ST. EDMUND'S COLLEGE

SHILLONG MEGHALAYA

Estd. 1923

Annual Quality Assurance Report (AQAR)

2014

Internal Quality Assurance Cell (IQAC)

राष्ट्रीय मूल्यांकन एवं प्रत्यायन परिषद्

विश्वविद्यालय अनुदान आयोग का स्वायत्त संस्थान

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

AQAR 2014: St. Edmund's College, Shillong, Meghalaya, 793003.

The Annual Quality Assurance Report (AQAR) of the IQAC

Part – A

1. Details of the Institution

1.1 Name of the Institution

> ST. EDMUND'S COLLEGE

1.2 Address Line 1

> JOWAI ROAD, LAITUMKHRAH

Address Line 2

City/Town

> SHILLONG

State

> MEGHALAYA

Pin Code

> 793003

Institution e-mail address

> stedmundscollege@gmail.com

Contact Nos.

> 09862097716

Name of the Head of the Institution:

> DR SYLVANUS LAMARE

Tel. No. with STD Code:

> 0364-2224533

Mobile:

> 09862097716

Name of the IQAC Co-ordinator:

> GIDEON L. KHARKONGOR

Mobile:

> 9774061320

IQAC e-mail address:

> iqacstedmunds@gmail.com

1.3 NAAC Track ID

<div style="border:1px solid">MLCOGN 10476</div>

1.4 NAAC Executive Committee No. &Date:

NAAC/MSS/Cert_A&A/2004/5 dt 22/01/2004

NAAC/WH/PUB-LIB/51/32/2010 Dt 31/03/2010

1.5 Website address:

www.sec.edu.in

Web-link of the AQAR:

http://sec.edu.in/iqacaqar/aqar2014.pdf

1.6 Accreditation Details

Sl.No.	Cycle	Grade	CGPA	Year of Accreditation	Validity Period
1	1st Cycle	A	87.5 %	8/1/2004	-
2	2nd Cycle	A		31/12/2009	2010
3	3rd Cycle	-	-	-	-
4	4th Cycle	-	-	-	-

1.7 Date of Establishment of IQAC: DD/MM/YYYY   10/06/2004

1.8 AQAR for the year *(for example 2010-11)*   2013-14

1.9 Details of the previous year's AQAR submitted to NAAC after the latest Assessment and Accreditation by NAAC (*(for example AQAR 2010-11submitted to NAAC on 12-10-2011)*

    i.   AQAR2009-10   13 / 07 / 2018 (DD/MM/YYYY)
    ii.   AQAR 2010-11 13 / 07 / 2018 (DD/MM/YYYY)
   iii.   AQAR 2011-12 13 / 07 / 2018 (DD/MM/YYYY)
   iv.   AQAR 2012-13 13 / 07 / 2018 (DD/MM/YYYY)
   v.   AQAR 2013-14 13 / 07 / 2018 (DD/MM/YYYY)

1.10 Institutional Status

University ☐ State ☐ Central ☐ Deemed ☐ Private ☐

Affiliated College   Yes √   No ☐

Constituent College   Yes ☐   No ☐

Autonomous college of UGC   Yes ☐   No ☐

Regulatory Agency approved Institution   Yes ☐   No ☐

AQAR 2014: St. Edmund's College, Shillong, Meghalaya, 793003.

Type of Institution   Co-education   **√**   Men ☐   Women ☐

     Urban **√** Rural ☐ Tribal ☐

Financial Status Grant-in-aid ☐ UGC 2(f) **√** UGC 12B **√**

     Grant-in-aid +Self-Financing ☐   Totally Self-financing ☐

1.11Type of Faculty/Programme

   Arts **√** Science **√** Commerce **√** Law ☐PEI(Phys Edu) ☐

   TEI (Edu) ☐ Engineering ☐ Health Science ☐ Management ☐

   Others (Specify)   .

1.12Name of the Affiliating University *(for the Colleges)*   NORTH EASTERN HILL UNIVERSITY

1.13 Special status conferred by Central/ State Government-- UGC/CSIR/DST/DBT/ICMR etc

Autonomy by State/Central Govt. / University   NA

University with Potential for Excellence   NA UGC-CPE   NA

DST Star Scheme   **√**   UGC-CE

UGC-Special Assistance Programme DST-FIST **√**

 UGC-Innovative PG programmes   **X**   Any other (*Specify*)

UGC-COP Programmes   **X**

2. IQAC Composition and Activities

2.1 No. of Teachers

| 10 |

2.2 No. of Administrative/Technical staff

| 01 |

2.3 No. of students

| 02 |

2.4 No. of Management representatives

| 03 |

2.5 No. of Alumni

| 01 |

2. 6 No. of any other stakeholder and

community representatives

| 01 |

2.7 No. of Employers/ Industrialists

| 01 |

2.8 No. of other External Experts

| 0 |

2.9 Total No. of members

| 19 |

2.10 No. of IQAC meetings held

2.11 No. of meetings with various stakeholders: No. | 06 | Faculty | 04 |

Non-Teaching Staff Students | 02 | Alumni | 02 | Others | |

2.12 Has IQAC received any funding from UGC during the year?   Yes | √ | No | |

   If yes, mention the amount | |

2.13 Seminars and Conferences (only quality related)

   (i) No. of Seminars/Conferences/ Workshops/Symposia organized by the IQAC

Total Nos. | 02 | International | | National | | State | 02 | Institution Level | |

(ii) Themes | AS PER THE PROG.NAMES THEMES CAN BE CHALKED OUT |

AQAR 2014: St. Edmund's College, Shillong, Meghalaya, 793003.

2.14Significant Activities and contributions made by IQAC

- 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.

2.15 Plan of Action by IQAC/Outcome

The plan of action chalked out by the IQAC in the beginning of the year towards quality enhancement and the outcome achieved by the end of the year *

Plan of Action	Achievements
1. To set up a legal care unit in the college to help communities with legal aid

2. Introduction of more add on courses and certificate courses | 1. The legal care and support centre of St. Edmund's College, Shillong was established and inaugurated on the 13th September 2014 through assistance received from the Meghalaya State Legal Services Authority
2. Dissemination and awareness to Higher Secondary Schools of the state on 'Bioscience as a Career 'was initiated by the department of Biotechnology
3. New Certificate Courses in Floriculture and Vermi-composting are introduced besides the existing ones, namely Basic electronics, Hardware, Mushroom Culture, Communicative English, Computers etc. |

2.15 Whether the AQAR was placed in statutory body Yes [√]   [ ]

Management [√]   Syndicate [ ]   Any other body [ ]

Provide the details of the action taken

> The IQAC Committee recommended that the AQAR for the years 2010-14 be submitted to NAAC and the same be uploaded in the college website

<center>## Part – B</center>

Criterion – I

1. Curricular Aspects

1.1 Details about Academic Programmes

Level of the Programme	Number of existing Programmes	Number of programmes added during the year	Number of self-financing programmes	Number of value added / Career Oriented programmes
PhD	--	-	-	-
PG	01	-	-	-
UG	20	01	02	-
PG Diploma	-	-	-	-
Advanced Diploma	-	-	-	-
Diploma	-	-	-	-
Certificate	03	-	-	-
Others	-	-	-	-
Total	24	01	02	-

Interdisciplinary				
Innovative				

1.2 (i) Flexibility of the Curriculum: CBCS/Core/Elective option / Open options
(ii) Pattern of programmes:

Pattern	Number of programmes
Semester	
Trimester	
Annual	√

1.3 Feedback from stakeholders*Alumni 　√　 Parents 　☐　 Employers 　☐　 Students 　√
(On all aspects)

Mode of feedback: Online 　☐　 Manual 　√　 Co-operating schools (for PEI) 　☐

*Please provide an analysis of the feedback in the Annexure

1.4 Whether there is any revision/update of regulation or syllabi, if yes, mention their salient aspects.

> Revision of syllabus is done by the University (NEHU). Members of different departments are members of the different boards to discuss the revision of syllabus

1.5 Any new Department/Centre introduced during the year. If yes, give details.

Criterion – II

2. Teaching, Learning and Evaluation

2.1 Total No. of
permanent faculty

Total	Asst. Professors	Associate Professors	Professors	Others
111	76	35	0	0

2.2 No. of permanent faculty with Ph.D.

33

2.3 No. of Faculty Positions
Recruited (R) and Vacant
(V) during the year

Asst. Professors		Associate Professors		Professors		Others		Total	
R	V	R	V	R	V	R	V	R	V
1	Nil	Nil	Nil	Nil	Nil	Nil	Nil	1	Nil

2.4 No. of Guest and Visiting faculty and Temporary faculty

06		0		0

2.5 Faculty participation in conferences and symposia:

No. of Faculty	International level	National level	State level
Attended	02	09	
Presented papers	02	09	
Resource Persons			

2.6 Innovative processes adopted by the institution in Teaching and Learning:

Use of ICT, Assignments, Tutorials, student's seminar, online submission of projects etc

2.7 Total No. of actual teaching days
during this academic year

188

2.8 Examination/ Evaluation Reforms initiated by
the Institution(for example: Open Book Examination, Bar Coding,
Double Valuation, Photocopy, Online Multiple Choice Questions)

Digitisation of students
seating plan and
teachers' invigilation
duty

2.9 No. of faculty members involved in curriculum
Restructuring /revision/syllabus development
as member of Board of Study/Faculty/Curriculum Development workshop

45		

2.10 Average percentage of attendance of students

75 %

2.11 Course/Programme wise distribution of pass percentage:

Title of the Programme	Total no. of students appeared	Division				
		Distinction Nos	I %	II %	III %	Pass %
B.A.	269	20	43			94.42
B.Sc	174	51	112			91.38
B.Com	133	02	30			87.22
BCA	24	07	18			87.5
BSW	60	04	4			95

2.12 How does IQAC Contribute/Monitor/Evaluate the Teaching & Learning processes:

The Principal along with the IQAC reviews the Teaching and Learning Process including the evaluation methods every beginning and at the end of the year. Departments and committees provide the suggestions where viable ones have been implemented.

2.13 Initiativesundertaken towards faculty development

Faculty / Staff Development Programmes	Number of faculty benefitted
Refresher courses	04
UGC – Faculty Improvement Programme	02
HRD programmes	
Orientation programmes	03
Faculty exchange programme	
Staff training conducted by the university	0
Staff training conducted by other institutions	0
Summer / Winter schools, Workshops, etc.	04
Others	

2.14 Details of Administrative and Technical staff

Category	Number of Permanent Employees	Number of Vacant Positions	Number of permanent positions filled during the Year	Number of positions filled temporarily
Administrative Staff	13		0	
Technical Staff	29		0	

Criterion – III

3. Research, Consultancy and Extension

3.1 Initiatives of the IQAC in Sensitizing/Promoting Research Climate in the institution

IQAC initiates research amongst the faculty members. All research proposals are forwarded by the IQAC after due considerations. IQAC notifies from time to time various research projects funds from different funding agencies.

3.2 Details regarding major projects

	Completed	Ongoing	Sanctioned	Submitted
Number	0			
Outlay in Rs. Lakhs				

3.3 Details regarding minor projects

	Completed	Ongoing	Sanctioned	Submitted
Number				02
Outlay in Rs. Lakhs				4.8

3.4 Details on research publications

	International	National	Others
Peer Review Journals	02	08	
Non-Peer Review Journals			
e-Journals			
Conference proceedings	0	02	

3.5 Details on Impact factor of publications:

Range [ ]   Average [ ]   h-index [ ]   Nos. in SCOPUS [ ]

3.6 Research funds sanctioned and received from various funding agencies, industry and other organisations

Nature of the Project	Duration Year	Name of the funding Agency	Total grant sanctioned	Received
Major projects	01	UGC,DST	51.22	
Minor Projects	03	UGC,ICPR	6.37	
Interdisciplinary Projects				
Industry sponsored				
Projects sponsored by the University/ College				
Students research projects *(other than compulsory by the University)*				
Any other(Specify)				
Total	04		57.58	

3.7 No. of books published i) With ISBN No. | 07 | Chapters in Edited Books | |

ii) Without ISBN No. | 10 |

3.8 No. of University Departments receiving funds from

UGC-SAP [ ]   CAS [ ]   DST-FIST [ ]

DPE [ ]   DBT Scheme/funds [ ]

3.9 For colleges   Autonomy [ ]   CPE [ ]   DBT Star Scheme [√]

INSPIRE [ ]   CE [ ]   Any Other (specify) [ ]

3.10 Revenue generated through consultancy | NA |

3.11 No. of conferences

organized by the Institution

Level	International	National	State	University	College
Number	02	02			
Sponsoring agencies					

3.12 No. of faculty served as experts, chairpersons or resource persons | 06 |

3.13 No. of collaborations International | 01 | National | 02 | Any other | |

3.14 No. of linkages created during this year | NIL |

3.15 Total budget for research for current year in lakhs : | NIL |

From Funding agency   From Management of University/College | Nil |

Total | NIL |

3.16 No. of patents received this year

Type of Patent		Number
National	Applied	NA
	Granted	
International	Applied	NA
	Granted	
Commercialised	Applied	NA
	Granted	

3.17 No. of research awards/ recognitions received by faculty and research fellows of the institute in the year

Total	International	National	State	University	Dist	College
03	01	02				

3.18 No. of faculty from the Institution
who are Ph.D.Guides   02
and students registered under them   04

3.19 No. of Ph.D. awarded by faculty from the Institution   NA

3.20 No. of Research scholars receiving the Fellowships (Newly enrolled + existing ones)

JRF [ ]   SRF [ ]   Project Fellows [ ]   Any other [ ]

3.21 No. of students Participated in NSS events:

University level State level   40   25

National level   International level   10

3.22 No.of students participated in NCC events:

University level State level   10   10

National level   International level   04

3.23 No. of Awards won in NSS:

University level   01   State level   -

National level   0   International level   -

3.24 No. of Awards won in NCC:

University level   -   State level   -

National level   01   International level   -

3.25 No. of Extension activities organized

University forum College forum   [ ]   [ ]

NCC NSS Any other   03   06   04

3.26 Major Activities during the year in the sphere of extension activities and Institutional Social Responsibility

- NSS adopted 2 villages and spent two weeks in various activities within the villages

- Social Work went for Rural Camps at 4 different villages for a week's programme

Criterion – IV

4.Infrastructure and Learning Resources

4.1 Details of increase in infrastructure facilities:

Facilities	Existing	Newly created	Source of Fund	Total
Campus area (Sq Mts)	16,171.99			16,171.99
Class rooms	2132			2132
Laboratories	2364			2364
Seminar Halls	120			120
No. of important equipments purchased (≥ 1-0 lakh) during the current year.				
Value of the equipment purchased during the year (Rs. in Lakhs)	91,61,531			91,61,531
Others				

4.2 Computerization of administration and library

> The Administrative Office and the Library have been computerised where more than 20 computers with internet connection and Wifi have been connected in the Library and where OPAC services are provided. *E-Granthalaya* and *Mora* (library software) and LAN facilities are available at the Library. The office counters have all computers with internet connectivity.

4.3 Library services:

	Existing		Newly added		Total	
	No.	Value	No.	Value	No.	Value
Text Books& Reference Books	1051	427508	1069	593289	2120	1020797
e-Books	37	17706	39	72608	76	90314
Journals	5	1175	-	-		
e-Journals	-	-			-	-
Digital Database	-	-			-	-
CD & Video	-	-			-	-
Others (specify)	-	-			-	-

4.4 Technology up gradation (overall)

	Total Computers	Computer Labs	Internet	Browsing Centres	Computer Centres	Office	Depart-ments	Others
Existing	205	100	20	20	55	10	35	
Added								
Total	205	100	20	20	25	10	35	

4.5 Computer, Internet access, training to teachers and students and any other programme for technology upgradation (Networking, e-Governance etc.)

> The Class rooms are equipped with OHP, LCD projectors, audio aids. All departments have at least one computer. Internet facilities are provided to each department. Few departments like Computer Science, Biotechnology, Mathematics and Geography have Labs that are equipped with many computers. The Library has computers for students with internet connectivity.

4.6 Amount spent on maintenance in lakhs :

i) ICT

Rs 13, 86,045

ii) Campus Infrastructure and facilities

Rs 68, 06,942

iii) Equipment

Rs 91, 61,531

iv) Others

Rs 27, 87,886

Total :

Rs 20, 142,404

Criterion – V

5. Student Support and Progression

5.1 Contribution of IQAC in enhancing awareness about Student Support Services

> The IQAC coordinates with the different departments with regard to the preparation of time tables, examination schedules and other programmes of the college both curricular and extracurricular. The students are given orientation on the various services provided by the college and these are also clearly given in the prospectus and the website.

5.2 Efforts made by the institution for tracking the progression

> The College supports and guides students in various academic pursuits. Apart from Examinations, students are assessed through class tests, tutorials and other assignments. These are evaluated and given back to students. Besides, the Coaching Classes, Remedial Classes, Mentoring and Special Classes the students are encouraged to appear for various exams after their graduation. The College has instituted the 'Placement and Career Guidance Cell" in the year 2001 to place the graduating students in competitively good companies and other institutes of repute.

5.3 (a) Total Number of students

UG	PG	Ph. D.	Others
2165	25	-	-

(b) No. of students outside the state

298

(c) No. of international students

Nil

Men

No	%
1256	58

Women

No	%
909	42

Last Year						This Year					
General	SC	ST	OBC	Physically Challenged	Total	General	SC	ST	OBC	Physically Challenged	Total
121	15	882	54	7	1079	136	21	955	37	2	1151

 # New Admissions only

Demand ratio   1:4.8   Dropout %   negligible

5.4 Details of student support mechanism for coaching for competitive examinations (If any)

> The college under the UGC grants conducts special classes for various examinations like the UPSC, State Services, Banks POs, AIEEE etc.

No. of students beneficiaries | 185 |

5.5 No. of students qualified in these examinations

NET | 25 | SET/SLET | 05 | GATE | NA | CAT | NA |

IAS/IPS etc | NA | State PSC | NA | UPSC | NA | Others | NA |

5.6 Details of student counselling and career guidance

> Career Counselling is done to applications at the time of admissions, regarding the availability of diverse job/ research opportunities on completing the course. 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. Women's Study Centre do conduct programme for counselling to girl students.
>
> Career Guidance is provided by the different departments apart from the one which is conducted by the Career & Counselling Cell of the College.

No. of students benefitted | 160 |

5.7 Details of campus placement

On campus			Off Campus
Number of Organizations Visited	Number of Students Participated	Number of Students Placed	Number of Students Placed
04	65	29	

5.8 Details of gender sensitization programmes

> 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 Cell organises seminars and workshops to sensitise students on various issues of Gender. Nevertheless, the college till date has not receive any complain whatsoever on issue of gender discrimination or sort of.

5.9 Students Activities

5.9.1 No. of students participated in Sports, Games and other events

State/ University level | 10 | National level | 01 | International level | 01 |

No. of students participated in cultural events

State/ University level | 30 | National level | 15 | International level | 01 |

5.9.2 No. of medals /awards won by students in Sports, Games and other events

Sports: State/ University level | 04 | National level | 01 | International level | 01 |

Cultural: State/ University level | NA | National level | NA | International level | 01 |

5.10 Scholarships and Financial Support

	Number of students	Amount
Financial support from institution	60	1,14,100.00
Financial support from government	2077	66,96,505.00
Financial support from other sources	3	36,000.00
Number of students who received International/ National recognitions	NA	NA

5.11 Student organised / initiatives

Fairs   : State/ University level | 01 | National level | Nil | International level | Nil |

Exhibition: State/ University level | 01 | National level | Nil | International level | Nil |

5.12 No. of social initiatives undertaken by the students | 05 |

5.13 Major grievances of students (if any) redressed: None

Criterion – VI

6. Governance, Leadership and Management

6.1 State the Vision and Mission of the institution

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.

6.2 Does the Institution has a Management Information System

The College collects Information of students and put it in the Databases. The departments also make a data base of attendance, marks etc and sends to the management where quarterly the attendance and marks of students are displayed on the Notice Board. The Office has a software for maintaining students profile and other related information.

6.3Quality improvement strategies adopted by the institution for each of the following:

6.3.1   Curriculum Development

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.

6.3.2   Teaching and Learning

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 adhoc 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.
- The Assessment is also done through:
    - ✓ Through Self-appraisal reports at the end of each academic year.
    - ✓ Through UGC API scores.
    - ✓ Students' 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.
- 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 and Development

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, inflibnet 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.

- 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.

6.3.5 Library, ICT and 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 Management

- 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.
- 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 and 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.
- 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.

6.3.9   Admission of Students

> 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.

6.4 Welfare schemes for

Teaching	
Non-teaching	
Students	02

6.5 Total corpus fund generated

6.6 Whether annual financial audit has been done   Yes   No

6.7 Whether Academic and Administrative Audit (AAA) has √ en done?

Audit Type	External		Internal	
	Yes/No	Agency	Yes/No	Authority
Academic	YES		YES	CCBI
Administrative	YES		YES	CCBI

6.8 Does the University/ Autonomous College declare results within 30 days?

For UG Programmes   Yes   No   √

For PG Programmes   Yes   NA   No

6.9 What efforts are made by the University/ Autonomous College for Examination Reforms?

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

The Question Papers are set by the University by a special Committee of University and College teachers.

The examination is conducted by the College and the scripts are deposited at the Examination cell of NEHU after every examination.

The Evaluation is done by capable/experienced teachers by sending the scripts to the residences or to the Principal where scripts are then collected by the respective teachers. For some years, Central Evaluation was implemented where Central Location is selected for each subject and all concerned teachers would sit and evaluate at the same time and place.

The scrutiny is done by selected few of senior teachers appointed by the Controller of Examinations. This is monitored by the appointed Head Examiner/Scrutinizer appointed by the University.

6.10 What efforts are made by the University to promote autonomy in the affiliated/constituent colleges?

There hasn't been any discussion on autonomy to the affiliated or constituent colleges under NEHU.

6.11 Activities and support from the Alumni Association

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.

- 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.

6.12 Activities and support from the Parent – Teacher Association

> 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.

6.13 Development programmes for support staff

> Associate Staff/Support Staff/ Grade IV Staff as the nomenclature is associated do participate in the general meetings of the college convened by the Principal. They also do participate in various seminars and workshops conducted by the department where they are part of.
>
> Besides, the Associate Staff of the College do have their Association and any grievances they are addressed to the Principal.
>
> The College organises May Day where all Associate Staff are invited and felicitation programmes are organised. Home-use utensils/gadgets are distributed to each and every member.

6.14 Initiatives taken by the institution to make the campus eco-friendly

The following are the major environmental initiatives undertaken by the College.

- Energy conservation
- Use of renewable energy
- Water harvesting
- Check dam construction
- Efforts for Carbon neutrality
- Plantation
- Hazardous waste management
- e-waste management

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 devise 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.

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.

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.

A **Plant Sapling** instead of flower bouquets is given to dignitaries whenever College Functions are organised in the college.

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.

Cycling Club:

The Cycling club is an initiative of the NOW ECO Club which encourages teachers and Students to use Cycles for transportation. Regular rallies are held. A Cycle Parking Ramp is installed in the campus for the benefits of cyclers.

Criterion – VII

7. Innovations and Best Practices

7.1 Innovations introduced during this academic year which have created a positive impact on the functioning of the institution. Give details.

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. A study conducted by a final year student on the carbon footprint of the college revealed that 12769 Kg CO_2e of carbon was released from the 250 LPG cylinders that were in the college canteen. About 2062 Kg CO_2e of carbon was emitted from electricity consumption.

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

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.

7.2 Provide the Action Taken Report (ATR) based on the plan of action decided upon at the beginning of the year

1. In this context, STAR College Scheme was initiated and St. Edmund's College was one of the beneficiaries. The following departments of the college – viz. Physics, Chemistry, Botany, Zoology, Biochemistry and Biotechnology were the recipient of the Scheme.

2. The University Grants Commission (UGC) has promoted and strengthened Women's Studies in the country since the VII Plan period. In the X Plan, UGC funded 51 University Centres and 16 college Centres. St. Edmund's College is the first and the only college in Meghalaya that initiated the Women's Studies Centre, launching it on March 8, 2010 on the auspicious occasion of Women's Day.

3. The Women's Studies Centre at St. Edmunds College is the first and only college level centre in Meghalaya where it was launched on March 8, 2010 commemorating the Women's Day]

4. BIF: The Bioinformatics Infrastructure Facility (BIF) for biology teaching attached to the Biotechnology Department of the college was established in 2009 under BTISNET programme of DBT, Govt. of India. The centre facilitates the use of databases and software's packages required by the undergraduate biotechnology students and teachers with an aim to provide up to date accurate information in the field of biotechnology and bioinformatics.

7.3 Give two Best Practices of the institution *(please see the format in the NAAC Self-study Manuals)*

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 neighbouring 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.

7.4 Contribution to environmental awareness / protection

As mentioned earlier, the college campus is a Green Campus. The ambient air is air is non-polluting and the maintenance staff keeps the campus clean and beatified and adorn with seasonal flowers blooming throughout the year.

The college conducts awareness programme for staff and students on the issue of environment. On campus and off campus programmes are regularly conducted by the NSS, NCC, Social Work and other departments on the issue of environment. Science *Melas* to highlight the present environment is organised in the college. Tree plantations are done on the campus and in rural areas.

The college uses energy saving bulbs and lamps to reduce carbon emission. The Environmental Science Department conducts regular programme on Environment Awareness and protection and resource persons from different walks of life are invited.

7.5 Whether environmental audit was conducted? Yes $\boxed{\surd}$ No $\boxed{}$

7.6 Any other relevant information the institution wishes to add. (for example SWOT Analysis)
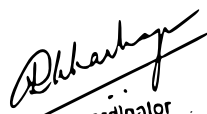
STREAM	STRENGTH	WEAKNESS	OPPORTUNITIES	THREATS
ARTS	1. Sheer number of student applications. 2. Class management	1. Adverse teacher student ratio 2. Inadequate rooms. 3. Common facilities.	1. Collaboration between departments.	1. Dropouts and failures. 2. Commercialization of education. 3. Higher fees.
COMMERCE	1. Pioneers in various activities. 2. Self-Financed 3. Good teacher-student relationship	1. Skewed teacher-student ratio. 2. Limited access to funds. 3. Infrastructure not adequate. 4. Not motivated for research. 5. Lack of practical experience amongst the students.	1. Greater practical exposure for students in terms of industrial visits, Internships etc.	1. Syllabus not in tune with real world. 2. Stream-Department dichotomy. 3. Rising Fees. 4. Student quality
EARTH SCIENCE	1. Committed teachers 2. Infrastructure 3. Healthy working atmosphere	1. Lack of opportunities for research 2. Lack of Communication and co-ordination 3. under utilization of space and resources	1. Collaboration with other institutes and agencies. 2. Organizing different programs etc. 3. Reputation of college.	1. Lack of generating and motivating students. 2. Degrading moral values of students 3. Social security
PHYSICAL SCIENCE	1. Adequate and regular funding 2. Good quality teachers 3. Good student performance and strong brand name. 4. Minimal interference from external agencies.	1. Infrastructure 2. Student-teacher ratio 3. Limited Subject combination	1. Certified courses making students job ready. 2. Lots of inter-departmental activities. 3. Add-on courses to help weaker students. Remedial courses for example.	1. Insufficient campus recruitment 2. Management policy i.e. salary structure and classification of teachers 3. Lack of interest amongst students and risk losing good quality students to others.
LIFE SCIENCE	1. academically Sound faculty 2. Research background 3. Department library 4. Good teaching aids.	1. Too many students. 2. Ill-maintained teaching aids 3. Virtual laboratory not a good substitute for real experiments.	1. Internet as the main mediator. 2. Increasing options to student w.r.t research. 3. DBT scheme. 4. Individual initiative	1. Lack of resources and space. 2. Lack of basic infrastructure like water. 3. Electricity is erratic. 4. Lack of proper co-ordination between staff and college management.
SOCIAL WORK	1. Diversity of students. 2. Consideration of ethics and values. 3. Application of practise from theories. 4. Participatory nature in community involvement.	1. Lack of student exposure. 2. Infrastructure	1. Networking amongst other departments 2. Multi-disciplinary	1.Corporatization of education 2. No competition 3. Monopoly

8. **Plans of institution for next year**

1. Up gradation Science Departments Laboratories
2. Enhancement of Research and Extension programmes
3. To organise Seminars and Workshops by Departments
4. Organising Science Fairs or Melas
5. To reinforce extra-curricular facilities and community service extension
6. Plan for Community Extension Programmes

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_____ _____

Signature of the Coordinator, IQAC **Signature of the Chairperson, IQAC**

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Annexure I

Abbreviations:

CAS	-	Career Advanced Scheme
CAT	-	Common Admission Test
CBCS	-	Choice Based Credit System
CE	-	Centre for Excellence
COP	-	Career Oriented Programme
CPE	-	College with Potential for Excellence
DPE	-	Department with Potential for Excellence
GATE	-	Graduate Aptitude Test
NET	-	National Eligibility Test
PEI	-	Physical Education Institution
SAP	-	Special Assistance Programme
SF	-	Self Financing
SLET	-	State Level Eligibility Test
TEI	-	Teacher Education Institution
UPE	-	University with Potential Excellence
UPSC	-	Union Public Service Commission

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