Basic and Intermediate Course on MS Office, held at AIR, Regional Training Institute, Shillong, 2013) Elec (resource person in the workshop on circuit designing organized by St. Mary's college, Shillong) |
| Participants in external workshops / seminars / conferences recognized by national / international professional bodies | Maths (2) Botany (2) Elec (5) EVS (6) | National Seminar, National & International Conference/Symposium |
| Paper presenters in workshops / seminars / conferences conducted or recognized by professional agencies | CSC (3) Botany (3) Elec (2) EVS (3) Phy (1) | CSC (S. Nagi, H. Choudhury, R. Joshi) Botany (E.V. Kharshiing, S. Goswami, D. Syiemiong) Phy: Dr. L. Kurbah |
| Any other | Botany (1) | The Department of Botany, St. Edmund's College, Shillong organized a UGC Sponsored Regional Workshop on "Community Participation in Bio-Resource management with Special Reference to Traditional Medicine of the Khasis of Meghalaya" held on the 3 rd December 2011 at St. Edmund's College, Shillong. Convener: Dr. E.V. Kharshiing |

TABLE 4

| Item | No. of faculty | Short description |
|-----------------|--|--|
| Study leave | Botany (1) Physics (1) | Botany: Dr. E.V. Kharshiing ; Nov 2012 – Sep 2013; Biotechnology Overseas Associate (DBT) at Institute of Molecular, Cell & Systems Biology, University of Glasgow Physics: Dr. L. Kurbah Faculty improvement programme from April-2009 to March 2011 |
| Research grants | Botany (5) Elec (1) | Botany: Dr. E.V. Kharshiing 1) Science and Engineering Research Board (Department of Science and Technology) 2014 – 2018 “Understanding phototropin regulation of photosynthesis and biomass accumulation in tomato by gene overexpression studies” (Rs 51.22 lakhs) (Grant No. SB/EMEQ-152/2014) 2) Department of Biotechnology 2012-2013 “Exploring the roles of phototropin blue light photoreceptors in regulating photosynthetic productivity in plants” (Rs 18.92 lakhs) (Grant No. BT/20/NE/2011) 3) Science and Engineering Research Board (Department of Science and Technology) 2012 – 2015 “Influence of mutations in photoreceptor genes on the expression of some nuclear and plastid genes in tomato and their effects on photosynthesis” (Rs 20.78 lakhs) (Grant No. SR/FT/LS-82/2011) 4) University Grants Commission 2011 – 2012 “Pharmacological evaluation of the cytogenetic effects of extracts of Zanthoxylum sp popularly used in traditional Khasi medicine” (Rs 1.80 lakhs) (Grant No. F5-5/2010-11/MRP (NERO)/5348) |

| | | |
|---|---------------------------------------|---|
| | | <p>Botany: Dr. S. Goswami</p> <p>UGC MINOR RESEARCH PROJECT TITLE: Studies on various aspects of seed collection, storage, germination and standardization of nursery techniques for Schima wallichii and Schima khasiana.</p> <p>Project No.F-5-6/2010-11/MRP(NERO)/5350 and 5351 (For Seventy five thousands only)</p> <p>Electronics</p> <p>Design and characterization of Resistive plate counter</p> |
| Research & Academic Publications | Botany (16) EVS (1) Physics (1) | |
| Teaching experience in other national institutions and specialized programmes | Botany (2) EVS (2) | <p>Botany:</p> <p>1. Dr. E.V. Kharshiing; May 2014 – June 2014; Invited Faculty for M.Sc. Plant Molecular Biology (Department of Botany), North Eastern Hill University, Meghalaya</p> <p>2. Dr. S. Goswami; Visiting Faculty of NIT Meghalaya</p> <p>3. Mr. D. Suchiang</p> <p>4. Mr. E.P. Sumer</p> |
| Industrial engagements | | |
| Any other | Botany (1) | <p>Botany:</p> <p>Dr. E.V. Kharshiing;</p> <p>Recognition as Joint Supervisor for Ph.D. guidance under School of Life Sciences, North Eastern Hill University, Meghalaya</p> |

CRITERION III: RESEARCH, CONSULTANCY AND EXTENSION

3.1 PROMOTION OF RESEARCH

3.1.1 Does the institution have recognized research center/s of the affiliating University or any other agency/organization

No, the College does not have any recognized research centre

3.1.2 Does the Institution have a research committee to monitor and address the issues of research? If so, what is its composition? Mention a few recommendations made by the committee implementation and their impact.

Yes, there is a Research Committee in the College, comprising of following members:

1. Principal, Chairman
2. Dr. E.V. Kharshiing
3. Dr H.S. Ranhotra
4. Dr. S. Goswami
5. Dr. L. Kurbah

3.1.3 What are the measures taken by the institution to facilitate smooth progress and implementation of research schemes/projects?

From research committee

3.1.4 What are the efforts made by the institution in developing scientific temper and Research culture and aptitude among students

To nurture and cultivate research culture students are encourage to take up project even though it is not part of the curriculum. The list of the projects taken up by the students of the different departments is given in annexure-I.

3.1. 5 Give details of the faculty involvement in active research (Guiding student research, leading Research Projects, engaged in individual/collaborative research activity, etc).

- **Faculty involvement in guiding student research:**

As the Institution is primarily an Under Graduate college with no recognized research center the faculty are not directly involved in guiding research scholar. However Dr. E.V. Kharshiing received “Recognition as Joint Supervisor for Ph.D. guidance under School of Life Sciences, North Eastern Hill University, Meghalaya”.

- **Faculty involvement in major Research Projects:**

- 1) **Dr. E.V. Kharshiing;** *Science and Engineering Research Board (Department of Science and Technology) 2014 –2018 “Understanding phototropin regulation of photosynthesis and biomass accumulation in tomato by gene overexpression studies” (Rs 51.22 lakhs) (Grant No. SB/EMEQ-152/2014)*
- 2) **Dr. E.V. Kharshiing;** *Department of Biotechnology 2012-2013 “Exploring the roles of phototropin blue light photoreceptors in regulating photosynthetic productivity in plants” (Rs 18.92 lakhs) (Grant No. BT/20/NE/2011)*
- 3) **Dr. E.V. Kharshiing;** *Science and Engineering Research Board (Department of Science and Technology) 2012 –2015 “Influence of mutations in photoreceptor genes on the expression of some nuclear and plastid genes in tomato and their effects on photosynthesis” (Rs 20.78 lakhs) (Grant No. SR/FT/LS-82/2011)*

Faculty involvement in minor Research Projects:

- 1) **Dr. E.V. Kharshiing;** *University Grants Commission 2011 – 2012 “Pharmacological evaluation of the cytogenetic effects of extracts of Zanthoxylum sp popularly used in traditional Khasi medicine” (Rs 1.80 lakhs) (Grant No. F5-5/2010-11/MRP (NERO)/5348)*
- 2) **Dr. S. Goswami;** *UGC MINOR RESEARCH PROJECT TITLE: Studies on various aspects of seed collection, storage, germination and*

standardization of nursery techniques for Schima wallichii and Schima khasiana. Project No.F-5-6/2010-11/MRP(NERO)/5350 and 5351 (For Seventy five thousands only)

- 3) **Gideon L. Kharkongor**; UGC Minor Project : “Determination of Shifting Cultivation and its impact on Landuse and Land Degradation in Ri-Bhoi district of Meghalaya”.Sanction No: F. 5-71/ 20010-11(MRP/NERO)/5118 & 5119 dated 14 March 2011

• **Faculty involvement in individual/collaborative research activity**

- 1) **Dr. E.V. Kharshiing** is currently carrying out his various research projects mentioned above.
- 2) **Dr. S. Goswami** completed a UGC-funded Minor Research Project mentioned above.
- 3) **Dr L.Kurbah** is currently working on ‘Criticality on Random Field Ising Model at Zero Temperature’ in collaboration with Professor P.Shukla (Retired faculty. Deptt of Physics.NEHU)

• **Faculty pursuing their Ph.D:**

| Name of Faculty | Department | University |
|--------------------------|----------------|---------------------|
| Mr Debulman Syiemiong | Botany | Guwahati University |
| Mr Marpliephar Lyndem | Physics | NIT-Meghalaya |
| Miss Anika Kshiar Shadap | Economics | NEHU |
| Mr Jeffreyson Wahlang | Sociology | NEHU |
| Mr Manbhalang Chyne | Mathematics | Guwahati University |
| Mrs Cary Tiewsoh | Mathematics | Assam University |
| Mrs Baiakmenlang Manners | Bio-Technology | Guwahati University |
| Mr Wanpli Kharwanlang | Khasi | NEHU |
| Mr Ronald P Kharshiing | Khasi | NEHU |
| Mrs Finley Syngai | Sociology | NEHU |
| Miss Namrata Lala | Social Work | Assam University |
| Miss Wandaia Syngkon | Social Work | Assam University |

3.1.6 Give details of workshops/ training programmes/ sensitization programmes conducted/organized by the institution with focus on capacity building in terms of research and imbibing research culture among the staff and students.

- **Seminars and sensitization programmes organized by the various Department.**

- 1) The Botany department organized a UGC sponsored regional workshop on “Community Participation in Bio-resource Management with special reference to Traditional Medicine of the Khasis of Meghalaya” on the 3rd of December, 2011 held at St. Edmund’s College, Shillong.
- 2) The Dept of Physics organized a DBT sponsored national workshop on “Computer Interfacing of Physics Experiments” from 11th to 13th May, 2009 at St Edmund’s College, Shillong
- 3) The Dept of Physics organized a DBT sponsored state level workshop on “Experimental Demonstration of Basic concepts of Physics” on the 9th and 16th September, 2010 at St Edmund’s College, Shillong
- 4) The Dept of Computer science organized a one-day workshop on “Business Process Simulation” by Prof. Dilbagh Singh Broca of XLRI (Xavier Labour Relations Institute), Jamshedpur on the 12th September 2013 at St Edmund’s college, Shillong.
- 5) The Department of Social Work organized a seminar on “Inclusive Development Bridging the Gap” on the 7th and 8th of June, 2013 at St Edmund’s College Shillong.
- 6) The Dept of Political Science organized a one day state level seminar on “ Electoral politics in the State of Meghalaya” on the 4th of August, 2012 at St Edmund’s College, Shillong.
- 7) The Department of Economics and IQAC, St Edmund’s college organized a national workshop on “Changing Paradigm in College Education: Problems and Challenges” on the 29th October, 2011 at St Edmund’s college, Shillong

3.1.7 Provide details of prioritised research areas and the expertise available with the institution.

PRIORITIZED RESEARCH AREAS:

- **Among science faculty members:** Microbiology & Plant Pathology, Microbial Ecology, Plant Reproductive Biology, Condensed matter physics, Laser Spectroscopy.
- **Among arts faculty members:** Experience teachers in the field of economics, language, political science, sociology, geography et al aid in research and Mapping et al.
- **Among social work and commerce faculty members:** Experience teachers in accountancy, finance, field knowledge and field experience aid in researchers for their quest on such issues.

3.1.8 Enumerate the efforts of the institution in attracting researchers of eminence to visit the campus and interact with teachers and students?

The institution organized seminars, workshops, Guest lectures, Memorial Lectures regularly to bring distinguished persons from different fields to the campus to interact with the teachers and students

The list of visitors is in the annexure.

3.1.9 What percentage of the faculty has utilized Sabbatical Leave for research activities? How has the provision contributed to improve the quality of research and imbibe research culture on the campus?

The institution had granted leave to faculty members availing Faculty Improvement Programme sponsored by UGC for pursuing their Ph.D:

| Sl.No | Name of Faculty | Department | Duration |
|-------|--------------------|------------------|------------|
| 1 | Dr. Lobisor Kurbah | Physics | 2009- 2011 |
| 2 | Dr Jenneifer Dkhar | English | 2009-2011 |
| 3 | Dr Hiten Choudhury | Computer Science | 2013-14 |
| 4 | Dr Daphinda War | English | 2013-14 |

3.1.10 Provide details of the initiatives taken up by the institution in creating awareness/advocating/transfer of relative findings research of the institution and elsewhere to students and community (lab to land).

The institution encourages its faculty members to publish their research findings and also granted leave to faculty who are presenting their research work in workshop and seminars.

3.2 RESOURCE MOBILIZATION FOR RESEARCH:

3.2.1 What percentage of the total budget is earmarked for research? Give details of major heads of expenditure, financial allocation and actual utilization.

As the institution do not have a recognized research centre there no provision for budgeting research. However faculty in their individual capacity has mobilize their financial resources from different funding agencies like UGC, DST, DBT etc. The institution has been extending all necessary assistance to faculty.

3.2.2 Is there a provision in the institution to provide seed money to the faculty for research? If so, specify the amount disbursed and the percentage of the faculty that has availed the facility in the last four years?

There is no provision in the institution to provide seed money to faculty for research.

3.2.3 What are the financial provisions made available to support student research projects by students?

There is no provision to extend financial support to student research project in the institution.

3.2.4 How does the various departments/units/staff of the institute interact in undertaking inter-disciplinary research? Cite examples of successful endeavours and challenges faced in organizing interdisciplinary research.

Most research works are done by individual faculty in their respective departments. However, these researchers do utilised the facilities in the other

departments other than their own. Central Instrumentation Unit is one such example where researchers use the facilities there.

3.2.5 How does the institution ensure optimal use of various equipment and research facilities of the institution by its staff and students?

The college through the committee on Research assist those in need of facilities for their research. As mentioned in 3.2.4, the faculty members do approach the principal to gain access to such facilities.

3.2.6 Has the institution received any special grants of finances from the industry or other beneficiary agency for developing research facility? If 'yes' give details.

No, the institution has not received any grants from industry and other beneficiary agency for developing research facility

| Major Research projects | | | | | | | |
|-------------------------|--------------------|----------|--|----------------|-----------------|-----------------|-----------|
| Sl. No | Name of Faculty | Duration | Title of the Project | Funding Agency | Total Grant | | |
| | | | | | Sanctioned | Received | |
| 1 | Dr Eros Kharshiing | 2012-13 | Exploring the roles of phototropin blue light photoreceptors in regulating photosynthetic productivity in plants. | DBT | Rs. 18.92 lakhs | Rs. 18.92 lakhs | Completed |
| 2 | Dr Eros Kharshiing | 2012-15 | Influence of mutations in photoreceptor genes on the expression of some nuclear and plastid genes in tomato and their effects on photosynthesis. | DST-SERB | Rs. 20.78 lakhs | Rs. 17 lakhs | Completed |
| 3 | Dr Eros Kharshiing | 2014-18 | Understanding phototropin regulation of photosynthesis and biomass accumulation in tomato by gene overexpression studies. | DST-SERB | Rs. 51.22 lakhs | Rs. 22 lakhs | Ongoing |

3.2.7 Enumerate the support provided to the faculty in securing research funds from various funding agencies, industry and other organizations. Provide details of ongoing and completed projects and grants received during the last four years.

The institution has a research committee that provides all necessary guidance and help to interested faculty applying research grants from the different funding agencies.

The details of the ongoing research projects from 2010-2016:

| Minor Research projects | | | | | | | |
|-------------------------|----------------------|----------|--|----------------|---------------|---------------|-----------|
| Sl. No | Name of Faculty | Duration | Title of the Project | Funding Agency | Total Grant | | Status |
| | | | | | Sanctioned | Received | |
| 1 | Dr Eros Kharshiing | 2011-12 | Pharmacological evaluation of the cytogenetic effects of extracts of <i>Zanthoxylum</i> sp popularly used in traditional Khasi medicine | UGC | Rs. 1.8 lakhs | Rs. 1.8 lakhs | Completed |
| 2 | Dr Sanjivan Goswami | 2011-12 | Studies on various aspects of seed collection, storage, germination and standardization of nursery techniques for <i>Schima wallichii</i> and <i>Schima khasiana</i> . | UGC | Rs. 75,000/- | Rs. 75,000/- | Completed |
| 3 | Mr Gideon Kharkongor | 2011-12 | Determination of Shifting Cultivation and its impact on Landuse and Land Degradation in Ri-Bhoi district of Meghalaya. | UGC | Rs 1.2 lakhs | Rs 1.2 lakhs | Completed |

3.3 Infrastructure for Research

3.3.1 What are the research facilities available to the students and research scholars within the campus?

The Lab of the various Departments like Botany, Bio-Technology, Bio-Chemistry, Chemistry, Physics, Zoology are equipped with latest instruments.

- Central Instrumentation Facilities for the research of science faculty.
- All Departments have internet connection.
- Research Journals and E-Journals
- Research Laboratory (Botany, Biotechnology)
- Culture Room
- Bio-Tech Hub
- Computing facilities

3.3.2 What are the institutional strategies for planning, upgrading and creating infrastructural facilities to meet the needs of researchers especially in the new and emerging areas of research?

The institution has a research committee to work out the institutional strategies for upgrading and creating infrastructural facilities to meet the needs of researchers. The strategies adopted by the committee are:

- Encourage faculty to apply research proposals to various funding agencies.
- Attracting more funds through various student-centric schemes such as the DBT-STAR College Scheme, UGC-COC Scheme etc.
- Encouraging inter-disciplinary research for optimal use of existing infrastructure.

3.3.3 Has the institution received any special grants or finances from the industry or other beneficiary agency for developing research facilities? If 'yes', what are the instruments/ facilities created during the last four years.

No, the institution has not received any special grants or finances from the industry or other beneficiary agency for developing research facilities.

3.3.4 What are the research facilities made available to the students and research scholars outside the campus/other research laboratories?

Faculty members doing their research often use the facilities available in their department. However, when such research is linked to their obtaining their higher degree (PhD et al) then the facilities existing at the universities are used. Students strictly use existing facilities available in the college.

3.3.5 Provide details on the library/ information resource centre or any other facilities available specifically for the researchers?

The library and information resources for research are

- Research Journals
- E-Journals
- Internet Facilities
- E-books

Other facilities:

- UV-V Spectrometer
- Visible Spectrometer (2)
- Micro Centrifuge
- Refrigerated Centrifuge
- Orbital Shaking cum B.O.D Incubator
- Micro processor Flame photometer
- Colony counter Microscope
- Gel documentation System
- Microtome
- Dual Tracking Power supply
- AMS A Antenna measurement System
- Microwave oven

3.3.6 What are the collaborative researches facilities developed / created by the research institutes in the college? For ex. Laboratories, library, instruments, computers, new technology etc.

The collaborative research facilities developed are

- Central instrumentation facilities
- Culture room

3.4 Research Publications and Awards

3.4.1 Highlight the major research achievements of the staff and students in terms of:

▪ **Patents obtained and filed** (process and product)

1. Patent have not been obtained for the works done so far but a move in the direction of patenting research works is on

▪ **Original research contributing to product improvement**

1. No such indicator has been derived but in the long run if such researches is being promoted and recognised then we can expect improvement in the products

▪ **Research studies or surveys benefiting the community or improving the services**

1. Social science research findings are share with the community and significant changes is noticed

▪ **Research inputs contributing to new initiatives and social development**

1. Researchers have been prompted to trigger new researches and new developments .

3.4.2 Does the Institute publish or partner in publication of research journal(s)? If 'yes', indicate the composition of the editorial board, publication policies and whether such publication is listed in any international database?

No.

3.4.3 Give details of publications by the faculty and students.

• **Papers published in peer review journals:**

- 1) **Kharshiing E*** and **Prasad S** (2015) Plant Productivity: Can Photoreceptors Light the Way? J Plant Growth Regul 34: 206-214 [Publisher : Springer NY; IF 2.237] *Corresponding author
- 2) Sharma S, **Kharshiing E**, Srinivas A, Zikihara K, Tokutomi S, Nagatani A, Fukayama H, Bodanapu R, Behera RK, Sreelakshmi Y, Sharma R (2014) A Dominant Mutation in the Light-Oxygen and Voltage2 Domain Vicinity Impairs Phototropin1 Signaling in Tomato. Plant Physiol 164: 2030-2044 [Publisher : American Society of Plant Biologists USA; IF 6.841]
- 3) **Kharshiing E**, Sullivan S and Christie J (2013) Initiation of Phototropic Growth - the Where, the How and the Now. The Biochemist 35 (5): 8-12 . Publisher : The Biochemical Society, UK.
- 4) **Kharshiing E (2012)** Aqueous Extracts of Dried Fruits of Zanthoxylum armatum DC., (Rutaceae) Induce Cellular and Nuclear Damage Coupled with Inhibition of Mitotic Activity In Vivo. Am J Plant Sci 3 (11): 1646-1653 [Publisher : Scientific Research Publishing; IF 1.04]
- 5) Negi S, **Kharshiing EV**, Sharma R (2011) NO way! Is Nitric Oxide Level in Tomato Regulated by a Mammalian IKK/NF- κ B like Signaling Pathway? Plant Signal Behav 6 (7): 1049-1052 [Publisher : Landes Bioscience; IF 2.00]
- 6) **Kharshiing EV**, Kumar GP, Sharma R (2010) PIN it on Auxin: The role of PIN1 and PAT in tomato development. Plant Signal Behav 5 (11): 1381-1385 [Publisher : Landes Bioscience; IF 2.00]
- 7) Negi S, Santisree P, **Kharshiing EV**, Sharma R (2010) Inhibition of the Ubiquitin-Proteasome Pathway Alters Cellular Levels of Nitric Oxide in Tomato Seedlings. Molecular Plant 3: 854-869 [Publisher : Oxford University Press; IF 6.337]

- 8) **Kharshiing EV**, Kumar GP, Ditengou FA, Li X, Palme K, Sharma R (2010) The polycotyledon (pct1-2) Mutant Of Tomato Shows Enhanced Accumulation Of PIN1 Auxin Transport Facilitator Protein. *Plant Biology* 12 (1): 224-228 (Cover page article for that issue) [Publisher : Wiley; IF 2.633]
- 9) Vankadavath NR, Hussain AJ, Reddaiah B, **Kharshiing E**, Basha PO, Gupta S, Sreelakshmi Y, Sharma R. (2009) Computer Aided Data Acquisition Tool for High throughput Phenotyping of Plant Populations. *Plant Methods* 5:18 [Publisher : BioMed Central; IF 3.10]
- 10) Sharma R, Sharma S, **Kharshiing E**, Negi S, Gupta S, Reddaiah B, Shaktivel K, Chauhan V and Sreelakshmi Y (2010) Effect of mutagens on targeted DNA sequence(s) in tomato. IAEA Tech Report [Publisher : International Atomic Energy Agency, Vienna]
- 11) **Syiemiong, D.** and **Goswami, S.** (2013). Importance of actinobacteria, the high G+C Gram-positives. In *Spectrum: journal of science and society for sustainable development* (accepted for publication)
- 12) Goswami, S. and Pandey A. K.(2012). Development, structure and viability of embryo in *Schima khasiana* Dyer and *S. wallichii* (DC.) Korth. (Theaceae). In *The International journal of plant reproductive biology*. 4(1) pp.61-65.
- 13) Goswami, S. (2012): Seed sterility and germination problems in *S. wallichii* (DC.) Korth. and *S. khasiana* Dyer Bloemb. In: *Keanean journal of science*. Vol 1.pp.36-43.
- 14) **Goswami, S. (2012)**: Studies on some common ethnomedicinal plants used by khasi and jaintia tribes of Meghalaya. In *The chemists' mind, annual journal of Dept. of chemistry, St. Edmund's College, Shillong*. Vol 2. pp 12-13.
- 15) Goswami, S., Choudhury, H. and Choudhury, S. (2011): Conservation of Paleocene-Eocene fossil biota for sustainable development of local community of Mawsynram, Meghalaya. In

- Spectrum: Journal of science and society for sustainable development. Vol 3(1-4). pp 70-73.
- 16) Goswami, S. and Pandey A. K.(2010): Pollen-pistil interaction in two North Eastern Himalayan tree species: *Schima wallichii* (DC) Korth. *Schima khasiana* Dyer (Theaceae). In The International journal of Plant Reproductive Biology. 2(2) pp.197-203.
 - 17) Kurbah.L ,Diana.T and Shukla.P (2015): Non-Equilibrium random field Ising model on a diluted triangular lattice. *Physical Review-E*, DOI:10.1103/PhysRevE.91.012131 [publisher American Physical Society, IF 2.54,ISSN 2470-0053]
 - 18) Kurbah.L (2015): Non Equilibrium Zero Temperature Random Field Ising model; *International Journal of Solid state Material*, Vol-1,issue-2,pp21-25,
 - 19) Kurbah.L and Shukla.P (2011): Hysteresis in Anti-ferromagnetic random field ising model at zero temperature. *Physical Review-E*, DOI: 10.1103/PhysRevE.83.061136 [publisher American Physical Society, IF 2.54, ISSN 2470-0053]
 - 20) **S Nagi** and D K Bhattacharyya. Cluster Analysis of Cancer Data using Semantic Similarity, Sequence Similarity and Biological Measures. *Network Modeling Analysis in Health Informatics and Bioinformatics (NetMAHIB)*. Springer. 3(1) 67:1-38, 2014. DOI 10.1007/s13721-014-0067-9. ISSN 2192-6662.
 - 21) **S Nagi**, D K Bhattacharyya and J K Kalita. Microarray Data Analysis Using Supervised, Unsupervised and Semi-Supervised Ensemble Approaches: A Survey *Informatica – under 2nd revision*.
 - 22) **S Nagi** and D K Bhattacharyya. Classification of Microarray Cancer Data using Ensemble. *Network Modeling Analysis in Health Informatics and Bioinformatics (NetMAHIB)*. Springer. 2(3):159-173, 2013. DOI: 10.1007/s13721-013-0034-x. ISSN 2192-6662.
 - 23) **S Nagi**, D K Bhattacharyya and J K Kalita. A Preview on Subspace Clustering of High Dimensional Data. *International Journal of Computers and Technology*, 6(3): 441-448, 2013. ISSN 2277-3061.

- 24) **S Nagi**, D K Bhattacharyya and J K Kalita. Subspace Clustering in Gene Expression Data: Challenges and Issues. in Machine Intelligence: Recent Advances, 211-219, 2011, Narosa Publications., Delhi, India. ISBN: 978-81-8487-140-1.
- 25) **S Nagi**, D K Bhattacharyya and J K Kalita. Gene expression data clustering analysis: A survey. Proc. of NCETACS,1-12, 2011, IEEE Explore. ISBN: 978-1-4244-9579-5
- 26) **H Choudhury**, B Roychoudhury and D K Saikia. A New Trust Model for Improved Identity Privacy In Cellular Networks. International Journal of Computer Applications. Foundation of Computer Science USA, 56(14): 1-8, 2012. DOI: 10.5120/8956-3172. ISBN 973-93-80870-99-5
- 27) **H Choudhury**, B Roychoudhury and D K Saikia. End-To-End User Identity Confidentiality for UMTS Networks, in IEEE International Conference on Computer Science and Information Technology (ICCSIT' 10), Chengdu, China, 46-50. ISBN 978-1-4244-5537-9
- 28) **H Choudhury**, B Roychoudhury and D K Saikia. UMTS User Identity Confidentiality: An End-To-End Solution, in IEEE International Conference on Wireless and Optical Communications Networks (WOCN' 11), Paris, France, 1-6. ISBN 978-1-4577-0262-4
- 29) **H Choudhury**, B Roychoudhury and D K Saikia. Enhancing User Identity Privacy in LTE, in IEEE International Conference on Trust, Security and Privacy in Computing and Communications (TrustCom 2012), Liverpool, UK, 949-957. ISBN 978-1-4673-2172-3
- 30) **H Choudhury**, B Roychoudhury and D K Saikia. Improving Identity Privacy In 3GPP-WLAN, International Conference on Telecommunication and Networking 2013 – Accepted for presentation and publication
- 31) **H Choudhury**, B Roychoudhury and D K Saikia. Desirable Features Of An Identity Privacy Ensuring Solution For UMTS, in National Workshop on Network Security (NWNS 2013), Tezpur, India, 143-157. Narosa, India. ISBN: 978-81-8487-314-6

- 32) Jeeva, S., Kingston, C., Kiruba, S. Kannan, D. and **Sawian, J.T.** 2011. Medicinal Plants in the Sacred Forests of Southern Western Ghats. In: Experimental Phytochemical Techniques, Editor - N. Raaman, New India Publishing Agency, New Delhi. ISBN: 978-93-8023594-3
- 33) **Sawian, J.T.**, Lyndem, F.G., Laloo, R.C. and Jeeva, S. 2014. Mining and its impacts on aquatic plants: A case study from Jaintia Hills of Meghalaya. In: Biodiversity in India, Volume 7, Editors – Pullaiah, T.Karuppusamy, S. and Sandhya Rani, S. Regency Publications, New Delhi. ISBN: 978-81-8923-392-1
- 34) Harmit S. Ranhotra, Kyle L. Flannigan, Martina Brave¹, Subhagit Mukherjee¹, Dana J. Lukin¹, Simon A. Hirota, and Sridhar Mani. Xenobiotic Receptor-Mediated Regulation of Intestinal Barrier Function and Innate Immunity. **Nuclear Receptor Research**, Vol 3 (2016), Article ID101199, doi:10.11131/2016/101199.
- 35) Ranhotra HS. Estrogen-related receptor alpha and cancer: axis of evil. **J of Receptors & Signal Transduction**. 2015 Dec;35(6):505-8.
- 36) Ranhotra HS. *The orphan estrogen-related receptor alpha and metabolic regulation:new frontiers.* **Journal of Receptors & Signal Transduction**. 2015 Dec;35(6):565-8.
- 37) Ranhotra HS. The NR4A orphan nuclear receptors: mediators in metabolism and diseases.**J of Receptors & Signal Transduction**. 2015 Apr;35(2):184-8.
- 38) Ranhotra HS. Estrogen-related receptor alpha and mitochondria: tale of the titans.**J of Receptors & Signal Transduction**. 2015 Oct;35(5):386-90.
- 39) Ranhotra HS. Orphan nuclear receptors: current perspectives. **J of Receptors, Ligand & Channel Research**. 2013, 6: 15-25.
- 40) Ranhotra HS. The orphan nuclear receptors in cancer and diabetes.**J of Receptors & Signal Transduction**. 2013; 33(4):207-212 (Informa Healthcare USA).
- 41) Ranhotra HS . The interplay between retinoic acid receptor-related orphan receptors and human diseases. **J of Receptors & Signal Transduction**. 2012; 32(4):181-189. (Informa Healthcare USA).

- 42) Ranhotra HS. The estrogen-related receptors: orphans orchestrating myriad functions. **J of Receptors & Signal Transduction**. 2012; 32(2):47-56. (Pub: Informa, Healthcare, USA).
- 43) Ranhotra HS. The mammalian orphan nuclear receptors: orphans as cellular guardians. **J of Receptors & Signal Transduction**, 2011; 31(1):20-25. (Publisher: Informa Healthcare, USA).
- 44) Ranhotra HS. Tissue-specific decline of the orphan nuclear estrogen-related receptor alpha and its target medium-chain acyl-CoA dehydrogenase expression in aged female mice. **Biochemistry: An Indian journal**. 2011; 5(2): 89-95. (Publisher: Trade Science Inc.).
- 45) Ranhotra HS. Long-term caloric restriction up-regulates PGC-1 α expression in mice. **Indian J Biochemistry & Biophysics**. 2010; 47: 272-277. (Publisher: NISCAIR, CSIR India).
- 46) Ranhotra HS . The estrogen-related receptor alpha: the oldest, yet an energetic orphan with robust biological functions. **J of Receptors & Signal Transduction**. 2010, 30(4):193-205 (Publisher: Informa, Healthcare, USA).
- 47) Ranhotra HS & Sharma R. Moderately high altitude habitation modulates lipid profile and alkaline phosphatase activity in aged Khasis of Meghalaya. **Indian J of Clinical Biochemistry** (Publisher: Springer) 2010; 25 (1): 51-56.

• **Papers presented in workshops and seminars:**

- 1) **H Choudhury**, B Roychoudhury and D K Saikia. Desirable Features Of An Identity Privacy Ensuring Solution For UMTS, in National Workshop on Network Security (NWNS 2013), Tezpur, India, 143-157. Narosa, India. ISBN: 978-81-8487-314-6
- 2) **H Choudhury**, B Roychoudhury and D K Saikia. Modified UMTS Authentication And Key Agreement Protocol For Enhanced User Identity Confidentiality, in National Workshop on Network Security (NWNS 2010), Tezpur, India, 143-157. Narosa, India. ISBN: 978-81-8487-088-6

- 3) **Sawian.J** “Effect of coal stock drainage on the soil fertility and plant productivity (paddy) in Jaintia Hills District, Meghalaya”..., National Seminar on Burning Environmental Issues: Risk to Biodiversity and Human Health, with special reference to North East India organised by Saint Mary’s College, Shillong on May 15 and 16, 2013.
- 4) **Sawian.J** “Impact of domestic discharge on the water quality of River Umkrah in Shillong, Meghalaya” In: National Seminar on Burning Environmental Issues: Risk to Biodiversity and Human Health, with special reference to North East India organised by Saint Mary’s College, Shillong on May 15 and 16, 2013.
- 5) **Sawian.J** “Impact of Tributary Discharge on the water quality of River Umkrah in Shillong, Meghalaya.” In: National Conference on Biodiversity and Environment NCBE – 2014 organised by the United Board Heber Partnership for Environmental Action in Shillong Science Centre, NEHU on February 10 to 12, 2014.
- 6) **Sawian.J** “Anthropogenic threats to orchids in Meghalaya”. In: National Conference on Biodiversity: Challenges and Scope organized by Albert Einstein Science Institute, Northeast region, Shillong on June 5-6, 2014.
- 7) **Sawian.J** “Diversity of plants in the homegardens of Shillong, Meghalaya”. In: National Conference on Biodiversity: Challenges and Scope organized by Albert Einstein Science Institute, Northeast region, Shillong on June 5-6, 2014.
- 8) **Sawian.J** “*Prunus nepalensis* L. – a lesser known indigenous fruit of Meghalaya” In: National Conference on Biodiversity: Challenges and Scope organized by Albert Einstein Science Institute, Northeast region, Shillong on June 5-6, 2014.
- 9) **Jeengaph.L** “Impact of domestic discharge on the water quality of River Umkrah in Shillong, Meghalaya” in National Seminar on Burning Environmental Issues: Risk to Biodiversity and Human Health, with special reference to North East India organised by Saint Mary’s College, Shillong on 15th and 16th May, 2013.
- 10) **Jeengaph.L** “Diversity of plants in the homegardens of Shillong, Meghalaya”.In: National Conference on Biodiversity: Challenges

and Scope organized by Albert Einstein Science Institute, Northeast region, Shillong on June 5-6, 2014

- 11) **Sumer.E** “Remote Sensing and Geographical Information System: Its Applications” in International Seminar on Attracting Best Talents in Basic Sciences organized by Shillong College in collaboration with IQAC Shillong College on July 24-25, 2013.
- 12) **Sumer.E** ‘Eco tourism: it’s potential and prospects in Jaintia Hills District, Meghalaya’ in the National Conference on Biodiversity and Environment, NCBE-2014 held on Feb 10-12, 2014.
- 13) **Kharkongor, G**; Geography and Its Career Options, Geographia, Golden Jubilee Year 1961-2011, St.Edmund’s College, 2012
- 14) **Kharkongor, G**; The Father of Indian Geography, Geographia, Golden Jubilee Year 1961-2011, St.Edmund’s College, 2012
- 15) **Kharkongor, G**; “State of the Environment in Meghalaya: A Few Retrospections”, Seminar on Problems & Prospects of Environmental Education in the Schools of North East India” conducted by NERIE, Shillong, February 7-9, 2011
- 16) **Kharkongor, G**; *Case Study of Mining in Meghalaya*, State of Mining in India organized by SAIP, Baroda, 2010

- **Books Published by faculty:**

- 1) **S Nagi, D K Bhattacharyya and J K Kalita, Subspace Clustering in Gene Expression Data: Challenges and Issues, in Machine Intelligence: Recent Advances, 211-219, 2011, Narosa Publications., Delhi, India. ISBN: 978-81-8487-140-1.**
- 2) **Rajesh Dutta & Gideon L. Kharkongor, “Status of Adivasis/Indigenous Peoples Mining Series-4: Meghalaya: Other Media Publication, New Delhi, 2014, ISBN: 978-93-5002-284-9**
- 3) **Gideon Kharkongor, Role of NSS in Meghalaya-Approaches for Community Intervention, Role of NSS in Nation Building : Scope and Challenges (Ed), Excel India Publishers, New Delhi, 2015: ISBN: 978-93-84869-78-6**
- 4) **Gideon Kharkongor, “Mawlynrei: The Land of Plentiful Stones”,**

ESES Publication, Shillong, 2011, ISBN: 978-81-904740-7-8

3.4.4 Provide details (if any) of

- * research awards received by the faculty.
- * recognition received by the faculty from reputed professional bodies and agencies, nationally and internationally.
- * incentives given to faculty for receiving state, national and international recognitions for research contributions.

Faculty awarded with Ph.D from 2010-2016

| Name of Faculty | Department | University | Year |
|---------------------------|------------------------------|--------------------|------|
| Dr Lobisor Kurbah | Physics | NEHU | 2011 |
| Dr Jennifer Dkhar | English | NEHU | 2011 |
| Dr Duwaki | Zoology | NEHU | 2014 |
| Dr Ronald K. Tron | Zoology | NEHU | 2014 |
| Dr Samrat Adhikari | Bio –Technology | NEHU | 2011 |
| Dr Piyali Bhattacharjee | Bio-Chemistry | NEHU | 2010 |
| Dr Daphinda F. War | English | NEHU | 2016 |
| Dr Rituperna Rajendra | Adult & continuing Education | NEHU | 2013 |
| Dr Jasmine Therese Sawian | Environmental Education | NEHU | 2013 |
| Dr Hiten Choudhury | Computer Science | Guahati University | |
| Dr Sajid Nagi | Computer Science | | 2015 |

RESEARCH AWARDS:

- **Dr. E.V. Kharshiing, Assistant Professor, Deptt of Botany**, was awarded the Biotechnology Overseas Associate from the Department of Biotechnology, Government of India.
- **Dr. E.V. Kharshiing, Assistant Professor, Deptt of Botany** was awarded the Fast Track Scheme for Young Scientists by Science and Engineering Research Board, Government of India.
- **Dr Harmit S Ranhotra, Associate Professor, Deptt of Biochemistry**, was awarded DBT-Overseas Visiting fellow for research on molecular endocrinology at the Albert Einstein College of Medicine, Bronx, New York, USA. March-July, 2016.

Recognition received by the faculty from reputed professional bodies and agencies, nationally and internationally:

- **Dr. E.V. Kharshiing, Assistant Professor, Deptt of Botany** *was recognised as a Joint Supervisor for Ph.D. guidance under School of Life Sciences, North Eastern Hill University, Meghalaya*
- **Dr. E.V. Kharshiing, Assistant Professor, Deptt of Botany**; *was an Invited Faculty for M.Sc. Plant Molecular Biology in the Deptt of Botany, North Eastern Hill University, Meghalaya from May 2014 – June 2014*
- **Dr. S. Goswami, Associate Professor, Deptt of Botany** *is a Visiting Faculty at NIT Meghalaya*
- **Dr. S. Goswami, Associate Profesoor, Deptt of Botany** *was Elected as Fellow of the Society of Plant Reproductive Biologists (FSPRB), India for his valuable contribution in the field of Plant Reproductive Biology.*

3.5 CONSULTANCY:

3.5.1 Give details of the systems and strategies for establishing institute-industry interface?

Few of the faculty members of the college like those from the Departments of Biotechnology and Biochemistry do linked with industries within the state and outside the state for consultancy and research oriented. Department of Social Work provide Legal Aid Consultancy to the various agencies within and outside the state.

3.5.2 What is the stated policy of the institution to promote consultancy? How is the available expertise advocated and publicized?

The publicity generally takes care of itself. Shillong being a small place and St. Edmund's College being among the most sought after educational institutions in this part of the country, the members of the faculty hold a very significant position in the society. What stands out, however, is the enthusiasm and willingness shown by the faculty to be of meaningful service to the society to sustain and enhance the reputation of their alma mater.

3.5.3 How does the institution encourage the staff to utilize their expertise and available facilities for consultancy services?

Even though there is no physical reward accorded to the faculty for their consultancy services, the institution acknowledges such services through personal letters, a mention in the staff meetings and college magazine and through display of notices.

3.5.4 List the broad areas and major consultancy services provided by the institution and the revenue generated during the last four years.

The areas of consultancy services provided by St. Edmund's College include:

- Membership in Academic Bodies like University School Boards, Board of Undergraduate Studies, Meghalaya Board of School Education, NCERT, SCERT, Sahitya Akademi, Academic Council of NEHU, Managing Committee of the Academic Institutions. These memberships are non remunerative but are significant contribution to the overall development of the learning process which directly effects the students, teachers and the institutions.
- Educational Consultancy services to University Departments / Centres and other agencies: The expertise of the members of the faculty is often pressed into service by Assam University, Silchar, North-Eastern Hill University, IGNOU, CIEFL, Mizoram University, Arunachal University, Nagaland University, SMU, William Carey University, ICFAI, different schools and colleges in Shillong, bank training centres, Administrative Staff training Centre, MPSC, DERT, DIETS, NERIE, NCERT, NEIGRIHMS, DHTE (Assam), Sahitya Akademi, NBT, India, Katha, Central Institute of Indian Languages, Michigan University, USA, Zhejiang University, China. These services are paid services and managed individually by the members of the faculty with necessary administrative support from the College. The direct beneficiaries of such services are the learners and other academic stakeholders.
- The institution allows the faculty to provide services to act as paper setters, examiners, scrutinizers, chief examiners, presiding officers for various examinations which include board, university, professional institutions, banks, public service commission's etc. The services such provided are remunerative and the beneficiaries are the respective institutions and the students.
- Intellectual, cultural and organizational wealth of the members of the faculty is utilized by many Socio-Cultural and Sports Organizations. The institution encourages and supports such activities, the benefit of which directly goes to the society.
- The College extends its support to the organizations engaged in orientation activities among the differently-abled children and members of the disadvantaged groups.

3.5.5 What is the policy of the institution in sharing the income generated through consultancy (staff involved: Institution) and its use for institutional development?

The revenue generated is very small in comparison to the credibility and goodwill earned by the College from the large scale consultancy services provided by the faculty. The same however is utilized for developmental activities.

3.6 EXTENSION ACTIVITIES AND INSTITUTIONAL SOCIAL RESPONSIBILITY (ISR):

3.6.1 How does the institution promote institution-neighbourhood-community network and student engagement, contributing to good citizenship, service orientation and holistic development of students?

The Institution promotes institution-neighbourhood-community network and student engagement. Some examples include:

- Construction of bus shed at Mawlynrei village, East Khasi Hill by the NSS-unit of the college in 2010
- Construction of composting unit at Mawlynrei Village, East Khasi Hill by the NSS-unit of the college in 2011
- The NSS-unit of the college has adopted the Mawkasiang village, East Khasi Hill in 2012-13. Various programmes were organized in the village to uplift them educationally and socially.
- Construction of composting unit at Mawkasiang Village, East Khasi Hill by the NSS-unit of the college in 2013
- The NSS-unit of the college regularly organised awareness programmes on HIV/AIDS, Health, Sanitation and Cleanliness.
- The NSS-unit of the college in collaboration with Nasareth Hospital organized blood donation camp in the college annually.

- The NSS-unit of the college in collaboration with the Deptt of Environment, SEC, organized various environment related programmes like tree plantation, cleaning drive, drawing competition etc.
 - The NSS-unit of the college adopted Mawdulop Village and Mawkynrew Village , East Khasi Hill in 2014.
 - The NSS-unit of the college regularly organized integration camp ,adventure and youth festival.
 - Various disaster management programmes were organized by the NSS-unit of the college
 - The Dep't of Botany,SEC, organized a UGC sponsored regional workshop on “Community Participation in Bio-resource Management with special reference to Traditional Medicine of the Khasis of Meghalaya” on the 3rd of December, 2011 held at St. Edmund's College, Shillong. This workshop was conducted to generate awareness among the local herbal practitioners about the importance of conservation and sustainable use of plant resources that are richly available in our state.
 - Mr. D. Syiemiong, Assistant Professor, Deptt of Botany, provided basic training on mushroom cultivation to local farmers and school students at St.Francis D'Assisi School, Mawkasiang in 2014.
 - Outreach educational programmes were organized by the Deptt of Botany, SEC under the convenership of Dr. S. Goswami for popularising biotechnology & basic sciences as well as career guidance.
- 1) *For class IX & class X students of Oasis English Secondary School, Nongpoh, Ri Bhoi District, Meghalaya on 21st August, 2014*
 - 2) *For class XI and class XII students of Alpha English Higher Secondary School, Nongpoh, Ri Bhoi District, Meghalaya on the 29th August, 2014*
 - 3) *For class IX and class X students of Nongkwar Secondary School, Mawlai, Shillong, East Khasi Hills, Meghalaya 24th September, 2014*

- The Deptt of Environment initiated the awareness programmes on environment by distributing Pamphlets to public and conducting a play.
- Mr Allanson Wahlang, Assistant Professor, Deptt of Social Work was the State co-ordinator of **VOICE** (Volunteers Online for Impact in Crisis and Emergencies), involved in relief work of flooded affected people in Garo Hill in 2014.

3.6.2 What is the Institutional mechanism to track students' involvement in various social movements / activities which promote citizenship roles?

The institutional mechanisms to track students' involvement in various social movements/activities which promote citizenship role:

- NSS
- NCC
- Women Cell
- Eco-club
- Programme officers/co-ordinators

3.6.3 How does the institution solicit stakeholder perception on the overall performance and quality of the institution?

The college solicits feedbacks from amongst all stakeholders. The students' feedback is one important information on the delivery system. Many reforms have taken place after such feedbacks. Teachers 'self appraisal is another where the institution develops infrastructure based on the requirements of the departments. Parents too have a great role to play where their suggestions are taken into consideration. Above all, the Alumni assist in filling the gaps between the institution and the stakeholders.

3.6.4 How does the institution plan and organize its extension and outreach programmes? Providing the budgetary details for last four years, list the major extension and outreach programmes and their impact on the overall development of students.

The institution plans and organizes its extension and outreach programmes through:

- NSS
 - NCC
 - Department of Environment
 - Department of Social work
-
- **Community services rendered by the NSS-unit of the college:**
 - **Programme officers:**
 - 1) Gideon Kharkongor, Associate professor, Department of Geography(2005)
 - 2) Jasmine Sawian, Assistant Professor, Department of EVS (2007)
 - 3) Emidaoo-paya Sumer, Assistant Professor, Department of EVS (2012)
 - 4) Randolph Langstieh, Assistant professor, Department of Social Work (2014)
 - 5) Iarisa A. Dorphan,Assistant Professor, Department of Social Work (2015)

Various activities of NSS:

Details of NSS activities is given in a separate Annual Report which is Submitted to the NSS NEHU Cell on a regular basis.

3.6.5 How does the institution promote the participation of students and faculty in extension activities including participation in NSS, NCC, YRC and other National/ International agencies?

The institution organized orientation programmes for freshers on the various activities of NSS, NCC, Women cell etc.

3.6.6 Give details on social surveys, research or extension work (if any) undertaken by the College to ensure social justice and empower students from under-privileged and vulnerable sections of society?

- The Department of Environmental Science organized a sit-and-draw competition for the schools for under-privileged students and differently-abled students on the 5th of June 2013.
- The Department of Social Work through its rural camp conducted various programmes for the upliftment of the underprivileged students from rural areas.
- The Department of Biochemistry conducted the blood group testing for students from Khat-ar-shnong village in 2015
- The Department of Biochemistry in collaboration with Bansara Eye care conducted a health camps in Diengsong village
- The Department of Botany and Electronics conducted programme “Science is fun” for rural students.

3.6.7 Reflecting on objectives and expected outcomes of the extension activities organized by the institution, comment on how they complement students’ academic learning experience and specify the values and skills inculcated.

The students spent their Special Camps (NSS), NCC Camps & Rural Camps (Social Work) during Summer/Winter/Puja Vacations for about a week. During these stays a student learnt so much that when they returned they bring a fresh feedback to their fellow students in the college. They learnt the skills of leadership, responsibility, community living, selfless and discipline life among others. These students fair very well in their academics. A testimony to that are the students who received awards for their community services are also listed in the merit list in their academic performances.

3.6.8 How does the institution ensure the involvement of the community in its reach out activities and contribute to the community development? Detail on the initiatives of the institution that encourage community participation in its activities?

Through the Department of Social Work, the NSS, the NCC, Women Study Centre and few Science Departments the college draws a list of communities that are available for cooperation. A list of 55 villages is available with the college for programmes like Special Camps, Rural camps etc. These communities have seen and heard the interventions of the college and are much ready to accept them.

3.6.9 Give details on the constructive relationships forged (if any) with other institutions of the locality for working on various outreach and extension activities.

On many occasions the college would forge cooperation with various institutions within the communities and even outside that are already working in the communities. For example the college would work in close coordination with Youth Club, the *Dorbor Shnong*(institutional body), Bansara Eye Care for eye check up, DHMO for medical Camps, VHAM for awareness programme on child care, adolescence etc.

3.6.10 Give details of awards received by the institution for extension activities and/contributions to the social/community development during the last four years.

Awards received by the institution for extension activities and contributions to the social/community developments :

National awards:

- Mr Banjied Warjri a BA 3 year student of the Department of economics was awarded the **IGNSS award for 2014**
- Miss Dayomika R Kharsyntiew a student of the Department of Environment Science was awarded the **IGNSS award for 2013**

State awards:

- The NSS-unit of the college received the **Best Unit award** in 2012.
- Mr Gideon Kharkongor, Associate professor, Department of Geography was awarded the **Best programme officer** for the year 2011.
- Mr Banjied Warjri a student of BA 3 years, Department of Economics received the university award for **Best Volunteer, 2014.**
- Mr Ebormi Sutnga a student of BA 3 years, department of Geography received the university award for **Best Volunteer, 2012.**
- Miss Dayomika R Kharsyntiew a student of BSc 3 years Deptt of Environment Science received the university award for **Best Volunteer, 2012.**
- Mr Kenny Ward Kyndiat a student of BA 3 years, Department of Geography received the university award for **Best Volunteer, 2011.**
- Mr Ialamlang Jyrwa a student of BSc 3 years, Dept of Zoology received the university award for **Best Volunteer, 2010.**

3.7 COLLABORATION:

3.7.1 How does the institution collaborate and interact with research laboratories, institutes and industry for research activities. Cite examples and benefits accrued of the initiatives - collaborative research, staff exchange, sharing facilities and equipment, research scholarships etc.

The Department of Biotechnology have collaborated with different agencies within and outside the state for collaborating on fields like research, internship programmes etc. these are TOCKLAI, Jorhat; IASST, Guwahati ;Sam Higginbottom Institute of Technology, Allahabad; U.P Department of Biochemistry; University College of Medical Sciences & GTB Hospital, New Delhi to name a few.

3.7.2 Provide details on the MOUs/collaborative arrangements (if any) with institutions of national importance/other universities/industries/Corporate (Corporate entities) etc. and how they have contributed to the development of the institution.

The different departments that have collaborative works have signed agreements and MOUs with other institutions. Example is the MOU signed with the Department of Biotechnology Govt. of India, New Delhi CSIR, New Delhi; St. Stephen's College, New Delhi; Department of Molecular Biology & Biotechnology

Tezpur University; Department of Biochemistry; University College of Medical Sciences & GTB Hospital, New Delhi; Sam Higginbottom Institute of Technology, Allahabad, U.P; Bangalore University; Lovely Professional University, Punjab; ICAR Research complex, NEHU, NEIGRHIMS etc.

(Copies of MOUs are available with the Department)

3.7.3 Give details (if any) on the industry-institution-community interactions that have contributed to the establishment / creation/up-gradation of academic facilities, student and staff support, infrastructure facilities of the institution viz. laboratories / library/ new technology /placement services etc.

The college has been awarded "STAR Status" under the DBT STAR college scheme (HRD Division) for excellent performance in nurturing the UG education. Besides these, the college is well supported by the Bioinformatics Infrastructure Facility (Funded by Department of Biotechnology, Govt. of India), Central Instrumental facility (funded by Department of Science & Technology, Govt. of India under DST-FIST programme), INSPIRE Program (Funded by DST, Department of Science & Technology, Govt. of India) and individual project from various central Govt. agencies. The Biotech Hub of the college has been one of the major thrust Centre in propelling the college to

new heights. The Hub has provided important facilities which the college would have never built on its own.

- 3.7.4 Highlighting the names of eminent scientists/participants, who contributed to the events, provide details of national and international conferences organized by the College during the last four years.**

Complete list is attached in Annexure III

- 3.7.5 How many of the linkages/collaborations have actually resulted in formal MoUs and agreements?**

List out the activities and beneficiaries and cite examples (if any) of the established linkages that enhanced and/or facilitated –

MOUs have been signed only in respect to students' placement in the various institutions/industry for internship and institutional training. One such department is the Department of Biotechnology.

- 3.7.6 Detail on the systemic efforts of the institution in planning, establishing and implementing the initiatives of the linkages/collaborations.**

The college through the departments of Biotechnology, Biochemistry, Botany, Environmental Science have initiated linkages and collaborations with institutions outside for research and placement for students. This is more on academics only with limited extend and resource.

ANNEXURE III

List of Eminent academicians and scientists/visitors to the college

| NAME | DATE | ACTIVITY |
|--|---|--|
| Dr Neil Hockey, Visiting Research Fellow, University of Malaya. | 25 th to 27 th Oct 2010 | Resource Person |
| Prof. Hamlet Bareh Ngapkynta (former Professor of NEHU), | 10 th Dec 2010 | Resource Person & Speaker |
| Dr Ratnajit Bhattacharjee, H.O.D. of Electronics and Communication, IIT | 3 rd September, 2010 | One day Demo on visual LAB |
| Shri P K Ganguli, Resource Person | 13/09/2010 | Workshop on Map Making Techniques |
| Mr W B Lyngdoh, UN Youth Ambassador. | 10/11/2010 | Sustainable Development |
| Dr. Kolin Paul, Dept. of Computer Science, IIT, Delhi | 08.03.2010 | Interaction with members of the Faculty |
| Prof. Subal Kar, Head, Dept. Institute of Radio (Ex Student) Dept. of Radio Physics and Electronics, University of Calcutta, WB | 13.05.2010 | Invited Guest Lecture |
| Prof. Amar Jyoti Choudhury, Pro VC, Tezpur University, Tezpur, Assam | 01.07.2010 | Invited Guest Lecture |
| Dr. Sudip Kundu, Deptt.of Biophysics, Molecular Biology and bioinformatics ,University of Calcutta WB. | 28.07.2010 | Physics Department. |
| Mr.Govinda Bhattacharjee, IAS, Chief Vigilant Officer, Ministry of Heavy Industries, Govt. of India | 30. 08.2010. | Invited Guest Lecture |
| Prof B. K Konwar, Vice Chancellor, Nagaland University | 27 th Oct, 2010 | Workshop on “Bioinformatics |
| DrSudipKundu, Calcutta University, Kolkata | 28 th Oct, 2010 | Workshop on “Bioinformatics |
| Prof Guru Subramaniam, Mizoram University | 29 th Oct, 2010 | Workshop on “Bioinformatics |
| Dr. Atanu Bhattacharjee, Assistant Professor, Dept. Of Biotechnology and Bioinformatics, NEHU, Shillong | 14.08.10 | Guest Lecture |
| Dr. Dwipendra Thakuria, Associate Professor, Soil Microbiology, School of Natural Resource Management, Central Agricultural University, Umiam, Meghalaya | 10.09.10 | Guest Lecture |
| Prof. Manish Bhattacharjee (IIT, Kharagpur) | 20 th Nov 2010 | Guest Lecture on Organic Molecules – It's complexity |

| NAME | DATE | ACTIVITY |
|---|-----------------------------------|---|
| Dr.Yashmin Chowdhury, Assitant Professor, Dept of Biotechnology, Assam University, Silchar | 11.07.11 | Guest Lecture |
| Dr. Sudip Dey, Senior Scientist (electron microscope) Sophisticated Instrument & Analytical Facility, NEHU, Shillong | 12.08.11 | Workshop |
| Mr.John M Sohtun, Scientific Officer (HPLC, LC-MS), Sophisticated Instruments and Analytical Facility, NEHU, SHillong | 13.08.11 | Workshop |
| Dr S D Mazumdar, CEO, NutriPlus Knowledge Centre, ICRISAT. | 28 th May, 2011 | Guest Lecture |
| Dr. G.C. Munda, Principal Scientist & In-charge, Division of Agronomy, ICAR, Umiam. | 4 th June, 2011 | Guest lecture |
| Prof. A.K. Mishra, Botany Dept., NEHU, Shillong. | 20 th August, 2011 | Guest lecture |
| Prof. Manish Bhattacharjee (IIT, Kharagpur) | 8 th June 2011 | Guest Lecture on Metal complexes as catalyst |
| Mr. Nilotpal Bhattacharjee, Deptt of Engineering Physics, Gwalior Engineering College, Gwalior ,MP | 6.3.2012 | Delivered Guest lecture |
| Mr Lalrinsanga Hnamte, Asstt Prof. Deptt of Physics, Gandhigram Rural Institute, Deemed University | 22.5.2012 | Interaction with students |
| Dr. B. Tiru, Deptt. of Physics, Gauhati University, Guwahati, Assam | 24.5.2012 | Invited Guest Lecture |
| Dr Sumanta Borthakur, Associate Prof. Deptt of Physics, B BorooahCollege, Guwahati(Alumni, 1982-85 batch, SEC) | 1.11.2012 | Interaction with Faculty members |
| Dr Pramod Kumar, Dy Regional Director, Atomic Mineral Directorate for exploration and Research, Department of Atomic Energy(DAE), Govt of India | 12.11.2012 | Interaction with faculty members |
| Padmashri Dr. Chaitanyamoy Ganguly, Former Head, Nuclear Fuel Cycle & Materials Section, International Atomic Energy Agency, Vienna, Austria | 16. 11.2012 | Invited Guest Lecture |
| Prof. Dhruba K. Bhattacharyya, Dean, School of Technology, Tezpur University, Tezpur | July 18 th , 2013 | Data Mining in Network Anomaly Detection |
| Prof. Dilbagh Singh Broca of XLRI (Xavier Labour Relations Institute), Jamshedpur | September 12 th , 2013 | One-day Workshop on Business Process Simulation |
| Mr Prashant K Jha (MBA,Finance), Mr Marc Lalrohlan (IIM,Kozhikode) | 28/5/2013 | SEBI Programme |
| I. D Sengupta , Deputy Manager Human Resourse, Cummin India | October, 2013 | |

| NAME | DATE | ACTIVITY |
|--|----------------------------|---|
| Dr T Kharsyntiew, Faculty JNU | 11/06/2013 | Popular Talk on Geo-politics of China. |
| Mr.Ashraf N.Hussain 12404, Foreman Bl, Clasbsburg, MD, 20871, USA. | 22.6.2013 | Visit |
| Prof. Bikram Phookan, Deptt of Physics, St.Stefan's College, Delhi | 24.6.2013 | Interaction with students |
| Prof. Y.S.T.Rao, Renowned Academician and Former Head, Deptt of Physics, NEHU, Shillong | 28.6.2013 | Delivered Guest Lecture |
| Col (Retd) Praloy Sengupta (CORPS of SIGNALS), M.Tech, FIETE | 17.8. 2013 | Members of the Faculty Interaction with |
| Prof Micheal Kuesgen, Dean, Faculty of Pharmacy | 2014 | Motivational Lecture Phillip University, Marburg, Germany |
| Dr T. Madhan Mohan, Advisor | 19 th Jul, 2014 | Department of Biotechnology, Govt. of India |
| Visitor Prof Ashish Mukherjee, Department of Molecular Biology & Biotechnology, Tezpur University, Tezpur, Assam | 28th October, 2014 | Student Interaction |
| Dr .W.B. Lyngdoh | 25/10/2014 | Popular Talk Founder & CEO, Worldview Impact, London, UK |
| Dr. Sanjeeb Kakoty, Associate Professor, I.I.M., Shillong | 25 th Oct, 2014 | Resource Person & Speaker |
| Dr. S Purushotam Dr. R Venkatramanujan Dr K Ashok, (MADRAS CHRISTIAN COLLEGE, Chennai) | 29.10.14 | Discussion on introducing N.E History in their curriculum. |
| Prof. R.H.Duncan Lyngdoh, Deptt of Chemistry, NEHU, Shillong | 2.4.2014 | Members of the Faculty Interaction with |
| Dr. Gagan Gupta, National Coordinator for Science Popularization, National Council for Educational Research and Training (NCERT), New Delhi | 26. 7.2014 | Delivered Guest Lecture |
| Mr. Joydeep Roy Choudhury, Director, Technomedia Solutions Pvt.Limited, Bangalore | 1.8.2014 | Participated in the One day program on Hand on Training for Students entitled "Elementary Software designs: problems and solutions" |

Any other relevant information regarding Research, Consultancy and Extension which the College would like to include: NONE

CRITERION IV: INFRASTRUCTURE AND LEARNING RESOURCES

4.1 Physical Facilities

4.1.1 What is the policy of the Institution for creation and enhancement of infrastructure that facilitate effective teaching and learning?

- 60 Classrooms (dimensions attached in Annexure 1V)
- Large classrooms have the facility for cordless sound system.
- All classrooms equipped with LCD projectors
- 10 well-equipped Laboratories, Central Instrumentation Centre and Bio-Informatics Facility
- 1 Central Library of dimension 29.5m x 10m and 19 Departmental Libraries
- 2 Audio-Visual rooms equipped with LCD Projector and Computer System
- 1 Conference room equipped with LCD Projector and Computer System
- 7 Classrooms equipped with OHP facility
- All the Departments (19 Numbers) have Internet facility
- The Central Library has 20 Computers with Internet facility for the use of students and faculty
- 50 KVA Generator for backup during power failures
- An auditorium of dimension 38.4m x 14.6m with a seating capacity of 800 which is used for Seminars, Guest Lectures and occasional classes for students.

4.1.2 Detail the facilities available for

- (a) Curricular and co-curricular activities—classrooms, technology enabled learning spaces, seminar halls, tutorial spaces, laboratories, botanical garden, Animal house, specialized facilities and equipment for teaching, learning and research etc.**

(b) Extra-curricular activities—sports, outdoor and indoor games, gymnasium, auditorium, NSS, NCC, cultural activities, Public speaking, communication skills development, yoga, health and hygiene etc.

a. Academic activities:

- 60 Classrooms (dimensions attached in Annexure 1V)
- Large classrooms have the facility for cordless sound system.
- All classrooms equipped with LCD projectors
- 10 well-equipped Laboratories, Central Instrumentation Centre and Bio-Informatics Facility
- 1 Central Library of dimension 29.5m x 10m and 19 Departmental Libraries
- 2 Audio-Visual rooms equipped with LCD Projector and Computer System
- 1 Conference room equipped with LCD Projector and Computer System
- 7 Classrooms equipped with OHP facility
- All the Departments (19 Numbers) have Internet facility
- The Central Library has 20 Computers with Internet facility for the use of students and faculty
- 50 KVA Generator for backup during power failures
- An auditorium of dimension 38.4m x 14.6m with a seating capacity of 800 which is used for Seminars, Guest Lectures and occasional classes for students.

b. Co-curricular activities:

- NCC Wing, NSS Cell (activities attached in Annexure IV)
- Outreach programs in collaboration with the Bethany Society, Mary Rice Centre for Physically and Mentally Challenged Children, JyotiSroat School for Visually Impaired

- For socio-economic and educational uplift of the rural and disadvantaged community, the College has adopted various villages (attached in Annexure 2)
- Regular Voluntary Blood Donation Camps in association with Nazareth Hospital, Shillong and Pasteur Institute, Shillong attached in Annexure 2)
- College-Month Celebrations to harness the co-curricular skills of the students
- Celebration of various Religious Festivals to sustain national integrity and pluralistic nature of the College
- College Magazine and Departmental News-Letters
- 1 Auditorium of Dimension 38.4m x 14.6m having a seating capacity 800
- A 60 bed Dormitory with kitchen, dining and wash room facilities for visiting students
- 6 well furnished rooms for visiting faculty and guests

c. Extra-curricular activities and sports:

- Three playgrounds with facility for Basketball, Volleyball, Football, Cricket and Athletics
- A well-equipped Gymnasium of dimension 26.2m x 10m
- Two Badminton courts
- 1 Common Room of dimension 20.2m x 15.4m for Boys with indoor games facilities
- 1 Common Room of dimension 11.2m x 7.7m for Girls with indoor games facilities
- 1 Canteen in the Main Block of Dimension 16.5m x 10m
- 1 Canteen in the New Building of Dimension 8.5m x 10m

4.1.3 How does the institution plan and ensure that the available infrastructure is in line with its academic growth and is optimally utilized? Give specific examples of the facilities developed/augmented and the amount spent during the last four years (Enclose the Master Plan of the Institution/campus and indicate the existing physical infrastructure and the future planned expansions if any).

➤ **Optimal Utilization:**

- The College offers two shifts – Morning 7:00am to 1:00pm and Day 8:30am to 3:30pm.
- The College extends its facilities for prayer services of different denomination on Sundays and on holidays for major religious festivals.
- The College offers its infrastructure to conduct All India Entrance Tests for IIT, UPSC, NET, NEIGRIMS, SSC, SIB, SMU, Banks etc.
- The College offers different Add-On courses such as Conversational Skills, Human Rights, Chemistry, Book Publishing and Computer Awareness, which are conducted after normal College hours.
- The College organizes a UGC funded coaching programme for Civil Service aspirants conducted after normal College hours.
- The College offers a UGC funded Remedial Classes for Undergraduate student conducted after normal College hours.
- The College offers its facilities and premises to other schools, Colleges and organizations for conducting their activities outside College hours / when the facilities / premises are not required by the College.

➤ **Facilities Developed/Augmented:**

- Yes
- A new post graduate course has been introduced – Master in Social Work with complete infrastructural support.
- A new classroom (12A) and 3 additional classrooms for Social Work Department.
- The Central Library has also been shifted to the Ground Floor of the new building and Internet facility has been provided there.

- A separate canteen to cater to the needs of the Students and Faculty.
- 1 Boy's common room added
- A Language Lab added
- A new Bio-Tech Hub for Inter-Institutional Collaborative work, funded by the Department of Bio-Technology (DBT).
- All Science laboratories are upgraded and renovated.
- The amount spent in the last 5 years:
- Lab Equipment: Rs 22,71,666.00
- Furniture: Rs 1,27,206.00
- **TOTAL** **Rs. 23,98,872.00**

4.1.4 How does the institution ensure that the infrastructure facilities meet the requirements of students with physical disabilities?

- Wheelchair facility
- Toilet facility for physically challenged students
- Ramps have been constructed in the two main multi-storeyed buildings connecting the ground floors to the top floors
- Scribe facilities provided by the college for writing up examination papers for NEHU exam for differently-abled students.

4.1.5 Give details on the residential facility and various provisions available within them:

- Hostel Facility–Accommodation available
- Recreational facilities, gymnasium, yoga centre, etc.
- Computer facility including access to internet in hostel
- Facilities for medical emergencies
- Library facility in the hostels
- Internet and Wi-Fi facility
- Recreational facility – common room with audio-visual equipments
- Available residential facility for the staff and occupancy

- Constant supply of safe drinking water
- Security

a) Capacity of the hostels

- Two hostels for Boys with accommodation of 54 in B.T Hostel (Br. O'Leary Residence) and 61 boys in Br. J.N.Foley Student's Residence
- One hostel for Girls with accommodation of 45
- 60 bedded dormitory for the visiting students in Boys hostel
- 6 guestrooms accommodating 20 persons in Girls hostel

b) Occupancy

- Boys Hostels only for the boys and Girls Hostel only for the girls respectively
- Visiting students' facilities – mainly for girls

c) Rooms in the hostel

- B.T Hostel : 26 rooms for boys, store rooms, kitchen, dining hall and common room
- Br. J.N.Foley Student's Residence: 29 rooms for boys, kitchen, dining room, store room, common room, superintendent's quarter, workers quarter for 2 permanent workers
- Girl's Hostel: 16 rooms for girls, rooms, kitchen, dining hall and common room

d) Recreational facilities:

- B.T Hostel and Girl's Hostel
 - Colour TV with dish antenna for each hostel separately
 - Newspapers and magazines for each hostel separately
- Br. J.N.Foley Student's Residence
 - 42 inch plasma colour TV with TataSky connection.
 - One local and one national newspaper
 - One career oriented magazine

e) Sports and Games (Indoor and Outdoor) facilities

- Common room with indoor games facilities (table-tennis, chess, carom board)
- Play grounds for Cricket, football, Volleyball
- Badminton and Basket Ball courts
- Additional facilities including the above mentioned for Br. J.N.Foley Student's Residence:
 - ✓ One small field attached to the hostel for boarders to play football/cricket/ volleyball
 - ✓ Parallel bar in the hostel court yard

f) Gymnasium and Yoga Centre facilities

- College gymnasium is open to hostellers by taking membership
- Common room is used for recreation/ prayer service/ meditation and periodical yoga

g) Computer facility including access to internet in hostel. What about Internet and Wifi facility?

- Branded Computers with BSNL unlimited broadband access is available for boarders.
- Wifi facility is available but is generally not provided to the boarders.

h) Library facility in the hostel

- The Boy's hostel maintains a small library within the hostel
- All 3 hostels (2 Boys and 1 Girls hostel) also avail this facility from the college library

i) Security

- B.T Hostel : The hostel maintains part time security
- Girl's Hostel: Tight security is available and maintained

Br. J.N.Foley Student's Residence: Regular Roll Call at dinner time. Since 2014 a security room has been set up near the hostel gate.

j) Health and Hygiene (Health Care centre, Ambulance, Nurse, Qualified Doctor) (full time/ part time etc.)

- Since the hostels are within the campus limits of the College, the boarders avail the facilities available in the College.
- A qualified nurse is pressed into service as per needs.
- Services available in the Bethany Society are available for the boarders.
- Purified drinking water facility with Aqua guard

Additional information by Br. J.N.Foley Student's Residence:

- ✓ Rain water harvested for gardening/ car wash/ toilet use making underground tanks
- ✓ A vermin composition Unit
- ✓ Mobile charging facility for boarders
- ✓ Clothes ironing facility for boarders
- ✓ Fully computerized/audited accounts in Tally since 2014
- ✓ Clothes drying shed for boarders
- ✓ Power back up in common areas with inverter

4.1.6 What are the provisions made available to students and staff in terms of health care on the campus and off the campus?

- A full time nurse is appointed and available in the college from 8am to 4pm in the ground floor.
- The nurse is also taking care of a small dispensary in the college itself and first aid facility is available.
- She is available for both students and the staff(teaching, nonteaching) of the college.
- A general accidental medical insurance scheme has been adopted with TATA AIG for all the students and staff of the college as a welfare

4.1.7 Give details of the Common Facilities available on the campus –spaces for special units like IQAC, Grievance Redressal unit, Women’s Cell, Counselling and Career Guidance, Placement Unit, Health Centre, Canteen, recreational spaces for staff and students, safe drinking water facility, auditorium, etc.

- 1 Common Room for Girls with indoor games facilities
- 1 Common Room for Boys with indoor games facilities
- 1 Canteen in the Main Block and 1 Canteen in the New Building
- 3 restrooms for girl students
- 4 restrooms for Women Staff
- 1 restroom for Office Staff in the office premises

4.2 Library as a Learning Resource

4.2.1 Does the library have an Advisory Committee? Specify the composition of such a committee. What significant initiatives have been implemented by the committee to render the library, student/user friendly?

- Yes
- The major responsibilities are:
 - Budget for the central library and the departmental library
 - Finalization of list of titles and volumes
 - Proper maintenance and care of the books , cataloguing
 - Framing of rules and regulations
 - Supervision of the maintenance of the computer facility, reprography etc.

4.2.2 Provide details of the following:

- Total area of the library (in Sq.Mts.):**918.38**
- Total seating capacity :**250**
- Working hours (on working days, on holidays ,before examination days ,during examination days, during vacation) :
Opening Time: **7: 30 AM**

Closing Time: **4:30 PM**

(Note: These timings are for all times including examinations. Library remains closed during holidays and vacations)

- Layout of the library (individual reading carrels, lounge area for browsing and relaxed reading, IT zone for accessing e-resources) :
- The Central Library of dimension 29.5m x 10m has been shifted to the Ground Floor of the new building.
- Internet Facility with 20 Computers has been provided.
- Separate and spacious reading rooms for students and Teachers.
- A new reading space of Newspapers and Magazines for students.

4.2.3 How does the library ensure purchase and use of current titles, print and e-journals and other reading materials? Specify the amount spent on procuring new books, journals and e-resources during the last four years.

- All leading publishers visit the College library with upgraded catalogues. Recent titles are identified as per the requirements of the Departments and changing course contents. Each Department then makes a priority list of purchase as per the central annual budget allocation.
- Important journals and reference books are purchased from the publishers following the above procedure.
- Online ordering of books and journals are also practiced
- The amount spent on new books and journals during the last five years:

Rs. 27,75,841

ST. EDMUND'S COLLEGE, LIBRARY 2010-14

| Library holdings | 2009 | | 2010 | | 2011 | | 2012 | | 2013 | | 2014 | | 2010-2014 | |
|---------------------------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|-----------|---------|
| Text Books | Number | Cost | Number | Cost | Number | Cost | Number | Cost | Number | Cost | Number | Cost | Number | Cost |
| Reference Books | 1608 | 335004 | 1403 | 307681 | 1790 | 366520 | 1153 | 181468 | 1051 | 427508 | 1069 | 593289 | 8074 | 2211470 |
| Journals/Periodicals | 14 | 4459 | 84 | 116116 | 189 | 51134 | 237 | 107090 | 5 | 1175 | 0 | 0 | 529 | 279974 |
| E-resources | 33 | 78266 | 37 | 19400 | 37 | 40399 | 37 | 56018 | 37 | 17706 | 39 | 72608 | 190 | 284397 |
| Total | 1655 | 417729 | 1524 | 443197 | 2016 | 458053 | 1427 | 344576 | 1093 | 446389 | 1108 | 665897 | 8793 | 2775841 |
| Grand Total of Text Books | 40484 | | 41887 | | 43677 | | 44830 | | 45881 | | 46950 | | | |

(As per data available with librarian, 2014)

4.2.4 Provide details on the ICT and other tools deployed to provide maximum access to the library collection?

- OPAC
- Electronic Resource Management package for e-journals
- Federated searching tools to search articles in multiple databases
- Library Website
- In-house/remote access to e-publications
- Library automation
- Total number of computers for public access
- Total numbers of printers for public access
- Internet Connection Details:
- Institutional Repository
- Content management system for e-learning
- Participation in Resource sharing networks/consortia(*like Inflibnet*)
- Internet available from Morning 7:30 AM to 5 PM on all working days
- Rs 10.00 per hour for students
- Online Open Access Journals, linked through the College Website(old Record)
- Operating systems (Windows ME, Windows XP), MSOffice 2000, MSOffice 2003, MSOffice 2007, *E-Granthalaya* (library software)
- The College is a member of N – LIST

4.2.5 Provide details on the following items:

- Average number of walk-ins – 221
- Average number of books issued/returned – 65/45
- Ratio of library books to students enrolled – 5:1
- Average number of books added during last 3 years – 1091
- Average number of login to opac (OPAC) – NA
- Average number of login to e-resources– NA

-
- Average number of e-resources downloaded/printed– NA
 - Number of information literacy trainings organized – None
 - Details of “weedingout” of books and other materials – NA

4.2.6 Give details of the specialized services provided by the library

- Manuscripts
- Reference
- Reprography
- ILL(Inter-Library Loan Service)
- Information deployment and notification(Information Deployment and Notification)
- Download
- Printing
- Reading list/Bibliography compilation
- In-house/remote access to e-resources
- User Orientation and awareness
- Assistance in searching Databases
- INFLIBNET/IUC facilities
- Besides the internet facility, the Library subscribes to Newspapers (both National and Regional), Journals and Magazines of common and topical interest.
- Students are made aware of various admission and job prospects through paper clippings, posters and notices.
- The College is a member of N – LIST

4.2.7 Enumerate on the support provided by the Library staff to the students and teachers of the college.

The Library has separate chambers for teachers besides the hall for the students. The library staffs assist the students and teachers alike to locate books and other necessary information and references with regard to the work.

4.2.8 What are the special facilities offered by the library to the visually/physically challenged persons? Give details.

No special facilities like Braille etc is available as because such facilities are available with Bethany Society situated within the campus where visually challenged students would go. Otherwise other facilities are available for physically challenged students including students aiding in reading and transcription.

4.2.9 Does the library get the feedback from its users?If yes, how is it analyzed and used for improving the library services. (What strategies are deployed by the Library to collect feedback from users? How is the feedback analyzed and used for further improvement of the library services?)

Survey through Department of Economics was conducted. This has enabled the authorities to make assessments and reviews the requirement of the Library. The Library Committee has make recommendations and feasible suggestions have been implemented.

4.3 IT Infrastructure

4.3.1. Give details on the computing facility available (hardware and software) at the institution.

- 1) Number of computers with Configuration (provide actual number with exact configuration of each available system)
- 2) Computer-student ratio
- 3) Stand-alone facility
- 4) LAN facility
- 5) Wifi facility
- 6) Licensed software
- 7) Number of nodes/computers with Internet facility

8) Any other

- Every department in the college has a computer in their department rooms. These computers have access to internet as well as being connected to a printer for work purposes.
- The computers come with Windows OS along with general software that is required by the departments. For example, Microsoft Office.
- The Department of Computer Science has 100 computers are that used for classes and for any other college related work. These computers have Microsoft Windows installed though most of them have Linux also present. The aim is to go fully open source very soon. Most of the machines are connected to the internet through LAN.
- The department of Biotechnology also has 20 computers that are connected to the internet for students and teachers to use. Similarly, the department of Mathematics also has its own computer laboratory to conduct classes for their courses.
- The college library has another 20 computers that also have internet connectivity.
- The college distributes internet connectivity using a number of switches positioned strategically within the campus. However, an Intranet has not been setup.
- The college uses licensed software primarily from Microsoft (Windows and Office).
- Some portions of the college campus is wifi enabled; this is within the vicinity of the Principal's office.

4.3.2 Details on the computer and internet facility made available to the faculty and students on the campus and off-campus?

- The faculty of the college have access to computers and internet access in their department rooms as well as in the computer labs, biotechnology lab and library.

-
- Students have access to computational facilities in the computer labs and the library. It may be mentioned that the computer labs have catered to students from all departments and disciplines for any and every work related resources.

4.3.3 What are the institutional plans and strategies for deploying and upgrading the IT infrastructure and associated facilities?

With every passing year, the college upgrades the IT infrastructure by purchasing new computers. Also, to make internet connectivity more reliable, multiple connections from telcos have been taken. There are also plans to have the entire campus wifi enabled.

4.3.4 Provide details on the provision made in the annual budget for procurement, up gradation, deployment and maintenance of the computers department- wise for last four years)

Details in Annexure and Financial Statements

4.3.5 How does the institution facilitate extensive use of ICT resources including development and use of computer-aided teaching/ learning materials by its staff and students?

- Class rooms equipped with OHP, LCD projectors, audio aids
- Construction of ramps in both the buildings
- Departmental space for each Humanities Department
- Internet facility made more accessible to the students
- Bio Informatics Facility and Central Instrumentation Center
- Institutional Biotech Hub – Online learning resources
- News reading section of newspaper and journals for students
- Improved and upgraded Library resources

4.3.6 Elaborate giving suitable examples on how the learning activities and technologies deployed (access to on-line teaching- learning resources, independent learning, ICT enabled classrooms/learning spaces etc.) by the institution place the student at the centre of teaching-learning process and render the role of a facilitator for the teacher.

4.3.7 Does the Institution avail of the National Knowledge Network connectivity directly or through the affiliating university? If so, what are the services availed of?

No

4.4 Maintenance of Campus Facilities:

4.4.1 How does the institution ensure optimal allocation and utilization of the available financial resources for maintenance and up keep of the following facilities (substantiate your statements by providing details of budget allocated during last Four years)?

| | |
|----------------|--------------|
| Land..... | Rs 3, 30,000 |
| Building..... | Rs 68,06,942 |
| Furniture..... | Rs 19,14,530 |
| Equipment..... | Rs 91,61,531 |
| Computers..... | Rs 13,86,045 |
| Vehicles..... | Rs 5,43,356 |

4.4.2 What are the institutional mechanisms for maintenance and up keep of the infrastructure, facilities and equipment of the college?

- Every science department in the college employs a laboratory assistant. The primary aim of said person is to maintain the equipment in the various labs, with the help of the faculty. They also help in maintaining other equipment in the college as and when needed. Most of them have also been trained to make small repairs. If there is any major breakdown, the college will send the equipment to the place of purchase for necessary work.

-
- The college also employs a group of grade IV staff, some who look after the cleanliness of the college, others for maintenance equipment while others for any odd jobs in and around the college like preparations for examinations and logistics.

4.4.3 How and with what frequency does the institute take up calibration and other precision measures for the equipment/ instruments?

- In order to calibrate and maintain equipment in the college, more specifically the science laboratories, the college employs laboratory assistants who've been trained for such purposes. From time to time, the college will also request staff from companies to perform any maintenance work that is more severe.

4.4.4 What are the major steps taken for location ,upkeep and maintenance of sensitive equipment (voltage fluctuations, constant supply of water etc.)?

- The college is fully equipped to tackle maintenance of sensitive equipment through the use of UPS (uninterruptable power supply) and spike protectors which are connected to every computer in the college (individual UPS per computer or like in some labs, one UPS connected to multiple computers). The college is also equipped with a generator that steps in if there is a power outage.

ANNEXURE IV

MASTER PLAN OF THE COLLEGE

(Enclosed last page)

BUILD UP AREA OF ALL INFRASTRUCTURE OF THE COLLEGE

| DEPARTMENT | Sub-Rooms | Dimensions | | Total Area in sq. Meter. |
|--------------------------|------------------------------|------------|---------|--------------------------|
| | | Length | Breadth | |
| 1. Bio-Technology | 1.HuB | 9.45 | 9.30 | 87.89 |
| | 2. Staff room and Toilet | 4.85 | 7.11 | 34.48 |
| | 3. Microbiology lab | 6.50 | 7.11 | 46.22 |
| | 4. Store room | 4.95 | 7.110 | 35.19 |
| | 5. Main Lab | 10.75 | 7.11 | 76.43 |
| | 6. Tissue Culture | 7.80 | 7.11 | 55.46 |
| | 7. Informatics | 9.85 | 9.45 | 93.08 |
| | Classroom | 7.75 | 4.40 | 34.1 |
| | | | | |
| 2. Commerce | 1. Staff room and toilet | 3.0 | 7.25 | 21.75 |
| | | | | |
| 3. Botany | 1. Honour lab | 11.76 | 7.10 | 83.50 |
| | 2. Reading room and footpath | 5.80 | 8.33 | 48.31 |
| | 3. Main lab | 15.25 | 7.30 | 111.325 |
| | 4. Staff room | 4.30 | 3.10 | 13.33 |
| | 5. Staff room toilet | 3.30 | 1.85 | 6.11 |
| | 6. Research Lab | 10.40 | 7.40 | 76.96 |
| | | | | |
| 4. Zoology | 1. Honour Lab and store room | 19.75 | 11.85 | 234.04 |
| | 2. Main Lab | 15.40 | 7.15 | 110.11 |
| | 3. Staff room and Bathroom | 5.90 | 3.50 | 20.65 |
| | 4. Study Room | 6.47 | 3.48 | 22.52 |
| | | | | |
| 5. Physics | 1. Dark Room | 4.70 | 3.0 | 14.1 |
| | 2. Honour Lab | 9.0 | 7.10 | 63.9 |

| | | | | |
|-----------------------|---------------------------------------|-------|-------|--------|
| | 3. Main Lab | 29.10 | 7.10 | 206.61 |
| | 4. Computer lab | 3.0 | 3.40 | 10.2 |
| | 5. Staff Room | 3.0 | 3.60 | 10.8 |
| | 6. Dark Room | 3.0 | 6.0 | 18 |
| | 7. Study Room | 3.0 | 6.0 | 18 |
| | 8. Atul's Room | 8.60 | 1.70 | 14.62 |
| | | | | |
| 6. Electronics | 1. Main Lab | 7.20 | 15.50 | 111.6 |
| | 2. Staff Room | 2.0 | 4.0 | 8 |
| | 3. Computer Room | 7.20 | 3.0 | 21.6 |
| | 4. Store room | 14.60 | 2.0 | 29.2 |
| | 5. Kong's Room | 1.90 | 3.0 | 5.7 |
| | | | | |
| 7. Social Work | 1. Staff room (1 st Floor) | 4.55 | 3.58 | 16.29 |
| | 2. Staff room (2 nd Floor) | 4.55 | 3.58 | 16.29 |
| | 3. Staff room (3rd Floor) | 11.95 | 5.0 | 59.75 |
| | | | | |
| 8. Computer | 1. Store room | 2.30 | 6.34 | 14.58 |
| | 2. Staff room | 4.95 | 7.22 | 35.74 |
| | 3. Lab 1 | 9.40 | 7.22 | 67.87 |
| | 4. Lab 2 | 9.40 | 7.22 | 67.87 |
| | 5. Lab 3 | 9.40 | 7.22 | 67.87 |
| | 6. Lab 4 | 7.75 | 7.22 | 55.96 |
| | | | | |
| 9. Chemistry | 1. Staff room | 3.50 | 7.22 | 25.27 |
| | 2. Honour Classroom | 4.19 | 7.79 | 32.64 |
| | 3. Store room | 5.0 | 7.22 | 36.1 |
| | 4. Gas Plant room | 3.38 | 4.34 | 14.67 |
| | 5. Bathroom | 2.57 | 1.70 | 4.37 |
| | 6. Main Lab | 28.66 | 7.22 | 206.93 |
| | 7. Physical Lab | 4.67 | 8.93 | 41.7 |
| | 8. Organic Lab | 7.70 | 8.93 | 68.76 |
| | 9. Hydrogen-sulphide room | 2.20 | 2.35 | 5.17 |
| | 10. Gas Plant room 2 | 4.40 | 2.72 | 11.97 |
| | | | | |
| 10. DST Lab | 1. Instrumental room | 6.50 | 3.80 | 24.7 |
| | 2. Main lab | 13.93 | 7.16 | 99.74 |
| | 3. Tissue culture | 6.50 | 2.80 | 18.2 |

| | | | | |
|-------------------------|-------------------------|------|-------|-------|
| | 4. Biochemistry lab (2) | 3.0 | 7.16 | 21.48 |
| | | | | |
| 11. Geography | 1. Staff room | 5.90 | 3.50 | 20.65 |
| | 2. Bath room | 3.35 | 1.88 | 6.3 |
| | 3. Computer room | 7.66 | 3.33 | 25.51 |
| | | | | |
| 12. Biochemistry | 1. Staff room | 3.40 | 4.30 | 14.62 |
| | 2. Reading room | 3.11 | 2.0 | 6.22 |
| | 3. Store room | 3.6 | 7.4 | 26.6 |
| | 5. Classroom | 3.10 | 2.0 | 6.2 |
| | 6. Main Lab | 7.30 | 6.0 | 43.8 |
| | 7. Instrumental room | 3 | 6.0 | 18 |
| | 8. Side lab (Right) | 2.0 | 18.7 | 37.4 |
| | 9. Side lab (Left) | 2 | 14.30 | 28.6 |
| | | | | |
| 13. Economics | 1. Department room | 4.0 | 8.65 | 34.6 |
| 14. Sociology | 1. Department room | 3.75 | 8.65 | 32.44 |
| 15. Khasi | 1. Department room | 3.75 | 8.65 | 32.44 |
| 16. English | 1. Department room | 7.0 | 8.65 | 60.55 |
| 17. History | 1. Department room | 7.0 | 4.32 | 30.24 |
| 18. Math | 1. Department room | 4.70 | 4.10 | 19.27 |
| | 2. Lab | 4.70 | 4.70 | 22.09 |
| 19. Pol. Science | 1. Department room | 7.0 | 4.30 | 30.1 |

AREA INCLUDED UNDER OTHER INFRASTRUCTURE/BUILDINGS

| DEPARTMENT | Sub-Rooms | Dimensions | | Total Area in sq. Metre. |
|--------------------------------|-----------------------------|------------|---------|--------------------------|
| | | Length | Breadth | |
| | | | | |
| 1. GROUND FLOOR | 1. College Infirmary room | 3.39 | 4 | 13.56 |
| | 2. Drinking water storage | 3.42 | 4 | 13.68 |
| | 3. Boys toilet (corner) | 6.25 | 4.35 | 27.19 |
| | 4. Generator control room | 6.25 | 4.35 | 27.19 |
| | 5. Vice-principal's room | 3.44 | 4.65 | 16 |
| | 6. Stair (ramp) | 14.50 | 5.98 | 86.71 |
| | 7. Store room (enam script) | 3.50 | 7.66 | 26.81 |
| | 8. Girl's toilet | - | - | - |
| | 9. Secuda room (1) | 4.65 | 2.5 | 11.63 |
| | 10. Secuda room (2) | 11.87 | 1.70 | 20.18 |
| | 11. Store room 2 | 4.65 | 2.5 | 11.63 |
| 2. 1st FLOOR | 1. Co-operative room | 4.65 | 3.20 | 14.88 |
| | 2. Vice principal room | 3.85 | 5.77 | 22.21 |
| 3. 2ND FLOOR | 1. IQAC room | 4.64 | 3.20 | 14.85 |
| | 2. Staff toilet (gents) | 4.0 | 4.3 | 17.2 |
| | 3. Staff toilet (ladies) | 6.10 | 4.30 | 26.23 |
| 4. 3rd Floor | 1. Auditorium Hall | 14.88 | 87.10 | 1296.04 |
| | -Stair L | 5 | 4.20 | 21 |
| | -Stair R | 4.95 | 7.20 | 35.64 |
| | 2. Stage | 14.88 | 10.10 | 150.29 |
| | 3. AV room | 10.80 | 9.15 | 98.82 |
| | | | | |
| 5.PRINCIPAL'S OFFICE | 1. Principal's Room | 7.80 | 4.80 | 37.44 |
| | 2. Wash room | 1.8 | 2.10 | 3.78 |
| | 3. Inner Office Room | 11.60 | 3.60 | 41.76 |
| | 4. Conference room | 7.80 | 9.70 | 75.66 |
| | 5. Counter room | 9.20 | 5.90 | 54.28 |
| | 6. Bath room (ladies) | 3.80 | 3.50 | 13.3 |
| | 7. Bath room (gents) | 2.90 | 2.0 | 5.8 |
| | 8. Waiting room | 7.30 | 3 | 21.9 |

| | | | | |
|-------------------------------|--|-------|-------|--------|
| | 9. Storeroom (ground floor) | 5.50 | 3.60 | 19.8 |
| | | | | |
| 6. RECTOR'S OFFICE | 1. Rector room | 4.60 | 5.40 | 24.84 |
| | 2. Computer room and store room | 3..30 | 6.20 | 20.46 |
| | 3. Adminsitrator's room | 2.20 | 5.80 | 12.76 |
| | 4. Rector's Office room cum Xerox room | 5.20 | 4.20 | 21.84 |
| | 5. Bathroom | 2 | 1.0 | 2 |
| | | | | |
| 7.WOMEN'S STUDY CENTRE | 1. Foot path | 1.90 | 5.80 | 11.02 |
| | 2. Study room | 4.60 | 6.20 | 28.52 |
| | 3. Computer room | 2 | 3 | 6 |
| | 4. Student study room | 10.70 | 7.0 | 74.9 |
| | 5. Toilet | 2.0 | 1.0 | 2 |
| | 6. Sick Bay | 10.60 | 12.80 | 135.68 |
| | | | | |
| 8. CANTEEN | 1. Stair case to the gym | 9.95 | 2.93 | 29.15 |
| | 2. Student canteen | 10.13 | 9.95 | 100.79 |
| | 3. Kitchen | 9.95 | 3.66 | 36.42 |
| | 4. Staff canteen | 9.95 | 3.66 | 36.42 |
| | 5. Staff common room | 9.95 | 9.93 | 98.8 |
| | | | | |
| 9. GYM ROOM | 1.Gym Hall | 27.0 | 9.95 | 268.65 |
| | 2. Staircase | 9.95 | 2.93 | 29.15 |
| | | | | |
| 10.FIELD | 1. Game room (Boys common room) | 11.30 | 5.10 | 57.63 |
| | 2. Bathroom | 2 | 4.95 | 9.9 |
| | 3. Store room | 3.10 | 4.95 | 15.35 |
| | 4. Toilet | 4.94 | 2.69 | 13.29 |
| | | | | |
| 11. CLASSROOMS | 1. Room 1 | 6.26 | 8.32 | 52.08 |
| | 2. Room 2 | 5.80 | 8.32 | 48.26 |
| | 3. Room 3 | | | |
| | 4. Room 4 | 7.10 | 8.32 | 59.07 |
| | 5. Room 5 | 7.18 | 8.32 | 59.74 |

| | | | | |
|---------------------------------------|--|-------|------|-------|
| | 6. Room 6 | 11.87 | 7.45 | 88.43 |
| | 7. Room 7 | 11.87 | 7.45 | 88.43 |
| | 8. Room 8 | 9.00 | 6.70 | 60.3 |
| | 9. Room 9 | 9.0 | 6.70 | 60.3 |
| | 10. Room 10 | 9.0 | 6.80 | 61.2 |
| | 11. room 11 | 9.0 | 6.80 | 61.2 |
| | 12. Room 12 | 9 | 6.80 | 61.2 |
| | 13. Room 13 | 9 | 6.70 | 60.3 |
| | 14. Room 14 | 9 | 6.70 | 60.3 |
| | 15. Room 15 | 9.0 | 6.80 | 61.2 |
| | 16. Room 16 | 9.0 | 6.80 | 61.2 |
| | 17. Room 17 | 9.0 | 6.80 | 61.2 |
| | 18. Room 18 | 11.87 | 7.45 | 88.43 |
| | 19. Room 19 | 11.87 | 7.45 | 88.43 |
| | 20. Room 20 | 11.87 | 7.45 | 88.43 |
| | 21. Room 21 | 10.35 | 9.10 | 94.19 |
| | 22. Room 22 | | | |
| | 23. Room 23 | 4.3.0 | 7.25 | 31.18 |
| | 24. Room 24 | 10.35 | 9.10 | 94.19 |
| | 25. Room 25 | 9.40 | 7.25 | 68.15 |
| | 26. Room 26 | 9.40 | 7.25 | 68.15 |
| | 27. Room 27 | 9.40 | 7.25 | 68.15 |
| | 28. Room 28 | | | |
| | 29. Room 29 | | | |
| | 30. Room 30 | 7.17 | 8.70 | 62.38 |
| | 31. Room 31 | | | |
| | 32. Room 32 | | | |
| | 33. Room 33 | 7.78 | 7.16 | 55.7 |
| | 34. Room 34 | 7.0 | 7.16 | 50.12 |
| | 35. Room 12 (a) | 9 | 5.8 | 52.2 |
| | 36. Room 35 | 8.60 | 5.80 | 49.88 |
| | 37. Room 36 | 8.60 | 5.70 | 49.02 |
| | 38. Room 38 | 6.90 | 8.60 | 59.34 |
| | 39. Room 39 | 7.0 | 8.60 | 60.2 |
| | 40. Chemistry Honours room | 4.19 | 7.79 | 32.64 |
| 12. MISC. | 1. Boys Toilet (1) | 10.2 | 2.5 | 25.5 |
| | 2. Boys toilet (2) | 7.5 | 2.5 | 18.8 |
| | 3. Mali's Room | 4.0 | 2.5 | 10 |
| Total Area of Central Library: | $(59.5 \times 12.1) + (16 \times 12.4) = 719.98 + 198.4 = \mathbf{918.38 \text{ Sq.metres}}$ | | | |

CRITERION V: STUDENT SUPPORT AND PROGRESSION

5.1 Student Mentoring and Support:

5.1.1 Does the institution publish its updated prospectus/ handbook annually? If 'yes', what is the information provided to students through these documents and how does the institution ensure its commitment and accountability?

- The Institution publishes an updated prospectus annually. It provides general information about the college and admission procedure for the Degree Courses.
- It also provides specific information about the various streams and courses offered and the combination of subjects and the fee structure
- Some sections give information on examinations and attendance, issues related to ragging, dress code, usage of mobile in the campus and college library
- Scholarships available and finer details of availing them are laid out
- A comprehensive list of the amenities available are also made known for the benefit of students

5.1.2 Specify the type, number and amount of institutional scholarships/ free ships given to the students during the last four years and whether the financial aid was available and disbursed on time?

The following table is a summation of various categories of scholarships (Post Metric, North Eastern Council (NEC), Book Grant, Border Area, Free studentship)

TOTAL NO OF SCHOLARSHIPS (MEGHALAYA & OTHER STATES OF NORTH EAST)

| | 2009 | 2010 | 2011 | 2012 | 2013 | 2014 |
|------------------------|------|------|------|------|------|------|
| NO. OF STUDENTS | 2126 | 1951 | 1640 | 2106 | 2219 | 2077 |
| AMOUNT* | - | - | - | - | - | - |

**The amounts cannot be ascertained as they are credited to the individual accounts via transfer.*

5.1.3 What percentage of students receives financial assistance from state government, central government and other national agencies?

Students received stipends and scholarships from their respective state governments. The details of which are not available with the college. However, any students who belong to Schedule Tribe category are given scholarships by the state government. Some students have received scholarships from University Grants Commission (UGC) which is under

5.1.4 What are the specific support services/facilities available for:

➤ **SC/ST, OBC and economically weaker sections:**

- The college maintained its reservation policy for admission of SC/ST/OBCs according to the guidelines given by the state government under the State Reservation Policy
- The College maintains a Student Welfare Fund which is utilized to provide the poor students with books and essential learning aids. The College also takes special care that such students do not discontinue their studies for want of physical resources. The status of each such case is monitored through regular counselling and mentoring.
- Financial aid to students on an average each year is One Lakh
- Economically weaker meritorious students are provided with free student ship and subsidized (sponsored) hostel facilities. Such students are identified through feedback obtained from parents, Teachers, NGOs and through representations from such students.

➤ **Students with Physical disabilities:**

- The college is inclusive in terms of admissions. A student with disabilities of any sort is admitted once he/she fulfills all criteria
- The college also reserve seats for students with physical disabilities
- The college is also unique in the entire state and region as all facilities in the college from classroom, toilets and laboratories are friendly to such students. Special ramps are built since the buildings are constructed.

➤ **Overseas Students:**

- The College encourages foreign students to enroll in various courses by prioritizing admission and hostel facility.
- All queries by the foreign students regarding admission process, courses etc., are promptly responded to by the Principal through fax and e-mail.
- The Principal takes personal care to secure necessary clearances from the respective foreign embassy officials.
- Such students are always encouraged to participate in various extra-curricular activities to gain cultural assimilation.
- The difficulties faced by such students in acquiring English language skills are addressed by organizing need-specific coaching classes.
- At present there are foreign students enrolled in various courses from countries which include Afghanistan, Kazakhstan, Vietnam, Bhutan and Bangladesh. In the past there have been students from Europe as well.

➤ **Students to participate in various competitions/ Nationals and International:**

- Students have participated in various competitions held in the country and outside. Three students Ms Dayomica R Kharsyntiew of Environmental Science department, Naveen War of Geography Department visited Japan in 2012 as part of the Indian student delegation for institutional visit
- Students have also presented papers at National seminars and Workshops

- NSS students participated at the National Integration Camp held at Haryana and the Adventure Camp held at Jammu in 2012
- NCC cadets also participated in National Camps especially the Republic Parade
- Medical assistance to students:
- Since Major Hospitals are in close proximity of the college, students in need of any medical assistance are taken there. A recent progress under this criterion is that the college has started providing Insurance cover for all students. A composite term policy has been provided since via a MOU with TATA AIG
- An Infirmary well equipped to handle emergency cases and regular ailment of students is opened from 9 am to 5 pm.
- A trained nurse attends to staff and students on call
- Besides, the college through the NSS, Social Work Department and Biochemistry organizes Medical and Eye Check up camps regular on the campus

➤ **Organizing Coaching Classes for competitive exams: AIEEE , UPSC , BANKING**

• **COACHING CLASSES FOR AIEEE & MEDICAL**

| | 2009 | 2010 | 2011 |
|-----------------------------------|---|-----------------------|---|
| Total no. of Students | 92 | 245 | 258 |
| No. of Successful Students | 10 (GC) | 22(GC 14, Reserved 8) | 52 (GC 22, Reserved 30) |
| State Ranks | GC -3 rd , 4 th and 6 th | | GC- 4 th and 9 th Reserved – 2 nd and 8 th |

- **UGC SPONSORED COACHING CLASSES FOR CIVIL SERVICES & BANKING**

Coordinator: B. Mishra, Associate Professor, Department of Sociology

No of Faculty involved: 12

| YEAR | ENROLLED | UPSC | | BANKING | |
|-------|----------|-------|---------|---------|---------|
| | | Males | Females | Males | Females |
| 2010 | 185 | 40 | 60 | 30 | 55 |
| 2011 | 216 | 65 | 66 | 50 | 35 |
| 2012 | 220 | 65 | 43 | 72 | 40 |
| 2013 | 233 | 71 | 62 | 60 | 40 |
| 2014 | 239 | 80 | 60 | 52 | 47 |
| Total | 1093 | 321 | 291 | 264 | 217 |

- **SKILL DEVELOPMENT: UGC SPONSORED CERTIFICATE COUSES:**

- i) **Communicative Skills conducted by Dept Of English from 2011- 14**

Course Coordinator: Eric B. Nongkynrih, Assistant Professor, English Department

| | 2011 | 2012 | 2013 | 2014 |
|----------------------|------|------|------|------|
| No. of Students | 58 | 62 | 58 | 64 |
| Certificates awarded | 41 | 39 | 33 | 48 |

- ii) **Basic Electronics & PC Assembling**

- It is conducted by Dept of Electronics. The Electronics Department introduced the Career Oriented certificate course on “Basic Electronics and Computer Assembling” in the year 2009. It was initiated on receiving a proposal from the UGC under XI plan to impart skill based knowledge to the students. The official permission along with the seed money was released vide letter no F No. 4-347/2009 on March 2009.

The college on receiving the permission from UGC approached the College Development council, NEHU for the affiliation of the course. The Department has been successfully conducting the certificate course since 2009. The students are awarded with certificates affiliated to NEHU on successful completion of the course. The maximum number of intake is 20. Students have immensely improved their hardware skill on successful completion of the course

iii) Clinical Biochemistry

- It is conducted by Dept of Biochemistry. It is a Course of 6 months duration starting from June to December of every year

iv) Advanced Analytical Chemistry conducted by Dept of Chemistry

v) Mushroom Cultivation conducted by Dept of Botany

vi) Support for “slow learners”:

- Remedial Classes:
- Sixteen departments are involved in providing remedial classes for their students. The total number of 40 remedial classes is spread across the First, Second and Third Year students of a course on the basis on need. The resource persons are from respective departments
- The total number of beneficiaries are listed in the following table

➤ **REMEDIAL CLASSES:**

Coordinator: S. Lyngdoh, Associate Professor, Political Science

| 2010 - 2014 | 1st Years | 2nd Years | 3rd Years |
|--------------------|-----------------------------|-----------------------------|-----------------------------|
| No. of Students | 1149 | 856 | 748 |

- Exposure of students to other institutions of Higher learning/ corporate/business house: Field trips within and outside Meghalaya by various Departments like Zoology, Biotechnology, Biochemistry, Environmental Science, Geography etc

5.1.5 Describe the efforts made by the institution to facilitate entrepreneurial skills, among the students and the impact of the efforts.

- The Commerce Stream of the College encourages the students to learn the basic entrepreneurial skills through project works, seminars and workshops.
- The Basic Electronics and PC Maintenance Course is also aimed at instilling in students such skills.

5.1.6 Enumerate the policies and strategies of the institution which promote participation of students in extra curricular and co- curricular activities such as sports, games, Quiz competitions, debate and discussions, cultural activities etc.

- The College supports a wide range of extracurricular and co- curricular activities (indoor and outdoor) and encourage students with varied interests to participate. While some indoor events are carried out throughout the academic session, outdoor events are systematically arranged for a period of 3 week before the college week finale. (Refer to 5.3 Student Participation and Activities).
- Students from varied ethnic backgrounds display their cultural dances on the opening day of the College week to a large audience.
- Additional academic support- Necessary arrangements are made for students representing College / University to ensure that their attendances and course contents are taken care of by respective departments
- Dietary requirements, sports uniform and materials- Students selected to represent the College team for local invitational tournaments and for inter – college events organized by the University (NEHU) are provided necessary meals, transport and uniforms
- Coaches for team events like Basketball, Cricket, Football and Volleyball are made available. Students selected for Inter – University games are taken care of by NEHU
- Additional academic support is given to students representing the college or the university in various tournaments by the flexibility in

examinations. They get to appear for a special test and assignments when the term exams coincide with the tournaments.

- Special dietary requirements, sports uniform and materials are provided by the college to all players and coaches representing the college in the various tournaments
- The college has over the years dominated the Quiz and Debate competitions held in the city. The college team have won laurels in renowned competitions like R.R. Thomas memorial Debate organized by MCTA, Debate competition by Rotary Club, Zenith Jubilee etc.
- Quiz teams and debate teams are escorted by the teachers in charge and refreshments etc are provided to the participants

5.1.7 Enumerating on the support and guidance provided to the students in preparing for the competitive exams, give details on the number of students appeared and qualified in various competitive exams such as UGC-CSIR-NET,UGC-NET,SLET, ATE/CAT/GRE/TOFEL/GMAT/ Central/State services, Defence, Civil Services, etc.

- The College supports and guides students in various competitive examinations. Besides, the Coaching Classes, Remedial Classes, Mentoring and Special Classes the students are encouraged to appear for various exams after their graduation
- Over the years many students have cleared UGC-NET exam, GRE, GMAT
- Few of our students have cleared the State Services Examinations and Civil Services
- Few students have cleared their National Defence Academy Examinations while few joined the Police Force.

(Separate enclosure is attached with list of students qualified for UGC-NET etc)

5.1.8. What type of counseling services are made available to the students (academic, personal, career, psycho-social etc.)

- The College does not have a full time counsellor. The faculty through mentoring come across various problems of the students is it domestic,

academics, personal etc. The teachers counselled them to their best of their abilities and in most cases it helps

- The teachers help with the students Career paths and guide them according to their interest and abilities
- Many departments and the NSS organizes various programmes on Career counselling and guidance at the beginning of the year

5.1.9 Does the institution have a structured mechanism for career guidance and placement of its students? If ‘yes’, detail on the services provided to help students identify job opportunities and prepare themselves for interview and the percentage of students selected during campus interviews by different employers (list the employers and the programmes).

- The College has instituted the ‘Placement and Career Guidance Cell’ in the year 2001 under the overall initiation of the then principal Br. E V Miranda, Principal. The main objective of the Cell is to place the graduating students in competitively good companies and other institutes of repute. It started to function with support from Prof. Goutam Deb as co-coordinator. The Cell has also conducted different career awareness programmes for the graduating students with assistance from resource persons with diverse field of specialization from other institutions.
- Presently, the Cell is working under the overall supervision of Principal Dr. Sylvanus Lamare and comprises the following members.
- Dr. Prasant Sarkhel
- Prof. Goutam Deb (Co-ordinator)
- Dr. Dipankar Shome
- Dr. Duwarki Rangad
- Prof. Paulinsha Pyngrope

Lists containing various placement and other career counselling programmes conducted by the Placement and Career Guidance Cell during the period from 2010 to 2014 are stated in the following pages:

List-I: Student Placement

| Date of Interview | Nature of Job | Recruiting Agency | No of Students | | Coordinator | Remarks |
|-------------------|----------------------------------|--|----------------|----------|-----------------------------------|---|
| | | | Appeared | Selected | | |
| 29/09/2010 | BPO | Wipro | 18 | 9 | Suraj Saha | |
| 6/10/2010 | BPO | Genpact | 19 | 10 | Anindya Ghosh | |
| 19/10/2010 | BPO | Wipro | 18 | 10 | Suraj Saha | |
| 31/10/2013 | Insurance Agent | LIC of India | 85 | 5 | Nayan Bhowmick | |
| 3/12/2014 | Trainee | TCS | 10 | 3 | Prof. Amrita Devi | Off campus interview for Science Graduates |
| 18/03/2015 | Trainee | TCS | 1 | 1 | Prof. Amrita Devi | Pooled Campus Recruitment at St. Anthony's College. Data for candidates selected not available. |
| 19/03/2015 | Trainee Advertising Executive | Lowe Lintas | 14 | | | |
| 20/03/2015 | Technical Support Representative | Unisys Global Service India Ltd | 14 | | | |
| 23/03/2015 | Technical Support Staff | Wipro | 14 | | | |
| 13/05/2015 | Air Hostess | Indigo Airlines | 14 | | | |
| 10/6/2015 | Sales Executive, Trainee | HDFC Bank | 26 | 6 | | |
| 19/11/2015 | Non-Engineering | Wipro | 41 | 6 | Ayan Ghosh | |
| 30/11/2015 | BPO/KPO | TCS | 55 | 13 | Sitama Dutta & Tanuj Dutta | |
| 7/3/2016 | Customer Service | Eclerx Services Ltd | 2 | | Prof. Amrita Devi | Pooled Campus Recruitment at ST. Anthony's College. Data for candidates selected not available. |
| 8/3/2016 | I Serve Communication PvtLtd | Process Executive (BPO) | 15 | | | |
| 10/3/2016 | Customer Care Executive | Innovative Business Solution | 2 | 0 | NEHU Career and counseling Cell | interview at NEHU, Shillong Campus |
| 15/03/2016 | Insurance Agent | LIC of India | 24 | 5 | Riburomsuk Nongkynrih | - |
| 5/4/2016 | Financial Services Consultant | ICICI Prudential Life Insurance Co Ltd | 41 | 0 | Yash Kunte (Management Associate) | None of the candidates showed any interest in joining |

List-II: Career Counselling

| Date | Name of Programme | Organisation | No of Participants | Resource Person |
|------------|---|------------------------------|--------------------|----------------------------|
| 21/09/2010 | Seminar on career in hotel management | IIHM | 60 | Mr. Rupinder Singh Khurana |
| 17/09/2015 | Seminar on career in Company Secretaryship | ICSI | 82 | Indranil Barua |
| 1/12/2015 | Career Counselling | North Eastern Career Academy | 14 | G M Bruce |
| 7/11/2016 | Career awareness programme after graduation | Bose Global Education | 13 | Mr Deep Bose |

5.1.10 Does the institution have a student grievance redressal cell? If yes, list (if any) the grievances reported and redressed during the last four years.

- The institution does not have a designated “Grievance Redressal Cell” because several alternative mechanisms like mentoring, feedback surveys and interaction are already in place. Departments submit an annual report of mentoring to the Principal to take appropriate actions against particular cases arising out of such reports.
- Through the annual Assessment Questionnaire, that has very detailed questions on all aspects of College life, given to the students, the College gains a very clear idea of the views of students on various aspects of their life in College.
- Some of the grievances that are redressed during the last two years are:
 - improved canteen facilities for both students and staff
 - up gradation of other facilities like Girls Common Room, separate change rooms for girls
 - Open Access system and improved security mechanism in the library
 - Internet facilities made more accessible
 - Creation of the Vice-Principal’s posts to make the administration open and more accessible
 - classroom teaching made more effective through the use Audio-Visual Aids

5.1.11 What are the institutional provisions for resolving issues pertaining to sexual harassment?

- The College has a Women Study Centre in place to look after gender-specific issues. The cell has a representation from the Staff as well as the students.
- The Women Study Centre organizes meetings, film shows, poster campaigns and interactive sessions to spread the awareness among the Edmundian Family.
- No specific cases of gender abuse have been reported till date.
- (Detailed report of Women Study Centre 2010-14 is enclosed)

5.1.12 Is there an anti-ragging committee? How many instances (if any) have been reported during the last four years and what action has been taken on these?

- The College does not have any history of ragging in the first place
- The College has, however, constituted an Anti Ragging Cell comprising of the principal and few senior faculty members as members.
- The college has notified the UGC notification 'Curbing the menace of Ragging in Higher Educational Institutions (third amendment), Regulations, 2016
- The college takes care and precaution that incident of ragging or scope of it is averted at all cost
- The students are asked to register the undertaking as given in the UGC website when programmes such as "Fresher's Meet" are organised

5.1.13 Enumerate the welfare schemes made available to students by the institution.

The following schemes are in place for the welfare of the students

- Free Studentship for economically weaker students
- Approval of Special Scholarship for NE students by UGC
- Subsidized hostel facilities
- Student Welfare fund
- Two modern canteens and a coffee kiosk at subsidized rates

- Filtered drinking water facility available to students
- A counselling centre for the students and Women Study Centre
- Mentoring class & Remedial Classes
- Health centre (Infirmary) with qualified full time Nurse
- Legal Cell under Social Work Department was started
- Subsidized Photostat and Lamination facility and a PCO

5.1.14 Does the institution have a registered Alumni Association ? If ‘yes’, what are its activities and major contributions for institutional, academic and infrastructure development?

Alumni Association St Edmund’s College, (SECUDAA)

| | |
|-------------------------------------|---------------------------------|
| President | Shri Oris Lyngdoh Syiem Myriaw |
| Vice-Presidents | Shri Radhesham Goenka |
| | Prof. David Syiemlieh |
| General Secretary | Prof. A.J.N Ahmed |
| Finance Secretary | Shri Evan Solomon |
| Asstt. General Secretary | Dr.D.R.Thangkhiew |
| | Shri R. Wahlang |
| Patron | Principal, St. Edmund’s College |
| Auditor | Shri Dipankar Deb |

Few activities of SECUDA:

- The members of the Alumni Association (SECUDAA) took all the right initiatives to secure financial aid from the Government of Meghalaya to organize the Study-Tour Program of the Life-Sciences Departments.
- The SECUDAA sponsored 500 mementos for the felicitation function of the Graduating Classes.

- The SECUDAA jointly sponsored the construction of the Stage, Pandal and Ramp for the Annual “Young Talent Time” function cum Prize Distribution Ceremony.
- The members of SECUDAA were actively involved in the preparation of Project Reports and Concept Papers for the CIC and DBT findings.
- The members of the SECUDAA were actively involved in the organization of the National Seminar on “Look South – A Meghalaya Perspective”. The members helped organize funds, presented papers and conducted different sessions as Chairpersons.
- Sponsored a number of College Week programs like Cross Country Race, Cycling and helped with logistical support.
- **Give details of the top ten alumni occupying prominent positions.**

| | |
|---------------------------------|---|
| Bro. J. P. Pinto, c.f.c. | Congregation leader (CCB), Rome |
| Shri Bijon D. Sawian, IPS | Secretary (Internal Security), Govt. of India |
| Shri David Reade Syiemlieh | Chairperson UPSC, New Delhi |
| Shri W. M. S. Pariat, IAS | Additional Chief Secretary to the Govt. of Meghalaya |
| Shri Evan Solomon, IAAS | Additional Comptroller & Accountant General, Govt. of India |
| Shri Vincent Pala, MP | Minister of State, i/c Water Resources, Govt. of India |
| Shri Charles Pyngrope, MLA | Speaker, Meghalaya Legislative Assembly, Meghalaya |
| Prof. B. Bhattacharjee | Vice-Chancellor, JNU, N. Delhi |
| Prof. D. T. Kathing | Vice-Chancellor, Jharkand University, Ranchi |
| Shri Peter Hanaman Pyngrope IPS | Director General of Police Meghalaya |
| Shri F.R. Kharkongor, IAS | Chief Electoral Officer, Meghalaya |

- **Give details of the contribution of alumni to the growth and development of the institution.**

-
- The members of the SECUDAA are actively involved in the growth and development of the Edmundian Community.
 - Many of the members of the Association, who also happen to be faculty of the College, are actively involved in ensuring a continuous link between past and present Edmundian.
 - A permanent office is maintained within the College Campus to organize the activities of the Association.
 - Having its members in various Government and Non-Government Organizations as well as Academics and Business Sectors, the Association contributes its mite in generating funds, securing approvals and establishing linkages to enhance the overall health of the College.

5.2 Student Progression:

5.2.1 Providing the percentage of students progressing to higher education or employment (for the last four batches) highlights the trends observed.

| Student progression | % |
|--|---------------|
| UG to PG | 97 |
| PG to M.Phil. | 40 |
| PG to Ph.D. | 10 |
| Employed <ul style="list-style-type: none"> • Campus selection • Other than campus recruitment | 70 No data |

5.2.2 Provide details of the programme wise pass percentage and completion rate for the last four years (cohortwise/batchwise as stipulated by the university)? Furnish programme-wise details in comparison with that of the previous performance of the same institution and that of the Colleges of the affiliating university within the city/district.

| Batch wise | Year | St. Edmund's | No of Positions | University |
|------------|------|--------------|-----------------|------------|
| BA | 2011 | 97 | 7 | 90.19 |
| | 2012 | 84.60 | 24 | 63.70 |
| | 2013 | 93.53 | 4 | 84.65 |
| | 2014 | 97 | 20 | 89.91 |
| BSc | 2011 | 97.12 | 22 | 95.56 |
| | 2012 | 94.92 | 34 | NA |
| | 2013 | 95.95 | 69 | 91.86 |
| | 2014 | 91.38 | 51 | 92 |
| BCom | 2011 | 87 | 7 | 91.50 |
| | 2012 | 97.7 | 4 | 83.09 |
| | 2013 | 80 | Nil | 91.41 |
| | 2014 | 87.22 | 2 | 84.96 |
| BCA | 2011 | NA | NA | NA |
| | 2012 | NA | NA | NA |
| | 2013 | 95.83 | 6 | 92.31 |
| | 2014 | 87.50 | 7 | 81.94 |
| BSW | 2011 | 93.22 | 3 | 94.57 |
| | 2012 | 100 | 3 | 96.74 |
| | 2013 | 98 | 7 | 98.73 |
| | 2014 | 95 | 4 | 91.14 |

5.2.3 How does the institution facilitate student progression to higher level of education and /or towards employment?

- The students are encouraged to higher education be it academics or technical
- The students are often taught various skills which helps them in entrance exams or even when they enter the university or institute of higher learning
- Students are shown the way to higher education through career counseling and guidance
- The college host campus interviews for students to be absorb in various agencies and corporations
- Through community placements and other extracurricular activities, the students are advance to the others in terms of field experience

5.2.4 Enumerate the special support provided to students who are at risk of failure and dropout?

- The departments do take note of weak students and sends them for remedial classes
- Extra focus and attention is given to such students and constant monitoring takes place
- Weaker students are asked to write assignments and work on past question papers to be assessed by the teachers
- The dropout rate is minimal in the college
- Students especially from the science streams leave the college after joining 2-3 months due to their admissions into medical and engineering or other professional courses. As such these are not dropout in the pure sense
- Report card or marksheet of the students performance in the different examinations in the college also suggest the capability or the lack of it for teachers to have a clear assessment of the students

5.3 Student Participation and Activities:

5.3.1 List the range of sports, games, cultural and other extracurricular activities available to students. Provide details of participation and program calendar.

Sports Achievements:

a. Basketball:

- Inter University Tournaments: champions 2015, 2014, 2013

a. Cricket:

- Inter University Tournaments: champions 2015, 2014, 2013

a. Table Tennis

- Quarter Finals in Inter University Tournaments: 2015, 2014, 2013

a. Badminton:

- Runners Up in Inter University Tournaments: champions 2015, 2014

a. Volleyball:

- Runners Up in Inter University Tournaments: 2015, 2014

a. Chess:

- College student represents NEHU in Inter University Tournaments 2013

a. Wushu:

- Hame S Suam represented the state in Wushu Championship 2014

Debates and Quiz:
NCC Cell St. Edmund's College Unit

- NCC training for both boys and girls
- NCC Girls Unit is attached to 61 Girls Meghalaya Bn and was started in 2010.
- Celebration of 15 August in the campus involving the Brothers, Hostel students, Associate Staff's children to imbibe nationalistic feeling.
- Regular Voluntary Blood donation cum awareness camps by NCC, NSS and Red Ribbon Club of the college in association with Regional Blood Bank, Pasteur Institute, Nazareth Hospital, NEIGHRIMs and Robert Hospital, Shillong.

➤ **NSS Cell St. Edmund's College Unit**

| Enrolment | | | | | | |
|---------------------|-------------|-------------|-------------|-------------|-------------|-------------|
| YEARS | 2010 | 2011 | 2012 | 2013 | 2014 | 2015 |
| Enrolled Volunteers | 640 | 800 | 840 | 860 | 1010 | 1060 |

➤ **Achievements:**

- **National:** Indira Gandhi NSS Award for best volunteer:

2013: Dayomika Kharsyntiew

2014: Baijied Warjri

- **State:**

- **University Level Award:**

2010: Best Volunteer – Ialam Jyrwa

1. **2011:** Best Program officer – G. Kharkongor

2. **2011:** Best Volunteer – Kenny Kyndiah

3. **2012:** Best NSS Unit – St. Edmund's College Unit

4. **2012:** Best Volunteer – Dayomika Kharsyntiew

5. **2014:** Best Volunteer – Baijied Warjri

Adopted Villages:

| YEARS | 2010 | 2011 | 2012 | 2013 | 2014 | 2015 |
|-------------------------|-----------|--------|--------|------------|----------|----------|
| Adopted Villages | Mawlynrei | Banium | Myllem | Mawkasiang | Mawdulop | Mawdulop |

➤ **Outreach Programme**

“*Bring Back Smile*” project – visitation to orphanages and old age homes.

➤ **Blood Donation Camp**

- Awarded by RBB as Highest donor by single unit.
- Having a Mobile blood bank
- Registration of people with Negative Blood Group

5.3.2 Furnish the details of major student achievements in co-curricular, extracurricular and cultural activities at different levels: University/State/Zonal/National/International, etc. for the previous four years.

- Robert Wilson Joute of B.Sc IIIyr, Physics Honours (2011-2014) batch received the prestigious “**Joint Science Academies Summer Research Fellowship 2014**”, and worked under the guidance of Prof. Yogesh Joshi at Aryabhata Research Institute of Observational Sciences (ARIES), Nainital, India
- Dayomika R Kharsyntiew received the **IGNSS National Award** from the President of India Shri Pranab Mukherjee on Nov 19, 2013
- Banjied Warjri received the **IGNSS National Award** from the President of India Shri Pranab Mukherjee on Nov 19, 2014
- Wushu: Hame Shaniah Suam of Bsc Electronics represented INDIA in Wushu Championship & WACO Kickboxing championship
- Football (boys): 3 students were selected to represented NEHU football team for the Inter– University (2010)
- Cricket (boys) :Champions: 2014, 2013, 2012 & 2006 , Runners up (2015)

- The College supports and guides students in various competitive examinations. Besides, the Coaching Classes, Remedial Classes, Mentoring and Special Classes the students are encouraged to appear for various exams after their graduation

5.3.3 How does the college seek and use data and feedback from its graduates and employers, to improve the performance and quality of the institutional provisions?

- The College supports and guides students in various competitive examinations. Besides, the Coaching Classes, Remedial Classes, Mentoring and Special Classes the students are encouraged to appear for various exams after their graduation

5.3.4 How does the college involve and encourage students to publish materials like catalogues, wall magazines, college magazine, and other material? List the publications/ materials brought out by the students during the previous four academic sessions.

- Publication of student magazine: “ *The Edmundian* ”
- Major Students of Different Departments are encouraged to engage themselves in the publication of a dept magazine. Here are a few examples :

| Sl No | Department | Magazine |
|-------|-----------------------|-------------------------|
| 1 | Biochemistry | <i>Eugene</i> |
| 2 | Biotechnology | <i>Pathfinder</i> |
| 3 | Botany | <i>Botanica</i> |
| 4 | Chemistry | <i>The Chemist Mind</i> |
| 5 | Commerce | <i>Networth</i> |
| 6 | English | <i>Musings</i> |
| 7 | Environmental Science | <i>Biocoenosis</i> |
| 8 | Geography | <i>Geographia</i> |
| 9 | Physics | <i>Edphys</i> |
| 10 | Political Science | <i>Vaux Populi</i> |
| 11 | Sociology | <i>Societus</i> |
| 12 | Zoology | <i>Z Nigma</i> |

1.3.5 Does the college have a Student Council or any similar body? Give details on its selection, constitution, activities and funding.

- Given the social situation in the region, the College, as a policy, does not have a Students Council. However, the College encourages its students to be forthright and play an active role in determining what happens in the College. The students are given the opportunity to have their views accepted by their active participation in various committees; through opportunities given to them to meet with Congregational inspection teams; and through a close relationship between the Honors students and the Department faculty.
- Just before the College month commences, a number of activity committees are formed from amongst the degree third year students. This committee takes full responsibility for the month's activities, in consultation with the different Teachers assigned for each activity. Each class also nominates two class representatives to liaison between the class and the Animators.
- Each of these committees consists of an animator and one or two assistant animators and is responsible for organizing the event assigned to them.
- The animators are selected by the Coordinators of the College month on the basis of the preference shown by the students through applications detailing their interest and experience in organizing a particular event.
- A security committee consisting of a coordinator, ten animators and twenty five volunteers (both girls and boys) is put in place to monitor the overall security considerations during the College month.
- One General Animator, two Joint General Animators and the Security Coordinator are selected through personal interview, by the Principal in consultation with the Teachers coordinator. While selecting these students their academic performance, general deportment, leadership abilities and quality of character are taken into account. Their job is to lead the team of animators and maintain harmony and spirit of festivities among all sections of students. They also serve as the spokespersons of the students.

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- The General Animators and their team of Animators are mainly responsible to successfully run the College month activities. However, they also shoulder the responsibility to mobilize inter-institutional extra-curricular activities throughout an academic year.
 - The funding for such activities are only generated from the annual fund earmarked for such student related activities and from private donors.

5.3.6 Give details of various academic and administrative bodies that have student representatives on them.

The following committees have students' representations:

- **Library Committee:** The students are inducted in the committee to identify and represent the needs of the student community in relation to the learning resources available.
- **Discipline Committee:** The students are directly impacted by this committee as discipline is the pillar of any educational institution. The students are entrusted with the responsibility of educating their peers on the importance of imbibing disciplined habits and making them aware of all the rules and regulations formulated by the Committee.
- **Magazine Committee:** Two students from Degree third year are inducted into the committee to act as student-editors.

5.3.7 How does the institution network and collaborate with the Alumni and former faculty of the Institution.

- The College supports and guides students in various competitive examinations. Besides, the Coaching Classes, Remedial Classes, Mentoring and Special Classes the students are encouraged to appear for various exams after their graduation

Any other relevant information regarding Student Support and Progression which the college would like to include : NONE

CRITERION VI: GOVERNANCE, LEADERSHIP AND MANAGEMENT

6.1 . Institutional Vision and Leadership:

6.1.1 State the vision and mission of the Institution and enumerate on how the mission statement defines the institution's distinctive characteristics in terms of addressing the needs of the society, the students it seeks to serve, institution's traditions and value orientations, vision for the future, etc.?

6.1. The Vision

St. Edmund's College, Shillong has a vision that is enshrined in the Motto of the College i.e. "Facta Non Verba" which translates "Deeds Not Words". The College also stands on the ideals of the Edmund Ignatius Rice the Founder of the Institution.

The college endeavours to create a stimulating environment in the Campus through their academic programmes and co-curricular activities in order to develop character, shape personality and build in a sense of social responsibility amongst young men and women. As the college prioritises learning, teaching and sharing of knowledge, education is therefore perceived as a potent vehicle that works towards transforming attitudes and mind-sets for the good of one and all in the society in particular and the world at large.

6.1. Mission

- St Edmund's College takes it upon its prowess the responsibility to tender a holistic approach towards education. Keeping the students as the primary concern, the institution makes way for the all round development and progress of every individual student, both in mind and spirit.
- To nurture minds and cultivate healthy habits amongst the students, every Department has taken it upon its stride to engage the students in developmental projects in and around the college campus and even outside through adoption of villagers in remote areas of the state.

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- St. Edmund's College is a cultural melting pot, that believes in the coming together and convergence of people from not only the neighbouring states from every nook and corner of the country. It has been the chief aim of the institution to create a climate of appreciation and acceptance for different cultures, religious traditions and languages.
 - It has been the effort of the Management and the Faculty members to develop the leader in them, to infuse confidence in their beings and to instil into the minds and spirit a positive attitude towards life and to wear the shroud of courage while they overcome any challenges that may come their way.
 - The mission of the College has also been directed towards the need to sensitise our young people towards societal and environmental needs.
 - The college is committed towards ensuring stability and consistency of students who are academically inclined but whose resources are deficient by providing them with financial assistance.

6.1 Vision for the future:

Holding firmly to the values, goals and objectives of the college, it had been a fervent attempt of the college to help the students integrate modern skills with our rich traditional heritage and mould them into becoming agents of change for a brighter and better tomorrow, living the true spirit of our Motto "*Facta Non Verba*", deeds not words.

6.1.2 What is the role of top management, Principal and faculty in design and implementation of its quality policy and plans?

The top management in the college is the *Sponsoring Body of the Congregation of Christian Brothers in India (CCBI)* with its headquarter at New Delhi whose premier concern is the welfare of each and every member of its college: Their efforts have been towards:

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- Providing facilities (a spacious, beautiful and elegant campus centrally located, technology enabled class rooms, learning spaces), infrastructure (laboratories, computers and AV facilities, Auditorium) for students and staffs alike.
 - Imparting social skills among its young men and women to ensure that the dignity and well- being of our women students is always safeguarded.
 - Establishment of a devoted IQAC cell, with a dedicated coordinator, who is responsible towards studying and analysing the activities of the various departments in the college and preparation of the annual report that the Sponsoring Body examines and suggest corrective measures. The IQAC looks into the delivery of quality education as a core value.
 - Next to the Sponsoring Body is the Head of the Institution, the **Principal**, who is assisted by the Rector who overlooks the functioning of the entire campus which include other institutions besides the college.
 - **The Principal** is Dr S. Lamare who is the first ‘lay principal’ chosen from amongst the teaching faculty with all the desired requirements. This was done in the year 2011 as the incumbent Principal Brother E. V. Miranda, cfc had to take other assignments given by CCBI.
 - An academician and an eminent personality, Dr. Lamare is a member of a number of National Committees (including the Sahitya Akademi) and is a prolific researcher. He has to his credit papers and articles published in a number of national and international journals. Leading by examples, Dr. Lamare has been responsible for creating a stimulating learning environment in the Campus:
 - ✓ He works towards creating an environment that stimulates the holistic growth of the staff and students
 - ✓ Takes initiatives to empower faculty and students by promoting
 - ✓ Participatory management and necessary structures of accountability
 - ✓ His fervent attempt has been towards encouraging the teachers to apply for the Minor and Major Research Projects that will help enhance their knowledge and equip them further in their professional skills.

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- ✓ Students have always found in Dr. Lamare, a constant drive to participate in intra and inter college activities as well to undertake research activities beyond their syllabus.
 - ✓ Represents the college and management in any kind of activities with the University and Governance

- **The Faculty:**

- ✓ Every member of the Faculty participates in the initiatives undertaken by the Principal alongside taking active initiative in the departmental and academic activities reflecting the goals of the college.
- ✓ It has always been the priority of the college, at the administrative and more importantly academic level to secure a place of utmost importance to the students. Activities pertaining to class room teaching as well as shaping the minds and moulding the character of the student are a constant effort.
- ✓ To better analyse the understanding of the students especially towards the curriculum and syllabus, assessments like class tests, assignments and class presentations are conducted.
- ✓ A variety of approaches combining conventional (chalk board), innovative and modern methods of teaching like ICT, student-presentations, student research peer teaching, guest lectures, films, classroom discussions & debates, related field trips & extension activities, internships are in practice.
- ✓ Student seminars, group discussions and activities are carried out by every individual teacher of every department to help shape and prepare the students not only for the exams but also to help prepare them in their interaction with their peers and the outside world.

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- ✓ For every individual student who found it difficult to grasp what is being taught inside the classrooms are provided tutorials and remedial classes.
 - ✓ Add on courses like the Communicative English Course are provided to students that will strengthen their vocabulary and boost their confidence once they step into the realm of jobs.
 - ✓ Personal Counselling and mentoring are provided to the students in order to help them understand difficulties faced by the students academically as well as their personal inhibitions and fears.

6.1.3 What is the involvement of the leadership in ensuring

- The policy statements and action plans for fulfillment of the stated mission
- formulation of action plans for all operations and incorporation of the same into the institutional strategic plan
- Interaction with stakeholders
- Proper support for policy and planning through need analysis, research inputs and consultations with the stakeholders
- Reinforcing the culture of excellence
- Champion organizational change

The involvement of the leadership is ensured in the following manner:

- The Leadership takes initiatives along with the members of the staffs to build and enhance academic excellence and structure extracurricular activities that reflect and illustrate the goals of the institution.

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- The Leadership acts as a driving force that perpetually draws academic and extracurricular activity plans at the General Staff meeting and the meetings with the various Heads of the Department.
 - The Leadership's sincere participation is also seen in the commitment displayed through the acknowledgement of feedbacks from the students whose voices are essential for the sustenance of growth and glory of the institution. The Class Representatives lend a voice to the concerns of their peers before the Heads of their Departments. On the basis of the feedbacks corrective measures are adopted.
 - The annual reports of the department and the college calendar reflect the fulfilment of the stated mission.

➤ **Interaction with stake holders**

The stakeholders in any educational institution are the students, their parents and guardians and the staffs, both teaching and non-teaching. St. Edmund's college values its stakeholders and place each one of them, as its primary concern and topmost priority. It has been the commitment of the college to maintain a close connection and a bond with each of its stakeholders in order to realise the goals and mission of the college. Here, the Principal plays an important role acting as a bridge that connects the stakeholders and the college. Thereby maintaining a cordial and warm relation as well as providing a stimulating environment at all levels and in all forms of activities.

The Principal actively interacts at all levels with the:

- Students and their parents at the Orientation programme held at the beginning of each academic year, the annual college day (students only) and prize distribution day as well. The Principal also meets parents and students on all days during the office hours.

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- Staff, both teaching and office staffs/non teaching by making his presence felt at all staff meetings and on all days during the office hours. He motivates the teachers to participate in subject and education related national and international seminars, conferences and workshops.
 - Teaching community in and around the state through interactions deliberations at university meetings.
 - Society through invited lectures at national and international forums.

Research activities at all levels and from all sections of the stakeholders is a priority that has been the highlight and the focus of the College. Encouraged and motivated to inculcate the habit to explore and investigate, the College has been witnessed to numerous projects that are not only informative but also educating in all sphere.

- **Undergraduate research** is encouraged through the Excellence Programmes in both Arts and Science. Some undergraduate students have presented papers/posters at workshops and conferences held in the state.
- **Postgraduate research** is an integral part of the MSW. Programme. Field work activities are conducted twice a week. Students are assigned to different NGOs working in various fields like Juvenile Delinquency, Differently-abled students, Women empowerment et al. Different activities are conducted, observations made and reports tabled which are internally evaluated and due credence is given to them during the Viva Voce.
- **Staff Research** The teaching staffs are encouraged to apply for Major and Minor Research Projects. Under the Star College, 7 Science Departments have been included in this scheme and have been receiving regular funding for modernisation of laboratory equipments.

6.1.4 What are the procedures adopted by the institution to monitor and evaluate policies and plans of the institution for effective implementation and improvement from time to time?

- The Heads of the departments, the Coordinators of different Committees and Clubs, NSS, NCC and the student body representatives submit their annual reports to the Principal.
- Annual IQAC reports are submitted to departments by the IQAC Coordinator
- The Heads of Departments send in their submissions
- Individual staff members submit six monthly reports of their academic activities and PBAS at the end of each academic year.
- The student feedback is analysed and corrective steps taken
- Parent feedback, comments and suggestions posted on the college website are also analysed
- Finally, the suggestions and recommendations of the peer teams of the previous NAAC visits have been considered for corrective steps

6.1.5 Give details of the academic leadership provided to the faculty by the top management?

The management has provided freedom to the Principal with regard to implementation of the curriculum. Along with the Heads of the Arts, Science and Commerce Departments they work together to ensure the smooth functioning of the College.

6.1.6 How does the college groom leadership at various levels?

At the Department level, the Heads of various departments are empowered to make independent decisions regarding activities in their respective departments and also recommend faculty members to apply for Minor and Major Research Projects, contribute research papers to both national and international journals.

At the individual level, every single staff is involved in different Committees and Clubs either as Officers-in-charge or even as members. The officers-in-charge and coordinators are given a freehand in planning and executing duties related to their respective committees / clubs / programmes. At the end of each academic year, a report is submitted to the Principal. The staff also takes initiatives in managing academic matters, the functioning of the Examination Committee, the Admissions Committee etc.

At the level of the students, the students are represented by their Class Representatives. The grooming of leadership at this level is evident from the leadership role played by the Class Representatives in the organization of the College Week activities. Besides, each Department has been instrumental in tapping the potential of its students through the Department Magazines, participation in debates, workshops and seminars et al. The Annual Play staged by the Department of English has become a big draw among some of our neighbouring colleges.

6.1.7 How does the college delegate authority and provide operational autonomy to the departments/units of the institution and work towards decentralized governance system?

- The Heads of each Department are given freedom in planning and executing administrative matters related to their streams and departments respectively. They work with the Principals to decide on the purchase of new equipment and to finalize the departmental budgets.
- Various committees are in-charge of administrative matters
- The students are represented by Class Representative. The CRs take the lead in engaging their peers to participate in many of the College programs.

6.1.8 Does the college promote a culture of participative management?

If “yes”, indicate the levels of participative management.

YES.

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- The departments are free to implement the college policy statement via the college goals.
 - Student and staff committees take responsibility for the various activities spanning cultural, sporting and literary activities of the College.
 - Monthly Meetings of the Heads of All Departments are held to monitor and guide the various committees in their functioning.
 - Student feedback and opinion is sought after the completion of an event to evaluate its effectiveness and to learn from any of its shortcomings.

6.2 Strategy Development and Deployment:

6.2.1 Does the institution have a formally stated quality policy? How is it developed, driven, deployed and reviewed?

- There is a system in the institution that ensures that quality is given pre-eminence in academic, co-curricular and extracurricular activities.
- At the beginning of each year the Principal meets with the entire Teaching Faculty and a broad plan for the year which is the product of wide consultation with the Heads of each Department is shared with the gathering. Cooperation is elicited from the group and Staff members sign on for different responsibilities which are then organised by the different committees at the allotted time during the academic year.

6. 2. 2. Does the Institution have a perspective plan for development?

- St Edmund's College delinked itself from our Higher Secondary Section 2 years ago. At present a new building is being erected to accommodate our Higher Secondary Section in another site in our Campus. The new building will be operational from December 2018. The College will then have an additional building to occupy. We would then have the opportunity to begin some more Post Graduate Courses.
- At present the College is also constructing an Outreach Centre in Mawjrong with Dormitory facilities for both men and women. Independent self-contained rooms will be made available for Staff

members. This can act as Outreach Centre of the College with facilities of stay, seminar, lecture etc.

- The College has also acquired a 32 Acre plot as Campus Extension property where we hope to provide Undergraduate programmes in Agricultural Sciences, Aquaponics and Traditional Music.

6. 2. 3. Describe the internal organizational structure and decision making processes.

- The Sponsoring Body of the Congregation of Christian Brothers in India is largely responsible for formulating policy. The President of the College Governing Body is a member of the Governing Council of the CCBI. All administrative and academic matters are decided by the College Governing Body which is the apex body of the institution. The College Governing Body consists of 2 representatives from the University, 2 Staff Representatives, a representative from the DHTE, 2 Principals from neighbouring colleges, the Principal, the President, the Secretary and the Rector of the College.
- The Heads of Departments are virtually autonomous and are given a free hand with the budget ascribed towards the purchase of library books, any infrastructural changes that they feel are necessary and in matters relating to the the organisation of a host of workshops, seminars and field and educational trips.
- Extension activities are dealt with by the Faculty Members in charge of NSS, the College NCC units for both men & women, Certificate Courses conducted by the Electronics, Botany, Biotechnology departments and Coaching and Remedial Classes sponsored by the UGC.
- Decisions pertaining to issues of the staff, students and other stakeholders are arrived at during general staff meetings, meetings of the Heads of the Departments, various committees and at the meetings of the IQAC. The IQAC prepares the annual report and make recommendations for quality improvements in the college. Hard pressed decisions are taken by the apex body of the college i.e. the Governing Body.

6. 2. 4 Give a broad description of the quality improvement strategies of the Institution.

The following strategies are used to improve the quality of the institution:

❖ **Teaching and Learning:**

- Teaching and learning, being the priority and the fundamental concern of the college, it is imperative that the staff members meet regularly under the supervision of the Head of the Department to monitor the month-wise syllabus that has been allotted to each member of the department. The Annual System which is replaced by the Semester System in 2015 has apportioned a fairly large section of the syllabus to be completed within the stipulated time allotted. This has been a matter of great concern to the teachers as the time allotted and the syllabus does not seem to be proportionately and evenly distributed. It has been commendable on the part of the teachers who conduct extra classes to ensure that their students are not left in the lurch due to the shift from the annual to the semester system. However it must be put on record that the present system needs a lot of fine tuning on the part of the management, the teachers and more importantly the students.
- The college also ensures that student feedbacks are gathered, studied and analysed at a regular basis. The Heads of each Department makes sure that these feedbacks are deliberated upon with the other members of the department as the students' response are valuable guides that can bring about a positive change and variation in the teachers dealing with the students especially in the classroom.
- The college also takes care that supervised lectures are held for temporary and ad-hoc lecturers, and for those on probation.
- To further equip and enhance their teaching skills, teachers are encouraged to attend Orientation and Refresher courses, Summer and Winter Schools, subject related seminars and workshops. Such courses have proven to be of great use as they enable the teachers to put into

use the acquired knowledge gathered by them and disseminating the same with their students.

❖ **Research and Development:**

- Clerical, administrative and infrastructural support in the form of availability of internet, computers, printers, use of well-equipped and well-maintained laboratories and access to a well-stocked library, electricity, water, space and manpower is provided to staff members who carry out research.
- Members of the staff are constantly encouraged to pursue their PhD whereby several teachers even availed the Faculty Improvement Programme of the Faculty Development Programme that enables the teacher to take two years off from teaching and concentrate on their research work.
- Teachers are encouraged and provided resources in the form of infrastructure like library, infolibnet access, etc to present papers, give public lectures, and act as subject experts, publish books, papers and articles in acclaimed journals. The encouragement given to the teachers have helped shape and develop their academic growth and expansion.
- The College takes initiative to organise staff development programmes for the faculty members
- The College encourages the teachers to apply for research projects from different funding agencies. ***The details for this are given in the section on research.***
- Any form of initiative taken by the teachers to apply for grants in order to organise seminars and workshops is appreciated and encouraged. The involvement of the students in such programmes is sought after and supported.
- Any form of achievement in research by the teachers and students is acknowledged and recognized by the College at the Annual Prize Distribution Day and General Staff Meetings.

❖ **Community Engagement:**

- The School of Social Work (BSW+ MSW) Programs network with many NGOs in the area.
- Their Advocacy Programs have been greatly appreciated in the villages they visited as their approach had always been directed towards engaging the villagers in many awareness generation programmes.
- The faculty members along with their students work rigorously with communities living in the slum areas in and around Shillong by disseminating information and knowledge on cleanliness and hygiene, better nutrition programmes, women and children related concerns and issues like violence against women and children, child labour, assaults and abuse and also by providing coaching classes for the young minds in these areas.
- Human resource management: The Principal has engaged the Meghalaya College Teachers Association (MCTA) which is a teacher's body in a constructive way leading to a formulation of Service Rules for the Staff Members. These include leave opportunities for the FIP project to enable staff members to complete their doctoral studies.

❖ **Industry interaction:**

The Chemistry, Physics, Computers Science, Biochemistry and Biotechnology departments interact with some of the industries in the area. Students from these Departments have been able to secure Summer Internships in learning institutes like TIFR, IIT (Guwahati) etc.

6.2.5 How does the Head of the institution ensure that adequate information (from feedback and personal contacts etc.) is available for the top management and the stakeholders, to review the activities of the institution?

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- The Principal takes every opportunity to share institutional development plans with the stakeholders of the institution. Students and their parents are informed about the numerous plans and objectives of the college at the Orientation Programmes held at the beginning of each year, at the Annual Prize Day and the on the Grand Finale of the annual College Week Celebration.
 - Annual reports about the functioning of the college are presented to the management at the statutory Governing Body meeting.
 - Annual Visits by 2 (two) members of the Sponsoring Body called the **Provincial Leadership Team** meet the Principal and the Heads of the Departments to review the academic and co-curricular activities of the College.

6.2.6 How does the management encourage and support involvement of the staff in improving the effectiveness and efficiency of the institutional processes?

- Various Committees coordinate the different academic committees like the admission committee, time table committee, attendance committee, examination committee, and the awards committee. This ensures an effective and efficient system. The IQAC cell provides feedback on teaching-learning and thus makes it possible for the staff to improve methods.
- Staff members on the committees handle a considerable amount of administrative work. A certain degree of autonomy is given to each committee. Administrative and academic issues are discussed during the general staff meetings, inter collegiate competitions etc.

6.2.7 Enumerate the resolutions made by the Management Council in the last year and the status of implementation of such resolutions.

- The Delinking of the Higher Secondary Section of the College from the Degree College was formalised.

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- A new building is presently being constructed for the Higher Secondary Section in another part of the Campus. This will be fully operational in December 2018.
 - With the shifting of the Higher Secondary students to their new building, 18 classrooms will become available to the College for relocating different departments and to begin a few more PG Courses in Biochemistry, Botany & Biotechnology.

6.2.9 How does the institution ensure that grievances / complaints are promptly attended to and resolved effectively? Is there a mechanism to analyze the nature of grievances for promoting better stakeholder relationship?

For Students:

- The college has a Grievance Cell in the college. This cell is headed by the Principal and also comprises of few senior faculty members and some members from the sponsoring Body. The Grievances Cell addresses the complaints by the students.
- The Principal makes himself available during lunch time and after mid-day to meet students who seek clarifications and other assistance

For Faculty:

- The college Grievance Cell also looks into the complaints and grievances of the staff as well. After a thorough study the Grievance Cell takes decision and addresses the concern staff
- The staff can also directly approach the principal or the rector for any grievances
- The staff can also route through the MCTA the grievances that he/she feels intimidating to approach by himself or herself.

6.2.10 During the last four years, had there been any instances of court cases filed by and against the institute? Provide details on the issues and decisions of the courts on these?

There have been no court cases filed by or against the institution in the last four years.

6.2.11 Does the institution have a mechanism for analyzing student feedback on Institutional performance? If ‘yes’, what was the outcome and response of the institution to such an effort?

- Questionnaires Assessing the effectiveness of temporary and ad-hoc teachers, as well as those on probation, are conducted regularly. The feedback obtained is utilized for improving the teaching-learning processes. For example, the analysis of the Teacher Assessment
- Questionnaire is shared with the concerned faculty, including the students’ comments. The feedback of supervised lectures is given to the concerned teachers with written suggestions for improvement.

6.3 Faculty Empowerment Strategies:

6.3.1 What are the efforts made by the institution to enhance the professional development fits teaching and non teaching staff?

6.3.1 Curriculum

- St. Edmund’s College is affiliated to the North Eastern Hill University. Every Department has a representative on the University’s Board of Studies. The Board of Studies meets periodically to review, modify and fine tune the Syllabus and Curriculum chalked out for all the Associated Colleges for both the Under Graduate and Post Graduate Courses.

6.3.2 Teaching and Learning

- Diverse approaches to Classroom interaction through the regular use of Electronic, Computer Aided Learning and A.V. techniques are emphasized. Students are encouraged to extensively use the Library to gather information for assignments and projects. The College pursues the policy of Autonomous Learning encouraging each individual to go

beyond the syllabus and to apply their knowledge in a variety of practical applications.

- Students are encouraged to prepare Power Points Presentations which are then delivered to their peers.
- Teachers and students interact in the classrooms and outside in an atmosphere that encourages more questions and feedback.

6.3.3 Examination and Evaluation

- The University conducts the Annual Examinations for different years usually in the month of February and lasted for about a month. Practical examinations are then held after the theory papers are done. This too takes about 10 days.
- The college has a full-fledged Examination Committee which looks into the affairs of arrangement of rooms or Hall for examinations, the seating plans, invigilation duties for teachers and staff.
- The Evaluation is done by the senior teachers of the colleges. The University appoints teachers from respective subjects and from different colleges to be evaluators and scrutinisers. The University has adopted two methods over the years;
- ✓ The Central Evaluation where all teachers assemble at a centralised place usually the university campus or its affiliate unit for evaluating the answer scripts. One senior most teacher is appointed as the Head Examiner who then will allot the scripts and monitors the evaluation process
- ✓ The second method is the Centre Evaluation where the scripts are sent to the colleges and the principal acts as the head examiner and then the scripts are distributed by the principal to the teachers concern
- Since 2015 the University has switched over to the Semester System of Evaluation. 25% of the marks are given for Internal Assessment.
- The Semester System has drastically reduced the period of classes prior to the Examination; as a result our lecturers are struggling to complete the course and are obliged to conduct extra classes to cover the Syllabus delineated for each semester.

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- Appeals to the University to review the combination of subjects have fallen on deaf ears. Certain subjects like Economics, Chemistry, Political Science, English etc has very large number of students and even after splitting the classes, the arrangement is far from satisfactory.

6.3.4 Research & Development

- Members of the Depts. Of Biotechnology, Biochemistry, Botany are working on some major and minor projects sponsored by the UGC.
- We have Research Associates in the Biotechnology Dept. whose work is funded by the DBT.
- The Service Rules of the Faculty permit some Staff Members to proceed on Study leave to begin their Doctoral Studies. The Management appoint substitutes remunerated by the College to handle the teaching responsibilities of those pursuing these programs.

6.3.5 Library, ICT, Physical Infrastructure/ instrumentation

- The College Library has over 6 lakhs books in its collection. Computers with Internet facilities are available for students to work on their assignments and projects.
- Information and Communication Technology – Each department has a Wi-Fi Zone where student can avail internet facilities. Led Projectors are fitted in all classrooms to promote computer aided learning.
- The Biotechnology & Biochemistry Departments have Instrumentation Centres to promote tissue culture.

6.3.6 Human Resource Development

- To promote Career Advancement, faculty members are encouraged to attend Orientation Programs and Refreshers Courses at different Staff Development Colleges of Universities across the country.

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- St. Edmund's College has entered into a Collaborative Exchange Program with Iona College, New Rochelle, US to facilitate Faculty Exchange Programs which would initially be restricted to a 6 week program where Boarding & Lodging would be provided by the host College as well as Professional Support, medical assistance and a Stipend.
 - The Principal who has his own Publishing House has extended ISBN facilities to faculty members who seek to have their research papers published.

6.3.7 Faculty & Staff recruitment

- Advertisements are placed in the Local Dailies and suitable candidates send in their applications. An Admission Team comprising of the Principal, the Head of the concerned Department and the Rector study the applications and shortlist candidates who are to be invited to the Interview. Present at the time of the Interview are Subject Experts from the University, Representative of the Directorate of Higher & Technical Education, government of Meghalaya, 2 Principals of neighbouring colleges, the Principal and the Head of the Department concerned.
- Each candidate makes a 5 minutes PPT presentation on which his/her expertise on the topic is thoroughly examined. A panel of 3 suitable candidates are then selected. The most promising candidate is offered the post subject to the approval of the DHTE.
- Part time teaching staffs, preferably candidates with a PhD are appointed on Contract basis to handle a few teaching assignments for the duration of a Semester.

6.3.8 Industry Interaction/ Collaboration

- The students from BSW & MSW collaborate with NGOs engaged in the field of Advocacy and Community Development.

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- Students from Biotechnology are placed in different industrial units within the state and outside for their internship and for their field study
 - Multiple-Use Facilities Complex of the college is being constructed in Mawjrong to facilitate group of students from every Department to engage in Development Projects in the surrounding villages. Skills like Tissue culture, mushroom cultivation, water harvesting, orchid cultivation etc
 - The management is exploring entering into a Collaborative partnership with ACU Sydney to engage in a partnership similar to that established with Iona College, USA.

5.4 Financial Management and Resource Mobilization :

5.4.1 What is the institutional mechanism to monitor effective and efficient use of available financial resources?

- The Principal sits with the Heads of Each Department to ascertain their needs and plans for the next academic year. On the basis of all the data collated from the various Departments (Arts, Science & Commerce) the budget is finalised and discussed at the beginning of each academic year with the HODs for approval and implementation. The audited statement of accounts at the end of the financial year is also presented to the Governing Council of the College where it is consolidated into the Financial Statement of the Congregation of Christian Brothers in India.
- At the Heads of the Department meeting, the Librarian informs the staff about the amount allocated to each department for buying books. She also presents previous expenditure at this meeting.

6.4.2 What are the institutional mechanisms for internal and external audit? When was the last audit done and what are the major audit objections? Provide the details on compliance.

-
- The mechanisms are as follows:
 - An annual internal audit is done by the account office and is checked by the representatives of the Governing Council.
 - An annual external audit is done by a firm of chartered accountants approved by the CCBI Trust.
 - The audited accounts are also submitted to the government and to the office of the Accountant General.

6.4.3 What are the major sources of institutional receipts/funding and how is the deficit managed? Provide audited income and expenditure statement of academic and administrative activities the previous four years and the reserve fund/corpus available with institutions, if any.

- The major source of institutional funding is the Fees of the students. The Self Financing Departments of the College besides meeting the salaries of the College Appointed Professors also finances Infrastructural development and the General Maintenance of the College.
- 5 of our Science Departments of our College receive funding via the Star College grants available to them. The Department of Biotechnology has been the beneficiary of many grants to the College which have been largely responsible for making St. Edmund's College the Biotechnology Hub for the North East.
- The audited income and expenditure statements of academic and administrative activities of each of the previous four years is available and can be examined during the Peer Team Visit. It has been prepared by a reputed Associates Chartered Accountants. The statements are too large and do not fit in the format of the RAR.

6.4.4 Give details on the efforts made by the institution in securing additional funding and the utilization of the same (if any).

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- The College Management has applied for funding from the RUSA Scheme for both Infrastructural developments.
 - The College Centre for the Women's Studies and Development has its own resources and maintains separate accounts.
 - The budget for unaided post graduate diploma programmes is drawn by the departments concerned, and expenses are met from the fees generated.

6.5 Internal Quality Assurance System (IQAC) :

**a) Has the institution established an Internal Quality Assurance Cell (IQAC)?
If 'yes', what is the institutional policy with regard to quality assurance and how has it contributed in institutionalizing the quality assurance processes?**

- The institution established an Internal Quality Assurance Cell in June 10, 2004. A special room, conveniently located, has been permanently allotted to the cell. This makes it convenient for both staff and students to meet the coordinator.
- A senior faculty member preferably of an Associate Professor is appointed as the Coordinator of the IQAC. This arrangement is unique as the coordinator understands the ethos and spirit of the College and can promote the growth of the College in a manner that adheres faithfully to the mission of the College.
- There has been a change at the helm of the IQAC and the present Coordinator is busy building on the gains of the past few years by seeking to create a hub, where meaningful interaction and brainstorming takes place.

b) How many decisions of the IQAC have been approved by the management/authorities for implementation and how many of them were actually implemented?

- Suggestions are made by members at the IQAC meetings, and these are discussed and approved. The coordinator then implements them.

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- Heads of the Departments can make their own qualitative analysis of the feedback and take required measures.
 - The feedback also covers evaluation of the library, all our science (9) labs, extra-curricular activities: Departmental workshops, presentations and College Week.
 - The IQAC also works on the recommendations of the NAAC Peer Team for corrective steps as a part of the preparation of the following NACC Assessment and Accreditation.

Website:

- The website of the college is www.sec.edu.in
- The College do have a website that is manage by the Website Committee which comprises of the Principal, the IQAC Coordinator, a nominated member from the Computer Department and the committee members.
- The website is upgraded from time to time as the need arises
- The Website is also updated from time to time by the nominated member

c) Does the IQAC have external members on its committee?

- ✓ IQAC has members from amongst the teaching faculty, non teaching, Sponsoring body and members from the Alumni Association and people from the neighbourhood i.e. the local area where the college is situated.

d) How do students and alumnae contribute to the effective functioning of the IQAC?

- Student feedback is collated by the Heads of each Department and these are sent to the IQAC Coordinator who analyses them and shares his overall findings with the all the Heads of the Departments.
- Alumni members take an active interest in the developments in the College: New Departments, their achievements, new initiatives. They

offer their services to interact with the senior students to give them a better idea of the environment in the workplace

e) How does the IQAC communicate and engage staff from different constituents of the institution?

- The quantitative analysis of the student feedback conducted by the IQAC is given to every department. Teachers are kept informed of the dates to conduct these feedbacks through notices. The minutes of IQAC meetings are sent to all Heads of Departments. Teachers also interact with the coordinator when needed.
- The website is checked and upgraded by the IQAC. Notices and meetings convey to the staff the deadlines that have to be met. Many interactive sessions are also organized to improve the quality of the website by holding individual department meetings.

6.5.2 Does the institution have an integrated framework for Quality assurance of the academic and administrative activities? If 'yes', give details on its operationalisation.

- Excellence in academics is ensured by a systematic mechanism in which plan books, reports and appraisal in place. The IQAC through its feedback helps to get the student perception of the various teaching and learning methods initiatives and evaluation techniques used by various departments.
- This subject-wise feedback helps teachers to review methods and to make an effort to enhance the students' understanding and awareness of the goals of higher education. The College aims at the holistic development of students, thus a creation of values is the mission of every teacher. The tying of goals with departmental academic, co-curricular and extracurricular activities through the socials, commerce festivals ensures this.

6.5.3 Does the institution provide training to its staff for effective implementation of the Quality assurance procedures? If ‘yes’, give details enumerating its impact

- Refresher and Orientation courses help the staff to implement quality procedures. Seminars and workshops give an insight to various methods of enhancing quality. The college holds staff seminars at the end of each semester to emphasize the need to retain the high standards of quality expected from the staff.
- All teachers are encouraged to participate in the above mentioned programmes to enhance quality besides fulfilling the PBAS

6.5.4 Does the institution undertake Academic Audit or other external review of the academic provisions? If ‘yes’, how are the outcomes used to improve the institutional activities?

- The North East Hill University has not yet implemented any Academic Audits in their affiliated Colleges.
- The college has not undergone any formal academic audit but reviews performances regularly

6.5.5. How is the internal quality assurance mechanisms aligned with the requirements of the relevant external quality assurance agencies /regulatory authorities?

- The core values of the college fulfils the core value of NAAC
- The college stands tall as a reputed college in the state as well as in the North East India
- The college has a long history of establishment and its experience is looked up by other HEI of the state and the region
- The college, therefore, ensure that the best quality is delivered which is concurrent with the requirement of the National & International agencies.

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- An example of the statement made above is that all major research grants (UGC, DST) are dispersed according to the guidelines of the concerned funding agencies. The utilization certificate also rigidly follows the format provided. The same procedure is followed for the minor research grants. Records are maintained by the accounts office and available whenever an agency requires them.

6.5.6 What institutional mechanisms are in place to continuously review the teaching learning process? Give details of its structure, methodologies of operations and outcome?

- The system of holding regular departmental meetings surveying student performance in tests and examinations, analyzing the feedback helps to continuously review the teaching learning process.
- As departments make their own qualitative analysis of methods of teaching and initiatives, they identify areas that need attention.
- Other methods to review the teaching learning process is through evaluative initiatives like quizzes, presentations, debates, discussions and other subject related activities.

6.5.7 How does the institution communicate its quality assurance policies, mechanisms and outcomes to the various internal and external stakeholders?

- The institute communicates its quality assurance policies through its prospectus, handbook and the Principal's address during the orientation programme for parents and students.
- The website of the college has all details of the students progression and other necessary conditions which is set by the management from time to time
- This mechanism is again looked at by the IQAC and other sub committees formed to look into matters of students, teachers, curriculum, stakeholders, infrastructure, programmes etc

CRITERIA VII: INNOVATIONS AND BEST PRACTICES

7.1 Environment Consciousness:

7.1.1 Does the Institute conduct a Green Audit of its campus and facilities?

- The college has entrusted the Department of Environmental Science to conduct a Green audit on the campus and the facilities that are there in the college.
- A detailed report is attached for assessment purpose.
- The NSS, NCC, EVS & Social Work Department do have their regular programmes on sensitization and awareness programmes on National, International dates of commemoration to the environment like the World Biodiversity, World Forestry Day, World Environment Day, Van Mahotsav Week etc.

7.1.2. What are the initiatives taken by the college to make the campus eco-friendly?

- * Energy conservation
- * Use of renewable energy
- * Water harvesting
- * Check dam construction
- * Efforts for Carbon neutrality
- * Plantation
- * Hazardous waste management
- * e-waste management

The following are the major environmental initiatives undertaken by the College.

- **Energy Conservation:**

Minimal consumption of energy is the saving factor of energy conservation in the campus. Promoting the use of natural lighting and ventilation to avoid day time lights is a conscious effort taken by the college. The notices near the switch boards act as a reminder to switch off lights when not in use or to put all electronic device in standby

mode so as to prevent wastage of energy. The use of Compact Fluorescent Light bulbs (CFL) instead of florescent lamps is another step to conserve energy. Implementing energy saving techniques is ensured that the lights and fans are switched off by floor peons and staff after completion of the last lecture of the day. Further, all the old monitors are replaced with energy efficient models, A.C.s are with Five star rating in Power saving. Classrooms are made with sufficient cross ventilation and light so that the use of electricity can be minimized. These efforts show the institution's commitment towards energy conservation.

- **Use of Renewable Energy**

Installation of solar lamps in and around the campus is one of the initiatives taken by the college to encourage the use of renewable energy. A total of 6 (six) solar lamps were procured to light up the college campus, thus conserving electricity and money. Approximately, Rs 25,000 is saved on electricity bills through the introduction of these solar energy lamps.

- **Water Harvesting**

The fact that the region is well known for the heavy rains, therefore a roof top water harvesting unit was installed in the college campus under the SCSTE in the year 2013. The water from the roof is diverted to nine (9) storage units of 1000 litres and 2000 litres respectively. The water from the storage units are then distributed to different places for various purposes. Mr. Shabbir Mazumdar is the person-in-charge of the water harvesting. The College is contemplating installing more structures for water harvesting.

Check Dam Construction: Not Applicable

- **Efforts for Carbon neutrality**

First and foremost, the college is committed to reduce the carbon footprint in the college. As an initiative the college sensitizes students

about the Carbon Credits, Carbon Neutrality; its advantages etc. This is also incorporated into their curriculum in the Sixth Semester for all students and in the 4th and 5th semester for Honours students. Projects/assignments are also given to students based on topics related to carbon credits, waste management and recycling.

Plantation of trees on an annual basis in the college campus also offsets the carbon produced. Tree plantation is carried out by the NSS, NCC, ECO CLUB of the college.

A short term course on **Vermicomposting** was also started by the Department of Environmental Science in the year 2014 which is still running till date. The course is aimed to educate the students and give them a hands on training on recycling, organic fertilizer, use of renewable resource and the environmental as well as economic benefits derived thereof.

Another noteworthy practice of the college is the “**Adopt a Tree**” scheme which was initiated by the Department of Environmental Science. The “Adopt a tree” programme is usually conducted on important days like world Forestry Day, International Earth Day, International Day of Biodiversity, World Environment Day, Van Mahotsav etc. This programme was mainly done to encourage staff and students to plant trees in their respective homes and farms and a follow up of the trees planted is carried out to ensure that the trees are well taken care of.

- **Plantation**

Plantation of trees in the college campus is a common practice of the college. Tree plantation is carried out by the Department of Environmental Science, NSS, NCC, ECO CLUB etc of the college. Planting of saplings by the chief guests of various functions is inherent

in the college practices. A well maintained garden of flowering plants with a full time gardener is appointed to take care of the garden. A well maintained Botanical Garden maintained by the Department of Botany boasts of an array of herbs, shrubs and trees and epiphytic plants.

Planting a large number of trees in the adopted villages Dewlieh and Mawdulop, is another regular features of the NSS Special Camps.

- **Hazardous Waste Management**

A signature campaign to make St Edmund's College a 'Plastic Free Zone' was conducted in 2008 and this has brought down the usage of disposable plastic goods to the minimum. The second phase of 'Plastic Free Zone Campaign' is currently being taken up by the NOW ECOCLUB of the college to remind the students about the harmful effects of using plastic material.

7.2 Innovations:

7.2.1 Give details of innovations introduced during the last four years which have created a positive impact on the functioning of the college.

- One of the ingenious steps taken by the college to promote environmental consciousness is the presentation of tree sapling to Chief Guest and Guests of Honour, Resource persons, Guest lecturers etc instead of handing out gifts and mementos. This has been duly acknowledged as an innovative method to spread environmental awareness.
- **"ADOPT A TREE"** is another innovative idea that created a positive impact. This system ensures that each tree that is planted is well taken care of by the person who adopted it.
- Spreading environmental awareness through Music is another innovative and highly efficient tool. The World Environment Day

celebration, 2017 organized by the Department of Environmental Science in collaboration with the NSS in the form of an interdepartmental music competition witnessed a positive student response.

- **Richard Valentine Award for Most Environment Friendly Student** is another novel idea on the part of the college authorities. This award encourages students to be more eco-friendly and live a sustainable lifestyle.
- **Project work** for the final year students on various environmental topics such as Environmental consciousness of the students , Carbon Footprint, Waste generation and management, Noise Pollution, Impacts of pollution etc are other steps taken in the direction of environmental awareness and protection
- A study conducted by a final year student on the carbon footprint of the college revealed that 12769 Kg CO₂e of carbon was released from the 250 LPG cylinders that were in the college canteen. About 2062 Kg CO₂e of carbon was emitted from electricity consumption.
- Another project on waste generation and management of the waste in the college campus revealed that in the year 2014 approximately 40.8 kgs of wastewas produced from the college canteen and 55.6 kgs of waste was generated from the Higher Secondary Canteen. (Survey by EVS)

- **Other Innovations:**

- Admission Process: The College is a pioneer in the Spot Admission process where students with high percentage of marks are given direct admissions.
- Fee payment: The college has started the online fee payment which enables the students to pay fees without the hassle of queuing in the banks

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- Curriculum framework: The departments introduced assignments and tutorials and student seminars and presentations on topics which are applied to the theory or the syllabi mentioned
 - Evaluation Methods: Besides University Exams, the college evaluate on class test, open book tests, assignments and tutorials
 - Use of ICT: each department is equipped with LCD projector and OHP projector. Few departments like Computer Science and Biotechnology have Smart Boards.
 - Social Media: Students notices and information are notified in Facebook and WhatsApp. Few reading materials and references are uploaded in whatsapp and common emails where students can have access
 - Research & Publication: The College provides opportunities for teachers to undergo research and publication. The college provides platform for DBT, DST, UGC research projects.
 - Community extension: this is a strong area where the Social work department, the NSS and the NCC besides few other departments like EVS, Biochemistry, Botany, Biotechnology have reach out to communities. Programmes like 'Science to the masses' is conducted to the students in the **adopted villages** of the NSS and Social Work.

7.3 **Best Practices:**

7.3.1 Elaborate on any two best practices in the given format at page no. 98, which have contributed to the achievement of the Institutional Objectives and/or contributed to the Quality improvement of the core activities of the college.

- Some of the best practices customary to the college are the observation of important days such as International Earth Day, International Day of Biodiversity, World Environment Day, World Forestry Day, Van Mahotsav, Wildlife Week etc.

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- A common feature of the college is the **cleaning drive** carried out in and around the college by the various departments and clubs.
 - An International Workshop on **Healing our Planet-Eco-sensitivity and Remediation** was organized by the Department of Environmental Science and Sri Ramanuja Mission Trust, Chennai & Indian Association of Health, Research and Welfare on 22 April, 2016 St. Edmund's College, Shillong. Other speakers include H.H. Mohrmen, Environmental and Social activist, Ms. Sotheavy Srey, Director, The Alliance for Conflict Transformation (ACT), Cambodia
 - To promote Environmental Consciousness amongst the staff and students of the department, a popular lecture on “**Clean and Green India – A North East Perspective**” was held on the 23rd of May, 2016. The resource person was Shri Ranjan Chatterjee, Expert Member, National Green Tribunal, New Delhi. A total number of 208 including both students and teaching staff participated in the above programme.
 - “**Rethinking about the future we want**” a popular talk organized by the Department of Environmental Science and NOW ECOCLUB. The talk was delivered by Mr. Phrang Roy, Chairman, NESFAS. The talk was organized with the objectives to remind students and staff alike about the need for sustainable development and managing the traditional knowledge for conserving the environment.
 - The college also encourages students to participate in inter-college quiz and debates, drawing competition on environmental issues.
 1. **Inter college Quiz Competition** as part of World Environment Day , 2016 at Lady Keane College organized by the Department of Botany - **1st Runner Up Anushri Paul and Jagamesa Ch. Marak**
 2. **Workshop on Climate Change and Green Economy** organized by the Meghalaya Basin Development Authority (MBDA) on the 10th of June, 2016 –

Participants - *Anushri Paul, Jagamesa Ch.Marak, Trilliancy Marbaniang, Amanda Lyttan and Daioohika Shylla.*

3. **A Poster Competition** as part of the Wildlife Week Celebration was organized by the office of the Divisional Forest Officer, Govt. Of Meghalaya.

- **Other Best Practices:**

- **Mentoring:** This has been an ongoing practice in the college since the last ten years.
- **Student Seminars:** All departments conduct seminars and presentation for students to research on the topics given to them and to present before the class and at times in the presence of external experts
- **Symposiums for curriculum:** Few departments have initiated a discussion on the syllabus and reviews its viability and practicality.
- **Institutional visits:** The college encourages departments to take students for institutional visits within and outside the state. The students gained a lot of experience and knowledge through such visits.
- **Use of ICT:** The College has initiated smart boards in two departments while other classrooms are equipped with LCD projectors. Besides, few departments have started online submission of assignments and tutorials.

Best Practices

1. Title of the Practice

‘Greater Autonomy for Excellence in Academics, Sports, Outreach Programmes and Co-curricular’

The areas covered are:

- **Autonomy to the Department**
- **Leadership in students in handling programmes**
- **Social Outreach programmes**
- **Capacity Building programmes**
- **Students and researchers**
- **Large range of extra-curricular activities**
- **Availability of funds to organize programmes**
- **A strong NSS Unit**

2. Goal

The College administration, by allowing the Departments to be fully involved in the admission process keeping in mind all the reservation policy of the State and going by the criteria laid down by the institution in the meeting with the Heads, Departments and the Co-coordinator of IQAC. This practice allows the faculty in the Department to choose candidate from across section of the society and also across cultural backgrounds thereby creating an atmosphere of learning in multi-lingual, multi-cultural and multi-religious groups.

The College administration by allowing and encouraging students to come forward and organize programmes such as Teachers' Day, College Week, hosting of programme, outreach programmes, awareness programmes, volunteers in calamities and others areas; has created an impact whereby students passing out of the College and joining another institution readily come out as leaders in various programmes. It has created a group of students that has come forward within the State and other

States who were able to handle different leadership programmes and took initiatives which are good for the over growth of youth.

Through the Departments of Bachelor of Social Work and Master in Social Work the College is able to motivate not only the students of the above Department but also of science Departments and humanities Departments to be available for the youth in the rural areas through various programmes such as knowing one's blood group, involvement in health camps, community service, teaching of basic science, imparting knowledge on the maintenance of electronics equipment etc. The involvement of teachers in such initiative further enhances the goal of the College.

Through the Biotech Hub, the different science Departments are called to organize Capacity Building programmes to encourage and create awareness on the students of class XI and XII science on the need to look at studying basic science as an option after completing class XII. It has created an impact because the number of students joining basic science although they qualify for medical or engineering has increased substantially.

A number of students in the College are doing research under the guidance of the teachers who motivated them in topics that are available in and around the State. These students look at topic which is useful for the rural community.

The large number of events in the extra-curricular activities help student to discover their potential and thereby come out to build a career for themselves.

The College provides sufficient funds for Departments to organize programmes thereby create a better atmosphere of learning through interaction with experts and fellow students from neighboring Colleges.

The NSS Unit of the College is vibrant and a large number of students participate in different activities organized by the NSS Unit.

3. The Context

Admission to the College used to be a challenging experience due to the process the College followed earlier which in the eye of the public does not seem to be transparent and it created dissatisfaction. Questions were even raised on the observation of the State reservation policy by different pressure groups and NGOs and it was a difficult situation. A decision was taken in 2011 to provide autonomy to the different Departments to admit students through a transparent process whereby everyone can see and understand the process. In trying to achieve this goal, the College had to follow strictly the State reservation policy and make sure that in selecting students for different subjects deserving candidates and unrepresented areas are given a chance to join the College. Today, due to this process the College can boast of a multi-cultural, multi lingual and multi religious group of students in the College.

4. The Practice

Involving students in arranging for various programmes has created an impact in leadership training. The process starts with the election of the class representatives and the assistant class representatives which are democratic and transparent in nature. The whole process of election is under the guidance and observation of the teachers. The class representatives then are entrusted with different tasks to perform ranging from preparing team for different events, to motivating the class in different activities. The class representatives are also entrusted with finance for organizing the Teachers' Day and they along with the assistance of other members chalk out the entire programme for the celebration in their Honours group or in their stream. This practice has foster unity, understanding, co-operation, mutual respect and also assisting each other in time of needs. The class representatives are also encouraged to take initiatives in organizing other events such as a get together, popular talk, popular lectures, field trips, food fests and other activities which give opportunity to students to discover their potential. This practice has enhance the growth of the students whereby they take pride in trying to achieve better University results and work together towards achieving a maximum pass percentage. It also helps them to assist one another in their studies and form a group of likeminded people to achieve better

grades. The major constraint in this practice is when a dominant group tries to impose or when the selection of class representatives is done base on popular votes rather than quality. It could be disastrous for the class if it is not rectified on time. We are proud to state that we have found it meaningful and also practical in our experience.

5. Evidence of Success

Success is visible when the College in humanities, science, bachelor of social work and bachelor of computer applications achieved every year a pass percentage of 95% and above. The number of position holders in the university examination has increased and in some departments records have been created such as Physics and Chemistry where our students have set up a new bench mark to be achieved by other students. The relationship between the students and the teachers is very close and the teachers are available for the students. Thus, students have mentors to look at their problem in a meaningful way and thereby allowing them to come out and discover themselves and their potential. These results indicate that learning together as a team without prejudice can bring together a group into a unified body. It also indicates that team work is important aspect of education in the light of the cut throat competition that exists today. The presence of different communities working together as team foster unity in diversity and the college is proud of the diversity and the achievement through this diversity.

6. Problems Encountered and Resources Required

The College is situated in an area where maximum students come from families which are not well to do and hence, through the collection of fees little could be achieved as the College is not in a position to raise fees to really meet the need of education today. Hence, due this factor, the College is not able to attract the best people into joining the College due the limited resources and low pay scale. This has been further hampered since, the Government is not sanctioning new posts for the last 35 years and all post created from 1990s have been created as College posts. The lack of financial and the stringent rules of affiliation have hampered the College to start new Departments which are job oriented. This has greatly affected students and

many of them are moving outside the State to take up courses which are not available in the State.

8. Contact Details

Name of the Principal: Dr. Sylvanus Lamare

Name of the institution: St. Edmund's College

City: Shillong

Pin Code: 793 003

Accredited: 2 cycles

Status: Applying for re-accreditation

Work Phone: 0364 - 2224533

Website: www.sec.edu.in

Mobile: 09862097716 / 09862432280

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POST RE-ACCREDITATION PLANS AND INITIATIVES

NAAC Accreditation:

First Cycle: January 8, 2004 accredited ‘A’ Level (87.5 %)

Second Cycle: December 31, 2009 accredited ‘A’ grade (3.08), validity 2014.

A Brief History:

St. Edmund’s College was the first institution of higher education to be established in North East India. It began as a Part Secondary School in 1916 with affiliation from Cambridge University, and in 1924, under the new Govt. of India Act, became an Arts and Science College, affiliated to Calcutta University. In 1935, it was allowed to teach B.A. and B.T. Courses, the first College in the then Assam to enjoy such distinction. Its affiliation was transferred to Guwahati University with the latter’s establishment in 1948 and subsequently to North Eastern Hill University (NEHU), when it was set up in 1973.

The present day St. Edmund’s is a multi-stream (Arts, Science, Commerce bachelor of Computer Applications and Social Work), multi-discipline, co-educational College imparting an all-round, value-based quality education to a conglomerate of over 2500 under graduate and post graduate students representing a myriad of ethnic, cultural, social and religious background from various parts of the country as well as from neighbouring nations.

Always striving for excellence, the College has challenged itself to open new Departments and courses to meet contemporary educational requirements. Government apathy, particularly in sanctioning funds and new faculty positions, did not dampen the indomitable Edmundian spirit and over the years, the College has made significant strides in introducing self-financed courses, upgrading infrastructural facilities and appointing Faculty and Associate Staff solely from its own resources.

The College was awarded an “A” Grade (87.5%) by NAAC in January, 2004. In 2009 the College was re-accredited with an “A” Grade once again under the new system of grading with an Institutional score of 3.08/4.00.

CORE PRACTICES IN THE COLLEGE:

Curricular Aspects

- St. Edmund's College is always committed to its responsibilities towards the student community in particular and the society in general. Undaunted by the limited scope, as an affiliated College, in curricula-designing, the College has introduced three new UG courses, Biotechnology, Environmental Science (EVS) and Bachelor in Social Work (BSW) and one PG course, namely, Master of Social Work (MSW) over the last seven years. Relevant self-financed add-on courses have also been introduced to increase the competence and employability of the students.
- Many of the members of the faculty are actively involved in syllabus framing and curriculum designing through their membership in various academic bodies. Need for updating the curriculum is identified through a well-defined feedback mechanism practiced in the College.

Teaching – Learning and Evaluation

- The College follows a transparent, merit-based admission policy catering to diverse needs.
- There has been an increased use of CAL and other Audio-Visual resources as Teaching-Learning Aids.
- Increased involvement of students through Seminars, Cooperative Learning and Group Discussions has made the learning process more student-centric and effective.
- The Library has been upgraded both in terms of infrastructure and resources.

Research, Consultancy and Extension

- A functional Research Cell is established to coordinate research activities in the College. At present, 25 teachers are involved in active research work. Research facilities under DBT and DST and UGC have been initiated in the College to augment research activities.
- Students are involved in study tours, field trips and project works to whet their research acumen.

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- The rich faculty expertise of the College is regularly utilized by various institutions and organizations for Consultancy Services.
 - The College carries out manifold extension services and outreach activities ranging from voluntary blood donation and community cleaning drive to adoption of an SOS Village (Mawlynrei in East Khasi Hills).

Infrastructure and Learning Resources

- The College has a wonderfully gifted campus built over an area of 12 acres with all facilities for carrying out administrative, academic and extra-curricular activities. In spite of being situated in the heart of the city, the pristine, natural ambience of the College Campus ensures a healthy and rewarding learning experience for the students.
- The recent additions in infrastructure and learning resources are a new five-storey Academic Block, Auditorium, a new canteen, Girls common room, Counseling Center, Gymnasium, separate Humanities Department rooms, upgraded Central Library with Internet access, Bioinformatics facility, Central Instrumentation Center and Tissue Culture Lab, Internet facilities to all Departments and Online Teaching-Learning facilities.

Student Support and Progression

- The College supports its students through various healthy practices that include mentoring process, continuous evaluation and assessment system, feedback mechanism, exposure to co/extra-curricular activities, community orientation programs through outreach activities, scholarships, awards and recognition.
- The Departments maintain a record of the progression of students to higher studies and service sectors through personal contact and the alumni association.

Governance and Leadership

- The College has a transparent and decentralized administrative structure which operates like a well-oiled machine through the involvement of the Principal, the Vice-Principals, Heads of Departments and various Administrative, Academic and Activities committees.

-
- The Congregation of Christian Brothers in India provides the leadership in policy matters which are planned and executed by the above functionaries and Committees with the approval of the College Governing Body.

Innovative Practices

- Innovative Practices of the College include a functional IQAC, Departmental Journals and Newsletters, a month-long College Festival, construction of ramps in all buildings to allow physically-challenged students easy access to academic blocks, a botanical garden, various societies and clubs, Cooperative-Learning and Group activities, open-kitchen system in the canteens, involvement of students in various committees, regular Value-education classes and Faculty Development Programs.

Master Plan for the next 10 years or so:

Academic

Post Graduate Courses:

The segregation of the Higher Secondary section being almost complete, the College plans to introduce Master Degree courses in accordance with UGC guidelines and NAAC recommendations (2003 & 2009 report). The following courses have been identified in order of preference and feasibility:

1. Master in Social Work (MSW): Initial inspection by NEHU is already complete (2011)
2. M.A (Public Administration) (2013)
3. M.Sc. (Electronics)(2012)
4. M.Sc. (Life Sciences)(2013) – maybe opt for M.Sc. (Botany)
5. MA (English) – make it slightly different from the existing syllabi of NEHU (translation)

Other Courses and Initiatives:

The College plans to

- Continue with the step and process to attain Star College Status from DBT.
- Initiate the process to attain College for Potential Excellence (CPE) status from UGC.)
- Introduce a 4 year integrated Bachelor of Education course as and when it is made available to college curricula by the appropriate authorities. Can also explore the possibility of offering courses in BA (Psychology), BBA, B. Physical Ed. – 2012-2013
- Introduce one Career Oriented Course (COC) for each Department. This should be an Annual Occurrence so that all departments offer at least one COC each – The College is getting 3 more courses in 2011.
- Make research more viable by using DST, DBT facilities – in line with NAAC directives
- Take up the proposal of R. N. Tagore Center in the college

-
- Move towards a Deemed University Status on its own or with a cluster of colleges. Need to justify this move by incorporating information from the Knowledge Commission Report.

Infrastructure Development:

To put in place the above plans the following steps have been identified as of immediate importance:

1. The HSSLC Section is to be physically delinked from the College – this requires a separate building with separate labs for the Physics, Chemistry, Botany, Zoology, Geography and Computer dept. & library. The ideal site could be the land between BT Hostel and the Assam House.
2. Space for Social Work department can be allocated adjacent to the Basket Ball Court (Behind the New Building).
3. The associate staff housed in the present quarters could be easily relocated to any of the new constructions and / or in the College Staff Quarters adjacent to the Bethany Society. Also, extend the Geography Dept. to Room 33, later shift Commerce back to the New Building – this leaves us space to open new departments in place of Commerce Section.
4. The BT hostel must be reconstructed and the new construction should be a three- storey building with capacity of 50 students in each floor (150 students) and accommodation for one Hostel Super in each floor.
5. New Hostel to be converted / remodeled as Girls Hostel. In the meantime, the 4th Floor of the Library Building which is a Women's Hostel cum-guest facility, constructed with the assistance of the UGC, may be used as a Women's Hostel from this current session (2011-2012), until the new constructions are in place – permission was granted to run the hostel by the CCBI.
6. After the construction and restructuring of the hostels, the 4th Floor of the Commerce block needs to be utilized for visiting faculty / students (Girls).

-
7. NCC land to be reclaimed and used for the College, the vacant land of NCC may be used by the College and also the land lying with Mary Rice Center.
 8. Extension Campus: Land for Extension Campus of St. Edmund's College has been purchased in Umroi close to the Shillong airport and a building is coming up in Mawjrong for the use of the student for the outreach programmes.

A concrete decision favoring the academic and infrastructural needs of the College should be taken immediately by the Management to expedite the execution of the above plans.

Extension Services: *Caring for senior citizens*

- to awaken a sense of responsibility among students to care for their parents and grandparents
- to help senior citizens residing in old age homes by adopting one such home
- to allow the senior citizens space in the campus for morning/evening walks

Community services

To involve students in the service of the community in a more organized manner

--participation in total literacy movement

--empowerment of the underprivileged through literacy campaigns

--strengthen the Women Study centre to address issues related to gender sensitization, female foeticide, sexual discrimination etc.

--to set up free medical camps to address the medical needs of the under privileged

Library: subscription to e-books and e-journals

Research: research projects / better lab facilities. PG courses vis-a-vis research facilities

Teaching-Learning Methodology: Online teaching / learning, video conferencing

CORE VALUES IDENTIFIED BY THE COLLEGE:

1. **Contributing to National Development:** The College has taken steps to contribute to National Development by introduction of new, challenging courses like BSW, Biotechnology, and Environmental Science and other student-oriented certificate programs to produce nationally and globally competent human resources. It also aims at catering to the educational needs of the backward communities and thereby making them competent at all levels.
2. **Fostering Global Competencies among Students:** The College has introduced courses that are aimed at equipping the students with skills that will place them on par with students from other parts of the country. Our students, being able to secure admissions in Universities and Colleges outside the state as well as abroad, only show that they can compete with others on equal terms.
3. **Inculcating a Value System among Students:** The College tries to ensure that the students are groomed with a healthy value system. This is done through regular Value Education Classes conducted by a professional Counselor as well as outlining value-based guidelines for the students and other stakeholders, in the College Prospectus.
4. **Promoting the use of Technology:** Having recognized the need and importance of Technology, the College started courses in Electronics and Computer Science in the years 1982 and 1992 respectively. Further, both students and faculty in the College can access the Computer-Aided Learning (CAL), Information and Communication Technology (ICT) and the internet and On-line facilities, OHPs and LCD Projectors. Two fully equipped Audio-Visual rooms have been made functional. A certificate course on basic computer literacy is also made available for the benefit of those interested. The College website which is updated regularly provides vital information about the college as well as events and programs.
5. **Quest for Excellence:** St. Edmund's College continues to strive for excellence in every sphere of its services to the community. This is reflected in

the excellent uninterrupted academic results achieved year after year, excellent relationship among the stakeholders, a committed and competent faculty, transparent and efficient Administrative system, a functional Internal Quality Assurance Cell (IQAC) to examine the mechanism, sub-committees involving teachers and students to monitor the various curricular, co-curricular and extra-curricular activities, a diverse conglomerate of students from various ethnic, cultural and religious background. Indeed, over the years, St. Edmund's College has grown to be among the most preferred educational institutions in the entire North Eastern Region. However, the College is not resting on its laurels and the quest for further excellence and consolidation of what is already achieved is always on.

ANNEXURES

DECLARATION BY THE INSTITUTION



16-1018

Principal
St. Edmund's College

Laitumkhrach, Shillong - 793 003

Meghalaya, India

Accredited by NAAC with 'A' Grade

Declaration by the Head of the Institution

I certify that the data included in this Self-study Report (SSR) are true to the best of my knowledge.

This SSR is prepared by the institution after internal discussions, and no part thereof has been outsourced.

I am aware that the Peer team will validate the information provided in this SSR during the peer team visit.

Signature of the Head of the institution with seal:

The Principal
St. Edmund's College
Shillong- 793 003
Meghalaya

Place: Shillong

Date: 30th January, 2018



राष्ट्रीय मूल्यांकन एवं प्रत्यायन परिषद
विश्वविद्यालय अनुदान आयोग का स्वायत्त संस्थान
NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL
An Autonomous Institution of the University Grants Commission

Certificate of Accreditation

*The Executive Committee of the
National Assessment and Accreditation Council
on the recommendation of the duly appointed
Peer Team is pleased to declare the
St. Edmund's College
Shillong, affiliated to North Eastern Hill University, Meghalaya as
Accredited
with GPA of 3.08 on four point scale
at A grade
valid up to December 30, 2014*



Date : December 31, 2009

*HA Ramani
Director*





Annexure II

राष्ट्रीय मूल्यांकन एवं प्रत्यायन परिषद्

विश्वविद्यालय अनुदान आयोग का स्वायत्त संस्थान

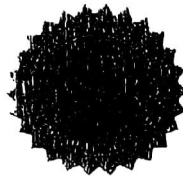
NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

An Autonomous Institution of the University Grants Commission

Certificate of Accreditation

*The Executive Committee of the
National Assessment and Accreditation Council
on the recommendation of the duly appointed
Peer Team is pleased to declare the
St. Edmund's College
Shillong, affiliated to North Eastern Hill University, Meghalaya as
Accredited
at the A level.*

Date : January 08, 2004



Mr. Arsal
Director

- This certification is valid for a period of five years with effect from January 08, 2004
- An institutional score (%) in the range of 55-60 denotes C grade, 60-65 - C+ grade, 65-70 - C++ grade, 70-75 - B grade, 75-80 - B+ grade, 80-85 - B++ grade, 85-90 - A grade, 90-95 - A+ grade, 95-100 - A++ grade (upper limits exclusive).



भारत सरकार

राष्ट्रीय अल्पसंख्यक शैक्षणिक संस्था आयोग

GOVERNMENT OF INDIA

NATIONAL COMMISSION FOR MINORITY EDUCATIONAL INSTITUTIONS

प्रथम तल, जीवन तारा भवन, 5, संसद मार्ग,
पटेल चौक, नई दिल्ली-110001

F.No. 228 OF 2007-19959

1st Floor, Jeevan Tara Building, 5, Sansad Marg,
Patel Chowk, New Delhi-110001

JUNE 7, 2007

ON THE BASIS OF THE CONCESSION MADE BY THE STATE GOVERNMENT RELATING TO MINORITY STATUS OF THE PETITIONER INSTITUTION IT IS HEREBY DECLARED THAT ST. EDMUND'S COLLEGE, SHILLONG, MEGHALAYA MANAGED BY THE CONGREGATION OF CHRISTIAN BROTHERS IN INDIA, 69, BOW BAZAR STREET, KOLKATA, WEST BENGAL EXCLUSIVELY IS A MINORITY EDUCATIONAL INSTITUTION WITHIN THE MEANING OF SECTION 2 (g) OF THE NATIONAL COMMISSION FOR MINORITY EDUCATIONAL INSTITUTIONS ACT 2004.

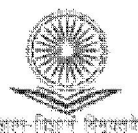
GIVEN UNDER MY HAND AND THE SEAL OF THE COMMISSION.



R. Renganath
(R. RENGANATH)
SECRETARY

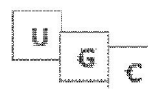
Horti
Horti Inspector (PP)
East Khasi Hills
Shillong.

राष्ट्रीय अल्पसंख्यक शैक्षणिक संस्था आयोग
NATIONAL COMMISSION FOR
MINORITY EDUCATIONAL INSTITUTIONS
प्रथम तल, नई दिल्ली
Govt. of India, New Delhi



University Grants Commission

ensuring quality higher education for all



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- ☐ Statistics
- ☐ **Faculty Corner**
- ☐ Pay Related Matters
- ☐ **Students Corner**
- ☐ Fake University Alerts
- ☐ Educational Loan

Colleges

List of Colleges-> Meghalaya

- College of Teacher Education, Boyce Road SHILLONG-793003, DIST.: East Khasi Hills, Meghalaya **Yr Estd.:** 1964 **Status:** 2(f)&12(B)
- College of Teacher Education, Rongkhon, Tura, West Garo Hills, Meghalaya **Yr Estd.:** 1993 **Status:** 2(f)&12(B)
- Don Bosco College, Tura - 794002, Meghalaya, **Yr Estd.:** 1987 **Status:** 2(f)
- Kiang Nonghah Govt. College, JAINTIA HILLS. JOWAI-793150, DIST.: Jaintia Hills, Meghalaya **Yr Estd.:** 1967 **Status:** 2(f)&12(B)
- Lady Kean Girls College, SHILLONG-1 DIST.: East Khasi Hills, Meghalaya, **Yr Estd.:** 1935 **Status:** 2(f)&12(B)
- Mendipathar College, MENDIPATHAR. DIST.: East Garo Hills, Meghalaya, **Yr Estd.:** 1971 **Status:** 2(f)&12(B)
- Raid Laban College, Madan Laban Shillong, Meghalaya, **Yr Estd.:** 1984 **Status:** 2(f)&12(B)
- Sankardev College, Bishnapur SHILLONG- 793 004, DIST.: East Khasi Hills, Meghalaya **Yr Estd.:** 1962 **Status:** 2(f)&12(B)
- Shillong College, SHILLONG-793003 DIST.: East Khasi Hills, Meghalaya, **Yr Estd.:** 1956 **Status:** 2(f)&12(B)
- Shillong Commerce College, SHILLONG-3. DIST.: East Khasi Hills, MEGHALAYA-793003, **Yr Estd.:** 1987 **Status:** 2(f)&12(B)
- Shillong Law College, SHILLONG. DIST.: East Khasi Hills, Meghalaya, **Yr Estd.:** 1964 **Status:** 2(f)&12(B)
- St. Anthony's College, SHILLONG-793003 DIST.: East Khasi Hills, Meghalaya, **Yr Estd.:** 1934 **Status:** 2(f)&12(B)
- St. Edmunds College, SHILLONG-793003 DIST.: East Khasi Hills, Meghalaya, **Yr Estd.:** 1924 **Status:** 2(f)&12(B)
- St. Mary's College, SHILLONG-3. DIST.: East Khasi Hills, Meghalaya, **Yr Estd.:** 1937 **Status:** 2(f)&12(B)
- Synod College, SHILLONG-2. DIST.: East Khasi Hills, Meghalaya, **Yr Estd.:** 1965 **Status:** 2(f)&12(B)
- Tura Govt. College, TURA DIST.: West Garo Hills, MEGHALAYA-794004, **Yr Estd.:** 1958 **Status:** 2(f)&12(B)
- Union Christian College, BARAPANI. DIST.: East Khasi Hills, Meghalaya, **Yr Estd.:** 1952 **Status:** 2(f)&12(B)
- Women's College, SHILLONG DIST.: East Khasi Hills, MEGHALAYA-793003, **Yr Estd.:** 1987 **Status:** 2(f)&12(B)

:: Browse other ::

ALL INDIA SURVEY ON HIGHER EDUCATION

DATA CAPTURE FORMAT - II
COLLEGES / INSTITUTIONS
AFFILIATED/ RECOGNISED BY THE UNIVERSITY

YEAR: 2014 - 2015

As on 30th September 2014



Ministry of Human Resource Development
Department of Higher Education
New Delhi





पूर्वोत्तर पर्वतीय विश्वविद्यालय
पू.प. विवि. परिसर, शिलांग-७९३०२२ (मेघालय)

North-Eastern Hill University

NEHU Campus, Shillong - 793 022 (Meghalaya)

Phone :

Grams: NEHU

No. CDC/A.1/2002/Vol.II/2766

Mrs. M.M.Marwein,
Director, College Development Council
Bijni Complex, Shillong 793003
Meghalaya.

Tel : 0364-2223781(CDC)

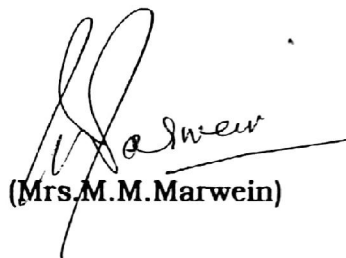
The 5th April, 2007.

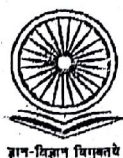
TO WHOM IT MAY CONCERN

Certified that St.Edmund's College, Shillong, established in 1923, is permanently affiliated to the North Eastern Hill University in 1986.

The college is presently affiliated to this University for the following Undergraduate (Pass and Honours) courses :

- I. B.Sc.:Physics, Chemistry, Mathematics, Electronics, Computer Science, Biochemistry, Biotechnology and Environmental Science.
- II. B.A. :English, Khasi, History, Economics, Political Science, Sociology, Geography and M.I.L. (Khasi, Hindi, Bengali,Nepali).
- III. Bachelor of Social Work.
- IV. B.Commerce.


(Mrs.M.M.Marwein)



UNIVERSITY GRANTS COMMISSION
NORTH EASTERN REGIONAL OFFICE
3RD FLOOR, HOUSEFED, RENTAL BLOCK - V
BELTO'A - BASISTHA ROAD
DISPUR, GUWAHATI - 781006, ASSAM
PHONE : 0361- 2267721 (0)
FAX : 0361 - 2267056
Website : www.ugc.ac.in
E-mail : ugcneroghy@rediffmail.com
ugcnero@gmail.com

UG Diary No. 17150

Dated : 21 MAR 2014

No. F. 10-12/2012/(NERO)

March, 2014

The Accounts Officer,
University Grants Commission,
North Eastern Regional Office,
Housefed Complex,
Dispur, Guwahati (Assam) – 781 006

21 MAR 2014

Subject :- Release of Grants-in-aid to St. Edmund's College, Laitumkhrach, Shillong - 793 003, Dist. - East Khasi Hills (Meghalaya) (Affiliated to North Eastern Hill University, Umshing Mawkyntroh, Shillong - 793 022, Meghalaya) for the year 2013-14 under Plan in respect of General Development Assistance (GDA) in Colleges for XII Plan period.

Sir/Madam,

I am directed to convey the sanction of the University Grants Commission for payment of grant of ₹ 26,44,000/- (Rupees Twenty Six Lakh Forty Four Thousand) only towards General Development Assistance (GDA) in Colleges for XII Plan period to the Principal, St. Edmund's College, Laitumkhrach, Shillong - 793 003, Dist. - East Khasi Hills (Meghalaya) for the Plan expenditure to be incurred during 2013-14.

Auth. : Vide UGC, H.O. Letter No. F.4-8/2014 (GDA/NERO/RO) dated 14.3.2014.

1.

| Purpose of Grant | Head of Account (GDA) 1E(i)b | XII Plan Allocation (₹) | Grants Already Released (₹) | Present Sanction (₹) | Balance (₹) |
|---|--|-------------------------|-----------------------------|----------------------|-------------|
| General Development Assistance (Plan Block Grant) | 2C(i) - General 2C(ii) - SC 2C(iii) - ST | 75,48,000/- | 3,75,000/- | 26,44,000/- | 45,29,000/- |

The college is requested to note:

- General District : General – 77.5%, SC – 15%, ST – 7.5%,
- SC District : General – 62.5%, SC – 30%, ST – 7.5%
- ST District : General – 55%, SC – 15%, ST – 30%.
- No photocopy of bills/vouchers or the originals and detailed list of purchase should be sent with the accounts submitted unless specifically called for.

2. The sanctioned amount is debit to the General Development Assistance (GDA) in Colleges for XII Plan period Head 1B(i)b and is valid for payment during the current financial year.

3. The amount of the grant shall be drawn by the Joint Secretary, University Grants Commission, North Eastern Regional Office, Guwahati, on the Grant-in-aid bill and shall be disbursed to and credited to the Principal, St. Edmund's College, Laitumkhrach, Shillong - 793 003, Dist. - East Khasi Hills (Meghalaya) through RTGS/NEFT as per the following details.



UNIVERSITY GRANTS COMMISSION
NORTH EASTERN REGIONAL OFFICE
3RD FLOOR, HOUSEFED, RENTAL BLOCK - V
BELTOLA - BASISTHA ROAD
DISPUR, GUWAHATI - 781006, ASSAM
PHONE : 0361- 2267721 (O)
FAX : 0361 - 2267056
Website : www.ugc.ac.in
E-mail : ugcneroghy@rediffmail.com
ugcnero@gmail.com

No. F. 10-12/2012 (NERO)/21781

Date:

28 MAR 2013

The Accounts Officer,
University Grants Commission,
North-Eastern Regional Office,
Dispur, Guwahati - 781006, Assam.

Subject: Release of Grants-in-aid to Colleges during current financial year in XIIth Plan period as an Ad-hoc GDA of XIth Plan period allocation.

Sir,

I am to convey the sanction of the University Grants Commission for the payment of ₹ 3,75,000/- (Rupees Three Lakh Seventy Five Thousand) only to Saint Edmund's College, East Khasi Hills, Laitumukhrah, Shillong, Meghalaya, Pin- 793 003 as per details given below as an Ad-hoc GDA of the grant

1.

| Purpose | Amount Allocated during XIth Plan (Except Building Grant CD) | Amount Already Released | Grants Being Released 25% of XIth Plan Allocation | Total Grant |
|-----------------------------|--|-------------------------|---|--------------|
| Books, Journals & Equipment | ₹ 15,00,000/- | Nil | ₹ 3,75,000/- | ₹ 3,75,000/- |

The college is requested to note:

- General District : General - 77.5%, SC - 15%, ST - 7.5%.
- SC District : General - 62.5%, SC - 30%, ST - 7.5%
- ST District : General - 55%, SC - 15%, ST - 30%.
- No photocopy of bills/vouchers or the originals and detailed list of purchase should be sent with the accounts submitted unless specifically called for.

- The sanctioned amount is debit to the major Head of Account 1.B(i)b and is valid for payment during the financial year 2012-13 only.
- The amount of the Grant shall be drawn by the Accounts Officer, University Grants Commission on the grant-in-aid bill and shall be disbursed and credited to the account of Saint Edmund's College, East Khasi Hills, Laitumukhrah, Shillong, Meghalaya, Pin- 793 003 through RTGS.
- The Grant is subject to adjustment on the basis of Utilization Certificate in the prescribed proforma submitted by the University/ College/ Institution.
- The College shall maintain proper accounts of the expenditure out of the Grants, which shall be utilized, only on approved items of the expenditure.
- The Utilization Certificate to the effect that the grant has been utilized for the purpose for which it has been sanctioned shall be furnished to the University Grants Commission as early as possible after the close of current financial year.
- The assets acquired wholly or substantially out of University Grants Commission's Grant shall not be disposed or encumbered or utilized for the purposes other than those for which the Grant was given without proper sanction of the University Grants Commission and should, at any time the college ceased to function, such assets shall revert to the University Grants Commission.

Contd.....2/-

QUESTIONNAIRE FOR DEGREE FINAL YEAR STUDENTS
NUMBER OF RESPONDENTS; 520

An analysis of the Feedback obtained from the final year students, 2008 batch, on various aspects of College activities. The exercise is an annual feature and is organized by the IQAC. SEC.

1. As you look back on your years at the College, how do you feel?
 - a. Happy that you were at St.Edmund's [93.6%]
 - b. Wish you had been in another College [0.3%]
 - c. Indifferent, I had to go to some College, it happened to be St.Edmund's [5.5%]
 - d. Did not respond [0.6%]
2. Are you satisfied with the academic course you chose?
 - a. Yes, given a chance I would choose the same again. [67.9%]
 - b. Yes, but I would make some changes in the combination of subjects. [21.9%]
 - c. No, I would choose a completely different course of studies. [9.6%]
 - d. Did not respond [0.6%]

ADMISSION PROCEDURE

3. How did you choose your course of studies?
 - a. My parents and me decided on it after seeing my Higher Secondary Results [52.8%]
 - b. It was already decided for me by my parents [7.03%]
 - c. Certain Teachers suggested that I take this course of studies [5.3%]
 - d. My Higher Secondary results narrowed the options for me to this course. [20.6%]
 - e. I had to choose the course as there were no vacancies in my preferred choices. [7.8%]
 - f. Did not respond [6.5%]
4. At the time of admission, was the College
 - a. Helpful in assisting you to make a reasoned choice? [79.3%]
 - b. Too intent on completing the process then to listen to you? [13.4%]
 - c. Did not respond [7.3%]
5. Was the information in the College prospectus regarding admission procedure, courses, eligibility for courses, College information, etc?
 - a. A great help in getting admitted [65.1%]
 - b. Too detailed and confusing [3.7%]
 - c. Just a means of getting an admission form [2.4%]
 - d. Notice Board information was more helpful [25.1%]
 - e. Did not respond [3.7%]
6. What are your memories of the admission procedure?
 - a. Too stressful [11.9%]
 - b. Easy and by enlarge stress free [26.1%]
 - c. Okay, given the large number of students being admitted to the College [59.6%]
 - d. Did not respond [2.4%]

COLLEGE INFRASTRUCTURE

7. During your years at the College, did you find that the classrooms had adequate space?

| | |
|---------------------------|---------------------------|
| a. Yes [69.4%] | c. No [2.3%] |
| b. Generally yes [26.4%] | d. Generally not [1.9%] |
8. If you had a subject which involved practical, was the size of the laboratory for your practical group

| | |
|----------------------|---------------------|
| a. Adequate [93.3%] | b. Cramped [6.7%] |
|----------------------|---------------------|
9. Did you feel that the Classrooms / laboratories were ventilated

| | |
|----------------------------|--------------------------|
| a. Sufficiently [88.1%] | b. Inadequately [5.2%] |
| c. Did not respond [6.7%] | |
10. Did you feel that the Classrooms / laboratories were lighted

| | |
|---------------------------|-------------------------|
| a. Sufficiently [82.8%] | b. Inadequately [8.1%] |
| c. Did not respond [9.1%] | |

THE COLLEGE LIBRARY

11. Were your library lending cards
- | | | | |
|----------------------------------|----------|---------------------|-----------|
| a. Always fully used | [26.2%] | c. Never used | [9.2%] |
| b. Used regularly but not always | [47.02%] | d. Used only rarely | [15.5%] |
| e. Did not respond | [2.08%] | | |
12. Did you find that the books you wanted to refer to in the Library were
- | | | | |
|---------------------|----------|-------------------------------------|----------|
| a. Never available | [4.03%] | c. Generally available | [48.4%] |
| b. Always available | [37.14%] | d. Available only on rare occasions | [9.1%] |
13. Did you find the books in the library
- | | | | |
|--------------------------------|----------|--------------------------------|----------|
| a. Generally in good condition | [87.9%] | b. Generally in poor condition | [8.1%] |
| c. Did not respond | [4%] | | |
14. Did you find the library
- | | | | |
|--------------------|---------|------------------------|----------|
| a. Easy to access | [87%] | b. Difficult to access | [9.9%] |
| c. Did not respond | [3.1%] | | |

THE CANTEEN & COFFEE SHOP

15. How often did you visit the College canteen?
- | | | | |
|-----------------------------|----------|----------------|-----------|
| a. More than once a day | [10.9%] | c. Once a day | [46.1%] |
| b. A couple of times a week | [27.01%] | d. Very rarely | [15.7%] |
| e. Did not respond | [0.3%] | | |
16. The food in the canteen was
- | | |
|---|-----------|
| a. Well prepared and well presented | [36.7%] |
| b. Well prepared but poorly presented | [27.8%] |
| c. Poorly prepared but well presented | [7.3%] |
| d. Poorly prepared and poorly presented | [3.9%] |
| e. Did not respond | [5.6%] |
17. The canteen was
- | | |
|--|-----------|
| a. Always clean and inviting | [55.7%] |
| b. Clean in the morning and progressively dirtier during the day | [21.1%] |
| c. Never cleaned | [6.2%] |
| d. The tables were cleaned but the floor / wash basin was dirty | [3.4%] |
| e. Did not respond | [3.7%] |
18. The Canteen staff were
- | | |
|---|-----------|
| a. Courteous and did their best to serve you promptly | [85.1%] |
| b. Were rough in their conversation and dealing with students | [8.4%] |
| c. Did not respond | [6.5%] |
19. The price of items in the canteen
- | | |
|--|-----------|
| a. Was high compared to similar standard canteens / restaurants in the city | [2.8%] |
| b. Was generally the same to similar standard canteens / restaurants in the city | [41.2%] |
| c. A bit cheaper than similar standard canteens / restaurants in the city | [52.6%] |
| d. Did not respond | [3.5%] |
20. The canteen menu is
- | | |
|--|-----------|
| a. Generally liked by the students | [53.6%] |
| b. Generally found uninteresting by the students | [41.2%] |
| c. Did not respond | [5.2%] |
21. The price of beverages at the Coffee shop is
- | | | | |
|--------------------|----------|---------|-----------|
| a. Reasonable | [83.4%] | b. High | [13.8%] |
| c. Did not respond | [2.8%] | | |
22. The variety of beverages sold at the Coffee shop is
- | | | | |
|--------------------|----------|--------------------|-----------|
| a. Sufficient | [70%] | b. Very restricted | [24.8%] |
| c. Did not respond | [5.2%] | | |

23. How often do visit the Coffee shop
- | | | | |
|----------------|-----------|--------------------------------|-----------|
| a. Every day | [35.2%] | c. A couple of times each week | [40.2%] |
| b. Hardly ever | [22.1%] | d. Did not respond | [2.5%] |
24. How do you find the staff at the coffee shop
- | | |
|--|-----------|
| a. Courteous and doing their best to serve you promptly | [90.5%] |
| b. Rough in their conversation and dealing with students | [4.7%] |
| c. Did not respond | [4.7%] |

TOILETS
BOYS

25. Did you find the toilets clean and well ventilated
- | | |
|---|-----------|
| a. Yes, all through the day | [67.7%] |
| b. At the beginning of the day but less so during the course of the day | [26.3%] |
| c. Never | [5.98%] |

GIRLS

26. Did you find the toilets clean and well ventilated?
- | | |
|---|-----------|
| a. Yes, all through the day | [66.4%] |
| b. At the beginning of the day but less so during the course of the day | [22.9%] |
| c. Never | [10.7%] |

BOYS

27. Did you find the number of toilets
- | | |
|--|-----------|
| a. Sufficient for the number of students | [77.4%] |
| b. Insufficient for the number of students | [22.6%] |

GIRLS

28. Did you find the number of toilets
- | | |
|--|-----------|
| a. Sufficient for the number of students | [72.9%] |
| b. Insufficient for the number of students | [27.1%] |

RECREATIONAL FACILITIES & OPPORTUNITIES

29. Have you participated in any indoor or outdoor games at College?
- | | | | |
|---|-----------|-------|-----------|
| a. Yes | [62.6%] | b. No | [30.2%] |
| c. I would have liked to but there were no facilities for me for just such recreation | | | [3.7%] |
| d. Did not respond | [3.4%] | | |
30. Should there be a recreation room for the students?
- | | |
|---|-----------|
| a. Definitely and open all through the day | [54.3%] |
| b. Surely, but open outside lecture times | [14.7%] |
| c. Surely, but open outside lecture time and supervised | [16.3%] |
| d. Surely, but open only during College month | [9.5%] |
| e. Did not respond | [5.2%] |
31. Do you think that those with a sport talent were given sufficient encouragement and coaching for their skills ?
- | | | | |
|--|-----------|-------|-----------|
| a. Yes | [32.3%] | b. No | [6.5%] |
| c. Only those who were in the College teams got special coaching | | | [55.7%] |
| d. Did not respond | [5.6%] | | |
32. Did you participate in literary & cultural events during and outside of College month?
- | | | | |
|--|-----------|---------------------------------|-----------|
| a. Yes, every year | [31.4%] | b. Yes, but only in a small way | [40.6%] |
| c. Never | [13.5%] | | |
| d. No, I was not given any scope to develop this area in which I feel I need coaching. | | | [1.1%] |
| e. Did not respond | | | [3.4%] |

THE COLLEGE CAMPUS

33. Do you feel that the College campus is kept well?
- | | | | |
|--------------|-----------|--------------------|-----------|
| a. Yes | [86.3%] | b. No | [1.6%] |
| c. Generally | [11.4%] | d. Did not respond | [0.95%] |
34. Do you feel that the students do their part in keeping the campus clean?
- | | | | |
|--------------|-----------|--------------------|-----------|
| a. Yes | [26.9%] | b. No | [26.5%] |
| c. Generally | [44.4%] | d. Did not respond | [2.2%] |
35. How do you feel about the College dress code?
- | | | | | | |
|---|----------|---------------------|---------|------------------|--------|
| a. It is okay | [67.5%] | b. It is too strict | [23.3%] | c. It is too lax | [1.3%] |
| d. What dress code? There does not seem to be a dress code! | [1.6%] | | | | |
| e. Did not respond | [3.3%] | | | | |
36. What do you feel about the code for the use of cell phones on campus?
- | | | | | | |
|---|----------|--------------------|---------|-----------------|--------|
| a. It is okay | [64.2%] | b. It's too strict | [25.4%] | c. It's too lax | [0.3%] |
| d. The code seems unfair as it is only for the students and not for the Staff | [4.1%] | | | | |

THE COLLEGE OFFICE

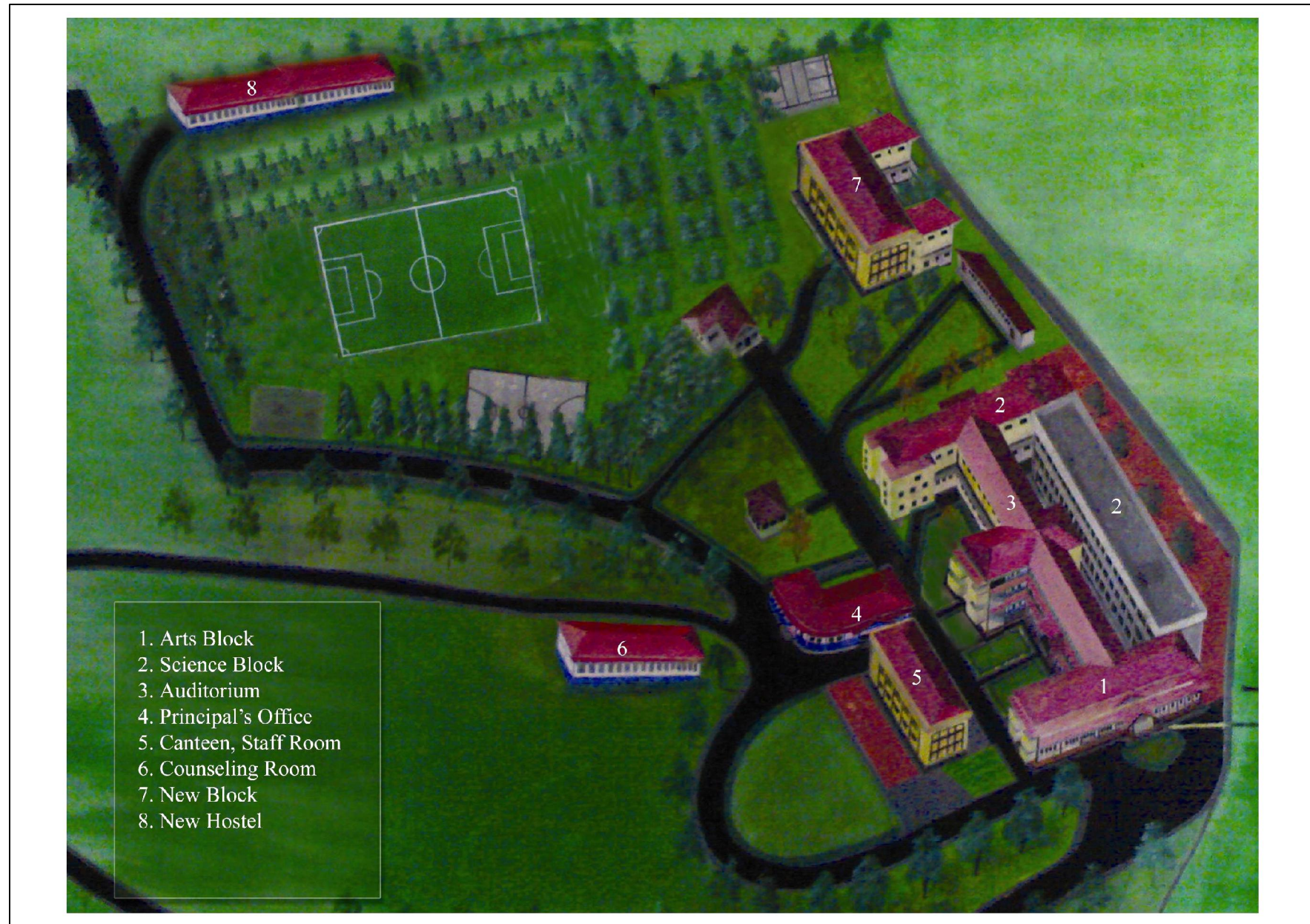
37. How often have you had to meet the Principal in his office?
- | | | | |
|----------|----------|--------------------|-----------|
| a. Often | [16.4%] | b. Rarely | [74.1%] |
| c. Never | [8.3%] | d. Did not respond | [1.2%] |
38. How have you felt about approaching the Principal?
- | | | | |
|--|-----------|------------|-----------|
| a. Very afraid | [20.2%] | b. At ease | [31.4%] |
| c. I have always felt nervous meeting persons in position. | [44.1%] | | |
| d. No response | [4.3%] | | |
39. Whenever you have been to visit the Principal, have you felt that you were
- | | | | |
|--|-----------|------------------------------|----------|
| a. Listened to | [76.1%] | c. Heard but not listened to | [8.7%] |
| b. Not given a chance to express oneself | [7.1%] | d. Did not respond | [8.1%] |
40. Do you feel that the Principal
- | | |
|--|-----------|
| a. Tries to be available to the students | [86.4%] |
| b. Is not interested in meeting the students | [1.9%] |
| c. Is most often too busy to meet the students | [8.3%] |
| d. Did not respond | [3.4%] |
41. Do you feel that the Staff at the Counters tries to listen to your problems / needs and sincerely attempt to serve you?
- | | | | |
|--------|-----------|--------------------|-----------|
| a. Yes | [34.3%] | b. Generally | [55.8%] |
| c. No | [8.7%] | d. Did not respond | [1.2%] |
42. Is the Staff at the Counters generally courteous towards students?
- | | | | |
|--------|-----------|--------------------|-----------|
| a. Yes | [36.2%] | b. Generally yes | [54.9%] |
| c. No | [6.6] | d. Did not respond | [1.9%] |

THE TEACHING STAFF

43. Have your courses in all subjects been completed each year?
- | | |
|--|-----------|
| a. The courses are completed and well explained | [29.7%] |
| b. The teachers try to explain the topics and complete the course but there is insufficient time | [54.7%] |
| c. The courses are completed but not well explained | [8.2%] |
| d. Courses are not completed because teachers are absent or do not keep to the course | [2.2%] |
| e. Did not respond | [5%] |
44. What do you feel about the lectures given?
- | | |
|---|-----------|
| a. They are always well prepared, are well taught and inspiring | [57.1%] |
| b. They generally seem well prepared but I still find it very difficult to understand | [31.9%] |
| c. They seem unprepared and are not well taught | [1.8%] |
| d. They seem well prepared, the teachers do their duty, but are boring | [2.2%] |
| e. Did not respond | [3.9%] |

45. Given the Teaching Staff in the College do you feel that students
- | | |
|--|-----------|
| a. Should attend all lectures | [79.2%] |
| b. Should be allowed to pick and choose to attend the lectures of certain teachers | [7.5%] |
| c. Would do better doing their study on their own | [2.5%] |
| d. Present more seminars rather than listen to lectures | [8.4%] |
| e. Did not respond | [2.5%] |
46. What do you feel about the teaching in the College?
- | | |
|---|-----------|
| a. It is absolutely traditional and one way | [23.5%] |
| b. It is traditional with use of modern means of communication & the lectures are interactive | [34.9%] |
| c. The lectures are interactive but modern means of communication are not used | [13.9%] |
| d. The lectures are given with a good mix of all present techniques in education | [23.5%] |
| e. Did not respond | [4.9%] |
47. What do you feel about the Teaching Staff at St.Edmund's College?
- | | |
|---|----------|
| a. They are the best in any College in Shillong | [54.8%] |
| b. They are good and are comparable to the other premier Colleges in Shillong | [39.8%] |
| c. They are as good or as bad as in any College in Shillong | [1.7%] |
| d. They are not as good as some of the other Colleges in the city. | [1.6%] |
| e. Did not respond | [3.2%] |

MASTER PLAN OF THE COLLEGE CAMPUS



AUDIT REPORTS



Kiron Joshi & Associates

Chartered Accountants

Regn. No. 313048 E

LDB Building : G. S. Road, Shillong - 793 001, Phone : 2223727, Fax : (0364) 2224647, Email : kironjoshiassociates@gmail.com

TO WHOM IT MAY CONCERN

We hereby certify that the balances as appearing in the Balance Sheet as at 31.03.2015 of **ST. EDMUND'S COLLEGE (A UNIT OF CCBI) : SHILLONG**, are in agreement with the balances as appearing in the books of accounts.

Place : Shillong
Date : 14.07.2015

for KIRON JOSHI & ASSOCIATES
Chartered Accountants.



KIRON JOSHI
(Membership No.051046)





Kiron Joshi & Associates

Chartered Accountants

Regn. No. 313048 E

LDB Building : G S. Road, Shillong - 793 001, Phone : 2223727, Fax : (0364) 2224647, Email : kironjoshiassociates@gmail.com

FORM 10 B (See rule 17B)

AUDIT REPORT UNDER SECTION 12 A(5) OF THE INCOME TAX ACT 1961 IN THE CASE OF CHARITABLE OR RELIGIOUS TRUSTS OR INSTITUTION

We have examined the attached Balance Sheet of **ST. EDMUND'S COLLEGE (A UNIT OF CCBI) : SHILLONG**, as at 31.03.2015 and the annexed Income & Expenditure Account and Receipts & Payments Account for the period ended on that date which are in agreement with the books of account maintained by the said trust / institution.

We have obtained all the information and explanations which to the best of our knowledge and belief were necessary for the purposes of the audit. In our opinion, proper books of accounts have been kept by the head office and the branches of the above named trust / institution visited by us, so far as appears from our examination of the books, and proper returns adequate for the purpose of audit have been received from branches not visited by us subject to the comments given below :

Comments: NIL

In our opinion, and to the best of our information, and according to information given to us, the said accounts give a true and fair view:

- i) In the case of the Balance Sheet of the state of affairs of the above named trust / institution as at 31st March 2015.

AND

- ii) In the case of the Income and Expenditure Account, of the excess of Income over Expenditure for the period ended 31st March 2015.

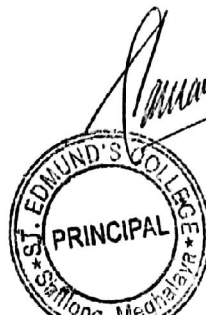
The prescribed particulars are annexed hereto:

Place : Shillong
Date : 14.07.2015

for KIRON JOSHI & ASSOCIATES
Chartered Accountants.



KIRON JOSHI
(Membership No.051046)



**ST. EDMUND'S COLLEGE (A UNIT OF CCBI)
SHILLONG**

BALANCE SHEET AS AT 31ST MARCH 2015

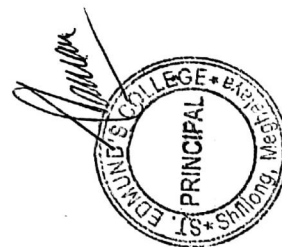
| LIABILITIES | CURRENT YEAR (₹) | PREVIOUS YEAR (₹) | ASSETS | CURRENT YEAR (₹) | PREVIOUS YEAR (₹) |
|---|---------------------|----------------------|--|---------------------|----------------------|
| FUND ACCOUNT | | | FIXED ASSETS | | |
| Schedule - G | 241858508.91 | 202329415.35 | i) Land & Building (Schedule - A) | 31040238.49 | 32370349.49 |
| ADVANCES RECEIVED | | | ii) Furniture & Equipment (Schedule - B) | 19728876.71 | 17867053.88 |
| Schedule - H | | | iii) Vehicles (Schedule - C) | 1664519.37 | 1958258.37 |
| OTHER LIABILITIES | | | INVESTMENT & DEPOSITS (Schedule - D) | 175393275.00 | 118736043.00 |
| Schedule - I | 5230396.00 | 4838784.00 | OTHER CURRENT ASSETS (Schedule - E) | 84000.00 | 84000.00 |
| LOANS RECEIVED | | | CASH AND BANK BALANCES (Schedule - F) | 19177995.34 | 36152494.61 |
| Congregation of Christian Brothers in India | | | INCOME TAX DEDUCTIBLE AT SOURCE | | |
| FOREIGN CONTRIBUTION ACCOUNTS | | | T.D.S on FDR Interest | | |
| As per Annexed Balance Sheet | | | FOREIGN CONTRIBUTION ASSETS AND BANK BALANCES | | |
| NOTES TO ACCOUNTS | | | As per Annexed Balance Sheet | | |
| Schedule - J | | | | | |
| Total Liabilities ₹ | 247088904.91 | 207168199.35 | Total Assets ₹ | 247088904.91 | 207168199.35 |

Place : Shillong
Date : 14.07.2015

In terms of our report of even date
for KIRON JOSHI & ASSOCIATES
Chartered Accountants



KIRON JOSHI
Membership No. 051046

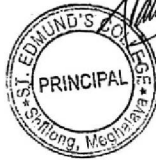


**ST. EDMUND'S COLLEGE (A UNIT OF CCBI)
SHILLONG**

INCOME AND EXPENDITURE ACCOUNT FOR THE YEAR ENDED 31ST MARCH 2015

| EXPENDITURE | CURRENT YEAR (₹) | PREVIOUS YEAR (₹) | INCOME | CURRENT YEAR (₹) | PREVIOUS YEAR (₹) |
|--|---------------------|----------------------|--|---------------------|----------------------|
| H.R.D COSTS (Schedule 5) | 101259492.00 | 128891187.00 | FEES FROM STUDENTS (Schedule 1) | 61107617.00 | 53016250.00 |
| SCHOOL PLANT EXPENSES (Schedule 6) | 3485995.00 | 1699441.00 | Gross Amount | - | - |
| OFFICE RELATED & PREMISES UPKEEP EXPENSES (Schedule 7) | 1681664.00 | 1720231.00 | Less : Concessions | 61107617.00 | 53016250.00 |
| EDUCATIONAL EXPENSES (Schedule 8) | 11159689.84 | 7425399.00 | GOVERNMENT GRANTS (Schedule 2) | 91483970.00 | 123436365.00 |
| BOARDING EXPENSES (Schedule 9) | 998214.00 | 663930.00 | INTEREST AND INVESTMENTS INCOME (Schedule 3) | 12313871.00 | 6429380.00 |
| TRAVELLING EXPENSES (Schedule 10) | 99840.00 | 158722.00 | OTHER INCOME (Schedule 4) | 2210581.00 | 2935511.00 |
| OTHER EXPENSES (Schedule 11) | 2140015.00 | 2487007.00 | EDUCATIONAL RECEIPTS FROM CCBI SCHOOL From..... School | - | - |
| DEPRECIATION | 6762035.60 | 6929505.00 | GRANTS RECEIVED FROM C.C.B.I | - | - |
| ADMINISTRATION & TRAINING CONTRIBUTIONS | - | - | | | |
| EDUCATIONAL PAYMENT TO CCBI SCHOOL To..... School | - | - | | | |
| EXCESS OF INCOME OVER EXPENDITURE TRANSFERRED TO FUND ACCOUNT | 39529093.56 | 35842084.00 | EXCESS OF EXPENDITURE OVER INCOME TRANSFERRED TO FUND ACCOUNT | - | - |
| Total ₹ | 167116039.00 | 185817506.00 | Total ₹ | 167116039.00 | 185817506.00 |

Place Shillong
Date : 14.07.2015



In terms of our report of even date
KIRON JOSHI & ASSOCIATES
Chartered Accountants
KIRON JOSHI
Membership No. 051046



SCHEDULES ATTACHED TO BALANCE SHEET AS AT 31.03.2015

SCHEDULE : A

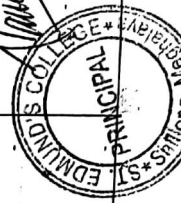
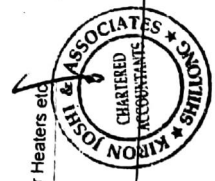
LAND & BUILDING AS AT 31.03.2015

| PARTICULARS | W.D.V. AS ON 01.04.2014 | ADDITIONS BEFORE 30.09.2014 | ADDITIONS AFTER 30.09.2014 | DISPOSAL DURING THE YEAR | TOTAL | RATE OF DEPRECIATION | CURRENT DEPRECIATION | W.D.V. AS ON 31.03.2015 |
|------------------------------|----------------------------|-----------------------------------|----------------------------------|--------------------------------|--------------------|-------------------------|-------------------------|----------------------------|
| Land | - | - | - | - | - | - | - | - |
| Buildings | 31360849.49 | - | 635680.00 | - | 31996529.49 | 10% | 3167869.00 | 28828630.49 |
| Buildings (Work in Progress) | 1009500.00 | - | 1202078.00 | - | 2211578.00 | - | - | 2211578.00 |
| Total ₹ | 32370349.49 | - | 1837758.00 | - | 34208107.49 | | 3167869.00 | 31040238.49 |

SCHEDULE : B

FURNITURE & EQUIPMENTS AS AT 31.03.2015

| PARTICULARS | W.D.V. AS ON 01.04.2014 | ADDITIONS BEFORE 30.09.2014 | ADDITIONS AFTER 30.09.2014 | DISPOSAL DURING THE YEAR | TOTAL | RATE OF DEPRECIATION | CURRENT DEPRECIATION | W.D.V. AS ON 31.03.2015 |
|---|----------------------------|-----------------------------------|----------------------------------|--------------------------------|-------------|-------------------------|-------------------------|----------------------------|
| Furniture & Fixtures | 1895893.82 | 265985.00 | - | - | 2161878.82 | 10% | ✓216188.00 | 1945690.82 |
| Laboratory Equipments | 6802752.82 | 1064437.43 | 2333244.00 | - | 10200434.25 | 15% | 1355072.00 | 8845362.25 |
| Computers | 250369.16 | 110450.00 | 115300.00 | - | 476119.16 | 60% | 251080.60 | 225038.56 |
| Office Equipments, Air Conditioners, Coolers etc. | 306754.90 | 132195.00 | - | - | 438949.90 | 15% | 65842.00 | 373107.90 |
| Sports Equipments | 105634.58 | - | - | - | 105634.58 | 15% | 15845.00 | 89789.58 |
| Kitchen Equipments | - | - | - | - | - | 15% | - | - |
| Library Books | 1376696.73 | 175056.00 | 542543.00 | - | 2094295.73 | 15% | 273454.00 | 1820841.73 |
| Boilers, Filters Plant, Water Heaters etc. | 137.12 | - | - | - | 137.12 | 15% | 21.00 | 116.12 |
| Electric Fittings | 93738.23 | 22300.00 | - | - | 116038.23 | 15% | 17406.00 | 98632.23 |
| Generator Set | 1346869.10 | 49500.00 | - | - | 1396369.10 | 15% | 209455.00 | 1186914.10 |



Contd... P2

:2:

| | | | | | | | | |
|-------------------------|--------------------|-------------------|-------------------|----------|--------------------|-----|-------------------|--------------------|
| Audio Visual Equipments | 82506.42 | - | - | - | 82506.42 | 15% | 12376.00 | 70130.42 |
| Other Equipments | 5518603.50 | 219860.00 | 131380.00 | - | 5869843.50 | 15% | 870623.00 | 4999220.50 |
| Water Tank | 87097.50 | - | - | - | 87097.50 | 15% | 13065.00 | 74032.50 |
| Total ₹ | 17867053.88 | 2039783.43 | 3122467.00 | - | 23029304.31 | | 3300427.60 | 19728876.71 |

SCHEDULE - C
VEHICLES AS AT 31.03.2015

| PARTICULARS | W.D.V. AS ON 01.04.2014 | ADDITIONS BEFORE 30.09.2014 | AFTER 30.09.2014 | DISPOSAL DURING THE YEAR | TOTAL | RATE OF DEPRECIATION | CURRENT DEPRECIATION | W.D.V. AS ON 31.03.2015 |
|-----------------------------------|----------------------------|-----------------------------------|---------------------|--------------------------------|-------------------|-------------------------|-------------------------|----------------------------|
| Motors Cars | 467467.22 | - | - | - | 467467.22 | 15% | 70120.00 | 397347.22 |
| Motor Cycle, Scooters Mopeds etc. | - | - | - | - | - | - | - | - |
| Bus | 1490791.15 | - | - | - | 1490791.15 | 15% | 223619.00 | 1267172.15 |
| Cycles | - | - | - | - | - | - | - | - |
| Total ₹ | 1958258.37 | - | - | - | 1958258.37 | | 293739.00 | 1664519.37 |



SCHEDULE : D
INVESTMENTS AND DEPOSITS AS AT 31.03.2015

| SL NO. | DETAILS | CURRENT YEAR | PREVIOUS YEAR |
|--------|-----------------------------------|---------------------|---------------------|
| 1 | F.D.Rs with Banks (General Fund) | 172327672.00 | 116400051.00 |
| 2 | F.D.Rs with Banks (Gratuity Fund) | 3065603.00 | 2335992.00 |
| 3 | Recurring Deposits with Banks | - | - |
| 4 | National Savings Certificates | - | - |
| 5 | Investments in Mutual Funds | - | - |
| | Total ₹ | 175393275.00 | 118736043.00 |

SCHEDULE : E
OTHER CURRENT ASSETS AS AT 31.03.2015

| SL NO. | NAME OF PARTY AND PURPOSE | CURRENT YEAR | PREVIOUS YEAR |
|--------|--|-----------------|-----------------|
| A | LOANS | | |
| 1 | To Staff | - | - |
| 2 | To Gym Account | - | - |
| 3 | Fees Collection Account | - | - |
| B | ADVANCES | | |
| 1 | To Staff | 84000.00 | 84000.00 |
| 2 | For Expenses | - | - |
| 3 | For Purchase of Land/Building/Fixed Assets | - | - |
| 4 | MCPC | - | - |
| C | CLOSING STOCK OF FOOD | - | - |
| D | OTHER RECEIVABLES | | |
| 1 | Security Deposits (Electricity) | - | - |
| 2 | Telephone Deposits | - | - |
| | Total ₹ | 84000.00 | 84000.00 |



SCHEDULE : F
CASH AND BANK BALANCES AS AT 31.03.2015

| SL NO. | NAME OF BANK | TYPE OF ACCOUNT | ACCOUNT NUMBER | CURRENT YEAR | PREVIOUS YEAR |
|--------|---------------------------|-----------------|-----------------|--------------------|--------------------|
| 1 | With SBI Bank | Savings Account | 10013595305 | 13002798.57 | 17101253.57 |
| 2 | With SBI Bank | Savings Account | 10013595419 | 1080534.82 | (118742.18) |
| 3 | With SBI Bank | Savings Account | 10013596127 | 877914.18 | 1327688.18 |
| 4 | With SBI Bank | Savings Account | 10013597030 | 33638.55 | 32352.55 |
| 5 | With SBI Bank | Savings Account | 10013595408 | 3079218.27 | 14880694.54 |
| 6 | With Vijaya Bank | Savings Account | 850201010005394 | 218331.14 | 2048088.14 |
| 7 | Cash in hand | | | 198672.81 | 281159.81 |
| 8 | Imprest Cash | | | 86887.00 | |
| 9 | Drafts/Cheques in transit | | | | |
| | Total ₹ | | | 19177995.34 | 36152494.61 |

SCHEDULE : G
FUND ACCOUNT AS AT 31.03.2015

| SL NO. | NAME OF FUND | BALANCE AS ON 01.04.2014 | ADD | LESS | BALANCE AS ON 31.03.2015 |
|--------|---|-----------------------------|--------------------|------|-----------------------------|
| A | CAPITAL FUND : | | | | |
| | As per last A/c | 202329415.35 | | | |
| 1 | Additions (Give Details) : | | - | - | |
| 2 | Less (Give Details) : | | - | - | |
| | Add : Excess of Income over Expenditure | | 39529093.56 | - | 241858508.91 |
| B | FUND | | | | |
| | Additions (Give Details) | | - | - | |
| | Less (Give Details) | | - | - | |
| | Total ₹ | 202329415.35 | 39529093.56 | | 241858508.91 |



SCHEDULE : H

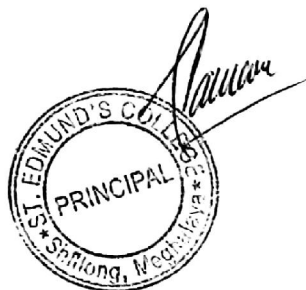
ADVANCES RECEIVED AS AT 31.03.2015

| SL NO. | DETAILS | CURRENT YEAR | PREVIOUS YEAR |
|--------|-------------------|--------------|---------------|
| 1 | Caution Money | - | - |
| 2 | Tender Deposits | - | - |
| 3 | Earnest Money | - | - |
| 4 | Security Deposits | - | - |
| 5 | Library | - | - |
| 6 | Principal | - | - |
| | Total ₹ | - | - |

SCHEDULE : I

OTHER LIABILITIES AS AT 31.03.2015

| SL NO. | DETAILS | CURRENT YEAR | PREVIOUS YEAR |
|--------|--------------------------------|--------------|---------------|
| 1 | T.D.S Payable | 302023.00 | - |
| 2 | PF/NPS Payable | 967544.00 | 2012854.00 |
| 3 | Co-Operative Payable | 2952805.00 | 2792430.00 |
| 4 | Faculty Club & MCTA Payable | 40480.00 | 33500.00 |
| 5 | Contribution to PF/NPS Payable | 967544.00 | - |
| 6 | Pending Disbursement of Govt. | - | - |
| | Total ₹ | 5230396.00 | 4838784.00 |



SCHEDULES ATTACHED TO INCOME & EXPENDITURE ACCOUNT FOR THE YEAR ENDED 31.03.2015

**SCHEDULE : 1
FEES FROM STUDENTS**

| SL NO. | FEE | CURRENT YEAR | PREVIOUS YEAR |
|--------|----------------------------|--------------------|--------------------|
| 1 | Admission | 196535.00 | 1015690.00 |
| 2 | Tuition | 15907040.00 | 26912660.00 |
| 3 | Examination | 6448095.00 | 5074480.00 |
| 4 | Science | 10887017.00 | 8924965.00 |
| 5 | Computer | | 197500.00 |
| 6 | Development | 6596540.00 | 6016515.00 |
| 7 | Bus Charges | - | - |
| 8 | Swimming | - | - |
| 9 | Library | 1740400.00 | 1613575.00 |
| 10 | Games | - | - |
| 11 | Boarding | 1528020.00 | 766595.00 |
| 12 | Pocket Money Received | - | - |
| 13 | Late Fees | 900.00 | 1100.00 |
| 14 | Physical Training | - | - |
| 15 | Migration | - | - |
| 16 | College Review | 2700370.00 | 2493170.00 |
| 17 | Variable Extras (Boarders) | - | - |
| 18 | College Fee | 15102700.00 | - |
| | | 61107617.00 | 53016250.00 |
| | Less : Fees Refund | - | - |
| | Total ₹ | 61107617.00 | 53016250.00 |

**SCHEDULE : 2
GOVERNMENT GRANTS**

| SL NO. | GRANT | CURRENT YEAR | PREVIOUS YEAR |
|--------|--|--------------------|---------------------|
| 1 | Grant from Govt. of Meghalaya | 83452704.00 | 117022596.00 |
| 2 | Maintenance | - | - |
| 3 | UGC | 1848519.00 | 3569000.00 |
| 4 | Other Grants : | | |
| | a) Ministry of Science & Technology, Govt. of India | 2211147.00 | 2542000.00 |
| | b) ICSSR, New Delhi | 832500.00 | - |
| | c) DST-SERB, Department of Botany, Govt. of India | 300000.00 | 300000.00 |
| | d) DST-SERB/EMEQ, Department of Botany, Govt. of India | 2200000.00 | - |
| | e) MRDS, East Khasi Hills | - | 2769.00 |
| | f) Indian Council of Philosophical Research, New Delhi | 539100.00 | - |
| | g) Directorate of Arts & Culture, Govt. Of Meghalaya | 100000.00 | - |
| | Total ₹ | 91483970.00 | 123436365.00 |

**SCHEDULE : 3
INTEREST AND INVESTMENTS INCOME**

| SL NO. | TYPE | CURRENT YEAR | PREVIOUS YEAR |
|--------|---|--------------------|-------------------|
| 1 | On Fixed Deposits | 10731436.00 | 5398862.00 |
| 2 | On Savings Accounts | 1582435.00 | 1030518.00 |
| 3 | Dividend on Mutual Funds | - | - |
| 4 | Profit/Loss on Redemption of Mutual Funds | - | - |
| 5 | On Recurring Deposits | - | - |
| | Total ₹ | 12313871.00 | 6429380.00 |



SCHEDULE : 4
OTHER INCOME

| SL NO. | DETAILS | CURRENT YEAR | PREVIOUS YEAR |
|--------|--|-------------------|-------------------|
| 1 | Sale of Forms/Prospectus/Books | 1591200.00 | 1402600.00 |
| 2 | Sale of Stationery | - | - |
| 3 | Contributions/Donations Received | - | 315000.00 |
| 4 | Canteen Rent Received | 30240.00 | 40000.00 |
| 5 | Brochure/Vest/Magazine/Other Collections from Students | 350870.00 | 267870.00 |
| 6 | Collections from Functions/Events | 42000.00 | 137780.00 |
| 7 | Receipts from Old Boys Association/PTA | - | - |
| 8 | Rent Received | 43624.00 | 111128.00 |
| 9 | Sponsorship Received | 22000.00 | 10000.00 |
| 10 |Tournament (Give Details) | - | - |
| 11 |Tournament (Give Details) | - | - |
| 12 | Receipts from National Institute of Open Schooling | - | - |
| 13 | Bus Charges/Administration Charges Received | - | - |
| 14 | Insurance Claims Received | 112319.00 | 308749.00 |
| 15 | Other Petty Receipts | 18328.00 | 342384.00 |
| | Total ₹ | 2210581.00 | 2935511.00 |

SCHEDULE : 5
HRD COSTS

| SL NO. | DETAILS | CURRENT YEAR | PREVIOUS YEAR |
|--------|-------------------------------|---------------------|---------------------|
| 1 | Salaries and Allowances : | | |
| | Teaching / Non Teaching Staff | 96363263.00 | 118968927.00 |
| 2 | Contribution to PF/NPS | 3080429.00 | 9885810.00 |
| 3 | Gratuity Paid | 1720880.00 | - |
| 4 | Staff Welfare | 94920.00 | 36450.00 |
| 5 | Bonus to Staff | - | - |
| 6 | Staff Uniforms | - | - |
| 7 | Retrenchment Compensation | - | - |
| 8 | Professional Tax | - | - |
| 9 | Special/Govt. D.A. | - | - |
| 10 | Arrear Salary | - | - |
| | Total ₹ | 101259492.00 | 128891187.00 |

SCHEDULE : 6
SCHOOL PLANT EXPENSES

| SL NO. | DETAILS | CURRENT YEAR | PREVIOUS YEAR |
|--------|---------------------------------|-------------------|-------------------|
| 1 | Rent | - | - |
| 2 | Municipal Taxes/Land Revenue | 5722.00 | 141550.00 |
| 3 | Insurance | 270717.00 | 133237.00 |
| 4 | Repairs & Maintenance | 2785093.00 | 1086416.00 |
| 5 | Generator Running & Maintenance | 101062.00 | 80270.00 |
| 6 | General Maintenance | 323401.00 | 257968.00 |
| | Total ₹ | 3485995.00 | 1699441.00 |

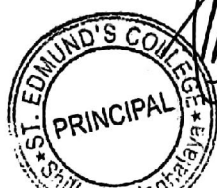


SCHEDULE : 7
OFFICE RELATED & PREMISES UPKEEP EXPENSES

| SL NO. | DETAILS | CURRENT YEAR | PREVIOUS YEAR |
|---------|-----------------------------------|--------------|---------------|
| 1 | Audit Fees | 141502.00 | 6179.00 |
| 2 | Legal Fees & Professional Charges | 39260.00 | - |
| 3 | Printing & Stationery | 464398.00 | 750102.00 |
| 4 | Postage & Telegrams | 4214.00 | 7187.00 |
| 5 | Telephone/Internet etc. | 146898.00 | 64963.00 |
| 6 | Electricity & Water Charges | 236477.00 | 431095.00 |
| 7 | Vehicle Running & Maintenance | 258728.00 | 120256.00 |
| 8 | Medical Expenses | 1892.00 | 22040.00 |
| 9 | Sanitary Consumables | - | - |
| 10 | Bank Charges | 7204.00 | 4359.00 |
| 11 | Review Expenses | - | - |
| 12 | Security Guard Services | 278350.00 | 314050.00 |
| 13 | Sundry Petty Expenses | - | - |
| 14 | Insurance claim paid | 102741.00 | - |
| Total ₹ | | 1681664.00 | 1720231.00 |

SCHEDULE : 8
EDUCATIONAL EXPENSES

| SL NO. | DETAILS | CURRENT YEAR | PREVIOUS YEAR |
|---------|---|--------------|---------------|
| 1 | Science & Laboratory | 872723.00 | 1420366.00 |
| 2 | Sports & Games | 85330.00 | - |
| 3 | Prizes | - | 220500.00 |
| 4 | Computer Expenses | 412176.64 | 19050.00 |
| 5 | Examination Expenses | 2312415.00 | 366996.00 |
| 6 | Co-Curricular Activities | 4000.00 | 51721.00 |
| 7 | Art & Craft Expenses | - | - |
| 8 | Training & Seminars | 148531.00 | 35046.00 |
| 9 | Library Expenses | 11473.00 | 40304.00 |
| 10 | Migration | - | - |
| 11 | Stipend | - | - |
| 12 | Admission Expenses | 37940.00 | 43350.00 |
| 13 | Creative Learning | - | - |
| 14 | Board Affiliation and other Fees | 613505.00 | 1795754.00 |
| 15 | Books, Periodicals & Newspaper | 27130.00 | 9591.00 |
| 16 | Expenses on Tour (Give Details) | - | - |
| 17 | Education and Training Expenses : | - | - |
| | a) Bioinformatics (Revenue expenses) | 732512.00 | 634684.00 |
| | b) UGC (SCBSC)) Revenue expenses) | 21000.00 | 22500.00 |
| | c) UGC Minor Research Project (Revenue expenses) | 11000.00 | - |
| | d) Biotech Hub (Revenue expenses) | 587172.00 | 439324.00 |
| | e) DBT Star College (Revenue expenses) | 1405499.00 | 209521.00 |
| | f) UGC Development Grant (Revenue expenses) | 367600.00 | 387600.00 |
| | g) UGC Career Oriented Courses (Revenue expenses) | 133398.00 | 81885.00 |
| | h) UGC Womens Studies Centre (Revenue expenses) | 108939.00 | 70798.00 |
| | i) DST-SERB (Revenue expenses) | 474065.00 | 283153.00 |
| | j) DST-SERB/EMEQ (Revenue expenses) | 548222.00 | - |
| | k) UGC IQAC (Revenue expenses) | 36547.20 | - |
| | l) UGC FIP (Revenue expenses) | 678369.00 | 76667.00 |
| | m) ICSSR (Revenue expenses) | 770062.00 | 624510.00 |
| | n) UGC GDA of XIIth Plan (Revenue expenses) | 3370.00 | 123695.00 |
| | o) ICPR (Revenue expenses) | 432167.00 | - |
| 18 | Scholarships | 260950.00 | 353030.00 |
| 19 | Other Petty expenses | 63594.00 | 115354.00 |
| Total ₹ | | 11159689.84 | 7425399.00 |



SCHEDULE : 9
BOARDING EXPENSES

| SL NO. | DETAILS | CURRENT YEAR | PREVIOUS YEAR |
|--------|-------------------------------------|------------------|------------------|
| 1 | Food | 592644.00 | 366644.00 |
| 2 | Fuel | - | - |
| 3 | Washing Charges | - | - |
| 4 | Medical (Boarders) | 6467.00 | - |
| 5 | Toilet Requisites | 234.00 | - |
| 6 | Crockery & Utensils | 1270.00 | 29930.00 |
| 7 | Clothing & Boots (For Students) | - | - |
| 8 | Payments to Barbers/Cobblers etc. | - | - |
| 9 | Boys Entertainment | - | - |
| 10 | Pocket Money to Boarders | - | - |
| 11 | Miscellaneous (Stationery & Others) | 7845.00 | 15001.00 |
| 12 | Boys Tour Expenses | - | - |
| 13 | Boiler Running & Maintenance | - | - |
| 14 | Hostel Expenses | 389754.00 | 252355.00 |
| | Total ₹ | 998214.00 | 663930.00 |

SCHEDULE : 10
TRAVELLING EXPENSES

| SL NO. | DETAILS | CURRENT YEAR | PREVIOUS YEAR |
|--------|----------------------|-----------------|------------------|
| 1 | Local Conveyance | 6337.00 | 13425.00 |
| 2 | Domestic Travel | 93503.00 | 75625.00 |
| 3 | International Travel | - | 69672.00 |
| | Total ₹ | 99840.00 | 158722.00 |

SCHEDULE : 11
OTHER EXPENSES

| SL NO. | DETAILS | CURRENT YEAR | PREVIOUS YEAR |
|--------|---|-------------------|-------------------|
| 1 | Registration Fee | - | - |
| 2 | Ground & Garden Expenses | 33890.00 | 47701.00 |
| 3 | Pet Maintenance | - | - |
| 4 | Expenses on Functions (Give details function wise) | 1901081.00 | 1606490.00 |
| 5 | Expenses on Tournaments (Give details Tournaments wise) | 64034.00 | 147131.00 |
| 6 | Photographs | - | 67620.00 |
| 7 | Cost of Badges, Vests etc | - | - |
| 8 | Contributions to Institutions for Educational Purposes | - | 3160.00 |
| 9 | Contribution for Educational Functions | 64000.00 | 129660.00 |
| 10 | Miscellaneous Expenses | 36951.00 | 65093.00 |
| 11 | Meals/Nutrition to Students | 40059.00 | 82710.00 |
| 12 | Advertisements | - | 337442.00 |
| 13 | Claims Settled | - | - |
| | Total ₹ | 2140015.00 | 2487007.00 |



**ST. EDMUND'S COLLEGE (A UNIT OF CCBI)
SHILLONG**

SCHEDULE-J

**NOTES ANNEXED TO AND FORMING PART OF THE STATEMENT OF ACCOUNTS AS AT AND FOR THE
YEAR ENDED 31.03.2015**

SIGNIFICANT ACCOUNTING POLICIES

- 1 **Method of Accounting :**
Accounts are prepared under the historical cost convention one cash basis of accounting.
- 2 **Fixed Assets :**
 - a) All Fixed Assets are stated at cost of acquisition less depreciation.
 - b) There was no sale/disposal of any item of fixed assets.
 - c) Depreciation is provided on fixed assets on the written down value method as per the rates and manner specified in the Income Tax Act.
- 3 **Investments:**
Investments and Deposits are stated at cost.
- 4 **Interest on Term Deposits :**
Interest on Term Deposits is accounted for on receipt of interest or on maturity/renewal of the respective deposit.
- 5 **Stock of Food :**
There is no stock of food items.
- 6 **Gratuity and Earned Leave :**
Since the College is consistently following the cash basis of accounting, the liabilities on account of Gratuity and Earned Leave on at 31.03.2015 have not been provided for. However, as per the calculations made by the College, there is a contingent liability of ₹ 4244187/- towards gratuity payable to 53 (Fifty Three) Teaching / Non Teaching Staff as on 31.03.2015.



Kiron Joshi & Associates

Chartered Accountants

Regn. No. 313048 E

LDB Building: G S. Road, Shillong - 793 001, Phone : 2223727, Fax : (0364) 2224647, Email : kironjoshiassociates@gmail.com

**ST. EDMUND'S COLLEGE (A UNIT OF CCBI)
SHILLONG**

(ACTIVITIES ACCOUNT)

RECEIPTS AND PAYMENTS ACCOUNT FOR THE YEAR ENDED 31.03.2015

[illegible]

AUDITORS' REPORT

We have verified the above Receipts and Payments Account with the books of account and supportings as made available to us for verification and certify that we have found the same in agreement therewith.

Place : Shillong
Date : 14.07.2015

for KIRON JOSHI & ASSOCIATES
Chartered Accountants



KIRON JOSHI
(Membership No. 051046)



ST. EDMUND'S COLLEGE (A UNIT OF CCBI)
SHILLONG

(ACTIVITIES ACCOUNT)

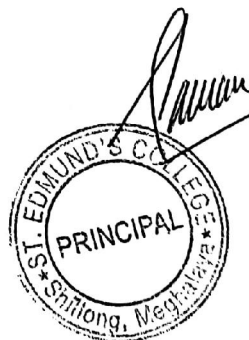
BANK RECONCILIATION STATEMENT AS ON 31.03.2015

Balance as per Cash Book 877914.18

Add : Cheque issued but not presented for payment till 31.03.2015

| <u>Cheque No.</u> | <u>Date</u> | <u>Amount</u> | |
|-------------------|-------------|-----------------|-----------|
| 430809 | 22.03.2015 | 139370.00 | |
| 430810 | 31.03.2015 | <u>14000.00</u> | 153370.00 |

Balance as per Pass Book ₹ 1031284.18





Chartered Accountants

Regn. No. 313048 E

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**ST. EDMUND'S COLLEGE (A UNIT OF CCBI)
SHILLONG**

(COMMERCE ACCOUNT)

RECEIPTS AND PAYMENTS ACCOUNT FOR THE YEAR ENDED 31.03.2015

[illegible]

AUDITORS' REPORT

We have verified the above Receipts and Payments Account with the books of account and supportings as made available to us for verification and certify that we have found the same in agreement therewith.



KIRON JOSHI
(Membership No. 051046)

ST. EDMUND'S COLLEGE (A UNIT OF CCBI)
SHILLONG

(COMMERCE ACCOUNT)

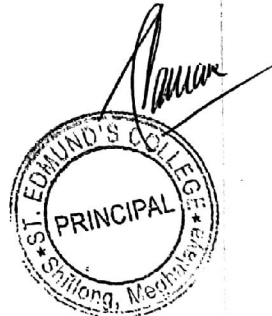
BANK RECONCILIATION STATEMENT AS ON 31.03.2015

Balance as per Cash Book 1080534.82

Add : Cheque issued but not presented for payment till 31.03.2015

| <u>Cheque No.</u> | <u>Date</u> | <u>Amount</u> | |
|-------------------|-------------|---------------|--------|
| 270472 | 04.02.2015 | 900.00 | 900.00 |

Balance as per Pass Book ₹ 1081434.82





Kiron Joshi & Associates

Chartered Accountants

Regn. No. 313048 E

LDB Building : G. S. Road, Shillong - 793 001, Phone : 2223727, Fax : (0364) 2224647, Email : kironjoshiassociates@gmail.com

ST. EDMUND'S COLLEGE (A UNIT OF CCBI) SHILLONG

(SECTION B ACCOUNT)

RECEIPTS AND PAYMENTS ACCOUNT FOR THE YEAR ENDED 31.03.2015

| RECEIPTS | | PAYMENTS | |
|--------------------------------|-----------------------|-----------------------------------|-----------------------|
| Opening Balances : | | Advertisements | 10600.00 |
| Cash in hand | 885.88 | Bank charges | 675.00 |
| Cash at Bank : | | Contribution to PF/NPS | 3012569.00 |
| SB A/c with SBI, | | Electricity & Water charges | 236477.00 |
| A/c No.10613595395 | 17101253.57 | Examination expenses | 2390.00 |
| Fixed Deposits | 38680768.00 | General Maintenance | 6275.00 |
| Fixed Deposits (Gratuity Fund) | <u>1684499.00</u> | Gratuity Paid | 1720880.00 |
| | 57467406.45 | Insurance Claim Paid | 102741.00 |
| Fees received : | | Legal Fees & Professional charges | 39260.00 |
| a) College | 15102700.00 | Other Petty expenses | 2800.00 |
| b) Govt | <u>8607740.00</u> | Printing & Stationery | 87012.00 |
| | 23710440.00 | Security Guard Services | 278350.00 |
| Grant in aid from Government | | Staff Welfare | 5000.00 |
| of Meghalaya | 83452704.00 | Salary & Allowances : | |
| Insurance Claim received | 102741.00 | Teaching & Non Teaching Staff | 97424914.00 |
| | | Telephone/Internet etc. | 32930.00 |
| Interest on : | | | |
| a) SB A/c | 527158.00 | Closing Balances : | |
| b) Fixed Deposits | <u>3375319.00</u> | Cash in hand | 885.88 |
| | 3902477.00 | Cash at Bank : | |
| Recovery of : | | SB A/c with SBI, | |
| a) Contribution to PF | 959744.00 | A/c No.10613595395 | 13602798.57 |
| b) Co-Operative | 2831004.00 | Fixed Deposits (General Fund) | 54968227.00 |
| c) FC & MCTA | 37280.00 | Fixed Deposits (Gratuity Fund) | <u>2184499.00</u> |
| d) TDS | 295743.00 | | 70756410.45 |
| e) PF | <u>959744.00</u> | | |
| | 5083515.00 | | |
| | <u>₹ 173719283.45</u> | | <u>₹ 173719283.45</u> |

AUDITORS' REPORT

We have verified the above Receipts and Payments Account with the books of account and supportings as made available to us for verification and certify that we have found the same in agreement therewith.

Place : Shillong
Date : 14.07.2015



for KIRON JOSHI & ASSOCIATES
Chartered Accountants

KIRON JOSHI
(Membership No. 051046)

ST. EDMUND'S COLLEGE (A UNIT OF CCBI)
SHILLONG

(SECTION B ACCOUNT)

BANK RECONCILIATION STATEMENT AS ON 31.03.2015

Balance as per Cash Book 13602798.57

Add : Cheque issued but not presented for payment till 31.03.2015

| <u>Cheque No.</u> | <u>Date</u> | <u>Amount</u> |
|-------------------|-------------|---------------|
| 536702 | 31.03.2015 | 3000.00 |
| 536706 | 31.03.2015 | 3000.00 |
| 536694 | 31.03.2015 | 3158.00 |
| 536696 | 31.03.2015 | 17500.00 |
| 536705 | 30.03.2015 | 3000.00 |
| 536697 | 31.03.2015 | 17500.00 |
| 536698 | 31.03.2015 | 35000.00 |
| 536709 | 31.03.2015 | 250.00 |
| 536703 | 31.03.2015 | 3000.00 |
| 536708 | 31.03.2015 | 3000.00 |
| 536706 | 31.03.2015 | 3000.00 |
| 536704 | 31.03.2015 | 3000.00 |

94408.00

Balance as per Pass Book

₹ 13697206.57



**ST. EDMUND'S COLLEGE (A UNIT OF CCBI)
SHILLONG**

(HOSTEL ACCOUNT)

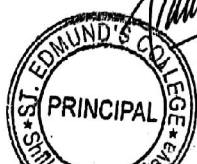
RECEIPTS AND PAYMENTS ACCOUNT FOR THE YEAR ENDED 31.03.2015

[illegible]

AUDITORS' REPORT

HONORS REPORT:
We have verified the above Receipts and Payments Account with the books of account and supportings as made available to us for verification and certify that we have found the same in agreement therewith.

Place : Shillong
Date : 14.07.2015



ON JOSHI & ASSOCIATES
Chartered Accountants

KIRON JOSHI
(Membership No. 051046)

ST. EDMUND'S COLLEGE (A UNIT OF CCBI)
SHILLONG

(HOSTEL ACCOUNT)

BANK RECONCILIATION STATEMENT AS ON 31.03.2015

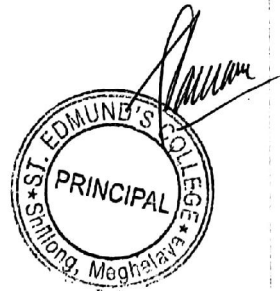
Balance as per Cash Book 218331.14

Add : Cheque issued but not presented for payment till 31.03.2014

| <u>Cheque No.</u> | <u>Date</u> | <u>Amount</u> | |
|-------------------|-------------|---------------|----------|
| 765836 | 26.02.2015 | 7490.00 | |
| 776009 | 31.03.2015 | 26135.00 | |
| 776010 | 31.03.2015 | 264.00 | |
| 776011 | 31.03.2015 | 15000.00 | |
| 776012 | 31.03.2015 | 6500.00 | |
| 776013 | 31.03.2015 | 1000.00 | |
| 776014 | 31.03.2015 | 4068.00 | 60457.00 |

Balance as per Pass Book

₹ 278788.14





Kiron Joshi & Associates

Chartered Accountants

Regn. No. 313048 E

LDB Building : G. S. Road, Shillong - 793 001, Phone : 2223727, Fax : (0364) 2224647, Email : kironjoshiassociates@gmail.com

ST. EDMUND'S COLLEGE (A UNIT OF CCBI) SHILLONG

(SPECIAL ACCOUNT)

RECEIPTS AND PAYMENTS ACCOUNT FOR THE YEAR ENDED 31.03.2014

| RECEIPTS | | PAYMENTS | |
|---------------------------------|-------------|---------------------------------|------------|
| Opening Balances : | | Advertisement | 6459.00 |
| Cash in hand | 43224.93 | Audit Fees | 141502.00 |
| Cash at Bank : | | Bank charges | 4025.00 |
| SB A/c with SBI, | | Board Affiliation & Other Fees | 463805.00 |
| A/c No.10613595408 | 14880694.54 | Books, Periodicals & Newspaper | 27130.00 |
| Fixed Deposits | 40511274.00 | Co-Curricular Activities | 4000.00 |
| Fixed Deposits | | Computer expenses | 411826.64 |
| (Gratuity Fund) | 76744.00 | Domestic Travel | 56484.00 |
| | 55511937.47 | Examination expenses | 2020225.00 |
| Fees received : | | Expenses on Functions | 152499.00 |
| a) Session | 174570.00 | Expenses on Tournaments | 7302.00 |
| b) Development | 5447610.00 | General Maintenance | 203908.00 |
| c) Examination | 5424490.00 | Generator Running & Maintenance | 101062.00 |
| d) Library | 1436600.00 | Ground & Garden expenses | 33530.00 |
| e) Science | 10887017.00 | Insurance | 96930.00 |
| | 23370287.00 | Library expenses | 11473.00 |
| Grant received from University | | Local Conveyance | 6107.00 |
| Grants Commission for : | | Medical expenses | 1398.00 |
| a) Additional Grant | 1000000.00 | Miscellaneous expenses | 29268.00 |
| b) FIP | 611019.00 | Other Petty expenses | 35799.00 |
| c) Minor Research Project | 237500.00 | Postage & Telegrams | 4158.00 |
| | 1848519.00 | Repairs & Maintenance | 442210.00 |
| Grant in aid from : | | Science & Laboratory | 872723.00 |
| a) Ministry of Science & | | Staff Welfare | 41420.00 |
| Technology, Department of | | Telephone/Internet etc. | 113968.00 |
| Biotechnology, Govt. of India | 2211147.00 | Training & Seminars | 107996.00 |
| DST-SERB, Department of | | Vehicle Running & Maintenance | 248748.00 |
| Botany, Govt. of India | 300000.00 | | |
| DST-SERB/EMEQ, Department | | Education & Training Expenses : | |
| of Botany, Govt. of India | 2200000.00 | i) Bioinformatics : | |
| Ministry, New Delhi | 832500.00 | a) Capital Expenditure | |
| Indian Council of Philosophical | | b) Revenue Expenditure | 732512.00 |
| Research, New Delhi | 539100.00 | | 732512.00 |
| Directorate of Arts & Culture, | | ii) Biotech Hub : | |
| Govt. Of Meghalaya | 100000.00 | a) Capital Expenditure | |
| | 6182747.00 | b) Revenue Expenditure | 587172.00 |
| Other Petty Receipts | 13323.00 | | 587172.00 |
| Interest on : | | iii) DBT Star College : | |
| SB A/c | 712317.00 | a) Capital Expenditure | |
| Fixed Deposits | 3175758.00 | b) Revenue Expenditure | 1405499.00 |
| | 3888075.00 | | 1405499.00 |
| | | iv) DST-SERB : | |
| | | a) Capital Expenditure | |
| | | b) Revenue Expenditure | 474065.00 |
| | | | 474065.00 |
| Balance C/O | 90814888.47 | Balance C/O | 8845203.64 |

Contd....P/2





Kiron Joshi & Associates

Chartered Accountants

Regn. No. 313048 E

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| Balance B/O | 90814888.47 | Balance B/O | 8845203.64 |
| v) DST-SERB/EMEQ : | | | |
| a) Capital Expenditure : | | | |
| Laboratory Equipments | 1199500.00 | | |
| b) Revenue Expenditure | <u>548222.00</u> | 1747722.00 | |
| vi) ICSSR : | | | |
| a) Capital Expenditure | | | |
| b) Revenue Expenditure | <u>770062.00</u> | 770062.00 | |
| vii) UGC GDA of XIIth Plan : | | | |
| a) Capital Expenditure : | | | |
| Electric Fittings | 22300.00 | | |
| Computer | 57650.00 | | |
| Furniture & Fixture | 179585.00 | | |
| Generator Set | 49500.00 | | |
| Office Equipments, Air | | | |
| Conditioners Coolers etc. | 132195.00 | | |
| b) Revenue Expenditure | <u>3370.00</u> | 444600.00 | |
| viii) UGC Career Oriented Courses : | | | |
| a) Capital Expenditure | | | |
| b) Revenue Expenditure | <u>133398.00</u> | 133398.00 | |
| ix) UGC Development Grants : | | | |
| a) Capital Expenditure | | | |
| b) Revenue Expenditure | <u>367600.00</u> | 367600.00 | |
| x) UGC FIP : | | | |
| a) Capital Expenditure | | | |
| b) Revenue Expenditure | <u>678369.00</u> | 678369.00 | |
| xi) UGC (SCBSC) | | | |
| a) Capital Expenditure | | | |
| b) Revenue Expenditure | <u>21000.00</u> | 21000.00 | |
| xii) UGC Women's Studies Centre : | | | |
| a) Capital Expenditure : | | | |
| Computer | 25350.00 | | |
| b) Revenue Expenditure | <u>108939.00</u> | 134289.00 | |
| xiii) UGC IQAC : | | | |
| a) Capital Expenditure : | | | |
| Computer | 45300.00 | | |
| b) Revenue Expenditure | <u>36547.20</u> | 81847.20 | |
| xiv) UGC Minor Research Project : | | | |
| a) Capital Expenditure : | | | |
| Other Equipments | 51100.00 | | |
| Library Books | 5000.00 | | |
| b) Revenue Expenditure | <u>11000.00</u> | 67100.00 | |

Balance C/O

90814888.47

Balance C/O

13291190.84

Contd....P/3





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| Balance B/O | 90814888.47 | Balance B/O | 13291190.84 |
| xv) ICPR : | | | |
| a) Capital Expenditure | - | | |
| b) Revenue Expenditure | 432167.00 | | 432167.00 |
| Construction of Building (Work in Progress) | | | 1202078.00 |
| Purchase of : | | | |
| a) Laboratory Equipments | 2198181.43 | | |
| b) Library Books | 667669.00 | | |
| c) Other Equipments | 60000.00 | | |
| d) Computer | 88000.00 | | 3013850.43 |
| Closing Balances : | | | |
| Cash in hand | 8666.93 | | |
| Imprest Cash | 31338.00 | | |
| Cash at Bank : | | | |
| SB A/c with SBI, | | | |
| A/c No.10613595408 | 3079218.27 | | |
| Fixed Deposits (General Fund) | 69679635.00 | | |
| Fixed Deposits (Gratuity Fund) | 76744.00 | | 72875602.20 |
| | <u>₹ 90814888.47</u> | | <u>₹ 90814888.47</u> |

AUDITORS' REPORT

We have verified the above Receipts and Payments Account with the books of account and supportings as made available to us for verification and certify that we have found the same in agreement therewith.

Place : Shillong
Date : 14.07.2015



for KIRON JOSHI & ASSOCIATES
Chartered Accountants
KIRON JOSHI
(Membership No. 051046)



GLOSSARY:

| | |
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| Assessment | : Performance evaluation of an institution or its units based on certain established criteria. |
| Assessors | : Trained academics or experts who represent NAAC on peer teams. |
| Benchmarks | : An example of good performance that serves as a standard for comparison of one's own performance. It is a technique in which an institution measures its performance against that of the best of others. |
| Beyond syllabus scholarly activities | : Participation in academic activities beyond the minimum requirements of the syllabus. |
| <hr/> | |
| Blended learning | : A mixing of different learning environments such as traditional face-to-face classroom methods with Modern computer-mediated activities. |
| Bridge course | : A teaching module which helps to close the gap between two levels of competence. |
| Carbon neutral | : A term used to describe fuels that neither contribute to nor reduce the amount of carbon (measured in the release of carbon dioxide) into the atmosphere. |
| Catering to student diversity: | The strategies adopted by institution to fulfill the needs of a heterogeneous group of students. |
| Choice based credit system | : A mode of learning in higher education which facilitates a student to have some freedom in selecting his/her own choices, across various disciplines for completing a UG/PG programme. It is popularly known as the cafeteria model. |
| Citation index | : The numbers of times a research paper is referred to by other researchers in refereed journals and is a measure of validity of its contents. |

Co-curricularactivities

: Activities, which support the curriculum such as field trips, display of academic achievements, quiz, debate, discussion, seminars, role-play, etc.

Collaboration

: Formal agreement/understanding between any two or more institutions for training, research, student/ faculty exchange or extension support.

**Completionrates
(course/programme)**

: The ratio of the total number of learners successfully completing a course/graduating from a programme in a given year to the total number of learners who initially enrolled on the course/programme.

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| Constituencies | : All the academic, administrative and support units of the institution. |
| Counseling | : Assisting and mentoring students individually or collectively for academic, career, personal and financial decision-making. |
| Course outlines | : List of the course modules, similar to a table of contents in a book or the outline used for writing papers. The outline defines the scope and content of the course. |
| Courseschedule | : Details of classes being offered, its time, location, faculty, and its unique number which students must know in order to register. The course schedule is published prior to the commencement of registration for each semester/session. |
| Criteria | : Pre-determined standards of functioning of an institution of higher education that form the basis of assessment and accreditation as identified/defined by NAAC. |
| Curriculum design and development | : Process of defining the contents of units of study and usually obtained through needs assessment, feedback from stakeholders and expert groups. Curriculum design and curriculum development are procedures which are closely linked to the description of learning outcomes. |
| Cycles of Accreditation | : An institution undergoing the accreditation process by NAAC for the first time is said to be in Cycle 1 and the consecutive five year periods as Cycle 2, 3, etc. |
| Dare Database-International Social Sciences Directory | : Provides access to world wide information on social science, peace, and human rights research and training institutes, social science specialists, and social science periodicals. |
| Dual degree | : Pursuing two different university degrees in parallel, either at the same institution or at different institutions (sometimes in different countries), completing them in |

less time than it would take to earn them separately.

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| EBSCOhost | : | Is an online reference resource with designed to cater to user needs and preferences at every level of research, with over 350 full text and secondary data bases available. |
| Elective courses | : | A choice available to students to select from among a large number of subjects. |
| Emerging are as | : | New areas of study and research deemed important to pursue. These areas may have been identified by national agencies or international bodies. |
| Enrichment courses | : | Value added courses offered by institution for student empowerment. They enhance the curriculum by amplifying, supplementing and replacing such parts or features as have become in effective or obsolete. |
| Evaluation process and reforms | : | Assessment of learning, teaching and evaluation process and reforms to increase the efficiency and effectiveness of the system. |
| Extensionactivities | : | The aspect of education, which emphasizes neighbourhood services. These are often integrated |

With curricula as extended opportunities intended to help, serve reflect and learn. The curriculum-extension interface has educational values, especially in rural India.

Faculty development program: Programs aimed at updating the knowledge and pedagogical skills of faculty.

Feedback : a) formative and evaluative comments given by tutors on the performance of individual learners.

b) Evaluative comments made by stakeholders to the institution on the quality and effectiveness of a defined process.

c) Response from students, academic peers and employers for review and design of curriculum.

Financialmanagement : Budgeting and optimum utilization of financial resources.

Flexibility : A mechanism through which students have wider choices of programmes to choose from, as well as, multiple entry and exit points for programmes/ courses.

Gender Audit : A tool and a process based on a methodology to promote organizational learning at the individual, work unit and organizational levels on how to practically and effectively main streaming ender.

Graduate Attributes : Qualities, skills and understandings a university community agrees its students should develop during their time with the institution.

Green Audit : The process of assessing the environmental impact of an organization, process, project, product, etc.

Grievance redressal : Mechanisms for receiving, processing and addressing dissatisfaction expressed, complaints and other formal requests made by learners, staff and other stakeholders on the institutional provisions promised and perceived.⁵

***h*-index(HirschIndex)** : An index that attempts to measure both the productivity and impact of the published work of a scientist or scholar. The index is based on the set of the scientist's most cited papers and the number of citations that they have received in other publications. The index

can also be applied to the productivity and impact of a group of scientists, such as a department or university or country.

Human Resource Management

- : The process of assessing the human power requirements, recruiting, monitoring the growth and appraising them periodically and plan the staff development programs for the professional development and provide the necessary incentives and feed back.

Humanities International Complete

- : A comprehensive data base covering journals, books and reference sources in the humanities. This data base provides citation information for articles, essays and reviews, as well as original creative works including poems and fiction. Photographs, paintings and illustrations are also referenced.

ICT

- : Consists of the hardware, software, networks and media for the collection, storage, processing, transmission and presentation of information (voice, data, text, images) as well as related services.

Impactfactor (IF)

- : A measure of the citations to science and social sciences journals. The impact fact or for a journal is calculated based on a three-year period and can be considered to be the average number of times published papers are cited up to 2 years after publication.

Incinerator

- : Waste destruction in a furnace by controlled burning at high temperatures.

Infrastructure

- : Physical facilities like building, play fields, hostels etc. which help run an institutional program.

Institutional Eligibility for Quality Assessment (IEQA)

- : Eligibility granted to anAffiliated/ Constituent colleges which are seeking assessment and accreditation for the first time.

Institutional Social Responsibility (ISR)

: Focuses on the institution's responsibilities to the public in terms of protection of public health, safety and the environment, the public ethical behavior and the need to practice good citizenship.

Interdisciplinary Study

: An integrative approach in which information from more than one discipline is used in interpreting the content of a subject, phenomenon, theory or principle.⁷

Internal Quality Assurance System (IQAS)

: Self regulated responsibilities of the higher education institutions aimed at continuous improvement of quality for achieving academic and administrative excellence.

Leadership

: Term used for setting direction and create a student-focused, learning oriented climate, clear and visible values and high expectation by ensuring the creation of strategies, system and methods for achieving excellence ,stimulating innovation and building knowledge and capabilities.

Learning outcomes

: Specific intentions of a programme or module, written in clear terms. They describe what a student should know, understand, or be able to do at the end of that programme or module.

Library as a learning resource:

The library holdings in terms of titles of books, journals and other learning materials and technology aided learning mechanism, which enable the students to acquire information, knowledge and skills required for their study.

New technologies

: Digital tools and resources (hardware and software) And their application in the field of education.⁸

Open educational resources

: Educational materials and resources offered freely and openly for any one to use and under some license store-mix,improve and redistribute.

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| Optimum utilization of infrastructure | : The infrastructure facilities are made available to the student for their maximum utilization. e.g. Extended hours for computer center and library, sharing of facilities for interdisciplinary and multidisciplinary programs. |
| Organizational structure | : The structure and functions of an institution to co-ordinate academic and administrative planning. |
| Outreach activities | : Is the practice of conducting local public awareness activities through targeted community interaction. They are guided by a local needs assessment. |
| Participative management | : Refers to an open form of management where employees are actively involved in the institution's decision making process. |
| Perspective development | : Is a blueprint regarding the objectives and targets of long term growth. |
| Physical facilities | : Infrastructure facilities of the institution to run the educational programs efficiently and the growth of the infrastructure to keep pace with the academic growth of the institution. |
| <hr/> | |
| Program options | : A range of courses offered to students to choose at various levels leading to degrees/diplomas/certificates. |
| Promotion of research and Research support system | : The process of promoting research culture among faculty and students by facilitating faculty and student participation in research budget allocation, research fellowship and other faculties. |
| Remedial courses | : Courses offered to academically disadvantaged students in order to help them cope with academic requirements. |
| Research | : Systematic intellectual investigations aimed at discovering, interpreting and revising human knowledge. |

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| Researchgrant | : Grant generated /received from different agencies by the institution for conducting research projects. |
| Research out put | : Quality research outcome beneficial for the discipline, society, industry and dissemination of knowledge including theoretical and practical findings. |
| Resource mobilization | : Generation of funds through internal and external sources such as donations, consultancy, self-financing courses and soon. |
| Scopus | : The world's largest abstract and citation data base of peer-reviewed literature and quality web sources. |
| SJR (Scimago Journal Rank) : | This takes three years of publication data into account to assign relative scores to all the sources (journal articles, conference proceedings, review articles, etc.) in a citation network (Journals in SCOPUS database). |

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| SNIP (Source Normalized Impact per Person) | : Is the ratio of the source's average citation count per paper in a three year citation window over the "citation potential" of its subject field. |
| Stakeholder relationship | : Affiliation and interaction with groups or individuals who have an interest in the actions of the institutions and the ability to influence its actions, decisions, policies, practices or goals of the organization. |
| Strategic Plan | : A specific, action-oriented medium or long-term plan for making progress towards a set of institutional goals. |
| Strategy development | : Formulation of objectives, directives and guidelines with specific plans for institutional development. |
| Student profile | : The student community of the institution, their strength and the diversity in terms of economic and social strata, location and other demographic aspects such as gender, age, religion, caste, rural/urban. |
| Student progression | : Vertical movement of students from one level of education to the next higher level successfully or towards gainful employment. |
| Student support | : Facilitating mechanism for access to information fee structure and refund policies and also guidance and placement cell with student welfare measures to give necessary learning support to the students. |
| Teacher quality | : A composite term to indicate the qualification of the faculty, the adequacy meant for recruitment procedures, professional development, recognition and teachers characteristics. |
