



SELF STUDY REPORT

FOR

4th CYCLE OF ACCREDITATION

ST. EDMUND'S COLLEGE

OLD JOWAI ROAD, LAITUMKHRAH

793003

www.sec.edu.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

March 2024

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

St. Edmund's College is one of the oldest institutions of Higher Education in North East India, established on the year 1923, by the Congregation of Christian Brothers, on the ideals and principles of Blessed Edmund Rice, the founder of the Congregation.

It is a coeducational and multi-discipline institution that offers 21 undergraduate courses in Arts, Science, Commerce, Social Work and Computer Applications, and a Masters course in Social Work. The College provides a conducive environment to almost 3000 young learners converging from different ethnic backgrounds and representing diverse cultures, religious beliefs, traditions and values.

Under the **Digital India** Initiative and adopting the changes due to **NEP 2020**, the college has facility for all the ICT tools in the classrooms which add to a better learning experience among the learners.

The College has adopted 5 villages through the **Unnat Bharat Abhiyan** (UBA) of the Ministry of Education. The volunteers of NCC, NSS, and Social Work department are involved in spreading awareness and sensitising the rural community on environmental issues, health and hygiene, welfare schemes, democratic rights and skill development avenues as part of the "**Nation Building**" initiative.

The **Institution Innovation Cell** has helped young learners to think critically, initiate a plan and develop a solution to the identified problem by using the "**do it yourself**" technique in consultation with the experts. The Incubation Centre supports, supervises and helps in the execution of "**live project**", and organises courses on Research Ideas and Methods for the interested students.

The students are continuously encouraged, motivated and guided in their academic pursuit through a documented **Mentoring Program** by the department's faculty.

The College truly believes in participatory and decentralised model of administration. The various committees/units are authorised to plan, design and execute the program after obtaining approval from the authority.

The research initiatives are augmented by the funds received from the Government and Non-Government agencies. Extensive research work on identified environmental issues is in progress. Also, the management has earmarked seed money through the CURE programme for the faculty and students on viable research proposals.

Vision

St. Edmund's College has a vision that is enshrined in the motto of the College: "**Facta Non Verba**" which translates as "**Deeds Not Words**". It aims at imparting equitable quality education grounded on the core values of excellence, equality and ideals for holistic development. The College also stands on the principles advocated by Edmund Ignatius Rice, the Founder of the Congregation. The College endeavours to create a stimulating environment on Campus through various academic programmes and co-curricular activities to develop character, shape personality and build a sense of social responsibility among our young men and women. The

college prioritises learning, teaching and sharing of knowledge. Education is perceived as a potent vehicle that works towards transforming attitudes and mindsets for the good of one and all, in society.

Mission

- Provide a holistic approach towards education with the concept that Knowledge caters to the mind and Wisdom feeds the heart.
- Nurture young minds, cultivate healthy habits and prepare young adults to have confidence, truthfulness, honesty and commitment to society.
- Inculcate among all, the philanthropic attitudes to the needy, special provisions for the differently abled and provide equal rights and opportunities.
- Create an environment to practice inclusiveness, and pluralism and celebrate cultural diversity.
- Prepare a road map to spread awareness and sensitise students and the community on societal issues and environmental requirements.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- Awarded with STAR STATUS and MENTOR Institute by the Department of Biotechnology, Government of India.
- A clean, green, litter-free campus.
- A dedicated well-qualified faculty having symbiotic relationships with the students.
- Celebrate diversity, and ethnicity, practice gender equality and the legacy of 100 years.
- Well-equipped laboratories, GIS laboratory, Bioinformatics Centre, Advanced Biotechnology Research Laboratory and Central Research Facility for faculty and students.
- ICT-enabled classrooms, audio-visual (AV) rooms, and a multipurpose Auditorium.
- Well-maintained playground, basketball court, volleyball court, an astroturf play area for girls, indoor games facilities, a music room, exclusive common rooms for girls and boys and gymnasium.
- Different clubs/units/societies for the students to engage in extra and co-curricular activities.
- Infirmary managed by qualified nurse for emergency medical aids.
- A dedicated Learning Management System (LMS) that takes care of online access to teaching-learning, preparation of timetable, attendance record, fee payment, internal assessment, feedback mechanism and admissions.
- Infrastructural support for Differently abled (like ramps, tactile path, learning support for Visually Impaired [VI] students, washrooms, scribes during examinations).

Institutional Weakness

- Curriculum design is the prerogative of the affiliating University for which the College has limited scope in framing new credit-based courses.
- The industry-academia interface is negligible as North East, especially Meghalaya, is hampered for industrial growth.
- Campus placement is not formalized.
- Alumni participation is limited.

- Due to the absence of proper avenues, the participation of teachers in consultancy and revenue generation is limited.
- The IIC-SEC activities are few considering the limited participation of students.

Institutional Opportunity

- Introduce a flexible hybrid teaching mode on a digital platform using new-age learning tools coupled with conventional methods.
- Identify avenues for internships, live projects, hands-on training, and industry visits to ensure placements and job prospects.
- MOUs with various institutions and corporate/government sector to facilitate faculty and student exchange programmes, start-ups and entrepreneurial initiatives.
- Opportunities for research activities on local needs and value orientations through the CURE programme by availing grants from government and non-government agencies as well as from the management.
- Introduction of socially relevant Vocational Training Courses to equip local youths with the necessary skills for gainful employment and start-ups.
- To introduce the fourth year of the UG programme as per the NEP 2020 in select departments.
- To introduce the UG course in Psychology under NEP 2020.
- To initiate and study the feasibility of starting the integrated B.Ed. courses.

Institutional Challenge

- Fulfilling the necessary parameters for attaining Autonomy and the status of the Centre for Potential of Excellence.
- Bolster research capabilities by involving students and teachers through effective collaborations with institutes of eminence.
- Establish and strengthen connections with industry and technical schools to impart comprehensive learning skills relevant to employment opportunities and start industry/market-driven courses.
- Motivate the students through the Institute Innovation Council (IIC-SEC) for entrepreneurship opportunities and establishment of START-UPS with the motto of Job Givers.
- To establish the extension campus at Mawjrong, East Khasi Hills to start UG courses in Social Work and Computer Applications.
- To prepare our students to compete in the National level entrance examinations such as IIT JAM, GAT B, CAT, and CUET-PG.
- Connect with eminent and successful Alumni to contribute in a meaningful way, especially for internships.
- Approach companies to visit the campus for attractive job prospects.
- Engagement of qualified coaches to train students in various sporting activities.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

St. Edmund's College is an affiliate of North Eastern Hill University, Shillong. The college runs 22 different courses under five streams, namely, Science, Arts, Commerce, Social Work (UG and PG) and Computer Applications. The curriculum design and structure are followed as per the requirements of the affiliating University. A good number of faculty members are engaged in the process through their membership in academic bodies like the Board of Studies (BOS), School Boards or Syllabus Framing Committees. The university academic calendar is followed as far as the end-semester examinations are concerned. The college has a highly efficient system of designing and implementing its academic calendar and timetable for classes as well as other co/extracurricular activities, taking into consideration the schedule of the university's semester examination. The distribution of course/syllabi is done at the department level in a very transparent manner. Assessment of students' progress in academics is carried out periodically through tests, quizzes, assignments, projects and presentations, among other approaches. The teachers ensure that the students get maximum exposure to the current trends and challenges embedded in their educational needs.

Over and above the curriculum-driven courses, the college engages in providing Add-ons, Certificates and Value Added Courses to the students to prepare them for a rewarding career opportunity. Also, these courses allow them to prepare for their entrance tests. Experiential learning through engagement in community outreach programmes, organised by the Social Work department, NSS, UBA and other departments allows students to learn the nuances of life skills and concepts of community living better. The DBT-STAR College scheme of the Government of India has facilitated the development of hands-on practical skills of science students.

The values of tolerance, inclusiveness, and gender equality are given a fillip by urging the students to become members of clubs and committees such as Women's Cell, ICC against sexual harassment, UBA, NSS, ECO Club, etc. The objective is to achieve complete education for the learners and make them worthy citizens of society.

Teaching-learning and Evaluation

The College admits about 1200 students annually across all streams. Admission is based on merit with preference given to differently-abled applicants. In addition to conventional teaching methods, the faculty uses other methods that include: Audio-Visuals, Cooperative learning, Mind - Mapping, Group activities, fieldwork, experiential learning, etc. Remedial classes are organised specially for the slow learners. A peer learning process has been introduced by a few departments, where students are encouraged to share their understanding of a topic with their juniors. Mentor-mentee programmes are designed to benefit all students. Conferences, seminars, workshops, webinars, guest lectures, add-ons, certificates, and value-added courses are regularly organised for the benefit of the students. Teachers are encouraged to update themselves by attending FDP, MMTTP training schedules, seminars and other academic activities.

The College has endeavoured to maintain a healthy student-teacher ratio. With the COVID-related challenges, the benefit of the online mode of teaching has been a blessing and teaching in a blended mode is still practised. ICT tools in the classrooms are augmented and maintained.

The student's academic progress is continuously monitored and evaluated at the department level. Tests, quizzes, paper presentations, live projects and assessments are designed to help students identify their strengths and weaknesses. The college focuses on an elaborate and transparent Internal Assessment mechanism to award grades as per university norms. The internal marks are displayed so that the marks can be verified before

uploading to the university portal. Students' regular attendance is awarded with Gold, Silver, and Bronze certificates knowing well the high correlation between attendance and academic performance.

The NSS, NCC and the UBA unit of the College encourage the students to participate in outreach programmes that involve life skills lessons, environmental issues, gender equality, development and welfare initiatives.

The Programme Outcomes (PO) and the Course outcome (CO) of each course of study are evaluated through a graphical interpretation of marks secured by the students in the final examination. The effectiveness of the programme can be assessed from the attainment levels of each student.

Research, Innovations and Extension

The College is aware of the importance of sustaining a research ecosystem. In this regard, the Research and Publication Cell (RPC) has been actively engaged in fostering an extensive research interest through the Course-based Undergraduate Research Experience (CURE) initiative among the faculty members and the students. The faculty members are involved in research activities through government/non-government-funded projects as well as those funded by the management. The faculty has published their research findings in various national and internationally acclaimed journals. Students are enthused to undertake research activities to build a significant academic foundation. It is noteworthy that some students have already published research papers along with their teachers. The appointment of a full-time Research Facilitator exemplifies the emphasis the college lays on this very important aspect of academic pursuits.

The College regularly initiates the organization of Impact lectures, Skill Development sessions, workshops/seminars/webinars on Research Methodology, IPR, Entrepreneurship and Start-ups. The participation of the college in MoE's Institutional Innovation Council allows students to showcase their innovative ideas and display their charts and models in the Annual Science Mela (*EdScientia*) organized by the college with DBT STAR College support.

Community outreach programmes as part of extension activities are regularly carried out in the community, neighbourhood and identified adopted villages. The student volunteers of the UG and PG sections of the Social Work department, NSS, NCC, UBA, and TLDS units, participate in such activities. Such exercises are aimed at making the students aware of environmental concerns, gender issues and community life.

Over the last five years, the college has established linkages with different colleges, universities, institutes, industry through MOU's and MOA's. Such collaborations facilitate extension activities, research and innovation, internship and job opportunities for the students. The college, with the express initiative of the IQAC, makes efforts to liaison with institutes of repute to explore myriad academic opportunities provided by such institutions. Non-academic collaborations are aimed at personality development and internship as well as placement opportunities.

Infrastructure and Learning Resources

The Institute upkeeps and maintains the infrastructural facility as a matter of priority. This includes physical, academic, cultural and ICT tools and infrastructure. There are 53 ICT-enabled classrooms including four AV

rooms equipped with updated facilities. The laboratories are spacious and well equipped with all the necessary stocks of accoutrements. The Bioinformatics facility and the Advanced Biotechnology research laboratory take care of the research initiatives, smart lectures and online activities. The auditorium is well-maintained for various cultural and academic events. The AV rooms and two conference/meeting rooms are used for meetings and presentations. The outdoor playground of the college has facilities for football, cricket, volleyball and basketball as well as athletic events. A well-maintained play area with astroturf is available for the girl students. A fully functional gymnasium with a change room, washroom, lockers etc. is in place for the physical well-being of the students. Department rooms, infrastructural support for the differently-abled students, canteen and common room facility, music room, and dedicated space for NCC, NSS and the UBA workspace are a few of the highlights of infrastructural support.

The library is fully automated with subscriptions to N-LIST, J-GATE, NDLI and the British Council library. Besides having a significant number of text and reference books, the library allows users to access e-resources from the identified web portals. Students can learn the availability of a particular book through the cloud-based database (WEBOPAC) the link for which is uploaded on the College website. Newly admitted students are required to attend an orientation programme to understand the procedure of using the digital facilities in the library. Apart from the central library, each department maintains its library for the use of the students and the faculty members. The library houses two large reading rooms and a counter dedicated to a photocopying facility. All the quality initiatives are supervised by a Library Committee initiated by the IQAC.

Student Support and Progression

The College, as a policy, emphasize supporting students in their educational journey and subsequent progression. Scholarship and free studentship are extended to deserving students to facilitate the completion of their studies. Skill enhancement initiatives such as life skill lessons, computing and ICT skills, and communication skills prepare the students to opt for the correct career options. The Placement and Counselling Cell regularly organise sessions to apprise the students of the various career options. The transparent mechanism to redress students' grievances is in place and committees such as the Grievances Redressal Cell, Anti-Ragging Cell, Internal Complaints Committee (ICC), and Women Cell are responsible for making appropriate decisions.

The college provides maximum opportunities for young learners to be part of different committees/clubs that include IQAC, IIC-SEC and other important units. The Edblazon, an annual College Fest is organised and managed by the students wholly with teachers playing only the supervisory role. This ensures the holistic growth of the students as they display their creative, cerebral and physical skills. It ensures maximum participation of students in various state, regional and national level competitions where they win laurels for themselves and the college.

The College has many clubs, notable among them are the Music Society, the Science Club, the Gymnasium, the Art Club and the Literary and Dramatic Society. These clubs allow students to hone their leadership traits in a free, fair and independent environment. Through the NSS, NCC, RRC, and UBA units, the students are actively involved in social outreach programmes to spread awareness on identified local issues. The visit by the student volunteers to villages helps in unifying different cultural and ethnic groups. The participation of the students in various sports and cultural activities results in inclusiveness and brotherhood.

The College has an alumni association, SECAA, that extends support to academic achievers through awards and scholarships. The alumni are regularly engaged in motivational talks, guest lectures, etc to motivate and

inspire the current students.

Governance, Leadership and Management

The governance of the College is carried out as per the vision of the Sponsoring body, the Congregation of Christian Brothers in India with a structured organogram that details the hierarchy in governance and administration. The Governing Body is the highest decision-making body of the College. The Executive Committee consisting of the Secretary/Principal, the two Vice Principals and the Bursar meet periodically to take stock of the administrative and academic requirements. The heads of the department are allowed to make department-specific decisions in consultation with the management to facilitate the smooth working of the academic initiatives. A well-laid down process is followed in the discharge of academic requirements with the involvement of teachers in various policy decisions. The non-interference of management in teaching methodologies and classroom exercises contributes to a healthy academic environment in the college. The College is moving towards e-governance to ensure transparency in the administration and accounting system.

The College believes in participatory governance to imbibe a spirit of belongingness among all. The college is committed to upholding the motto "*Facta non-Verba*" in letter and spirit and allowing students and teachers to excel in any domain of their choice.

The various clubs, committees and societies function independently to bring into focus the decentralised nature of administrative practices. The representation of students in different committees including the IQAC, unarguably the most important stakeholders in any academic set-up, ensures that the administration listens to the points of view of the students. The college encourages the faculty to engage in professional pursuits and programmes are organised to upscale and update the knowledge on gender equity, environmental issues, and socio-economic avenues.

The College believes in collective responsibility to achieve the desired milestones and in this regard, IQAC played a commendable role in sustaining the quality initiatives adopted over the years. The institutional core values are always given priority while bracing for opening new vistas in the hundred years of its history.

Institutional Values and Best Practices

The College is the oldest in Meghalaya having celebrated its Centenary Year in 2023. It emphasizes core values enshrined in the Mission and Vision statement and follows the principles and values of the Indian Constitution. The College is committed to championing an inclusive culture that embraces students from diverse linguistic, religious and ethnic backgrounds. The culture of the campus is defined by fraternal feelings among students and faculty. It's a green campus having energy-efficient installations, water conservation measures and zero tolerance for litter. The ragging-free campus ensures free and fair participation of students in various events organised by the clubs and societies. The institutional practice of sensitising students on gender issues, equality and compassion through various programmes organised is a priority and the policy of the College. The College steers clear of overt political propaganda. The bond between students and teachers is one of the high points of St. Edmund's College. The uninterrupted academic achievements of the students are a direct result of such exceptional bonding. In recognition of the student achievements, the College recognizes the performers by rewarding them with citations and subject toppers awards. The best-performing student receives the "**Edmundian of the Year**" award.

Some of the best practices of the College include a decentralised administrative system, transparency in the admission process, regular community engagement through outreach programmes, and the unique space created for differently-abled learners. The creation of over twenty different clubs and societies to create leaders, “.....*in every field*” is a new initiative to create a lively, vibrant and positive environment on the campus.

Inspired by the life and works of Blessed Edmund Ignatius Rice, the College commits to “*changing lives - enriching the future*” of the young learners and the Edmundian pledge to upholding institutional values like: mutual respect, celebration of each other’s differences, promotion of a sustainable environment for future generations and inclusion of the differently abled students in the life of the College. The College trusts in the Divine as it steps into a new world order in the second century of its glorious journey.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	ST. EDMUND'S COLLEGE
Address	Old Jowai Road, Laitumkhrach
City	Shillong
State	Meghalaya
Pin	793003
Website	www.sec.edu.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal(in-charge)	Br Simon Coelho	364-2224533	9862097716	364-2223234	stedmundscollege@gmail.com
IQAC / CIQA coordinator	Sumit Deb	364-3642224533	9863023788	364-3642223234	debsumit65@gmail.com

Status of the Institution	
Institution Status	Grant-in-aid

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	Yes Minority Status compressed.pdf
If Yes, Specify minority status	
Religious	Christian
Linguistic	NO
Any Other	

Establishment Details				
State	University name	Document		
Meghalaya	North Eastern Hill University	View Document		
Details of UGC recognition				
Under Section	Date	View Document		
2f of UGC	01-01-2006	View Document		
12B of UGC	01-01-2006	View Document		
Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)				
Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
No contents				

Recognitions	
Is the College recognized by UGC as a College with Potential for Excellence(CPE)?	No
Is the College recognized for its performance by any other governmental agency?	Yes
If yes, name of the agency	Department of Biotechnology Govt of India
Date of recognition	01-06-2015

Location and Area of Campus				
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	Old Jowai Road, Laitumkhrah	Urban	34.46	59792.61

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/ Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BSc,Biochemistry,	36	XII	English	50	23
UG	BSc,Biotechnology,	36	XII	English	50	31
UG	BSc,Botany,	36	XII	English	50	40
UG	BSc,Chemistry,	36	XII	English	50	22
UG	BCom,Commerce,	36	XII	English	200	179
UG	BSc,Computer Science,	36	XII	English	50	26
UG	BA,Economics,	36	XII	English	60	50
UG	BSc,Electronics,	36	XII	English	50	13
UG	BA,English,	36	XII	English	60	51
UG	BSc,Environmental Science,	36	XII	English	50	24
UG	BA,Geography,	36	XII	English	60	59
UG	BA,Khasi,	36	XII	Khasi	50	18

UG	BSc,Mathematics,	36	XII	English	60	56
UG	BSc,Physics,	36	XII	English	50	34
UG	BA,Political Science,	36	XII	English	65	64
UG	BSW,Social Work,	36	XII	English	80	72
UG	BA,Sociology,	36	XII	English	60	60
UG	BSc,Zoology ,	36	XII	English	50	34
UG	BA,History,	36	XII	English	60	53
UG	BCA,Computer Applications,	36	XII	English	60	54
UG	BA,Education,	36	XII	English	60	55
PG	MSW,Social Work,	24	UG	English	30	30

Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	0				27				34			
Recruited	0	0	0	0	21	6	0	27	23	11	0	34
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				50			
Recruited	0	0	0	0	0	0	0	0	20	30	0	50
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				20
Recruited	16	4	0	20
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				22
Recruited	9	13	0	22
Yet to Recruit				0

Technical Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				7
Recruited	4	3	0	7
Yet to Recruit				0

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	11	5	0	15	9	0	40
M.Phil.	0	0	0	3	1	0	1	2	0	7
PG	0	0	0	7	0	0	27	30	0	64
UG	0	0	0	0	0	0	0	0	0	0

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

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

Details of Visting/Guest Faculties					
Number of Visiting/Guest Faculty engaged with the college?	Male		Female		Total
	2	10	0	12	

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	227	276	0	1	504
	Female	267	247	0	0	514
	Others	0	0	0	0	0
PG	Male	8	1	0	0	9
	Female	19	2	0	0	21
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years					
Category		Year 1	Year 2	Year 3	Year 4
SC	Male	11	6	0	0
	Female	10	4	0	0
	Others	0	0	0	0
ST	Male	367	245	319	498
	Female	374	322	393	376
	Others	0	0	0	0
OBC	Male	25	16	6	8
	Female	23	12	4	8
	Others	0	0	0	0
General	Male	118	85	140	49
	Female	87	84	113	52
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		1015	774	975	991

Institutional preparedness for NEP

<p>1. Multidisciplinary/interdisciplinary:</p>	<p>The College has extended the following Multidisciplinary/Interdisciplinary courses as a part of NEP 2020. The name of courses introduced in the first semester are: Commercial Arithmetic & Elementary Statistics, Culture And Society, Fundamentals of Computer Systems, Fundamentals Of Earth System Science, Fundamentals of Lifelong Learning, Introductory Life Sciences, Introduction To Psychology, Mathematics In Daily Life, Philosophy of Culture. In the second semester, it is proposed to introduce the following courses: Study of Matters, Fundamentals of Statistics, Introduction to Folklore, Management of Library & Information, and Introduction to Theatre & Performance. The courses</p>
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	<p>are managed by the faculty members having domain expertise on the relevant topics. The college shall hire expert resource persons as a guest faculty on need basis. The courses are 3 credit courses, and every effort is made to deliver knowledge to increase the level of teaching learning initiatives and to broaden the intellectual life skills of the students. The College organizes workshops, webinars and interactive sessions for the students across all streams for all the multidisciplinary courses introduced in the College. Necessary steps are taken to help the faculty to upgrade their skills in such relevant courses.</p>
2. Academic bank of credits (ABC):	<p>The College has limited scope in this regard, being an affiliated College, the university has to initiate and implement Choice Based Credit System (CBCS) and ABC for its students. However, the College is maintaining continuous liaison with the university in this matter.</p>
3. Skill development:	<p>The College regularly conducts life skills sessions, spoken tutorials classes through IIT, Mumbai, online sessions via Mahindra Pride Classrooms and regular interactive sessions to upscale and encourage the students in the field of innovations and practical skills that can provide employability avenues to the graduating batch. Following the implementation of NEP 2020, the College has introduced the following Skill Enhancement Courses (SEC) for its first semester students across all streams: Cyber Security, Motivation, Personality Development, Public Speaking and Team Building. The students are given a choice to select the course which they would prefer to pursue. In the following second semester, additional courses such as Entrepreneurship, Creativity and Confidence Building will be extended for helping the students to acquire more skills to compete in the job market. The following courses are designed which are relevant for placement opportunities. In addition, the College conducts various non credit courses in the form of Add On courses that are designed specifically under soft skills enhancement, hands on training and knowledge beyond the syllabi.</p>
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	<p>The College has integrated the concept of Indian Knowledge system and its values through the following pedagogy: 1. Use of the mother tongue (Khasi/Pnar language) in villages during interaction</p>

	<p>with the villagers and School students on issues related to Education, Environment, Livelihood and Life Skills under UBA, NSS, Social Work and Biotech Hub Outreach initiatives. 2. Compilation of simple mathematical and basic science concepts in Khasi/Pnar language for the Rural schools under Outreach Programmes. 3. Spreading awareness on Gender Equality, basic rights, personal hygiene and Public health issues, ease of living, and environmental issues such as water management and conservation in local languages in the villages by the team of students and faculty members during visits to rural areas and using local languages. 4. Organizing College Fest (EDBLAZON) to showcase diversified Cultures, Tradition and values of different Communities with special reference to indigenous North East Cultures. 5. Formation of the College Choir and bringing students of different communities and cultures to participate in musical programmes.</p>
5. Focus on Outcome based education (OBE):	<p>The College has designed a strategy on OUTCOME BASED EDUCATION having different Learning Indicators and the results of the end-semester graduating batch were analysed graphically to obtain attainment levels. The attainment level and the learning outcomes are shared with the respective departments and made available on the College website. The learning outcomes are analysed and discussed with the members of the staff to focus on any revamping of the teaching-learning process. Necessary changes deemed fit in this regard are incorporated.</p>
6. Distance education/online education:	<p>The College has been identified by IGNOU as one of the WORK Centre vide letter No IG/RSD/Estt./LSC/SSC-Notification/2023/1661 dated 29th September 2023 to start Masters in Environmental Sciences (MSCENV) where members of the department of Environmental Science, Biotechnology, Biochemistry, Chemistry, Botany, Zoology, Geography and Physics are empanelled as resource persons to conduct the course. The third semester practical course for the PG programme was successfully conducted, and evaluation of the candidates was done. Further, Masters programme in Food Safety will be offered by the College.</p>

Institutional Initiatives for Electoral Literacy

<p>1. Whether Electoral Literacy Club (ELC) has been set up in the College?</p>	<p>The College has formed the Electoral Literacy Club (ELC) with Ms Amelia Myllemngap, Faculty of Political Science department as teacher coordinator. She is supported by Mr Bartley N Dkhar and Ms Omessa Debarma as the student coordinators. Along with them, the student volunteers and the teaching faculties of UBA and NSS cell are involved in spreading awareness on democracy; rights of the citizens; and voting rights which are important pillars for a healthy democracy.</p>
<p>2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?</p>	<p>Yes. The Electoral Literacy Scheme (ELS) is fully functional with dedicated student volunteers and teaching faculties. Interested students across different ethnic groups are involved in spreading awareness of the democratic rights of citizens of India.</p>
<p>3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.</p>	<p>The Volunteers of ELC, UBA and the NSS cell of the college perform SKITS in local languages during their visit to adopted villages of the district. National Voters Day is celebrated in those adopted villages and the villagers are encouraged to enrol and update their EPICs by visiting Block Level offices of the district Election office. The villagers are informed about various Central Government Schemes, Direct Bank Transfer (DBT) facilities and the importance of participation in local, state and National elections. The NCC and the NSS volunteers assist the District election administration during the conduct of the poll and in the awareness programme organized to encourage maximum participation in voting.</p>
<p>4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.</p>	<p>The college has identified specific areas and has entrusted members of the faculty to conceive and design a suitable project on electoral reforms, one nation one election, etc. Recently, a selfie point has been placed near the cafeteria for the "First Time Voters" to take selfies after pledging to exercise the democratic right of casting a vote. The students are encouraged to upload their selfies on social media platforms to spread awareness. The banner entitled, "I AM A SMART VOTER, I VOTE FOR SURE" is uploaded to the college website. Similarly posters on "MERA PEHLA VOTE DESH KE LIYE" are pasted on the campus to encourage young adults.</p>

5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.

The number of students not enrolled in electoral registration is minimal and the college has offered a dedicated space to Block Level officers of the district election commission to establish an office in the college premises. Necessary logistics and ICT services are provided free of cost to such officials

Extended Profile

1 Students

1.1

Number of students year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
3008	2733	2758	2745	2023

File Description	Document
Upload Supporting Document	View Document
Institutional data in prescribed format	View Document

2 Teachers

2.1

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

Response: 123

File Description	Document
Upload Supporting Document	View Document
Institutional data in prescribed format	View Document

2.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
111	106	107	109	109

3 Institution

3.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
519.393	150.0872	91.715	204.47091	297.27231

File Description	Document
Upload Supporting Document	View Document

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

1.1.1

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

Response:

The college prioritizes effective curriculum planning and delivery, following a meticulous process aligned with the academic calendar of the University. The Board of Studies, comprising senior teachers, designs the course curriculum, which is then received from the University. The college's academic calendar, synchronized with the University's, undergoes approval by the Executive Committee and heads of departments. Syllabus distribution is conducted in department meetings and the exam committee determines internal examination dates that ensure a continuous internal assessment of the students. The schedule for assignments, group discussions, practicals beyond syllabi, add on courses to augment the knowledge are planned within the department and executed accordingly. The slow learners and the academic achievers are given different impetus depending on their reasoning ability. Departments employ effective teaching methods, utilizing a Learning Management System for syllabus documentation. A feedback mechanism is in place and students benefit from mentoring by teachers.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

1.2 Academic Flexibility

1.2.1

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

Response: 43

File Description	Document
List of students and the attendance sheet for the above mentioned programs	View Document
Institutional programme brochure/notice for Certificate/Value added programs with course modules and outcomes	View Document
Institutional data in the prescribed format	View Document
Evidence of course completion, like course completion certificate etc. Apart from the above:	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

1.2.2

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

Response: 21.22

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

2022-23	2021-22	2020-21	2019-20	2018-19
739	1215	195	334	332

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

1.3 Curriculum Enrichment

1.3.1

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

Response:

The College has successfully organized webinars/workshops/interactive sessions with eminent persons on issues such as Psychological well-being and mental health, Analytical skills and corporate expectations, Academic research, Entrepreneurship, Climate change, Women & child issues, Life Skills, Personal hygiene in line with goals and objectives of NEP 2020. The institution has identified core issues such as climate change and deforestation, rainwater harvesting and water management, gender issues, equal rights and self-reflection and these concepts are introduced among the students through interface meetings, and value-added courses to create awareness, convictions and commitments to human values. The students are encouraged to participate in such programmes and show mutual respect and empathy towards fellow citizens.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

1.3.2

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

Response: 0.96

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

Response: 29

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

1.4 Feedback System

1.4.1

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

Response: A. Feedback collected, analysed, action taken& communicated to the relevant bodies and feedback hosted on the institutional website

File Description	Document
Feedback analysis report submitted to appropriate bodies	View Document
At least 4 filled-in feedback form from different stake holders like Students, Teachers, Employers, Alumni etc.	View Document
Action taken report on the feedback analysis	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document
Link of institution's website where comprehensive feedback, its analytics and action taken report are hosted	View Document

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

Enrolment percentage

Response: 81.77

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

2022-23	2021-22	2020-21	2019-20	2018-19
1048	986	974	773	1011

2.1.1.2 Number of sanctioned seats year wise during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
1220	1160	1160	1160	1160

File Description

Document

Institutional data in the prescribed format

[View Document](#)

Final admission list as published by the HEI and endorsed by the competent authority

[View Document](#)

Document related to sanction of intake from affiliating University/ Government/statutory body for first year's students only.

[View Document](#)

Provide Links for any other relevant document to support the claim (if any)

[View Document](#)

2.1.2

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

Response: 87.19

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

2022-23	2021-22	2020-21	2019-20	2018-19
940	890	722	605	810

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

2022-23	2021-22	2020-21	2019-20	2018-19
950	900	900	900	900

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

2.2 Student Teacher Ratio

2.2.1

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

Response: 27.1

2.3 Teaching- Learning Process

2.3.1

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

Response:

In pursuance of the vision and mission statement, the college prepares a well-planned academic timetable that considers regular theory/practical classes along with short-term/value-added, add-on and certificate courses. All the students in the respective department are assigned topics for assignments and the assignments are submitted in hybrid mode. The e. resources available in the library are used by the students for their academic needs. Emphasis is given for hands-on training on topics beyond the syllabi especially for the science stream under DBT STAR Scheme. Projects on topics relevant to experimental learning are designed which are guided by the experienced faculty and the students are encouraged to undertake such projects as part of their curriculum.

Webinars/workshops/Internships/interactive sessions are arranged throughout the year for the students on topics such as Research Methodology, employment ability skills, tools and techniques in experimental sciences, CV writing, IT career options, entrepreneurship skills and innovations. The mentoring of the final year students plays a significant role in building confidence among the students and helps prepare them for job opportunities and for pursuing further studies.

The Incubation Centre engages the students to think about specific projects based on their interests and the concerned faculty members along with the research Facilitator guide them in writing small projects that are locally important, market-driven, and socially relevant. The **IIC-SEC** of the college helps in motivating the students to develop a concept and check its feasibility in the real market.

The NSS, NCC and UBA cells of the college encourage the students to participate actively in outreach programmes that involve life skills lessons, environmental issues, gender equality, etc.

The details of the methodology used in experiential learning are appended below.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

2.4 Teacher Profile and Quality

2.4.1

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

Response: 100

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

2022-23	2021-22	2020-21	2019-20	2018-19
111	106	107	109	109

File Description	Document
Sanction letters indicating number of posts sanctioned by the competent authority (including Management sanctioned posts)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

2.4.2

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

Response: 87.45

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

2022-23	2021-22	2020-21	2019-20	2018-19
95	94	95	95	95

File Description	Document
List of faculties having Ph. D. / D.Sc. / D.Litt./ L.L.D along with particulars of degree awarding university, subject and the year of award per academic year.	View Document
Institution data in the prescribed format	View Document
Copies of Ph.D./D.Sc / D.Litt./ L.L.D awarded by UGC recognized universities	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

2.5 Evaluation Process and Reforms

2.5.1

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

Response:

The college has an efficient mechanism to deal with any grievances arising out of exam-related matters. The routine for the Internal examination and the schedule for the external examination are uploaded on the college website well in advance and the students are notified accordingly. The syllabi for each internal examination are communicated to the students and they are made aware of the pattern of questions and their corresponding answers. The students are assessed, and the marks allotted are communicated to the students. Students are advised to give in writing the anomalies in the marks or otherwise obtained during any scheduled examinations. The internal marks assigned are shared with the students and any discrepancies arising out of it, are immediately resolved. The exam committee of the college maintains constant communication with the university regarding uploading the marks in the university examination portal. Any grievances from the students regarding the non-issuance of mark sheets, registration cards, certificates, etc., are responded to in a time-bound manner.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

2.6 Student Performance and Learning Outcomes**2.6.1**

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

Response:

Outcome-based Based Education (OBE) is crucial for any educational institution, especially for Higher Education. The various aspects of OBE provide the College with accurate information, more so to the Teachers, on how the students are attaining their desired goals. The processes for measuring the Program Outcomes of the Edmudian Alumni would be the informal feedback from the Institutions where they are continuing their higher studies or from the Employers where they are engaged. The latter generally speak of how the Edmudian can be depended upon to take on challenges and do their very best. They are also credited with being honest in all their dealings and ones who can be relied upon in a team. Good indicators of the Program Specific Outcomes of the Graduates are the University results, especially with so many position holders and a low rate of attrition. A vast majority of students continuing with their higher studies in reputed Institutes is an indicator of their performance, especially when it comes to face-to-face interviews. The Course Outcomes are constantly evaluated in the College through various tools like presentations at seminars, participation in debates and quizzes, and their involvement in fieldwork and internships. The students are given ample opportunities to participate in role-plays, simulations, and mock parliaments. A feature that is regularly offered to the students is the opportunity to engage in community service, in which they wholeheartedly participate. Regular experiments in the laboratories give the students the practical know-how and the chance to learn from their mistakes.

The Programme Outcomes (PO) and the Course Outcome (CO) for each subject offered by the institution are spread out to the stakeholders and the same is displayed on the college website.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

2.6.2

Attainment of POs and COs are evaluated.

Explain with evidence in a maximum of 500 words

Response:

Program Outcomes (POs) and Course Outcomes (COs) play a crucial role in assessing the effectiveness of an educational program. The Core Committee of the IQAC have designed a robust methodology for the computation of the Learning Outcomes of the graduating batch across all streams through PO-CO indicators representing the overarching goals of degree programs associated with individual courses within that program. The PO and CO outcomes of all the programmes were designed as per the guidelines adopted from the UGC LOF. The PO and CO of the individual departments were approved by the Governing Body (GB) of the college. The mapping of these outcomes is typically evaluated through various assessment methods, providing evidence of students' knowledge, skills, and competencies.

The parameters for assessment Methods for POs and COs involve direct Assessment, indirect assessment, embedded assessment, capstone projects and continuous improvement loop. The inputs computed from these assessment methods were mapped with the individual department CO and PO of the programme. This in turn helped in evaluating students' actual performance on tasks aligned with specific outcomes with rubrics which were used for objective evaluation, providing clear evidence of attainment. The data is represented graphically through the radar diagram highlighting the attainment levels of each student/department on a scale of 1(low), 2 (medium) and 3 (high).

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

2.6.3

Pass percentage of Students during last five years (excluding backlog students)**Response:** 90.19**2.6.3.1 Number of final year students who passed the university examination year wise during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
927	969	793	759	801

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

2022-23	2021-22	2020-21	2019-20	2018-19
949	997	993	898	874

File Description	Document
Institutional data in the prescribed format	View Document
Certified report from Controller Examination of the affiliating university indicating pass percentage of students of the final year (final semester) eligible for the degree programwise / year-wise.	View Document
Annual report of controller of Examinations(COE) highlighting the pass percentage of final year students	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

2.7 Student Satisfaction Survey**2.7.1****Online student satisfaction survey regarding teaching learning process****Response:** 3.17

File Description	Document
Upload database of all students on roll as per data template	View Document

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

3.1.1

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

Response: 559.94

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

2022-23	2021-22	2020-21	2019-20	2018-19
59.35	83.60	0	59.8387	357.15

File Description

Document

Upload supporting document

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

3.2 Innovation Ecosystem

3.2.1

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

Response:

With the establishment of the Institute Innovation Council (IIC) with ID: IC202015433, the college has engaged its students and faculty members in various innovations and entrepreneurship-related activities with the help of resource persons from industry and academic institutions. The college has organized the IMPACT lecture series, and Innovation Ambassador programme collaborating with Assam Kaziranga University and Royal Global University, Assam. The college received TWO STARS for the activities conducted by the Ministry of Education, Govt. of India.

The college has also established an Incubation Centre to inculcate among the students the concept of critical thinking, development of ideas, problem-solving and design of viable projects with the help of a Research Facilitator appointed for such purposes. The said Centre organizes student-centric programmes in the field of project submission, research activities, use of plagiarism checkers and short-term relevant courses to foster the creation of knowledge on research and innovations.

The ideas conceptualized in the innovation/incubation centres are carried forward to the rural areas through the UBA programme for the benefit of local communities and the transfer of knowledge to the rural population for the betterment of lifestyle. Any knowledge and every knowledge are being transferred to the local communities through local dialects, and handouts in local languages. Examples of such innovative ventures are Paper fertilizers for agricultural land and Vermicompost for organic kitchen farming.

Through initiatives under the Advanced Biotech Hub Scheme, the College has initiated outreach programmes for the school students to spread awareness of basic sciences, the Indian Knowledge System, and age-old traditional values & ethics.

The Research and Publication Cell (RPC) of the College has initiated a program, CURE (Course-based Undergraduate Research Experience), involving interested members of the staff and the students to build up a research culture and ecosystem on topics that are relevant to local issues. The management agreed to extend any financial aid in such ventures and has earmarked seed money in this regard. Also, the eminent resource persons and the Institutions in the relevant domain shall be requested to extend expert propositions in their respective fields.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

3.2.2

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

Response: 285

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

2022-23	2021-22	2020-21	2019-20	2018-19
66	59	82	34	44

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

3.3 Research Publications and Awards

3.3.1

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

Response: 0.43

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

2022-23	2021-22	2020-21	2019-20	2018-19
16	7	10	13	7

File Description	Document
Link to the uploaded papers, the first page/full paper(with author and affiliation details)on the institutional website	View Document
Link to re-directing to journal source-cite website in case of digital journals	View Document
Links to the papers published in journals listed in UGC CARE list or	View Document
Institutional data in the prescribed format	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

3.3.2

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

Response: 0.38

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

2022-23	2021-22	2020-21	2019-20	2018-19
13	8	8	8	10

File Description	Document
List of chapter/book along with the links redirecting to the source website	View Document
Institutional data in the prescribed format	View Document
Copy of the Cover page, content page and first page of the publication indicating ISBN number and year of publication for books/chapters	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

3.4 Extension Activities

3.4.1

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

Response:

Inspired by the Mission and Vision statement, and operating out of the conviction that We are called by God to partner with Him in the creation of a NEW SOCIETY that is tolerant, rational and compassionate; promotes brotherhood and assists the underprivileged to have equal opportunity and rights; the College performs the extension activities in the neighbourhood- rural communities and adopted villages by engaging the students through various functional cell/ units such as NSS, NCC, RRC, Eco Club, Social Work department, UBA etc.

Such extension activities where the students are the performers create awareness, conviction and commitment among the students to values that nurture equality, empathy, mutual respect, and obedience to the law and societal norms. The students are exposed to broader perspectives on social opportunities, local environmental issues and life skills. By actively participating in the activities, the skills related to Analytical thinking, Problem-solving, Networking, Mental wellness and Leadership qualities are enhanced and the students are in the right frame of mind to differentiate between good and evil; right and wrong.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

3.4.2

Awards and recognitions received for extension activities from government / government

recognised bodies**Response:**

In addition to achieving Academic Excellence in University Examinations over the years, the College has received 9 awards/ recognition from Government and Non-government agencies on the basis of outstanding performances in the relevant categories under extension activities. These are:

- 1) Exemplary Performers and Mentor Institute recognition for Swacch Action Plan & Jaal Shakti Abhiyaan by MGNCRE- MHRD, June 2020.
- 2) District Green Champion Award by MGNCRE- MoE, August 2021.
- 3) Green Campus recognition by CSE, New Delhi, 2021
- 4) 2 Star Certificate on Innovation activities by MoE IIC , GoI, 2021
- 5) Certificate of Recognition as Beginners by ARIIA, MoE, December 2021.
- 6) Star Status Award & Mentor Institution - only College in the State for Capacity Building Activities for students of rural areas by DBT, GoI , October 2021.
- 7) UBA flagship program for adoption of 5 villages to contribute to Rural Development- recognition by MoE , IIT, Delhi, 2021
- 8) Spoken Tutorial Bright Institute Award for spreading awareness on FLOSS/ MOOC's in Eastern India by IIT, Mumbai, 2022.
- 9) Trail Blazer in Accesibility Award for impacting positivity in educational journey of students with disabilities from Office of the Commissioner of persons with disability, Government of Meghalaya, 2023

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

3.4.3

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

Response: 59

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

2022-23	2021-22	2020-21	2019-20	2018-19
27	09	07	09	07

File Description	Document
Photographs and any other supporting document of relevance should have proper captions and dates.	View Document
Institutional data in the prescribed format	View Document
Detailed report for each extension and outreach program to be made available, with specific mention of number of students participated and the details of the collaborating agency	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

3.5 Collaboration

3.5.1

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

Response: 25

File Description	Document
Summary of the functional MoUs/linkage/collaboration indicating start date, end date, nature of collaboration etc.	View Document
List of year wise activities and exchange should be provided	View Document
List and Copies of documents indicating the functional MoUs/linkage/collaborations activity-wise and year-wise	View Document
Institutional data in the prescribed format	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1

The Institution has adequate infrastructure and other facilities for,

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

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

Response:

All 53 Classrooms and the AV rooms used for classroom teaching are equipped with ICT-enabled tools such as LCD projectors, CPU, Laptops, and audio-visual systems for efficient delivery of learning skills along with the conventional chalk-and-talk methodology. The science laboratories are well maintained, and equipped with a sufficient number of instruments, glassware, consumables and chemicals that help the students to perform the practical, hands-on training individually. The facility of smart classes and online resources available in the laboratory help the students to explore recent advancements in the relevant domain.

The research facilities developed through funding received from government and non-government agencies augment the facilities available on the campus. The Bioinformatics facility, Advanced Biotech Hub, Central research facility, GIS lab, Chromatography lab, Incubation Centre cum Maths multipurpose facility and computer labs help the students to go ahead with topics beyond the syllabi, design research proposals with the help of faculties in areas of expertise and pursue the projects that lead to doable solutions. Such facilities also help the students to prepare for competitive exams for pursuing higher studies in institutes of repute. The College library is well-equipped with an ample number of books, journals, periodicals and e-resources, and subscriptions to J-GATE, NDLI linkages and UGC N-LIST.

An adequate well-maintained facility such as an Auditorium, AV rooms, well-lit outdoor field, basketball and volleyball courts and common rooms are available for all the stakeholders to undertake co-curricular activities such as games, music, cultural shows, yoga, etc. The outdoor field is lit with flood lights facility for use after sunset. A well-equipped gymnasium is available for the students and teachers for training under the guidance of a qualified Instructor. The open spaces in front of the college quadrangle and front of the cafeteria are used for live performances by the students during cultural events.

The college has three clean energy generators that augment the power supply during shutdown and load shedding.

All the physical infrastructure including the computers is serviced regularly through certified vendors and annual maintenance contracts.

All the facilities are made available to the nearby community for use as and when they are asked for.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

4.1.2

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

Response: 53.71

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

2022-23	2021-22	2020-21	2019-20	2018-19
299.765	92.3155	42.2253	54.6262	189.449

File Description	Document
Institutional data in the prescribed format	View Document
Audited income and expenditure statement of the institution to be signed by CA for and counter signed by the competent authority (relevant expenditure claimed for infrastructure augmentation should be clearly highlighted)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

4.2 Library as a Learning Resource

4.2.1

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

Response:

The library is fully automated and the list of books, and their availability can be accessed through WEBOPAC: ONLINEPUBLICACCESSCATALOGUE. The library has subscriptions to N-LIST, J-GATE, NDLI and the British Council Library. The internet connectivity in the library is used by the students to avail e-resources from the enlisted web resources. The necessary orientation programme is held regularly to guide the students to obtain the required information from the available databases. The library is optimally used with an average of 320 students and teachers visiting the library per day. The facility at the central library is further upgraded by the departmental library maintained at each department for exclusive use by the students. The students are encouraged to spend quality time in the library to explore and access information about their interests.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

4.3 IT Infrastructure

4.3.1

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

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

Response:

The Institution ensures that all the IT facilities including CPU, monitors, UPS, printers, laptops, notepads, projectors, and routers are maintained and serviced by qualified IT professionals and through annual maintenance contracts (AMC) signed with experienced vendors. The expenditure incurred to procure and maintain the IT facilities is approved by the management based on Competitive Price Index (CPI) and Quality Assurance (QA) as per the purchase policy of the college.

There are 318 numbers of CPUs/ monitors that cater to all the academic/non-academic requirements of the college. The classrooms are fitted with LCD projectors and CPUs to augment the conventional chalk-and-talk teaching system.

The college has 64 MBPS fibre optic internet connectivity which is distributed uniformly by routers at the designated locations such as Laboratories, Departments, Library, Office, AV rooms etc. The internet connection is covered under the BSNL/NE circle fibre optic unlimited data annual scheme. The private service providers, NE Line Pvt Ltd and Broadband Service Ltd also provide additional bandwidth services on annual contracts. 35 routers help in optimal distribution at designated locations. The 4G mobile data also adds to the data transfer capacity in the college.

There are identified locations where free wi-fi access is provided to the students. Also, in the library, the

students can get access to e-resources using internet connections.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

4.3.2

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

Response: 9.46

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

Response: 318

File Description	Document
Purchased Bills/Copies highlighting the number of computers purchased	View Document
Extracts stock register/ highlighting the computers issued to respective departments for student's usage.	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

4.4 Maintenance of Campus Infrastructure

4.4.1

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

Response: 42.33

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

2022-23	2021-22	2020-21	2019-20	2018-19
219.628	57.7717	49.4902	116.016	91.6574

File Description	Document
Institutional data in the prescribed format	View Document
Audited income and expenditure statement of the institution to be signed by CA for and counter signed by the competent authority (relevant expenditure claimed for maintenance of infrastructure should be clearly highlighted)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1

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

Response: 40.58

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

2022-23	2021-22	2020-21	2019-20	2018-19
1340	1301	856	1041	846

File Description

Document

Year-wise list of beneficiary students in each scheme duly signed by the competent authority.

[View Document](#)

Upload Sanction letter of scholarship and free ships (along with English translated version if it is in regional language).

[View Document](#)

Upload policy document of the HEI for award of scholarship and freeships.

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

Provide Links for any other relevant document to support the claim (if any)

[View Document](#)

5.1.2

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

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

Response: A. All of the above

File Description	Document
Report with photographs on Programmes /activities conducted to enhance soft skills, Language and communication skills, and Life skills (Yoga, physical fitness, health and hygiene, self-employment and entrepreneurial skills)	View Document
Report with photographs on ICT/computing skills enhancement programs	View Document
Institutional data in the prescribed format	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

5.1.3

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

Response: 40.06

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

2022-23	2021-22	2020-21	2019-20	2018-19
1488	1265	710	1041	811

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

5.1.4

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

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

Response: A. All of the above

File Description	Document
Proof w.r.t Organisation wide awareness and undertakings on policies with zero tolerance	View Document
Proof related to Mechanisms for submission of online/offline students' grievances	View Document
Proof for Implementation of guidelines of statutory/regulatory bodies	View Document
Details of statutory/regulatory Committees (to be notified in institutional website also)	View Document
Annual report of the committee motioning the activities and number of grievances redressed to prove timely redressal of the grievances	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

5.2 Student Progression

5.2.1

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

Response: 34.46

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

2022-23	2021-22	2020-21	2019-20	2018-19
338	384	323	245	174

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

2022-23	2021-22	2020-21	2019-20	2018-19
927	969	793	759	801

File Description	Document
Number and List of students placed along with placement details such as name of the company, compensation, etc and links to Placement order(the above list should be available on institutional website)	View Document
List of students progressing for Higher Education, with details of program and institution that they are/have enrolled along with links to proof of continuation in higher education.(the above list should be available on institutional website)	View Document
Institutional data in the prescribed format	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

5.2.2

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

Response: 2.74

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

2022-23	2021-22	2020-21	2019-20	2018-19
59	14	12	2	2

File Description	Document
List of students qualified year wise under each category and links to Qualifying Certificates of the students taking the examination	View Document
Institutional data in the prescribed format	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

5.3 Student Participation and Activities

5.3.1

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

Response: 40

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

2022-23	2021-22	2020-21	2019-20	2018-19
22	4	3	5	6

File Description**Document**

Upload supporting document

[View Document](#)

list and links to e-copies of award letters and certificates

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

5.3.2

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

Response: 23.8

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

2022-23	2021-22	2020-21	2019-20	2018-19
28	44	3	23	21

File Description**Document**

Upload supporting document

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

5.4 Alumni Engagement

5.4.1

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

Response:

There are 3936 registered members of the St. Edmund's College Alumni Association (**SECAA**), headquartered in Shillong. The membership is invited through Google form (<https://docs.google.com/forms/d/e/1FAIpQLScK-EHTHVt75MDJaFtr2oqjC-l8khUb11UvM4uB-CQieDrD4g/viewform>).

The members of the Alumni are invited during all College activities including EDBLAZON, Graduation-Award Ceremony and Induction programmes. The cash awards and the certificate of excellence for the Toppers in Physics, Chemistry, Botany, Zoology, Mathematics, Environmental Science, Biotechnology, Social Work- UG, Economics and Khasi at the University Examination are sponsored by the Alumni through a corpus fund created and maintained by the College. In addition to this, an award for Outstanding Girl student is presented every year by a reputed businessman, an Alumni. Resource persons in their respective domains are invited using the linkages of the Alumni and asked to deliver lectures/training/ motivational talks to the students and teachers for the overall development of the College. The Alumni, being scattered throughout India and the rest of the World, try to stay connected through regular meetings in and through various informal Chapters. They can always be counted upon, be it helping with Medical Camps, or with relief efforts, etc., organized by the College to address various needs and situations. In the true spirit of the College, they are not ones for publicity but live out the College motto: "DEEDS NOT WORDS". The very fact that so many of the teaching faculty are also a part of the alumni, speaks for itself.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1

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

Response:

St. Edmund's College, Shillong has a vision that is enshrined in the motto of the College: "**Facta Non Verba**" which translates as "**Deeds Not Words**". It aims at imparting equitable quality education grounded on the core values advocated by Edmund Ignatius Rice, the Founder of the Congregation.

The College endeavours to create a stimulating environment through various academic programmes and co-curricular activities to develop character, shape personality and build a sense of social equality among the present generation. As per the objectives of **NEP 2020**, the college has introduced different Multi-Disciplinary Courses (MDC), Skill Enhancement Courses (SEC), Ability enhancement courses (AEC) and Value added courses (VAC) to make the students employable in the current job market. The students are encouraged to participate in innovations and entrepreneurship programmes and workshops. The college prioritizes learning and sharing of knowledge among the community. Through various outreach initiatives, the college has extended its resources in rural areas through UBA/NSS and the Social Work department. Equipping young learners to engage positively with difference is an urgent global challenge and the college is working towards transforming the attitudes and mindsets of the young learners for the good of one and all in society. The inclusiveness and plurality are maintained by admitting students from diverse cultural, ethnic, religious, social, and linguistic backgrounds. Students from economically challenged sections are given free/concessional studentship and also utmost care is taken for the differently abled students by providing auxiliary tools necessary for optimum dissemination of the knowledge.

The College being sponsored by the Congregation of Christian Brothers in India (CCBI) is administered through a delegation of powers and responsibilities through the Governing Body-Executive Committee. The Principal is the overall Head of the Institution assisted by Vice Principal (s) for the smooth running of the Academic and Administrative activities. Each Head of the departments, core committee of IQAC, and Convener/Incharge of different cells/clubs/committees draw the ROADMAP of the institution for delivery of knowledge and devises strategies to strengthen inclusiveness, plurality, brotherhood and empathy. Every committee having student participation is empowered to make appropriate decisions on matters related to the College activities after obtaining necessary approval from the Executive Committee

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

6.2 Strategy Development and Deployment

6.2.1

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

Response:

St. Edmund's College being sponsored by the Congregation of Christian Brothers in India (CCBI) and administered by the Governing Body has a well-defined administrative set-up for drafting policies, and implementation of the same for effective delivery of the **VISION and MISSION** statement of the Institution. The administrative set-up provides clarity and a sound basis for decision-making to improve the Institutional functioning. The policies adopted by the college reflect the vision for innovative approaches to teaching-learning processes, extension of facility for Differently abled students, a transparent admission system, emphasis on learning beyond syllabi, free studentship, community services as a part of Institutional Social Responsibility (**ISR**) and a sensitive grievances-redressal mechanism.

The College has approved a strategy on eight different domains keeping in mind the change in the Educational Scenario regarding the implementation of **NEP 2020**. The Feedback and valuable suggestions from Students, Alumni, Parents and Employees are incorporated into designing the eight different strategic plans and their follow-up actions. All the decisions arrived at are participative and facilitative taking into consideration the feedback from all the stakeholders.

File Description	Document
Upload Additional information	View Document
Institutional perspective Plan and deployment documents on the website	View Document
Provide Link for Additional information	View Document

6.2.2

Institution implements e-governance in its operations

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

Response: A. All of the above

File Description	Document
Screen shots of user interfaces of each module reflecting the name of the HEI	View Document
Institutional expenditure statements for the budget heads of e-governance implementation ERP Document	View Document
Annual e-governance report approved by the Governing Council/ Board of Management/ Syndicate Policy document on e-governance	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

6.3 Faculty Empowerment Strategies

6.3.1

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

Response:

Each member of the faculty is required to submit an annual **self-appraisal report** highlighting the work and duties carried out for a particular Academic session. The members of the staff due for placement under the Career Advancement Scheme (CAS) are required to submit copies of Annual API scores along with relevant documents which are verified and evaluated by the core team of IQAC. The recommendation of the Screening Committee for placement is forwarded to the Governing Body for further necessary actions. The teachers are motivated and encouraged to participate, attend and undertake professional development courses relevant to their specialization to keep them updated in the everchanging scenario in Higher Educational Institutions.

The College has in place several welfare measures for the Teaching and Non-teaching Staff. Every effort is made by the management to address any concern raised by the members of the staff. Some of the measures are as follows

Teaching Staff

- SEC Staff Cooperative Scheme.
- Group Insurance Scheme.
- Infirmary with a qualified nurse, first aid kit and wheelchair facility.
- Indoor/Outdoor games with flood lights.
- Incentive to teachers on research activities.
- Gym facility with a trainer.
- Maternity leave with full pay
- Study leave for higher studies

- Gratuity for staff under college post.

Non-Teaching

- SEC Staff Cooperative Scheme.
- Group Insurance Scheme.
- Infirmary with a qualified nurse, first aid kit and wheelchair facility.
- Indoor/Outdoor games with flood lights.
- Provision of Staff Quarters.
- Financial assistance during emergency
- Maternity Leave with full pay
- May Day celebration
- Gratuity for staff under College post

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

6.3.2

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

Response: 10.33

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

2022-23	2021-22	2020-21	2019-20	2018-19
18	11	13	03	11

File Description	Document
Policy document on providing financial support to teachers	View Document
Institutional data in the prescribed format	View Document
Copy of letter/s indicating financial assistance to teachers and list of teachers receiving financial support year-wise under each head.	View Document
Audited statement of account highlighting the financial support to teachers to attend conferences / workshop s and towards membership fee for professional bodies	View Document

6.3.3

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

Response: 25.29

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

2022-23	2021-22	2020-21	2019-20	2018-19
91	35	45	08	15

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

2022-23	2021-22	2020-21	2019-20	2018-19
49	49	45	43	39

File Description	Document
Refresher course/Faculty Orientation or other programmes as per UGC/AICTE stipulated periods, as participated by teachers year-wise.	View Document
Institutional data in the prescribed format	View Document
Copy of the certificates of the program attended by teachers.	View Document
Annual reports highlighting the programmes undertaken by the teachers	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

6.4 Financial Management and Resource Mobilization

6.4.1

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

Response:

The College is covered under the Grant-in-Aid system under the Directorate of Higher & Technical Education, Govt. of Meghalaya. The salaries of Govt. Sanctioned Posts are transferred electronically on submission and approval of the Financial Bill by the Treasury Branch, Government of Meghalaya. The fees collected from the students through online mode are used to disburse salaries to the rest of the College-sanctioned post members. The maintenance of the physical infrastructure, procurement of laboratory items, and library books, and modernization of ICT-enabled tools are carried out from the fee collected. The research initiatives are augmented by the funds received from Central funding agencies and other non-governmental agencies. The budget allocation on different heads is earmarked on money receipts from student fees. Funds are utilized accordingly after obtaining approval from the Executive Committee of the College. The policies for the purchase and maintenance of physical infrastructure are in place and serve as guidelines for smooth functioning. All the financial transactions are audited at the end of each financial year by approved auditors, internally as well as externally.

The college uses Tally ERP (Multiuser) for bookkeeping, PFMS for central funds accounting, SBI Collect and Linways Payment Gateways for the collection of student fees.

The Internal Audit at the end of each financial year is undertaken by M/s Kiron Joshi & Associates, Shillong whereas, for State government grant-in-aid, the Directorate of Local Fund Audit, Govt of Meghalaya does the Audit and places before the college its observations regarding usage of the grant. The utilization certificate on grants received from the State government is submitted quarterly as per the prescribed proforma.

The college being sponsored by the Congregation of Christian Brothers in India (CCBI), New Delhi sends all the account statements to the office of CCBI for subsequent audit by Mr S. K Mahajan, CA, New Delhi.

The salary for all the staff of the college is credited through direct bank transfer from designated bank accounts of the college to the individual account holders. The CPF, EPF, ESIC and NPS deposits to the respective banks are also credited through electronic mode.

The funds received under Central Sponsored schemes are audited separately through the ZBSA account notified by the Central Nodal Agency (CNA) and the audited balance statements are uploaded at PFMS.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

6.5 Internal Quality Assurance System

6.5.1

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

Response:

The Internal Quality Assurance Cell (IQAC) of the College being a participative and facilitative body has worked closely with the management, members of the staff, students, parents, and Alumni to provide an environment for conducive learning, sharing of knowledge, community services, outreach programme, research initiatives through incubation centres, CURE programme, avenues for innovations and startups. The cell played a significant role in initiating, planning, supervising, and executing activities by ensuring clarity in the decision-making process for the overall development of the College. The major contributions are:

- The signing of a **Memorandum of Understanding (MOU)** with institutions/ organizations such as Help the Blind Foundation, Chennai; Biotech Park, Lucknow; The Assam Kaziranga University; IIT - Guwahati; Epygen Biotech Ltd, Maharashtra; USTM, Meghalaya; Digboi College, Assam; Numaligarh Refinery Limited (NRL), Assam; to provide opportunities to the students in getting exposures on expert skilled domains of the respective institutions.
- Completion of **Audits** on Water, Energy, Air Quality, Green Fire safety and Academic aspects of the College with the help of external agencies and academicians.
- Implementation of the **Vision, Mission & Objectives** of the College through the adoption of five

villages in the East Khasi Hills district (under the UBA Scheme). The capacity building and sensitization programme for rural/urban school students to spread awareness and motivate the young learners to pursue courses in Basic Sciences, initiatives under the DBT grant.

- Implementation of the **NEP 2020** from the 2023 sessions and introduction of various MDC, SEC, AEC, and VAC courses and students being given options to choose any course of their choice. Introduction of UG course in Education from the 2023 session and to start UG course in Psychology from the next session.
- Designing a booklet on **MENTORING** for a continuous mentoring process with students. The teachers are encouraged to interact with the students on academic as well as non-academic issues to build confidence among the young learners.
- Introduction of non-credited **Value Added/Certificate courses** for the students by the departments and Curriculum Enrichment programs such as Webinars/Workshops for augmenting teaching-learning methodology. It is proposed to introduce vocational skill-based courses.
- The members of the staff are encouraged to participate in **FDP/FIP/Short term/Refresher/soft skills/conferences** for quality enhancement and to optimize teaching-learning pedagogy. Incentives are provided to the faculty members on successful completion of research/projects leading to publications.
- Use of modern **ICT tools** in the classrooms, collection of data and documents, digitalization, and uploading of notices & circulars on the website.
- Participate in the **Swachhta Action Plan (SAP)** in collaboration with MGNCRE to spread awareness on environmental issues, and health hazards among the communities.
- Enthuse the students on **“Out of Box thinking”** and develop prototypes on local issues under **IIC-SEC** and transfer the knowledge to the rural population.
- Design a programme to evaluate the **Learning outcomes** of the Graduating batch of students in terms of **PO – CO** as per laid down guidelines. The attainment levels are shared among the students and the department concerned for follow-up action.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

6.5.2

Quality assurance initiatives of the institution include:

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

Response: A. Any 4 or more of the above

File Description	Document
Quality audit reports/certificate as applicable and valid for the assessment period.	View Document
NIRF report, AAA report and details on follow up actions	View Document
List of Collaborative quality initiatives with other institution(s) along with brochures and geo-tagged photos with caption and date.	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document
Link to Minute of IQAC meetings, hosted on HEI website	View Document

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1

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

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

Response:

The Gender Audit is based on the following framework. The salient features are:

Gender equality is one of the fundamental human rights and a cornerstone of sustainable development in the society. Both girls and boys should have equal access to education; and the societies shall benefit from a more skilled and diverse workforce, improved economic productivity, and greater social cohesion. Moreover, education is a powerful tool for empowering individuals and challenging traditional gender norms and stereotypes. Educated women tend to have fewer children, better health outcomes, and higher earning potential, leading to improved living standards for themselves and their families. By breaking down barriers and dismantling discriminatory practices within educational institutions, the college creates environments that celebrate diversity, encourage mutual understanding, and nurture a sense of belonging for all students, regardless of their gender identity. Inclusive educational settings contribute to the creation of a more cohesive and resilient society that embraces the values of equality, justice, and solidarity.

It is the responsibility of the College to eradicate any gender-based biases as well as provide resources to support students affected by any gender discrimination and challenge cultural beliefs that prioritize male students' education over female students. Financial incentives and scholarships targeted by the College specifically for female students help to mitigate economic barriers and encourage greater enrolment. Additionally, infrastructure improvements such as building gender-neutral facilities and providing other logistics make campuses more accessible to female students, particularly those from marginalized communities. By fostering open discussions about gender equality and addressing instances of gender-based discrimination or harassment, educators help create a culture of respect and equality within the college community. All stakeholders including students work together to develop and implement gender-responsive policies, allocate resources effectively, and provide support services to marginalized groups to achieve academic excellence and close the gender gaps in society.

The Institution provides equal access to both male and female workforce and students in different committees as well as in decision-making bodies. Female students enjoy the same rights, resources, and opportunities on campus. Awareness programme on Gender equality is regularly conducted by the Women's cell on campus as well as outside the campus as part of the outreach initiatives. Different commemorative days such as International Women's Day and International Day of Women & Girls in Science are organized to highlight the need for providing equal opportunity to female students. The Institution follows the VISHAKA guidelines in its workplace through its Internal Complaints Cell (ICC) of the college. An award is instituted by an Alumni for a Girl Student for overall outstanding

performance in a calendar year. As a part of the centenary celebrations, the college has recognized the outstanding efforts of female cadets/volunteers in NCC, NSS and UBA by rewarding them with cash awards and citations. The management provides fee concessions exclusively for female students coming from underprivileged sections and thriving to excel in academics.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

7.1.2

The Institution has facilities and initiatives for

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

Response: A. 4 or All of the above

File Description	Document
Policy document on the green campus/plastic free campus.	View Document
Geo-tagged photographs/videos of the facilities.	View Document
Circulars and report of activities for the implementation of the initiatives document	View Document
Bills for the purchase of equipment's for the facilities created under this metric	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

7.1.3

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

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

Response: A. All of the above

File Description	Document
Report on Environmental Promotional activities conducted beyond the campus with geo tagged photographs with caption and date	View Document
Policy document on environment and energy usage Certificate from the auditing agency	View Document
Green audit/environmental audit report from recognized bodies	View Document
Certificates of the awards received from recognized agency (if any).	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

7.1.4

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

Response:

The Institution advocates inclusivity and promotes cultural diversity by providing a friendly- conducive environment to all the stakeholders from different communities and ethnic groups. The symbiotic relationship between all the stakeholders encourages everyone to respect other's cultural values, traditions, faith, and beliefs. The Institution firmly aligns itself with the five pillars of the AMRIT KAAL era by embracing cultural roots; fostering unity; installing a sense of responsibility; vision of developed India and shedding the colonial mindset.

Some of the initiatives are:

- Organizing College Fest (EDBLAZON) to showcase diversified culture- traditional values of different ethnic groups.
- Formation of College Choir to bring students of different communities to participate in musical activities. The students are encouraged to present their ethnicity by wearing and celebrating ethnic attire.
- Celebration of Mother Tongue Day and each student is enthused to express his/her feelings on their mother tongue.
- Organizing programs to commemorate important days and highlight the significance of such events namely- Independence Day, Republic Day, National Youth Day, National Unity Day, World Indigenous Day, National Voters Day, etc.
- Special awareness programs on Gender Equity, the Digital India Initiative, Environmental Issues,

Health care & Hygiene issues, the Clean India Mission, and Social Justice & Responsibilities are arranged to make all the stakeholders aware of their duties and obligations as Global Citizens.

- Outreach initiatives in the villages, rural communities and schools to spread awareness of current social welfare benefits available through central schemes.

The Institution acknowledges and implements all the statutory guidelines such as Professional Ethics (UGC), Vishaka guidelines & SHOWW Act (2013), RTI Act and RTE Act in its governance and code of conduct rule. All students, employees and employers are obliged to embrace cultural diversity, values, and social norms such that equal opportunity is extended to all for pursuance of interest, aspirations, and academic excellence.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

7.2 Best Practices

7.2.1

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

Response:

Best Practice 1

Title: SOCIAL INCLUSION OF DIFFERENTLY ABLED STUDENTS

Introduction:

A socially inclusive society is one in which all people, irrespective of their abilities and differences enjoy the same rights and where no one experiences stigma and discrimination. Visual Impairment (VI) creates a cycle of illiteracy, poverty, and social exclusion for people, making them one of the most vulnerable groups in the world. St. Edmund's College, Shillong recognizes this alarming situation and has pledged to include the VI students in its scheme of things.

Objectives:

- To make the differently abled (visually impaired) students respect their gifts
- To make the students educationally empowered
- To sensitize students and make them identify the value of inclusion
- To contribute significantly to community life
- To make such students independent and self-reliant

The Practice:

St. Edmund's College, in pursuance of its vision for inclusive education, has been awake to its responsibility. From preferential admission to instructional tools and aids, the College has developed a mechanism to ensure that the differently abled students get easily assimilated into campus life, be it academic or extra/co-curricular. Some of the initiatives are:

Facilities - Specially designed laptops are available for all VI students throughout the course. Study materials in Braille covering the entire syllabus are made available as per requirements. Recently, the Smart Vision Glasses were made available (sponsored by Vision Aid) to all the VI students. Scribes are provided during the external examination. The College provides friendly infrastructure to such students through ramps, tactile paths, and mobility canes.

Collaborators - Help the Blind Foundation; Vision Aid; State Bank of India; Cognizant Foundation; Rotary Club; Orchid City, Shillong; State Resource Centre, Meghalaya.

Regular sessions with the coordinator - The Vice Principal (in charge of Academics) is the coordinator of the entire exercise.

Engagement of Trainer(s) - Resource persons from the Blind School namely Jyoti Sroat and relevant NGOs, Bethany Society are engaged to train students about the importance of being independent and self-reliant.

Scribes -During examinations, the students derive the benefit of the scribes who write their papers on dictation. The scribes are engaged from the neighbouring Schools.

Impact:

The practice has allowed the differently abled students to learn and grow side by side, to the benefit of all and reach academic excellence. Much-needed bridges are built between the privileged and the not-so-privileged; as a result, the students feel responsible for one another. Besides, the society looks up to the College to deliver and the latter, in turn, responds positively by allowing the students to participate in all the programmes of the College. The Government of Meghalaya has recognized the College for its remarkable progress in establishing an accessible environment and updating technologies for differently-abled students during their pursuit of academic excellence. The College continues to provide a conducive friendly environment to such groups of students to help them fulfil their dreams.

*Best Practice 2***Title: COMMUNITY OUTREACH - ADOPTION OF IDENTIFIED VILLAGES****Introduction:**

Community engagement through field trips and study tours is a curriculum-based requirement. The education scenario in the State of Meghalaya, like in other States, is largely urbanized leaving the rural folks at a disadvantage. The College has been actively engaged in reaching out to the villages in need of community services. The functional cells/units such as UBA, NSS, NCC, RRC, Eco Club and students from the Social Work departments (UG and PG), make regular visits to the outskirts of the city

limits and in the process have identified villages that need support, educational and otherwise. The College has adopted five villages of East Khasi District under the UBA flagship programme of the Ministry of Education, Government of India and IIT -Delhi.

Objectives

- To make the students understand the value of volunteering
- To create responsible citizens out of the youths and follow social justice, equality, compassion and empathy.
- To sensitize students and make them identify the gap that exists between the privileged and underprivileged
- To bring about an attitudinal change in the students and help them develop societal consciousness, sensibility, responsibility and accountability
- Experiential learning by community engagement, cooperation and using Partnership for learning (PFL) methodology.

The Practice:

Students across departments are engaged to participate in outreach programmes through their involvement in different units such as UBA, NSS, NCC, RRC, and Eco Club. The various awareness programmes related to environmental issues, health and personal hygiene, waste management, and livelihood are organized in consultation with the village elders and local administrators. The different areas of survey and collecting information from the community by the students are Health and Hygiene; Alcoholism and Substance Abuse; Teenage Pregnancy; Literacy; Livelihood; Environmental issues; Communication and Soft Skills and other issues peculiar to that selected village. The data is assimilated and analysed and the reports are shared with various stakeholders from the village, district administration and the college. Actionable resolutions, if any, are then initiated as a possible remedy to any identified issue. Such an initiative by the College has received recognition from the village elders of the adopted villages, from the district administration and also from UBA, MoE initiatives.

Impact:

1. Students are more aware of their social and human responsibilities. They are more aware of their role as agents of change and are ready to take up responsibilities as community workers through participation, interaction and collaboration.
2. Through the Partnership for Learning (PFL) scheme, the College responds positively by allowing students from rural backgrounds to learn from their counterparts in the College. The experience in identifying the local issues and their doable solutions is shared by the members of the staff with the local villagers in consultation with the District administration.

File Description	Document
Best practices as hosted on the Institutional website	View Document
Any other relevant information	View Document

7.3 Institutional Distinctiveness

7.3.1

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

Response:

Distinctiveness of the Institution based on its Priority (Vision & Mission) and Thrust (Objectives)

St. Edmund's College, Shillong has a vision that is enshrined in the motto of the College: "*Facta Non Verba*" which translates as "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 advocated by Edmund Ignatius Rice, the founder of the Congregation.

At St. Edmund's College, we believe that education is critical to building inclusive societies that are rational, tolerant, emphatic, and conducive to the changing needs of society. Equipping young learners to engage positively is an urgent global challenge. The first step towards achieving this inclusiveness and plurality is to admit students from diverse cultural, ethnic, religious, social, and linguistic backgrounds and the college does that regularly. Even though the College is managed by the Congregation of Christian Brothers in India (CCBI), a Catholic organization, St. Edmund's has always maintained its identity of inclusiveness without ever compromising on its quest for excellence.

Through the education programme, the College:

- Equip all learners with the knowledge, skills, and confidence to address issues related to diversity.
- Empower educational leaders to develop strategies to strengthen inclusion in colleges.
- Collaborate on projects and resources that support the integration of pluralism across different ethnic groups.
- Celebrate inter-faith and cross-cultural activities through the celebration of significant religious and cultural festivals.

The Learning Framework responds to the opportunities and challenges of a changing, diverse, and connected world. The framework supports learners by identifying the knowledge, skills and attitudes that enable them to:

- Reflect on and think critically about how historical narratives and interpretations of current events impact views of identity and ideas about cultural roots.
- Recognize and analyze how "hardware" (policies and institutions) and "software" (norms and

attitudes) can reinforce systems of power and privilege or challenge group-based inequalities.

- Engage in dialogue which includes multiple perspectives, marginalized viewpoints and different forms of expression to widen practices of belonging.
- Apply a pluralism lens to social and political issues to collaborate on and advance inclusion, recognition and respect for diversity, locally and globally.

Inspired by the vision and mission statement and following the laid down principles of equality, and diversified views, the institute has made all-out efforts to enrich the intellectual environment of the College for the holistic development of students. It provides them with every opportunity and resource to facilitate their educational journey to excellence. The student-centric policies, programs and support services are hallmarks of distinctiveness. The well-planned and effective teaching-learning activities blended with the latest pedagogy result in the excellent performance of the graduating batch of students at the university examination. In recognition of their achievements, the College *“celebrate the success”*; *“reward the achiever”* and *“recognizes the performers”* by organizing Felicitation Day, annually, to officially acknowledge the performers. The College has instituted several awards for subject toppers and university rank holders. Also, the College recognizes a Female student for her all-round performance in both academic and non-academic spheres. The most environment-friendly student and a student recognized as most passionately involved in social outreach programmes are felicitated. The college rewards the best-performing student with the prestigious *“Edmundian of the Year Award”*.

The institute demonstrates its commitment to *“changing lives- enriching the future”* of the young learners and making each of them an intellectually competent, spiritually motivated and socially committed global citizen, ready to make a positive impact on society.

File Description	Document
Appropriate web in the Institutional website	View Document
Any other relevant information	View Document

5. CONCLUSION

Additional Information :

Besides achieving excellent academic results over the years, the College has been rewarded with recognition/citations on other avenues. Some of them are

- ONE DISTRICT GREEN CHAMPION AWARD from MGNCRE, Government of India in recognition of exemplary work on SAP and JSA- the only College in Meghalaya.
- STAR STATUS award & MENTORSHIP from the Department of Biotechnology, Government of India in recognition of the cause of spreading awareness on basic sciences courses among school students - the only College in Meghalaya
- TRAIL BLAZER in Accessibility Award for impacting positivity in the educational journey of students with disabilities from the Office of Commissioner of Persons with Disabilities, Government of Meghalaya.
- SPOKEN TUTORIAL BRIGHT INSTITUTE Award from IIT-Mumbai for spreading awareness of online MOOC courses.
- TWO STAR Award from Ministry of Education-IIC for innovative activities, sharing of knowledge and development of prototypes.

It is worth mentioning that extensive research work on identified environmental issues related to refinery waste management is in progress with a sanctioned grant from NRL, Assam. Also, simultaneous work on the detoxification of Textile dye effluents is in progress with a sanctioned grant from the Department of Biotechnology, Government of India under the Advanced Level Institutional Biotech Hub Project (Phase II).

Concluding Remarks :

St. Edmund's College envisions an all-round, comprehensive growth of students through maintaining an educational environment that aims at creating nationally and globally relevant human capital. As the College steps into a new century of its existence, the journey will continue with a renewed commitment to reinforce the vision of the founders with social justice, empathy, equality and fraternity being the primary objectives. The College would also like to record the sacrifices made by the Congregation, Principals, former teachers and past pupils who passed through the hallowed corridors of this pristine campus. The College remains deeply grateful to every **Edmudian** who has worked tirelessly towards the growth and progress of the Institution. Every contribution is enshrined with gratefulness in the annals of the history of St. Edmund's College.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																																								
1.2.1	<p>Number of Certificate/Value added courses offered and online courses of MOOCs, SWAYAM, NPTEL etc. (where the students of the institution have enrolled and successfully completed during the last five years)</p> <p>Answer before DVV Verification :</p> <p>Answer After DVV Verification :43</p> <p>Remark : As per clarification received from HEI, and excluding multiple counting of the same course during the last five years, thus DVV input is recommended.</p>																																								
1.3.2	<p>Percentage of students undertaking project work/field work/ internships (Data for the latest completed academic year)</p> <p>1.3.2.1. Number of students undertaking project work/field work / internships</p> <p>Answer before DVV Verification : 990</p> <p>Answer after DVV Verification: 29</p> <p>Remark : As per clarification received from HEI, thus DVV input is recommended.</p>																																								
2.1.1	<p>Enrolment percentage</p> <p>2.1.1.1. Number of seats filled year wise during last five years (Only first year admissions to be considered)</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>1048</td> <td>991</td> <td>975</td> <td>774</td> <td>1015</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>1048</td> <td>986</td> <td>974</td> <td>773</td> <td>1011</td> </tr> </tbody> </table> <p>2.1.1.2. Number of sanctioned seats year wise during last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>1220</td> <td>1160</td> <td>1160</td> <td>1160</td> <td>1160</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>1220</td> <td>1160</td> <td>1160</td> <td>1160</td> <td>1160</td> </tr> </tbody> </table>	2022-23	2021-22	2020-21	2019-20	2018-19	1048	991	975	774	1015	2022-23	2021-22	2020-21	2019-20	2018-19	1048	986	974	773	1011	2022-23	2021-22	2020-21	2019-20	2018-19	1220	1160	1160	1160	1160	2022-23	2021-22	2020-21	2019-20	2018-19	1220	1160	1160	1160	1160
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1220	1160	1160	1160	1160																																					

Remark : As per clarification received from HEI, thus DVV input is recommended.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
66	59	82	36	44

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
66	59	82	34	44

Remark : As per clarification received from HEI, thus DVV input is recommended.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
26	7	10	13	7

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
16	7	10	13	7

Remark : As per clarification received from HEI, and calender year to be considered, thus DVV input is recommended.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
18	8	8	8	10

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
13	8	8	8	10

Remark : As per clarification received from HEI, and calender year to be considered, thus DVV input is recommended.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
147	45	24	19	30

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
27	09	07	09	07

Remark : As per clarification received from HEI, thus DVV input is recommended.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
1488	1265	710	1041	821

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
1488	1265	710	1041	811

Remark : As per clarification received from HEI, thus DVV input is recommended.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
338	384	323	245	174

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
338	384	323	245	174

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
949	997	993	898	874

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
927	969	793	759	801

Remark : As per clarification received from HEI, thus DVV input is recommended.

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
20	15	18	4	11

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
18	11	13	03	11

Remark : As per clarification received from HEI, thus DVV input is recommended.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
150	81	133	8	20

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
91	35	45	08	15

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
49	49	45	43	39

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
49	49	45	43	39

Remark : As per clarification received from HEI, thus DVV input is recommended.

2.Extended Profile Deviations

ID	Extended Questions																				
1.1	<p>Number of students year wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>3014</td> <td>2740</td> <td>2764</td> <td>2750</td> <td>3028</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>3008</td> <td>2733</td> <td>2758</td> <td>2745</td> <td>2023</td> </tr> </tbody> </table>	2022-23	2021-22	2020-21	2019-20	2018-19	3014	2740	2764	2750	3028	2022-23	2021-22	2020-21	2019-20	2018-19	3008	2733	2758	2745	2023
2022-23	2021-22	2020-21	2019-20	2018-19																	
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2022-23	2021-22	2020-21	2019-20	2018-19																	
3008	2733	2758	2745	2023																	
2.1	<p>Number of teaching staff / full time teachers during the last five years (Without repeat count):</p> <p>Answer before DVV Verification : 126</p> <p>Answer after DVV Verification : 123</p>																				