

# **SELF STUDY REPORT**

**FOR**

**3<sup>rd</sup> CYCLE OF ACCREDITATION**

**ST. EDMUND'S COLLEGE**

JOWAI ROAD, NH 44 LAITUMKHRAH  
793003  
[www.sec.edu.in](http://www.sec.edu.in)

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Submitted To

**NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL**

**BANGALORE**

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# 1. EXECUTIVE SUMMARY

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## 1.1 INTRODUCTION

St. Edmund's College is one of the first institutions of higher education to be established in North East India in 1923.

It is a multi-stream and multi-discipline co-educational institution offering under-graduate courses in Arts, Science, Commerce, Social Work and Computer Application; and Master in Social Work. It is imparting an all-round, value-based quality education to about 3000 students representing diverse ethnic, cultural, social and religious background from various parts of the country as well as from neighbouring nations.

In pursuit of excellence, the College has made significant strides in introducing self financing courses, upgrading infrastructural facilities and appointing faculty and associate staff solely from its own resources.

The Internal Quality Assurance Cell (IQAC) of St. Edmund's College, Shillong was established in the year 2004 and reconstituted in the year 2009 as per the NAAC guidelines. The college was assessed by NAAC in 2004 and in 2009 and in both assessment years the college was awarded with 'A' Grade with 87.5 % and CGPA score of 3.08/4.0 respectively.

The college has a dedicated faculty that continually improve their skills through orientation programs, refresher courses and other faculty development programs, in and outside the college.

The college has been awarded the Advance Level Hub, a vibrant Bioinformatic Centre catering to research under the DBT project under GoI. The college was awarded "Star Status", under DBT STAR college scheme (HRD Division) for quality performance in nurturing basic science education.

The Science Departments under DBT programs organise Popular Talks, Seminars, Awareness programs etc., within and outside the campus. 'Capacity Building, Sensitisation and Awareness on Basic Science' to Higher Secondary students are organised regularly.

Departments take students for Study Tours within and outside the state and the country. These study tours give them the opportunity to witness and understand cultures, traditions and knowledge of the different places they visited.

The college emphatically engages in a number of outreach programs in which students and teachers disseminate information on various topics, especially in the villages, of the state. These programs are coordinated by the NSS, NCC wings of the college, Social Work department and other departments.

### Vision

St. Edmund's College, Shillong has a vision that is reflected in the Motto of the College i.e. "Facta Non Verba" which translates "Deeds Not Words". The College also stands on the ideals of Blessed Edmund Ignatius Rice the Founder of the Congregation of Christian Brothers, who is the Sponsoring Body.

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

## **Mission**

- St. Edmund's College takes it upon its prowess the responsibility to tender a holistic approach towards education. Keeping the students as the primary concern, the institution makes way for the all round development and progress of every individual student, both in mind and spirit.
- To nurture minds and cultivate healthy habits amongst the students, every Department has taken it upon themselves to engage the students in developmental projects in and around the college campus and even outside through adoption of villages in remote areas of the state.
- St. Edmund's College is a cultural melting pot, that believes in the coming together and convergence of people from not only the neighbouring states but also from every nook and corner of the country. It has been the chief aim of the institution to practice inclusiveness in both letter and spirit.
- It has been the effort of the Management and the Faculty to develop leadership in the students, to infuse confidence in their beings and to instil into their mind and spirit a positive attitude towards life and to the courage to overcome any challenges that may come their way.
- The mission of the College has also been directed towards the need to sensitise our young people towards societal and environmental needs.
- The college is committed towards ensuring stability and consistency of students who are academically inclined but whose resources are deficient by providing them with financial assistance.

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

### **Institutional Strength**

- The college receives a high number of student's application and is a much sought after institution in the state and region.
- Presence of diverse community of students in the campus about 40 ethnic groups.
- There is an excellent teacher-student interaction and relationship.
- In spite of large numbers of students in some classes, it is managed in an excellent manner.
- Some courses in the college are fully self-financed.
- Apart from regular degree courses, many departments have started short-term certificate courses.
- Most of the classrooms and departments are fitted with LCD projectors and computers for teaching purposes.
- The college boasts of a good and spacious library with more than 35,000 books and journals.
- Every year, the outgoing students of the college top in many disciplines and are absorbed by many universities for the PG programs based on merit.

- The college has been a pioneer in many activities, with good academic and research infrastructure.
- Field work, seminars, excursions, blood donation, environmental protection, visit to research institutions, are regular part of student's growth.
- The college has well-established NSS and NCC wing that actively take part in various social outreach programs.
- The college has a competent and committed faculty, many of whom have high quality research background.
- The college has attracted research funding for faculties from many agencies such as the UGC, DBT, DST, ICSSR, ICHR, state government etc and has published works in journals of repute, both nationally and internationally.
- The college was awarded 'STAR Status' label from the DBT, Govt. of India. The college has a centralized DST-funded instrumentation centre, Biotech Hub and Bioinformatics centre, which facilitate both teaching and research by the students and faculty.
- The college has a very healthy working environment.
- The Departments in the college closely coordinate with one another.

## **Institutional Weakness**

- St. Edmund's which is affiliated to the North-Eastern Hill University (NEHU) operates under certain limitations:
  - The choice of elective subjects for the Honours Courses is rigidly fixed and often results in certain electives being over-subscribed. The resultant large numbers skew the student/teacher ratio. Classes are then divided putting a premium on the availability of rooms which are limited.
  - There is little scope to design and implement its own curriculum. The need for regular reviews of the curriculum would promote changes more attuned to the growing needs of the present times.
- There is a paucity of industries in the North East as a result there are few opportunities for internships and other aligned experiences of the work place that our students can avail of.
- Inadequate funds do not allow for the regular renovation of certain common facilities which need to be upgraded.
- Absence of PG programs, other than the MSW, make it necessary for our students to seek admission into such programs in Universities outside the state.
- While some faculty members have distinguished themselves in productive research projects, a robust research culture is yet to be established among the faculty members.
- Modernisation of Teaching Methodology, Technology and the functioning of the Placement Cell is urgently called for.

## **Institutional Opportunity**

- With the new Higher Secondary Building nearing completion 16 more classrooms would be available for the College to expand its activities and engage in more PG Courses.
- Shillong is an educational Hub in the North East. Students from most of the neighbouring states seek admission to St. Edmund's and thus form a very diverse community. This promotes a climate of appreciation for different cultures and religious traditions which in turn enriches the awareness and experiences of all and promotes a respectful cosmopolitan environment.
- The Outreach Centre in Mawjrong, with residential facilities, is nearing completion. This would

facilitate the involvement of our students in introducing income generation schemes (mushroom cultivation, tissue culture, orchids etc.) among the people in the neighbouring villages thus enhancing the quality of life of the people in the area.

- The present modest involvement of our Commerce students engaged in assisting students in rural schools could be expanded and would greatly benefit future generations.
- As infrastructure increases in the near future and with the funding being received from agencies like the DST and DBT the College may be able to secure recognition of a “College with Potential for Excellence”.
- With remedial courses and coaching classes the students have an opportunity to make it through to UPSC, PSCc and other competitive exams.
- The College has the capacity to organise National/ International seminars/ symposia/ conferences thereby widening the awareness and exposure to modern trends and issues.
- The college with the present infrastructure and status may be in a position to receive “College with Potential for Excellence” award from the UGC.
- The college stands in position to become “Autonomous College” that will restructure and improve the administrative, academic and research output of the college for overall benefit of the students and other stakeholders.

### **Institutional Challenge**

- Many aspects in the curricula are not in tune with the demands of the real world.
- Some students across disciplines show lack of interest in studies and compromise the quality.
- Absence PG courses puts the college in a disadvantage with many good students opting to choose colleges located outside the state/region.
- Absence of vocational and professional courses.
- Absence of choice-based papers as a result of being an affiliated college.
- Irregular campus recruitment of students.
- Financial constraints to start new courses.
- Quality research leading to innovation and patent.
- Due to time constraint few national and international conferences / symposia in the college.
- Untrained faculty to cope up with differently-abled students.
- Faculty leaving for better positions to other Higher Educational Institution of learning.
- Advent of e-learning a challenge to the institution and calls for constant upgradation
- Currently not getting UGC grant for Women's Study Centre

## **1.3 CRITERIA WISE SUMMARY**

### **Curricular Aspects**

The College is affiliated to North-Eastern Hill University, and follows the University prescribed curriculum. A three-tier phase is followed for effective implementation of the same: individual departments receive the syllabus from the Principal, deliberate and distribute the course amongst themselves. A time table prepared by the office of the Principal is followed and prepare a lesson plan for effective teaching of the syllabus. On the other hand, the IQAC regularly communicates information and resources to the teachers of the College that may come from the University. It encourages the departments to maintain records of their activities and maintain students' feedback. A number of the teachers are members of various bodies and councils like the

Board of Studies, Board of Under-Graduate Studies and other bodies. Certificate Courses like Communication Skill, Mushroom Cultivation, Analytical Chemistry, Clinical Biochemistry, Floriculture, etc were also introduced for the overall development and progress of the students. As part of the curriculum enrichment, the College observed significant local, national and international days and events in the College with awareness campaigns on issues like drug abuse, alcoholism, sexual abuse, rape, environmental concerns like say “No” to plastic, pollution, etc. were held. Workshops and seminars on social issues like gender sensitization, child protection policy were also organised to disseminate information while more importantly to allow the students to open their minds to such issues. The Women’s Study Centre organises programmes for gender sensitisation and value addition. Student’s projects under the supervision of the teachers have been a strength in many of the departments. To further understand what the students feel about the curriculum and how well they have grasped of what was taught in the class, student feedback had been an effective tool. These feedbacks were then collected, analysed and addressed to by different departments. These feedbacks are conducted by the departments and being looked after by the Feedback Committee and the information is given to the IQAC.

### **Teaching-learning and Evaluation**

The College receives admission not only from within the State but also from other parts of the country and even foreign countries. Interestingly there had always been an increase in the number of students from outside the State with every passing year. As teaching is the focal point of the College, the teachers assess the different learning levels of the students. Fast learners and slow learners are identified and appropriate strategies are adopted for their improvement. Advanced learners are also encouraged by the teachers to prepare and present papers in inter-college and national seminars. They are sent to various summer school programmes, suggested advanced reading and learning materials and encouraged to learn beyond the curriculum. St. Edmund’s College also accepts into its fold differently-abled students that have been challenging but equally enriching for the teachers and these students alike. A special ‘Ramp’ has been constructed for easy access of wheel chairs to the classrooms. In order to enhance the learning skills of the students, the College organises many short-term programmes and inter-college students’ seminars on various subjects and Science Mela to expose the students to the current scenario of the day. Voluntary memberships into the NSS, NCC, numerous clubs in the College make the students hardworking and conscientious human beings. Alongside, creative methods of teaching like role play, educational models, etc teachers are making great use of modern technology (ICT) that has proved a boon for the students as it improves understanding and better learning, generates interest and also improves their academic performance. Therefore, a number of evaluation methods have been adhered to like tests, assignments, paper presentations and group discussions. The results of the students are further discussed by the teachers within their departments and their feedback given. Any examination related grievance is addressed by the College. In the process, the course outcomes and programme outcomes have been adequately made clear by the teachers at the beginning of the academic session. The college has prepared a student profile with all necessary details for the Student Satisfaction Survey.

### **Research, Innovations and Extension**

The College encourages its teachers towards research projects to which grants for the same are sponsored by the government and non-government sources such as industry, corporate houses international bodies, etc. that amounts to lakhs of rupees per project.

In the five-year period, 11 (eleven) research projects (major and minor) have been funded both by government and non-government agencies.

With regards to Innovative practices, the College is granted the DBT Star College Scheme, Institutional Bioinformatics infrastructure facility, Advanced Institutional Biotech Hub and DST Central Instrumentation Centre.

As part of the Industry-Academia Innovative practices, 11 (eleven) seminars and workshops were held.

The College has a Research Committee comprising of members from the teaching faculty that monitors research activities, approves grant proposals and also looks into research malpractices and plagiarism.

Some of the teachers are recognised as joint supervisors for PhD guidance in the North Eastern Hill University.

Between the years 2014-2018, the members of the teaching faculty have published 21 (twenty-one) research papers in both national and international journals.

Extension activities in the neighbourhood community have been encouraged that would help sensitize students towards numerous social issues that plagues the society today.

The College has well-established partnership with the various government and non-governmental agencies like Social Welfare, AIDS Control Society, Bethany Society, Impulse, Needs, Mary Rice Centre for physically and mentally challenged children, Jyoti Sroat School for the visually impaired, the NSS unit of the College adopted two villages besides organizing several awareness programmes on HIV/AIDS, Health and Sanitation, etc. This has helped built a close relationship between the College and the community.

Many students have received awards and recognition from government/recognized bodies for the numerous extension activities carried out by them. Collaboration and linkages for faculty exchange, field trips, student exchange, research, etc amounts to 139 while different departments that have collaborative works have signed agreements and MOUs with other institutions for example MOU signed with the Department of Biotechnology Govt. of India, New Delhi CSIR, New Delhi; St. Stephen's College, to name a few.

## **Infrastructure and Learning Resources**

The College has adequate facilities for teaching and learning with as many as 35 dedicated classrooms. All classrooms are fitted with a blackboard/whiteboard and most of the rooms equipped with LCD projectors. Some classrooms have OHP facility and smart boards as well.

The College has 11 well equipped laboratories which have the required equipment to carry out all experiments. There is one Central Library with department libraries, two Audio-Visual rooms and a Conference Room. All department rooms have computers with internet facility along with printers and scanner. The Auditorium is used for all college programs, whether academic or non-academic. Three generators of capacity 20,40 & 80 KVA have been installed for backup during power failures.

A significant 90% of the classrooms are ICT enabled with the Library that has a collection of over 40,000 volumes of books and bound periodicals supplemented by the enormous information resources now available

through the N-list, reference service, reprography, information deployment and notification, reading list/bibliography compilation, user orientation and awareness, assistance in searching database, INLIBNET/UC facilities. The college earmarks a healthy amount for books and other library resources from the budget.

Keeping in mind that academic has to go hand in hand with physical activities, the College boasts of 3 (three) playgrounds with facility for Basketball, Volleyball, Football, Cricket and Athletics. The football field and basketball court are floodlit. A well-equipped gymnasium and one badminton court are also present. St. Edmund's College is privileged to have a sprawling campus where all sports related activities take place in the campus itself.

The College has modern amenities like internet facilities and a large number of computers that can be used by both students and teachers. It has greatly helped the staff and students who require timely information for dissemination and research. Since technology is always evolving, computers are routinely maintained as well as upgraded from time to time and new computers are bought to replace old machines to meet current needs. Maintenance of campus infrastructure is also a major concern that the College authority addresses as and when required.

## **Student Support and Progression**

Students support in the form of financial aid from the government has been provided to as many as 8853 in the last five years. While financial aid has definitely been a blessing for these students, the College adheres to providing its students with a number of capability enhancement and development schemes like guidance for competitive examinations, career counselling, soft skill development, remedial coaching, language lab, bridge courses, personal counselling to name a few. As many as 1093 students have benefited from the guidance provided for competitive examinations and career counselling offered by the College. Vocational Education and Training have catered to as many as 208 students who have enrolled themselves in different courses offered in the College. Numerous other concerns that are related to the students like gender issues, sexual harassment and anti-ragging etc are looked into closely by the College authority along with its faculty members. For example: The College has a Women Study Centre in place to look after gender specific issues. Most importantly the cell has a representation from the Staff as well as the students. Though the College has no history of ragging yet as a precautionary measure the College has constituted the Anti-Ragging Committee. Student support can also be seen through the number of placements that the students have received amounting to as many as 300 students. While 50% of the students have engaged themselves in various activities like jobs and business endeavours 50.44% are pursuing higher education in different universities in the State, the country and even in foreign countries. 285 students have been selected to the NET/ SLET/ GATE & GMAT. Though the College has no Students' Union or Students' Council yet student representations are encouraged as members in the Library Committee, the Discipline and the Magazine Committee thus allowing the students to voice their opinions and unravel their creativity. Significantly, the Alumni Association (SECUDAA) plays an active and positive role as it is involved in the growth and development of the Edmundian Community as sponsors and organizers of seminars like the National Seminar on 'Look South – A Meghalaya Perspective'.

## **Governance, Leadership and Management**

The management of the college campus is with the Sponsoring Body, that is, the Congregation of Christian Brothers in India (CCBI) which is largely responsible for formulating policies that are good for the college. The Governing Body, consists of the President, Secretary, Principal, 2 University representatives, 2 Staff

representatives, a Principal from neighbouring college, a Government representative, Rector, Finance Officer and 2 other Sponsoring Body representatives. The Governing Body of the college decides on important administrative and academic matters of the college. The Principal carries out the day-to-day activities of the college both in administrative and academic matters. The Secretary along with the Finance officer looks after the finances of the college. In planning the yearly calendar, the Heads of Departments along with the Principal, Secretary and the IQAC Coordinator meet and decide on the schedule for the year. Regular meetings with the Heads of Departments are held to monitor and to take forward decisions that have been taken for the progress of the college. The Heads of Departments along with the members of the department are actively involved in admission based on the criteria that had been laid down, monitor the department and its activities, purchase books, up-grade their infrastructure and decide on programs to be conducted in their department. Financial requirements are presented to the Principal who along with the Secretary and Finance Officer take the proposal forward. Besides examinations, evaluation, other activities, the departments extend their support to the NSS, NCC. The IQAC prepares annual reports, looks after API of the staff, makes recommendations and suggestions which are shared with all stakeholders to maintain quality. Students are represented by the Class Representatives who take the lead in engaging their peers to participate in college programs and ensure that issues raised by their peers are addressed by the college.

E-governance has been initiated, students can apply online, the applications are studied thoroughly before finally selection. Students pay their fees on-line and get information on their attendance online. The College has welfare measures for teaching and non-teaching staffs like the Co-operative Society, Faculty Club and Staff Development Programmes.

## **Institutional Values and Best Practices**

Amongst the Institutional Values observed, gender safety assumes a foremost priority. Till date the College has not come across any gender bias or gender related issues. Separate Common Rooms with basic facilities for both boys and girls are maintained. In order to spread awareness among the Edmundian family, the college and departments organize meetings, film shows, poster campaigns and interactive sessions. The need to be aware of a healthy, clean and green environment has encouraged the authority to use alternative energy initiatives like solar lamps installed in the campus, energy conservation, the use of renewable energy like solar lamps in and around the campus, waste management initiatives and even water harvesting. Green practices like the use of bicycles, public transport, plastic free campus, paperless office and innovative practice like "Adopt a Tree" are in place. One ingenious step taken by the college to promote environmental consciousness is the presentation of tree sapling to Chief Guest and Guests of Honour, Resource persons, Guest lecturers etc instead of handing out flowers and mementos. Another best practice that the College advocates is with regards to the number of initiatives taken to engage and contribute towards the local community. For instance, construction of a bus shed at Mawlynrei village, adoption of villages, organising awareness programmes related to health and sanitation, blood donation camps, cleaning drives. Amongst others, the major institutional best practice of the College is providing greater autonomy for Excellence in Academics whereby heads of departments are allowed to choose candidates from across section of the society and also across cultural backgrounds, Sports where students are either involved in different sports like cricket, football, basketball, etc. Outreach Programmes and Co-curricular activities like participation in College Week activities, etc. These practices have not only helped the students academically but they have also nurtured them into principled ethically correct individuals and also instilled leadership qualities. The college is sensitive to the problems of the Physically Challenged (divyangjan) through the introduction of ramps and 'scribes' for reading and writing for the visually impaired. Course materials are provided in e-format to be converted in braille.

NAAAC

## 2. PROFILE

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### 2.1 BASIC INFORMATION

<b>Name and Address of the College</b>	
Name	ST. EDMUND'S COLLEGE
Address	JOWAI ROAD, NH 44 LAITUMKHRAH
City	SHILLONG
State	Meghalaya
Pin	793003
Website	<a href="http://www.sec.edu.in">www.sec.edu.in</a>

<b>Contacts for Communication</b>					
<b>Designation</b>	<b>Name</b>	<b>Telephone with STD Code</b>	<b>Mobile</b>	<b>Fax</b>	<b>Email</b>
IQAC Coordinator	GIDEON KH ARKONGOR	0364-	9774061320	0364-	iqacstedmunds@g mail.com
Principal	SYLVANUS LAMARE	0364-2224533	9862432280	0364-2223234	stedmundscollege @gmail.com

<b>Status of the Institution</b>	
Institution Status	Self Financing and Grant-in-aid

<b>Type of Institution</b>	
By Gender	Co-education
By Shift	Regular

**Recognized Minority institution**

If it is a recognized minority institution	Yes <a href="#">MINORITY STATUS.pdf</a>
If Yes, Specify minority status	
Religious	CHRISTIAN
Linguistic	
Any Other	

**Establishment Details**

Date of establishment of the college	24-05-1923
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**University to which the college is affiliated/ or which governs the college (if it is a constituent college)**

State	University name	Document
Meghalaya	North Eastern Hill University	<a href="#">View Document</a>

**Details of UGC recognition**

Under Section	Date	View Document
2f of UGC	19-07-1972	<a href="#">View Document</a>
12B of UGC	19-07-1972	<a href="#">View Document</a>

**Details of recognition/approval by statutory/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				

**Details of autonomy**

Does the affiliating university Act provide for conferment of autonomy (as recognized by the UGC), on its affiliated colleges?	No
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<b>Recognitions</b>	
Is the College recognized by UGC as a College with Potential for Excellence(CPE)?	No
Is the College recognized for its performance by any other governmental agency?	No

<b>Location and Area of Campus</b>				
<b>Campus Type</b>	<b>Address</b>	<b>Location*</b>	<b>Campus Area in Acres</b>	<b>Built up Area in sq.mts.</b>
Main campus area	JOWAI ROAD, NH 44 LAITUMKHRAH	Urban	11.84	16171.99

## 2.2 ACADEMIC INFORMATION

<b>Details of Programmes Offered by the College (Give Data for Current Academic year)</b>						
<b>Programme Level</b>	<b>Name of Programme/Course</b>	<b>Duration in Months</b>	<b>Entry Qualification</b>	<b>Medium of Instruction</b>	<b>Sanctioned Strength</b>	<b>No.of Students Admitted</b>
UG	BSc,Biochemistry	36	XII	English	50	50
UG	BSc,Biotechnology	36	XII	English	50	50
UG	BSc,Botany	36	XII	English	50	50
UG	BSc,Chemistry	36	XII	English	50	50
UG	BCom,Commerce	36	XII	English	180	180
UG	BSc,Computer Science	36	XII	English	50	35
UG	BA,Economics	36	XII	English	60	60
UG	BSc,Electronics	36	XII	English	50	50
UG	BA,English	36	XII	English	60	60

UG	BSc,Environmental Science	36	XII	English	50	50
UG	BA,Geography	36	XII	English	60	60
UG	BA,Khasi	36	XII	Khasi	60	50
UG	BSc,Mathematics	36	XII	English	50	50
UG	BSc,Physics	36	XII	English	50	50
UG	BA,Political Science	36	XII	English	60	60
UG	BSW,Social Work	36	XII	English	60	60
UG	BA,Sociology	36	XII	English	60	60
UG	BSc,Zoology	36	XII	English	50	50
UG	BA,History	36	XII	English	60	60
UG	BCA,Computer Applications	36	XII	English	50	50
PG	MSW,Social Work	24	BSW BA BSC	English	30	30

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

<b>Teaching Faculty</b>												
	<b>Professor</b>				<b>Associate Professor</b>				<b>Assistant Professor</b>			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	0				30				40			
Recruited	0	0	0	0	25	5	0	30	25	15	0	40
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				39			
Recruited	0	0	0	0	0	0	0	0	15	24	0	39
Yet to Recruit	0				0				0			

<b>Non-Teaching Staff</b>				
	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Total</b>
Sanctioned by the UGC /University State Government				12
Recruited	8	4	0	12
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				16
Recruited	5	11	0	16
Yet to Recruit				0

<b>Technical Staff</b>				
	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Total</b>
Sanctioned by the UGC /University State Government				12
Recruited	11	1	0	12
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				2
Recruited	2	0	0	2
Yet to Recruit				0

**Qualification Details of the Teaching Staff**

<b>Permanent Teachers</b>										
<b>Highest Qualification</b>	<b>Professor</b>			<b>Associate Professor</b>			<b>Assistant Professor</b>			<b>Total</b>
	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Male</b>	<b>Female</b>	<b>Others</b>	
D.sc/D.Litt.	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	11	3	0	10	7	0	31
M.Phil.	0	0	0	5	2	0	4	2	0	13
PG	0	0	0	9	0	0	26	30	0	65

<b>Temporary Teachers</b>										
<b>Highest Qualification</b>	<b>Professor</b>			<b>Associate Professor</b>			<b>Assistant Professor</b>			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt.	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

<b>Part Time Teachers</b>										
<b>Highest Qualification</b>	<b>Professor</b>			<b>Associate Professor</b>			<b>Assistant Professor</b>			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt.	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	1	1	0	2
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	1	4	0	5

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

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

<b>Programme</b>		<b>From the State Where College is Located</b>	<b>From Other States of India</b>	<b>NRI Students</b>	<b>Foreign Students</b>	<b>Total</b>
Certificate	Male	42	31	0	0	73
	Female	33	23	0	0	56
	Others	0	0	0	0	0
UG	Male	1279	190	0	0	1469
	Female	1284	198	0	0	1482
	Others	0	0	0	0	0
PG	Male	14	0	0	1	15
	Female	20	5	0	0	25
	Others	0	0	0	0	0

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

<b>Programme</b>		<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>
SC	Male	12	16	25	6
	Female	7	5	6	3
	Others	0	0	0	0
ST	Male	487	510	525	387
	Female	420	429	488	353
	Others	0	0	0	0
OBC	Male	25	25	19	21
	Female	12	20	18	16
	Others	0	0	0	0
General	Male	88	78	87	75
	Female	74	50	85	72
	Others	0	0	0	0
Others	Male	3	2	0	0
	Female	0	1	2	3
	Others	0	0	0	0
<b>Total</b>		1128	1136	1255	936

## 3. Extended Profile

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### 3.1 Program

**Number of courses offered by the institution across all programs during the last five years**

**Response: 21**

File Description	Document
Institutional Data in Prescribed Format	<a href="#">View Document</a>

**Number of programs offered year-wise for last five years**

2017-18	2016-17	2015-16	2014-15	2013-14
6	6	6	6	6

### 3.2 Students

**Number of students year-wise during the last five years**

2017-18	2016-17	2015-16	2014-15	2013-14
2951	2993	2963	3133	3165
File Description		Document		
Institutional Data in Prescribed Format		<a href="#">View Document</a>		

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

2017-18	2016-17	2015-16	2014-15	2013-14
963	1005	1081	786	1012
File Description		Document		
Institutional data in prescribed format		<a href="#">View Document</a>		

**Number of outgoing / final year students year-wise during the last five years**

2017-18	2016-17	2015-16	2014-15	2013-14
778	550	700	694	724

File Description	Document
Institutional Data in Prescribed Format	<a href="#">View Document</a>

### 3.3 Teachers

**Number of full time teachers year-wise during the last five years**

2017-18	2016-17	2015-16	2014-15	2013-14
109	107	107	107	106
File Description		Document		
Institutional Data in Prescribed Format		<a href="#">View Document</a>		

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

2017-18	2016-17	2015-16	2014-15	2013-14
70	70	70	70	70
File Description		Document		
Institutional data in prescribed format		<a href="#">View Document</a>		

### 3.4 Institution

**Total number of classrooms and seminar halls**

**Response: 39**

**Total Expenditure excluding salary year-wise during the last five years ( INR in Lakhs)**

2017-18	2016-17	2015-16	2014-15	2013-14
1239.10	818.21	799.81	658.56	569.26

**Number of computers**

**Response: 198**

## **4. Quality Indicator Framework(QIF)**

### **Criterion 1 - Curricular Aspects**

#### **1.1 Curricular Planning and Implementation**

##### **1.1.1 The institution ensures effective curriculum delivery through a well planned and documented process**

###### **Response:**

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

Phase I: At the start of every academic year, every individual department hold a meeting in order to work upon the distribution of the course for the academic session or year. The syllabus is perused and read thoroughly by the teachers in the department after which the syllabus is allotted to them by the Head of the Department, on the basis of the teachers' expertise and specialisation on the course content. With the allotment of syllabus, the members of the department collectively deliberate upon the methodologies that can be followed in order to reach out to the students the fundamentals and applicability of the text/course they are to study. To further help orient teachers especially newly recruited teachers, discussions and deliberations are offered so as to equip them with different skills and methods on their approaches to the curriculum.

Phase II: It is mandatory for all the departments to prepare a pre time-table to check the feasibility of delivering the allotted curriculum by calculating the number of lectures/ practical available in a particular term.

Phase III: Teachers are then required to work on a teaching/lesson plan based on the number of days required for effective teaching of the syllabus as well as the number of days allotted per academic session/year

The IQAC plays an important role as it acts as a valuable cell providing important information and resources to the various departments, the teachers and the college. It helps the teachers plan and manage the above mentioned process effectively by responsibly and regularly updating teachers and the various departments with any information and circulars that may come from the University relating to Academic Term, Academic Calendar, the number of working days available for undergraduate and postgraduate programmes. It has also been responsible towards perceiving that every department follows and adheres to any update and information presented to them.

It has also been the earnest initiative of the IQAC to encourage individual departments to maintain records of academic progress and performances as well as other academic activities and programmes the departments may have organised or even participated. To put on record such activities, the departments are encouraged to prepare a report of the same that is to be duly submitted to the IQAC. This procedure helps the IQAC monitor the smooth functioning and progress of the teaching/lesson plans that each department

and its teachers have carried out for the prescribed session/year.

### **1.1.2 Number of certificate/diploma program introduced during the last five years**

**Response:** 3

#### **1.1.2.1 Number of certificate/diploma programs introduced year-wise during the last five years**

2017-18	2016-17	2015-16	2014-15	2013-14
0	1	0	2	0

File Description	Document
Details of the certificate/Diploma programs	<a href="#">View Document</a>

### **1.1.3 Percentage of participation of full time teachers in various bodies of the Universities/ Autonomous Colleges/ Other Colleges, such as BoS and Academic Council during the last five years**

**Response:** 352.61

#### **1.1.3.1 Number of teachers participating in various bodies of the Institution, such as BoS and Academic Council year-wise during the last five years**

2017-18	2016-17	2015-16	2014-15	2013-14
78	76	76	74	74

File Description	Document
Details of participation of teachers in various bodies	<a href="#">View Document</a>

## **1.2 Academic Flexibility**

### **1.2.1 Percentage of new Courses introduced out of the total number of courses across all Programs offered during last five years**

**Response:** 0

#### **1.2.1.1 How many new courses are introduced within the last five years**

File Description	Document
Details of the new courses introduced	<a href="#">View Document</a>

**1.2.2 Percentage of programs in which Choice Based Credit System (CBCS)/Elective course system has been implemented**

**Response:** 100

1.2.2.1 Number of programs in which CBCS/ Elective course system implemented.

Response: 6

File Description	Document
Name of the programs in which CBCS is implemented	<a href="#">View Document</a>

**1.2.3 Average percentage of students enrolled in subject related Certificate/ Diploma programs/Add-on programs as against the total number of students during the last five years**

**Response:** 33.36

1.2.3.1 Number of students enrolled in subject related Certificate or Diploma or Add-on programs year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
1046	1033	1120	914	946

File Description	Document
Details of the students enrolled in Subjects related to certificate/Diploma/Add-on programs	<a href="#">View Document</a>

### 1.3 Curriculum Enrichment

**1.3.1 Institution integrates cross- cutting issues relevant to Gender, Environment and Sustainability, Human Values and Professional Ethics into the Curriculum**

**Response:**

The college has an extremely proactive student forum that helps in creating awareness regarding social issues such as gender, environmental awareness and human rights through the following activities:

- Observation of important days of National and International significance like International Labour

- day, Gandhi Jayanti, World Environment Day, International Youth Day, World AIDS Day, etc.
- Awareness campaigns on various issues of Drug Addiction, Alcoholism, sexual abuse, rape, legal issues etc.
  - The Legal Aid and Support Centre in the college helps in matters of giving legal advice to vulnerable people or groups. The Environmental Science Department works to develop Zero-Waste Campus Model.
  - E-waste awareness campaign and collection drive.
  - Say 'No' to plastic campaign.
  - All students have to study and pass a compulsory paper in Environmental awareness at the graduation level (Man and Environment/ Environmental Science) as part of the University curriculum.
  - The community intervention in the form of outreach programs.
  - Social Surveys are done by Social Work Department and other Humanities subjects.
  - Extension lectures, seminars and workshops for all students.
  - Specific activities for differently abled students by the celebration of World Disability Day.
  - Student-research projects with various NGOs.
  - Eco-friendly college/departmental fests.
  - The College also provides for:
    - Moral and ethical values.
    - Employable and life skills.
    - Better career options.
    - Community orientation.
  - The College organizes workshops, seminars, symposiums, quizzes and other competitions on the following topics from time to time: -
    - Gender Sensitization.
    - Child Protection Policy (POSCO).
    - Inclusive education.
    - Environment.
  - Women's Study Centre.
  - Legal Aid and Support.

### **1.3.2 Number of value added courses imparting transferable and life skills offered during the last five years**

**Response:** 6

1.3.2.1 Number of value-added courses imparting transferable and life skills offered during the last five years

Response: 6

File Description	Document
Details of the value-added courses imparting transferable and life skills	<a href="#">View Document</a>

### **1.3.3 Percentage of students undertaking field projects / internships**

**Response:** 69.6

1.3.3.1 Number of students undertaking field projects or internships

Response: 2054

File Description	Document
List of students enrolled	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>

## 1.4 Feedback System

**1.4.1 Structured feedback received from 1) Students, 2)Teachers, 3)Employers, 4)Alumni and 5)Parents for design and review of syllabus-Semester wise/ year-wise**

**A.Any 4 of the above**

**B.Any 3 of the above**

**C. Any 2 of the above**

**D. Any 1 of the above**

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

File Description	Document
Any additional information	<a href="#">View Document</a>
Action taken report of the Institution on feedback report as stated in the minutes of the Governing Council, Syndicate, Board of Management	<a href="#">View Document</a>
URL for stakeholder feedback report	<a href="#">View Document</a>

**1.4.2 Feedback processes of the institution may be classified as follows:**

**A. Feedback collected, analysed and action taken and feedback available on website**

**B. Feedback collected, analysed and action has been taken**

**C. Feedback collected and analysed**

**D. Feedback collected**

**Response:** C. Feedback collected and analysed

File Description	Document	
URL for feedback report	<a href="#">View Document</a>	

NAAAC

## **Criterion 2 - Teaching-learning and Evaluation**

### **2.1 Student Enrollment and Profile**

#### **2.1.1 Average percentage of students from other States and Countries during the last five years**

**Response:** 12.11

2.1.1.1 Number of students from other states and countries year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
392	429	399	298	315

File Description	Document
List of students (other states and countries)	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>

#### **2.1.2 Average Enrollment percentage (Average of last five years)**

**Response:** 99.47

2.1.2.1 Number of students admitted year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
1292	1243	1365	1344	1303

2.1.2.2 Number of sanctioned seats year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
1292	1243	1375	1365	1308

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>

#### **2.1.3 Average percentage of seats filled against seats reserved for various categories as per applicable reservation policy during the last five years**

**Response:** 100

2.1.3.1 Number of actual students admitted from the reserved categories year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
963	1005	1081	786	1012

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>

## 2.2 Catering to Student Diversity

**2.2.1 The institution assesses the learning levels of the students, after admission and organises special programs for advanced learners and slow learners**

**Response:**

The college is well-aware of the fact that all students' are not academically equally capable. Hence, different approaches are needed to take care of their learning capacity. Distinctions are made between advanced learners and slow learners and appropriate strategies are being adopted respectively for their improvements. For the slow-learners, the following strategies are adopted:

- Regular review of the students' progress in the class.
- Regular class tests to identify the slow and advanced learners.
- Group activities and co-operative Learning involving the advance learners.
- Group mentoring and individual mentoring to allow the students to express their difficulty level and follow up activities to take care of their problem areas.

They are encouraged and prepared to avail various learning facilities and resources available in the College.

Remedial/coaching/tutorial classes are conducted periodically to help the slow-learners reinforce their knowledge.

Advanced learners of the same class are also encouraged to interact regularly with the slow learners so that their concerns and the learning process are shared and made student centric and mutually beneficial.

The students are motivated to use the parallel learning resources both within and outside the College, like Internet facility, online library facility, etc.

Programs for advanced learners, such as:

- a) Identification of bright/extra-intelligent students

- Expression of curiosity through frequent questioning in the classroom/projects/student seminars etc.
- Ability to think, analyze and to give suggestions during practical classes and project works.
- Regular review of the students' progress in the class.
- Internal and external assessment scores (i.e. tests and examination performance).
- The teachers, from time to time, suggest extra and advanced reading and learning materials in the form of books, journals and links to various educational websites.
- The teachers send students for various summer school programs in the affiliating and other Universities/labs.
- The teachers encourage students to prepare and present papers in inter-college and national seminars.
- The teachers encourage students to participate in science exhibitions and poster presentations.

Besides the above, there are provisions for

- Giving more challenging problems/assignments to bright students.
- Encourage students to learn beyond the curriculum.

### **2.2.2 Student - Full time teacher ratio**

**Response:** 27.07

### **2.2.3 Percentage of differently abled students (Divyangjan) on rolls**

**Response:** 0.3

#### 2.2.3.1 Number of differently abled students on rolls

Response: 9

File Description	Document
List of students(differently abled)	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Any other document submitted by the Institution to a Government agency giving this information	<a href="#">View Document</a>

## **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**

**Response:**

The College is keenly aware that the educational situation has gone through a drastic change, especially over the last ten years. We are aware that students today have within their reach the means to acquire a substantial proportion of the information as would be imparted to them through classroom teachings.

### **(a). Experiential learning (EL)**

- The college supports EL by way of providing access to various short-term programs conducted by various institutions and labs in order to practically enhance their skills and knowledge and attributes. Batches of students visit food-testing, microbiological and water quality testing labs as well as biotechnological parks in nearby towns for durations of 1-3 weeks which have been academically beneficial and has opened a new frontier to further improvise their skills in the future.
- The college regularly organizes inter-college student's seminar in various subjects such as biochemistry to expose the students to the current trends in research and has provided impetus in their learning process and has significantly enhanced their oratory skills and confidence.
- The College organizes '*Science-Mela*' where students are given the platform to exhibit their creativity by making science models and charts.
- Students also participate in debate, science exhibitions and poster presentations organized by various institutions.

### **(b). Participative learning**

- The College encourages the student to participate in many such learning activities to develop skills and passion.
- Field trips are common in many departments to allow students to directly take part in off-campus activities and to expose them to the real world and the challenges pertaining to their subjects. This include sample collection, population study, poverty, unemployment trend, disease profile/prevalent, malnutrition etc.
- A few weeks excursion/tour is also available to students to far- away places and learn the academic and cultural activities there.
- Also, group programs like voluntary blood donation camp, disaster management drills, NSS, NCC, month-long College festivities, music clubs, drama society etc. make the students acquire leadership skills, the ability to work in heterogeneous groups and make them responsible and hardworking, compassionate and tolerant individuals. In the process they also acquire the required skills to manage and share their knowledge base and become self-sufficient to face the challenges of the ever changing world order.

### **(c). Problem solving methodologies**

- Student's in the Bachelor of Social work (BSW) course are frequently in touch with the outside population and work to define their problem, their cause(s), generate ideas and select the best solution and finally take necessary action. This has helped the students to understand the problems and provide solutions to human population both at urban and rural centre.
- Science students are given tasks/projects in order to develop scientific attitude and skills. This has

been widely popular and many students in the college have benefited.

### **2.3.2 Percentage of teachers using ICT for effective teaching with Learning Management Systems (LMS), E-learning resources etc.**

**Response:** 77.98

#### 2.3.2.1 Number of teachers using ICT

Response: 85

File Description	Document
List of teachers (using ICT for teaching)	<a href="#">View Document</a>
Provide link for webpage describing the " LMS/ Academic management system"	<a href="#">View Document</a>

### **2.3.3 Ratio of students to mentor for academic and stress related issues**

**Response:** 27.07

#### 2.3.3.1 Number of mentors

Response: 109

### **2.3.4 Innovation and creativity in teaching-learning**

**Response:**

a). Innovative teaching approaches/methods adopted by the members of the faculty of the college during the last five years:

1. Video demonstration, visual aids of various techniques during practical classes.
2. Use of web resources during teaching
3. Power Point aided teaching
4. Student assignments
5. Role Play
6. Group discussion
7. Educational Models
8. Screening of educational documentaries

b). Efforts made by the college to innovative teaching approaches/methods

1. Provision of the required technologies such as computers/laptops and LCDs. Projectors in most classrooms.
2. Provision of computers, LCD projectors and internet connectivity in the lab.

3. Provision of Smart boards in Physics and Biotechnology departments.
4. Internet and LAN connectivity in all departments.
5. Audio-Visual Room.

c). Impact of such innovative practices on student learning

1. Improves understanding and better learning experience among the students on the topics being taught.
2. Increased interests among students in the learning process.
3. Generates more interest among students.
4. Improvement in academic performance.
5. Regularity in attending classes.
6. Students are abreast of the latest information.
7. Students are able to assimilate course content faster.
8. Students learn to think independently.

Innovative teaching methods: - Case Studies:

- With the encouragement received from the college management 10 departments applied for Star college scheme of Department of Biotechnology, Government of India in 2009. Six departments were selected under the scheme and were given financial assistance for development of infrastructure and academic curriculum. (still continuing under extension period)
- Important features include:

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

Impact: -

- Resource availability is higher

## 2.4 Teacher Profile and Quality

### 2.4.1 Average percentage of full time teachers against sanctioned posts during the last five years

**Response:** 153.14

File Description	Document
Year wise full time teachers and sanctioned posts for 5 years	<a href="#">View Document</a>
List of the faculty members authenticated by the Head of HEI	<a href="#">View Document</a>

**2.4.2 Average percentage of full time teachers with Ph.D. during the last five years****Response:** 28.17

## 2.4.2.1 Number of full time teachers with Ph.D. year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
31	31	31	30	28

File Description	Document
List of number of full time teachers with PhD and number of full time teachers for 5 years	<a href="#">View Document</a>

**2.4.3 Teaching experience per full time teacher in number of years****Response:** 14.29

## 2.4.3.1 Total experience of full-time teachers

Response: 1558

File Description	Document
Any additional information	<a href="#">View Document</a>

**2.4.4 Percentage of full time teachers who received awards, recognition, fellowships at State, National, International level from Government, recognised bodies during the last five years****Response:** 2.8

## 2.4.4.1 Number of full time teachers receiving awards from state /national /international level from Government recognised bodies year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	3	0

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
e-copies of award letters (scanned or soft copy)	<a href="#">View Document</a>

#### **2.4.5 Average percentage of full time teachers from other States against sanctioned posts during the last five years**

**Response:** 11.71

2.4.5.1 Number of full time teachers from other states year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
7	7	9	9	9

File Description	Document
List of full time teachers from other state and state from which qualifying degree was obtained	<a href="#">View Document</a>

### **2.5 Evaluation Process and Reforms**

#### **2.5.1 Reforms in Continuous Internal Evaluation(CIE) system at the institutional level**

**Response:**

Some of the reforms in Continuous Internal Evaluation (CIE) System carried out by the College are:

**1. Remedial classes and tutorial classes:** It has been an earnest effort of the teachers to identify students who are slow learners and who are therefore in greater need of extra help in terms of explanation of the course in all subjects. These students are handpicked and are offered remedial classes in order to bridge any gap that comes in their inability to cope with the lectures in the classroom. On the other hand, the tutorial classes are classes that are left open for any student to attend and seek the teachers help especially with regards to the syllabus. While tutorials have also proved to be effective the remedial classes have played a proactive role in molding the minds of the students towards becoming more confident and well informed individuals especially academically.

**2. Tests, Quiz and Assignments:** Every individual teacher makes sure that their students are well versed with the topics taught in class through tests, quizzes and assignments. This mechanism has been worthwhile as the students get a chance to revise the topic immediately after it has been taught in class and the teachers are in a better position to evaluate both the performances alike.

**3. Group Discussions, Student Seminars and Paper Presentations:** These are part and parcel of

the evaluation system that the teachers adhere to. These have not only been productive methods of gazing at the overall understanding of the students towards the lessons taught in class but have also unraveled a plethora of ideas and thoughts of the students. Alongside this the teachers are able to judge the student better and identify the slow learners and the introverts amongst them.

4. **Question Banks:** Students are encouraged to visit the library not only for additional reading on the syllabus but most importantly to acclimatize and familiarize them with the Question Banks. This will give them a chance to understand the question pattern and be more prepared for what may be the possible types of questions they can come across in their exams. However the students are encouraged to not only familiarize themselves with the question banks but are also strongly pushed towards solving these previous years question papers. In this the teachers have always been eager and ready to correct the answers.
5. **Result Analysis:** Every individual department makes it a point to regularly discuss on the susceptibility and performance of their students in the classroom and also through the numerous evaluation methods of assignments and seminars, etc. This device of result analysis and review meetings are helpful for the teachers as they get to pool in ideas and thoughts together and in the long run help improve the overall performance of their students.

## 2.5.2 Mechanism of internal assessment is transparent and robust in terms of frequency and variety

### **Response:**

Internal assessment has been one of the major concerns of every individual teacher. The goal of education is not merely to prepare the students for the final examination that takes place annually but to provide a holistic development to the students. It is here whereby students are taught and mechanisms are worked upon to see that the students are able to grasp what they are being taught and are also attentive towards the need and requirement of the rules and regulations chalked out by the college. Some of the methods of internal assessments are:

1. **Attendance:** St.Edmund's College takes utmost care that each and every student attends regular classes. The attendance register is one means by which the record of a student's presence in the classroom is monitored and tabbed. Teachers are well equipped to not allow any foul means as far as attendance is concern.
2. **Tests:** Every department upholds the need for regular tests as a way to understand how much the students have been able to grasp the lessons imparted in class. These tests could either be surprise tests or tests that have been exclusively designed by the teachers for the particular topic they teach. These tests have been productive for the students as well as the teachers. While the teachers are able to judge as to how attentive the students had been in class and how much of what they are being taught have they understood, the teachers get an opportunity to further enhance and upgrade their teaching skills and thus identify ways and means to make their lectures on their concerned topics more relatable and more interesting.
3. **Paper Presentation:** This is another device used by the teachers to provide the students with a space to not only display their knowledge on a particular subject but also a way by which the students are taught the way to work and function as a team. Students are divided into groups and every group is given a topic to work upon. Each group is required to identify a team leader who is to steer the team and also decide on a member of the group to present the paper.
4. **Students Seminar:** This is another platform provided to the students to elucidate on lessons and

topics.

- 5. Group Discussion:** Group discussion has been another effective tool to assess the students in their overall understanding and knowledge of their subject. The students are seen making the best use of this platform as they are able to speak freely and analytically amongst their peers.

### **2.5.3 Mechanism to deal with examination related grievances is transparent, time-bound and efficient**

#### **Response:**

St. Edmund's College is very particular with examinations, both Internal and External Final Examinations. While a holistic approach towards education has been the asset of the College, yet the way by which the students can be judged and their performances can be recognized are basically through the medium of Examinations.

1. At the beginning of the academic year, students are informed about the examination pattern that they must adhere to in an academic year – Internal Tests and Final Examination.
2. The Final Examination schedule is provided to the students as and when the same arrives from the University. Information of the Examination is displayed in the Notice Board and the College Website. In case of any error in the Examination schedule, with regards to the combination of subjects, etc, the College authority makes it a point to write about such errors to the affiliated University at the earliest.
3. The students are also apprised about the Internal Tests ranging from assignments, paper presentations, student seminars, quizzes, etc. The schedule of these form of tests are at the discretion of every individual teacher, who informs the students well before hand.
4. To ensure the smooth functioning and conduct of the Final Examination, two to four invigilators are assigned to each hall depending on the size of the room.
5. Internal tests and assignments are usually verified by the Head of the Department to ensure that the standard evaluation process is being adhered to by the teachers' of the department.
6. Corrected tests and assignment scripts are distributed to the students for their perusal. Any discrepancy or grievance, if there may be, is brought to the notice of the teacher concerned. Such grievances are addressed immediately.
7. Any information regarding filling of registration forms and paying of examination fees as well as the last date of submission are put up on the College Notice board and College Website.
8. Students are free to approach the administrative block in case they face any difficulty in filling the registration forms.
9. With regards to their Admission Cards, in case of any error, the College authority and administration are quick to address the problem at the earliest possible time.
10. While the College provides information to the students about re-checking and re-evaluation schedule, the faculty members guide their respective students who wish to send their papers for re-evaluation.
11. For the purpose of addressing any unfair means indulged by the students during examinations, the College has empowered the Examination Cell/Grievance Cell to look into the matter. The Cell comprises of two – three senior members from amongst the teaching staffs with the Principal as the head of the Cell. Any malpractices and unfair means used by any student in the examination hall is to be brought to the notice of the Examination Cell/Grievance Cell by the invigilators on duty. The

Cell members are empowered to deal with the student as per rules, regulations and guidelines chalked out by the committee concerned/the University.

#### **2.5.4 The institution adheres to the academic calendar for the conduct of CIE**

##### **Response:**

The Internal Evaluation plays a very important role in the overall progress and development of the students. While the Final Examination may be the determining factor with regards to the level of promoting a student to the next academic year in the Under Graduate Programme, the College imprints upon its teaching staffs the importance and worth of the internal evaluation as a means to prepare the students not only for their Final Examination but to also nurture and groom them into beings that are quick and ready to imbibe, practice and apply what they are being taught in the classrooms into their day to day lives. Some of these Internal Evaluation methods take the form of attendance, tests, assignments, quizzes, paper presentation, student seminars and group discussions.

**Attendance:** How regular is a student is of utmost importance and is also a yardstick by which the college authority is in a position to understand if that particular student can be allowed to appear in the Final Examination. The teachers play an equally important role as they take the attendance of every student present in every single class and see to it that no foul means are allowed.

**Assignments:** Assignments could either be class assignments or home assignments on topics that the teacher has covered in the class. While class assignments are given to judge how far has the students been able to understand the lectures in class home assignments have as their objectives the encouragement of the students to visit the library and gather as many reading materials and formulate their answers accordingly.

**Paper presentations:** Paper presentations could either be at an individual level or as a group. This has been an effective mode of evaluation as the teacher is able to determine the progress of the student. Besides, the students are provided a medium by which they could work as a team and function in full coordination and cooperation with one another.

**Tests:** Tests may be perceived as an old device of evaluating the students yet it has been a very good source of making the students study and

**Quizzes:** This has readily been used by teachers to get a quick response from the students on how attentive are they in the classroom while the teacher is imparting knowledge and disseminating information. This has been effective in testing the memory of the students and how quick are they in grasping what is being taught in class.

**Student Seminars:** As much as students are given a chance to elucidate on the topics taught the students are more provided a space to elucidate themselves well.

**Group Discussion:** Like the student seminars, the group discussions allow the students to evolve out of their cocoon and display their analytical mind. The teachers are in a position to evaluate the students on the how well versed and thorough are they with the topics of discussion and importantly how articulate and creative are they in their perception and thought processes.

## 2.6 Student Performance and Learning Outcomes

### 2.6.1 Program outcomes, program specific outcomes and course outcomes for all programs offered by the Institution are stated and displayed on website and communicated to teachers and students

#### **Response:**

The goal of any form of learning is to reach out to the students to the maximum. St. Edmund's College has been fortunate to have as its motto 'Deeds not Words' which define the true essence of learning and education. Keeping this ideology in mind, all forms of learning has been dealt with efficiently and effectively by the faculty members. Be it the regular courses or the add on courses, it has been the ardent initiative of the college to unfold before its learners plethora of wealth of information and knowledge. As far as the graduate level Arts, Science, Commerce and Social Work programmes are concerned, the students of St. Edmund's College have always unraveled their success as toppers and position holders. The numerous departments in the different streams have done the college proud for the laurels that their students have brought.

St. Edmund's College is sensitive towards the need to address skills that will further enhance the growth of the students as well as groom them in courses and skills that will help prepare them in the future. As an example the course in Conversational Skills refines not only the skills of a student to prepare and do well in their final examinations but it is a course that teaches the student soft skills needed in ones daily lives as one communicates and interacts with ones fellow counterparts. The course has not only drawn a number of students towards it but it has also proved helpful as students confidently evolve as able leaders and proficient young men and women. The other courses like Floriculture and Mushroom Cultivation are more or less short term professional courses that create an interest in the students and also provide those students who are already inclined in the field with an opportunity to learn and better equip themselves. This in turn acts as a productive mechanism towards self employment. Most importantly the courses in a way are a means to not only tap the potential of those students who have an interest and an inclination towards such forms of learning and knowledge but a path towards generation of employment.

St. Edmund's College also believes in the overall development of its students. This can be achieved only if the students are exposed to a lot of interaction, communication and exchange of ideas with their fellow students within the college and more importantly with students from other colleges. Hence it has been an initiative and an encouragement of the college to provide space and a platform for the students to participate in relevant and course related activities like the science mela, poster campaigns, debates, quiz, creative writing, students' seminars, etc. All these activities have proved fruitful and worthwhile for the students who not only gain knowledge and information but also evolve as confident and optimistic individuals.

File Description	Document
COs for all courses (exemplars from Glossary)	<a href="#">View Document</a>

## **2.6.2 Attainment of program outcomes, program specific outcomes and course outcomes are evaluated by the institution**

### **Response:**

The methods to measure the attainment of programme outcomes and courses outcomes and student activities are based on the results of every examination that the students take. While in the case of graduate programmes of all streams, the real attainment of programme outcomes has been through the final examinations held annually. This is one regular format followed in the entire country whereby how much of what has been taught in the classroom as well as how much of secondary reading the students carry out is put in black and white through the answer scripts of very exam.

The other method is the use of class tests. A traditional method of measuring the extent to which the student has grasped what has been taught in class. Besides, there are other methods like Tutorials, Open Book Tests, Assignments, Student Seminars which are being used to assess student's ability and progress.

Class tests have always been productive as students are given assigned portions well before the designated time for the tests. Though a traditional way of measuring how much have the students understood and read of what has been taught in class yet students have fared extremely well. Besides class tests are in a way a platform that allows them to prepare themselves for the final exams.

The college also believes that a way to evaluate how far have the students gathered from the lectures in class is through paper presentation. This individual assignment has proved far more effective as the students are given the opportunity not only to read, research and also share their knowledge with their peers but it also allows the students to build their confidence and buoyancy. The students become more confident and are more outspoken young boys and girls.

The college also works towards involving the students to work in groups and as a team for a better sharing of knowledge and more importantly to inculcate into the minds of the students the need to live and co-exist in unity. Therefore they are acclimatized to work in groups and as a team for a better understanding of a topic assigned to them as well as to be responsive and respectful of every individual in the group. The bond of togetherness displayed by the students in such groups and team work goes a long way in determining the goals and objective of St. Edmund's College. This is one medium by which the teachers are in a better position to judiciously judge the performance of every individual student.

Another significant tool that the college adheres to in order to measure the outcome of courses and programmes are through questionnaires that are circulated to individual students. The IQAC prepares a series of questions on the syllabus assigned and distributes the questionnaires to the students for a better understanding of the performance of the students as well as how effective have the teacher's teachings and lectures been.

## **2.6.3 Average pass percentage of Students**

### **Response: 87.18**

2.6.3.1 Total number of final year students who passed the examination conducted by Institution.

Response: 775

2.6.3.2 Total number of final year students who appeared for the examination conducted by the institution

Response: 889

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>

## 2.7 Student Satisfaction Survey

### 2.7.1 Online student satisfaction survey regarding teaching learning process

Response:

## **Criterion 3 - Research, Innovations and Extension**

### **3.1 Resource Mobilization for Research**

**3.1.1 Grants for research projects sponsored by government/non government sources such as industry ,corporate houses, international bodies, endowment, chairs in the institution during the last five years (INR in Lakhs)**

**Response:** 69.15

3.1.1.1 Total Grants for research projects sponsored by the non-government sources such as industry, corporate houses, international bodies, endowments, Chairs in the institution year-wise during the last five years(INR in Lakhs)

2017-18	2016-17	2015-16	2014-15	2013-14
0	1.34	8.0	59.81	0

<b>File Description</b>	<b>Document</b>
List of project and grant details	<a href="#">View Document</a>

### **3.1.2 Percentage of teachers recognised as research guides at present**

**Response:** 1.83

3.1.2.1 Number of teachers recognised as research guides

Response: 2

<b>File Description</b>	<b>Document</b>
Any additional information	<a href="#">View Document</a>

### **3.1.3 Number of research projects per teacher funded, by government and non-government agencies, during the last five year**

**Response:** 0.55

3.1.3.1 Number of research projects funded by government and non-government agencies during the last five years

Response: 12

3.1.3.2 Number of full time teachers worked in the institution during the last 5 years

Response: 109

File Description	Document
Supporting document from Funding Agency	<a href="#">View Document</a>
Funding agency website URL	<a href="#">View Document</a>

## 3.2 Innovation Ecosystem

### 3.2.1 Institution has created an ecosystem for innovations including incubation centre and other initiatives for creation and transfer of knowledge

**Response:**

- DBT-STAR college scheme:** This scheme was granted by the Department of Biotechnology, Govt. of India, in order to strengthen and improve science teaching and research for the students to six science departments (biochemistry, biotechnology, zoology, botany, chemistry & physics) of the college. From 2010-2014, various activities involving science teaching, students minor research projects, field trips, research training in outside labs, invited guest lectures by popular scientists, science mela, workshops for students and teachers. The students have been the beneficiary of this scheme and have been a turnaround for the college in general.
- Institutional Bioinformatics infrastructure facility:** This facility was also granted by the Department of Biotechnology, Govt. of India to strengthen bioinformatics resources in the college. The aim of this facility is biology and biotechnology teaching through bioinformatics. The scheme is designed to expose teachers, scientists and students to the use of bioinformatics in solving hard core biological problems. The facility uses lecture materials, video clippings, demonstrations, tutorials and online facilities for teaching. This facility has several infrastructures such as personal computers, high-end servers, bioinformatic software, teaching aids etc.
- Advanced Institutional Biotech Hub:** The biotech hub was awarded so that the college have access to e-journals in biotechnology, new biotechnology lab with a basic set of equipments, a bioinformatics centre with multiple computers and internet connectivity, access to e-journals in biotechnology, recurring budget for chemicals, glassware and internet connectivity, support for training and workshops for teachers, travel support for conferences and training in India, student fellowship etc.
- DST Central instrumentation center:** Awarded by the one grant from the Department of Science & Technology, Govt. of India, this facility houses equipments such as spectrophotometers, centrifuges, gel doc system, thermocycler, etc. This facility is regularly utilized by students as well as the teachers related to their academic and research works.

File Description	Document
Any additional information	<a href="#">View Document</a>

### 3.2.2 Number of workshops/seminars conducted on Intellectual Property Rights (IPR) and Industry-Academia Innovative practices during the last five years

**Response:** 0

3.2.2.1 Total number of workshops/seminars conducted on Intellectual Property Rights (IPR) and Industry-Academia Innovative practices year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	0	0

File Description	Document
List of workshops/seminars during the last 5 years	<a href="#">View Document</a>

### 3.3 Research Publications and Awards

**3.3.1 The institution has a stated Code of Ethics to check malpractices and plagiarism in Research**

**Response:** Yes

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>

**3.3.2 The institution provides incentives to teachers who receive state, national and international recognition/awards**

**Response:** Yes

File Description	Document
e- copies of the letters of awards	<a href="#">View Document</a>

**3.3.3 Number of Ph.D.s awarded per teacher during the last five years**

**Response:** 0

3.3.3.1 How many Ph.Ds awarded within last five years

3.3.3.2 Number of teachers recognized as guides during the last five years

Response: 2

File Description	Document
List of PhD scholars and their details like name of the guide , title of thesis, year of award etc	<a href="#">View Document</a>

**3.3.4 Number of research papers per teacher in the Journals notified on UGC website during the last**

**five years**

**Response:** 0.36

3.3.4.1 Number of research papers in the Journals notified on UGC website during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
6	5	10	1	17

File Description	Document
List of research papers by title, author, department, name and year of publication	<a href="#">View Document</a>

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

**Response:** 0.63

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

2017-18	2016-17	2015-16	2014-15	2013-14
19	14	19	10	6

File Description	Document
List books and chapters in edited volumes / books published	<a href="#">View Document</a>

## **3.4 Extension Activities**

### **3.4.1 Extension activities in the neighbourhood community in terms of impact and sensitising students to social issues and holistic development during the last five years**

**Response:**

The Institution has well-established partnership with the Bethany Society, Impulse, Needs, Mary Rice Centre for physically and mentally challenged children, Jyoti Sroat School for the visually impaired, NSS cell of NEHU, Regional Blood Bank, Pasteur Institute, Nazareth hospital, Bethany hospital, North-Eastern Institute of Ayurveda & Homeopathy (NEIAH), State Food Testing Laboratory, NEIGRIHMS and Meghalaya State Aids Control Society. The college is sensitive in its involvement with the community

and desires close interaction with them for overall benefit of the institution and the community. The college has encouraged the following:

The College practices ‘institution-community networking’ through established linkages with various NGOs like the Bethany Society, Impulse, Needs, Oasis, Old Age Homes, Orphanages and Rehabilitation Centers. The local communities are permitted to use the facilities available in the College to carry out regular and occasional activities such as games and sports, social, cultural, academic and religious discourses. As part of World Environment Day celebrations, the NCC Cadets and the NSS volunteers of the College in collaboration with Local Dorbar took part in cleaning drive at Laitumkhrah market and other commercial places of the locality and city. The College allows its premises to be used during the general elections, enrollment of voters, holding of governmental interactions & meetings, seminars, workshops by the community. Keeping in mind the hardship faced by the local community with respect to potable water, the College has allowed the PHE department to construct a water storage facility. For a long time now the institution has been allowing the pedestrians, particularly students of different institutions situated in the vicinity of its campus, to use the roads surrounding the main Campus to reach their respective destinations. Even though the College road is privately owned, this practice is allowed to maintain good relations with the local community. Local sports organizations, Schools and Colleges are allowed to use the College fields for their activities. The College allows the use of its Audio-Visual room and Auditorium for public functions.

Mr Allanson Wahlang, Assistant Professor, Dept of Social Work was the State coordinator of **VOICE** (Volunteers Online for Impact in Crisis and Emergencies), involved in relief work of flood affected people in Garo Hills in 2014.

Each Sunday, the College premises are used by Church groups for Sunday services – this helps the student community in the city, many of whom hail from the neighboring states.

The Institution promotes institution-neighborhood-community network and student engagement.

(The Community Projects list is attached in a separate sheet)

File Description	Document
Any additional information	<a href="#">View Document</a>

### **3.4.2 Number of awards and recognition received for extension activities from Government /recognised bodies during the last five years**

**Response: 11**

**3.4.2.1 Total number of awards and recognition received for extension activities from Government /recognised bodies year-wise during the last five years**

2017-18	2016-17	2015-16	2014-15	2013-14
2	3	3	2	1

File Description	Document
Number of awards for extension activities in last 5 years	<a href="#">View Document</a>
e-copy of the award letters	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

**3.4.3 Number of extension and outreach Programs conducted in collaboration with Industry, Community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., during the last five years**

**Response:** 2261

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

2017-18	2016-17	2015-16	2014-15	2013-14
633	334	503	481	310

File Description	Document
Reports of the event organized	<a href="#">View Document</a>
Number of extension and outreach programs conducted with industry,community etc for the last five years	<a href="#">View Document</a>

**3.4.4 Average percentage of students participating in extension activities with Government Organisations, Non-Government Organisations and programs such as Swachh Bharat, Aids Awareness, Gender Issue, etc. during the last five years**

**Response:** 6.15

3.4.4.1 Total number of students participating in extension activities with Government Organisations, Non-Government Organisations and programs such as Swachh Bharat, Aids Awareness, Gender Issue, etc. year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
88	182	255	270	141

<b>File Description</b>	<b>Document</b>
Report of the event	<a href="#">View Document</a>
Average percentage of students participating in extension activities with Govt or NGO etc	<a href="#">View Document</a>

### 3.5 Collaboration

#### 3.5.1 Number of linkages for faculty exchange, student exchange, internship, field trip, on-the-job training, research, etc during the last five years

**Response:** 18

3.5.1.1 Number of linkages for faculty exchange, student exchange, internship, field trip, on-the-job training, research, etc year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
3	6	3	3	3

<b>File Description</b>	<b>Document</b>
Number of Collaborative activities for research, faculty etc	<a href="#">View Document</a>
Copies of collaboration	<a href="#">View Document</a>

#### 3.5.2 Number of functional MoUs with institutions of National/ International importance, Other Institutions, Industries, Corporate houses etc., during the last five years (only functional MoUs with ongoing activities to be considered)

**Response:** 18

3.5.2.1 Number of functional MoUs with institutions of national, international importance, other universities, industries, corporate houses etc. year-wise during the last five years (only functional MoUs with ongoing activities to be considered)

2017-18	2016-17	2015-16	2014-15	2013-14
3	6	3	3	3

File Description	Document
e-copies of the MoUs with institution/ industry/ corporate house	<a href="#">View Document</a>
Details of functional MoUs with institutions of national, international importance,other universities etc during the last five years	<a href="#">View Document</a>

NAAAC

## **Criterion 4 - Infrastructure and Learning Resources**

### **4.1 Physical Facilities**

**4.1.1 The institution has adequate facilities for teaching- learning. viz., classrooms, laboratories, computing equipment, etc.**

#### **Response:**

Following are the details for teaching – learning facilities in the institution:

- 35 dedicated Classrooms (dimensions attached in Annexure).
- Large classrooms have the facility for cordless sound system.
- Most classrooms are equipped with an LCD projector.
- 10 well-equipped Laboratories, Central Instrumentation Centre and Bio-Informatics Facility.
- 1 Central Library of dimension 29.5m x 10m and 19 Departmental Libraries.
- 2 Audio-Visual rooms equipped with LCD Projector and Computer System.
- 1 Conference room equipped with LCD Projector and Computer System.
- All the Departments (19 Numbers) have Internet facility.
- The Central Library has 20 Computers with Internet facility for the use of students and faculty.
- 3 generators of 80, 50 and 20 KVA for backup during power failures.
- An auditorium of dimension 38.4m x 14.6m with a seating capacity of 800 which is used for Seminars, Guest Lectures and occasional classes for students.

**4.1.2 The institution has adequate facilities for sports, games (indoor, outdoor),gymnasium, yoga centre etc., and cultural activities**

#### **Response:**

**The institution has adequate facilities for sports, games and cultural activities**

- Three playgrounds with facility for Basketball, Volleyball, Football, Cricket and Athletics.
- Flood Light Lit football & Basketball Court.
- A well-equipped Gymnasium of dimension 26.2m x 10m.
- One Badminton court.
- 1 Common Room of dimension 20.2m x 15.4m for Boys with indoor games facilities.
- 1 Common Room of dimension 11.2m x 7.7m for Girls with indoor games facilities.
- An auditorium of dimension 38.4m x 14.6m with a seating capacity of 800 which is used for

Seminars, Guest Lectures and cultural events.

**4.1.3 Percentage of classrooms and seminar halls with ICT - enabled facilities such as smart class, LMS, etc**

**Response:** 66.67

4.1.3.1 Number of classrooms and seminar halls with ICT facilities

Response: 26

File Description	Document
Number of classrooms and seminar halls with ICT enabled facilities	<a href="#">View Document</a>

**4.1.4 Average percentage of budget allocation, excluding salary for infrastructure augmentation during the last five years.**

**Response:** 6.55

4.1.4.1 Budget allocation for infrastructure augmentation, excluding salary year-wise during the last five years (INR in Lakhs)

2017-18	2016-17	2015-16	2014-15	2013-14
94.28	65.44	39.07	44.44	31.27

File Description	Document
Details of budget allocation, excluding salary during the last five years	<a href="#">View Document</a>
Audited utilization statements	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

**4.2 Library as a Learning Resource**

**4.2.1 Library is automated using Integrated Library Management System (ILMS)**

**Response:**

St. Edmund College Library is an integral part of the College occupying a built-up area of 16,172 Square feet. It has a collection of over 35,000 volumes of books and bound periodicals supplemented by the

enormous information resources now available through the N-list. The library subscribes to 42 journals and 28 magazines. The library remains open on all working days from 8 am till 4 pm.

Some of the specialized services provided by the library are reference service, reprography, information deployment and notification, reading list/bibliography compilation, user orientation and awareness, assistance in searching database, INLIBNET/UC facilities.

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

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

The library and information resources for research are

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

#### **4.2.2 Collection of rare books, manuscripts, special reports or any other knowledge resources for library enrichment**

**Response:**

### **Rare Books Collection:**

The College has one Central Library with over 35,000 collections of books ( with Bar Coding) covering different streams and subjects. These are the collection over many years of the library's existence.

The Library has over 100 collection of 'Rare Books' that have been out of print and have been in the college since the early years of existence. There are also books of Khasi Literature which have limited prints and they are also somehow in the category of rare books since many other libraries in the state do not have them. They have been collected by the faculty members during the early years of the establishment of the college. Many such collections are also available in the department libraries.

### **List of Rare books:**

1. Knight, W, " Poems of Wordsworth" Simkin, Marshall, Hamilton, Kent 1904
2. Herbert, George, "Poetry and the drama" J M Dent & Co 1938
3. Kitchin, G.W., "The Faery Queene" Clarendon Press 1895
4. Ford, Madox Ford, "The march of literature: from confucius to modern times" George Allen and Unwin 1939
5. Bradshaw, J., "Gray's poems" Macmillan 1891
6. Johnson, Samuel, "Lives of the english poets" Oxford University Press 1906
7. Spencer, Edmund, "The Poetical works of Edmund Spencer" Oxford University Press 1912
8. Stubbs, J.H., "The Faber book of twentieth century verse: An Anthology of Verse in Britain 1900-1950" Faber and Faber 1938
9. Thomson, James, "The complete poetical works of James Thomson" Henry Frowde 1908
10. Matthew, Arnold, "Poetry & The Drama" J.M. Dent & Sons, Ltd 1908
11. Wordworth,W., "Wordsworth poetry and prose:with essays by Coleridge, Hazlitt De Quincey" Clarendon Press 1921
12. Caldwell, Thomas, "The Golden book of modern English poetry" J.M. Dent & Sons, Ltd 1922
13. Auden, W H, "The poet's tongue:an anthology" G Bell & Sons 1935
14. Macaulay, G C, "Poems by Matthew Arnold" Macmillan and Co 1920
15. Fausset, Hugh I, "Tennyson: A modern portrait" Selwyn & Blount, Ltd 1923
16. Caldwell, Thomas, "The Golden book of modern English poetry" J.M. Dent & Sons, Ltd 1922
17. Parker, E W, "Modern poetry" Longmans Green and Co. 1940
18. Tutin, J.R. "The poems of Richard Crashaw" George Routledge & Sons ,1938
19. Eliot, G. "The mill on the floss" Collins C T Press 1860
20. O'Casey, Sean, "The plough and the stars: A tragedy in four acts" Macmillan and Co., Ltd. 1935
21. Forster, E M, "Howards End" Edward Arnold 1932
22. Galsworthy, J., "The country house" J M Dent & Co. 1935
23. Galsworthy, J., "Beyond: a narrative" William Heinemann 1917
24. Smith, H.G., "The Kings treasures of literature" J M Dent and Sons 1927
25. Swift, Jonathan, "A tale of a tub and other satires" J M Dent & Co 1909
26. Kingsley, C., "The heroes" J M Dent & Co 1906
27. Conrad, Joseph, "The Rover" Grayson & Grayson 1938
28. Orczy, Baroness, "The Elusive Pimpernel: A Romance" Hutchinson & Co. 1938
29. Mulgan, John, "The concise oxford dictionary of English literature" Clarendon Press 1939
30. Buchan, John, "Mr.Standfast" Hodder and Stoughton 1918

Additional List attached separately:

File Description	Document
Any additional information	<a href="#">View Document</a>

#### 4.2.3 Does the institution have the following:

- 1.e-journals**
- 2.e-ShodhSindhu**
- 3.Shodhganga Membership**
- 4.e-books**
- 5.Databases**

**A. Any 4 of the above**

**B. Any 3 of the above**

**C. Any 2 of the above**

**D. Any 1 of the above**

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

File Description	Document
Details of subscriptions like e-journals,e-ShodhSindhu,Shodhganga Membership etc	<a href="#">View Document</a>

#### 4.2.4 Average annual expenditure for purchase of books and journals during the last five years (INR in Lakhs)

**Response:** 7.17

4.2.4.1 Annual expenditure for purchase of books and journals year-wise during the last five years (INR in Lakhs)

2017-18	2016-17	2015-16	2014-15	2013-14
9.34	9.4	5.05	7.17	4.9

File Description	Document
Details of annual expenditure for purchase of books and journals during the last five years	<a href="#">View Document</a>
Audited statements of accounts	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

#### 4.2.5 Availability of remote access to e-resources of the library

**Response:** Yes

#### 4.2.6 Percentage per day usage of library by teachers and students

**Response:** 7.55

4.2.6.1 Average number of teachers and students using library per day over last one year

Response: 231

### 4.3 IT Infrastructure

#### 4.3.1 Institution frequently updates its IT facilities including Wi-Fi

**Response:**

- All department rooms have a computer with internet access along with a printer: 19
- All departments have been given a laptop for usage in class preparation and other related activities: 19
- Department of Computer Science has the most number of computers:
- WiFi facility is available in and around the Principal's office and in the departments of Zoology and Biotechnology
- Total number of computers in the institute: 286
- Total number of LCD projectors in the institute: 44
- Budget allocated for purchase of computers and IT products during the last academic year: 2017-18: Rs 1882074
- Amount spent on maintenance and upgrading of IT infrastructure during the last academic year: 2017-18: Rs 407497
- Computer are routinely maintained as well as upgraded from time to time
- New computers are bought to replace old machines

#### 4.3.2 Student - Computer ratio

**Response:** 14.9

**4.3.3 Available bandwidth of internet connection in the Institution (Lease line)****>=50 MBPS****35-50 MBPS****20-35 MBPS****5-20 MBPS****Response:** 20-35 MBPS**4.3.4 Facilities for e-content development such as Media Centre, Recording facility, Lecture Capturing System (LCS)****Response:** No

<b>File Description</b>	<b>Document</b>
Facilities for e-content development such as Media Centre, Recording facility,LCS	<a href="#">View Document</a>

**4.4 Maintenance of Campus Infrastructure****4.4.1 Average Expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component, as a percentage during the last five years****Response:** 22.4

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

2017-18	2016-17	2015-16	2014-15	2013-14
342.34	180.37	149.04	162.88	108.04

<b>File Description</b>	<b>Document</b>
Details about assigned budget and expenditure on physical facilities and academic facilities	<a href="#">View Document</a>
Audited statements of accounts.	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

**4.4.2 There are established systems and procedures for maintaining and utilizing physical, academic and support facilities - laboratory, library, sports complex, computers, classrooms etc.**

**Response:**

- Every science department in the college employs a laboratory assistant.
- The primary aim of said person is to maintain the equipment in the various labs, with the help of the faculty.
- They also help in maintaining other equipment in the college as and when needed.
- Most of them have also been trained to make small repairs.
- If there is any major breakdown, the college will send the equipment to the place of purchase for necessary work.
- The college also employs a group of grade IV staff, some who look after the cleanliness of the college, others for maintenance of equipment while others for any odd jobs in and around the college like preparations for examinations and logistics.
- In order to calibrate and maintain equipment in the college, more specifically the science laboratories, the college employs laboratory assistants who've been trained for such purposes.
- From time to time, the college will also request staff from companies to perform any maintenance work that is more severe.
- The college is fully equipped to tackle maintenance of sensitive equipment through the use of UPS (uninterruptable power supply) and spike protectors which are connected to every computer in the college (individual UPS per computer or like in some labs, one UPS connected to multiple computers).
- The college is also equipped with a generator that steps in if there is a power outage.
- The college also employs a group of Grade IV staffs who are engaged in different jobs like looking after the cleanliness of the college, maitainence of equipments and any odd jobs in and around the college like preparations for examinations and logistics.

## **Criterion 5 - Student Support and Progression**

### **5.1 Student Support**

#### **5.1.1 Average percentage of students benefited by scholarships and freeships provided by the Government during the last five years**

**Response:** 58.08

5.1.1.1 Number of students benefited by scholarships and freeships provided by the Government year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
1480	1495	1818	2077	1983

File Description	Document
Upload self attested letter with the list of students sanctioned scholarships	<a href="#">View Document</a>
Average percentage of students benefited by scholarships and freeships provided by the Government during the last five years	<a href="#">View Document</a>

#### **5.1.2 Average percentage of students benefited by scholarships, freeships, etc. provided by the institution besides government schemes during the last five years**

**Response:** 0.28

5.1.2.1 Total number of students benefited by scholarships, freeships, etc provided by the institution besides government schemes year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
8	10	9	7	8

#### **5.1.3 Number of capability enhancement and development schemes –**

- 1. For competitive examinations**
- 2. Career counselling**
- 3. Soft skill development**
- 4. Remedial coaching**
- 5. Language lab**
- 6. Bridge courses**

**7. Yoga and meditation**  
**8. Personal Counselling**

**A. 7 or more of the above**

**B. Any 6 of the above**

**C. Any 5 of the above**

**D. Any 4 of the above**

**Response:** D. Any 4 of the above

File Description	Document
Details of capability enhancement and development schemes	<a href="#">View Document</a>
Link to Institutional website	<a href="#">View Document</a>

**5.1.4 Average percentage of student benefited by guidance for competitive examinations and career counselling offered by the institution during the last five years**

**Response:** 30.26

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

2017-18	2016-17	2015-16	2014-15	2013-14
917	937	1048	830	857

File Description	Document
Number of students benefited by guidance for competitive examinations and career counselling during the last five years	<a href="#">View Document</a>

**5.1.5 Average percentage of students benefited by Vocational Education and Training (VET) during the last five years**

**Response:** 3.09

5.1.5.1 Number of students attending VET year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
129	96	72	84	88

File Description	Document
Details of the students benifitted by VET	<a href="#">View Document</a>

### **5.1.6 The institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases**

**Response:** Yes

File Description	Document
Minutes of the meetings of student redressal committee, prevention of sexual harassment committee and Anti Ragging committee	<a href="#">View Document</a>
Details of student grievances including sexual harassment and ragging cases	<a href="#">View Document</a>

## **5.2 Student Progression**

### **5.2.1 Average percentage of placement of outgoing students during the last five years**

**Response:** 1.93

5.2.1.1 Number of outgoing students placed year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
33	0	5	25	8

File Description	Document
Self attested list of students placed	<a href="#">View Document</a>
Details of student placement during the last five years	<a href="#">View Document</a>

### **5.2.2 Percentage of student progression to higher education (previous graduating batch)**

**Response:** 65.55

**5.2.2.1 Number of outgoing students progressing to higher education**

Response: 510

File Description	Document
Upload supporting data for student/alumni	<a href="#">View Document</a>
Details of student progression to higher education	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

**5.2.3 Average percentage of students qualifying in State/ National/ International level examinations during the last five years (eg: NET/ SLET/ GATE/ GMAT/ CAT/ GRE/ TOEFL/ Civil Services/State government examinations)**

**Response:** 2.62

5.2.3.1 Number of students qualifying in state/ national/ international level examinations (eg: NET/ SLET/ GATE/ GMAT/ CAT/ GRE/ TOEFL/ Civil services/ State government examinations) year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
13	16	17	24	21

**5.2.3.2 Number of students who have appeared for the exams year-wise during the last five years**

2017-18	2016-17	2015-16	2014-15	2013-14
729	571	721	715	744

File Description	Document
Upload supporting data for the same	<a href="#">View Document</a>
Number of students qualifying in state/ national/ international level examinations during the last five years	<a href="#">View Document</a>

**5.3 Student Participation and Activities**

**5.3.1 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) during the last five years.**

**Response: 7**

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

2017-18	2016-17	2015-16	2014-15	2013-14
2	2	1	1	1

File Description	Document
Number of awards/medals for outstanding performance in sports/cultural activities at national/international level during the last five years	<a href="#">View Document</a>
e-copies of award letters and certificates	<a href="#">View Document</a>

**5.3.2 Presence of an active Student Council & representation of students on academic & administrative bodies/committees of the institution**

**Response:**

**The college does not have a student's council or union.**

Given the social situation in the region, the College, as a policy, does not have a Students Council. However, the College encourages its students to be forthright and play an active role in determining what happens in the College. The students are given the opportunity to have their views accepted by their active participation in various committees; through opportunities given to them to meet with Congregational inspection teams; and through a close relationship between the Honors students and the Department faculty.

**The following committees have students' representations:**

1. **Library Committee:** The students are inducted in the committee to identify and represent the needs of the student community in relation to the learning resources available.
2. **Discipline Committee:** The students are directly impacted by this committee as discipline is the pillar of any educational institution. The students are entrusted with the responsibility of educating their peers on the importance of imbibing disciplined habits and making them aware of all the rules and regulations formulated by the Committee.
3. **Magazine Committee:** Students are inducted into the committee to act as student-editors.

**5.3.3 Average number of sports and cultural activities/ competitions organised at the institution level per year**

**Response: 3**

5.3.3.1 Number of sports and cultural activities / competitions organised at the institution level year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
3	3	3	3	3

File Description	Document
Report of the event	<a href="#">View Document</a>
Number of sports and cultural activities / competitions organised per year	<a href="#">View Document</a>

## 5.4 Alumni Engagement

**5.4.1 The Alumni Association/Chapters (registered and functional) contributes significantly to the development of the institution through financial and non financial means during the last five years**

**Response:**

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

**Few activities of SECUDAA:**

The members of the Alumni Association (SECUDAA) took all the right initiatives to secure financial aid from the Government of Meghalaya to organize the Study-Tour Program of the Life-Sciences Departments.

1. The SECUDAA sponsored 500 mementos for the felicitation function of the Graduating Classes.
2. The SECUDAA jointly sponsored the construction of the Stage, Pandal and Ramp for the Annual “Young Talent Time” function cum Prize Distribution Ceremony.
3. The members of SECUDAA were actively involved in the preparation of Project Reports and Concept Papers for the CIC and DBT findings.
4. The members of the SECUDAA were actively involved in the organization of the National Seminar on “Look South – A Meghalaya Perspective”.
5. The members helped organize funds, presented papers and conducted different sessions as Chairpersons.

6.Sponsored a number of College Week programs like Cross Country Race, Cycling and helped with logistical support.

#### **5.4.2 Alumni contribution during the last five years(INR in Lakhs)**

**? 5 Lakhs**

**4 Lakhs - 5 Lakhs**

**3 Lakhs - 4 Lakhs**

**1 Lakh - 3 Lakhs**

**Response:** 1 Lakh - 3 Lakhs

File Description	Document
Any additional information	<a href="#">View Document</a>
Alumni association audited statements	<a href="#">View Document</a>

#### **5.4.3 Number of Alumni Association / Chapters meetings held during the last five years**

**Response:** 5

5.4.3.1 Number of Alumni Association /Chapters meetings held year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
1	1	1	1	1

File Description	Document
Number of Alumni Association / Chapters meetings conducted during the last five years	<a href="#">View Document</a>
Report of the event	<a href="#">View Document</a>

## **Criterion 6 - Governance, Leadership and Management**

### **6.1 Institutional Vision and Leadership**

#### **6.1.1 The governance of the institution is reflective of an effective leadership in tune with the vision and mission of the institution**

**Response:**

**VISION:**

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

**MISSION STATEMENT:**

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

**Nature of Governance:**

- The management of the college campus is with the Sponsoring Body, that is, the Congregation of Christian Brothers in India (CCBI) which is largely responsible for formulating policies that are good for the college; its headquarter is at New Delhi. The Governing Body, consists of, the President of the College Governing Body is a member of the Governing Council of the CCBI. All administrative and academic matters are decided by the College Governing Body which is the apex body of the institution. The other members of College Governing Body are, the Secretary, the Principal, 2 University representatives, 2 Staff representatives, a Principal from neighbouring college, a Government representative, Rector, Finance Officer and 2 other Sponsoring Body representatives.
- **Next to the Sponsoring Body is the Principal**, Dr Sylvanus Lamare. His fervent attempt has been towards encouraging the teachers to enhance their knowledge bank through research like PhD and the Minor and Major Research Projects. Participation in intra and inter college activities as well undertaking research activities beyond their syllabus, is a thrust that the Principal instils into the minds of the students.
- The Heads of Departments are given a freedom to discuss and plan the budget towards the purchase of library books for their department; any infrastructural changes that they feel are necessary and in matters relating to the organization of a host of workshops, seminars and field and educational trips.
- Extension activities are dealt with by the Faculty Members in charge of NSS, the College NCC units, Certificate Courses conducted by the Electronics, Botany, Biotechnology departments

and Coaching and Remedial Classes sponsored by the UGC.

- Decisions pertaining to issues of the staff, students and other stakeholders are arrived at during general staff meetings, meetings of the Heads of the Departments, various committees and at the meetings of the IQAC. The IQAC prepares the annual report and make recommendations for quality improvements in the college. Hard pressed decisions are taken by the apex body of the college i.e. the Governing Body.

### **6.1.2 The institution practices decentralization and participative management**

#### **Response:**

The College is involved in a few practices that aim to decentralize power and management; and to provide the various Departments and Faculty with a healthy degree of autonomy.

- The Heads of each Department are given freedom in planning and executing administrative matters related to their streams and departments respectively. They work with the Principal to decide on the purchase of new equipments and to finalize the departmental budgets.
- Various committees like the Admission Committee, Examination Committee, Discipline Committee, Library Committee, Canteen Committee, Research Committee, to name a few are involved in numerous activities that look into the wellbeing of the college, the staffs and the students.
- The students are represented by Class Representatives. The CRs take the lead in engaging their peers to participate in many of the College programs.

In addition, the College also practises Participative Management whereby

- The departments are free to implement the mission and vision of the college.
- Student and staff committees (Admission Committee, Examination Committee, Discipline Committee, Library Committee, Canteen Committee, Research Committee,) to take responsibility for the various activities spanning cultural, sporting and literary activities of the College.
- Regular Meetings of the Heads of All Departments are held to monitor and guide the various committees in their functioning.
- Student feedback and opinion is sought after the completion of an event to evaluate its effectiveness and to learn from any of its shortcomings.

## **6.2 Strategy Development and Deployment**

### **6.2.1 Perspective/Strategic plan and Deployment documents are available in the institution**

#### **Response:**

- There is a system in the institution that ensures that quality is given pre-eminence in academic, co-curricular and extracurricular activities.
- At the beginning of each year the Principal meets with the entire Teaching Faculty and a broad plan

for the year which is the product of wide consultation with the Heads of each Department is shared with the gathering. Cooperation is elicited from the group and Staff members sign on for different responsibilities which are then organised by the different committees at the allotted time during the academic year.

- A full-fledged room has been allotted to the Examination Committee that has given the Committee members space as well as a privacy to carry out their duties and responsibilities in a freer manner.
- St Edmund's College delinked itself from Higher Secondary Section 8 years ago. At present a new building is being erected to accommodate the Higher Secondary Section in another site within the Campus. The new building will be operational from the next academic year 2018-19. The College will then have an additional building to occupy. The college will then have the opportunity to begin some more Post Graduate Courses.
- At present the College is also constructing an Outreach Centre in Mawjrong with Dormitory facilities for both men and women. Independent self-contained rooms will be made available for Staff members. Meals will also be prepared in the same centre. The Outreach Centre will allow our final year students to engage with the villagers in some of the neighbouring villages in skilling programs.
- The College has also acquired a 32 Acre plot as Campus Extension property where we hope to provide Undergraduate programmes in Agricultural Sciences, Aquaponics and Traditional Music.

File Description	Document
Strategic Plan and deployment documents on the website	<a href="#">View Document</a>
Link for Additional Information	<a href="#">View Document</a>

## 6.2.2 Organizational structure of the institution including governing body, administrative setup, and functions of various bodies, service rules, procedures, recruitment, promotional policies as well as grievance redressal mechanism

### Response:

- The management of the college campus is with the Sponsoring Body, that is, the Congregation of Christian Brothers in India (CCBI) which is largely responsible for formulating policies that are good for the college. The Governing Body, consists of the President, Secretary, Principal, 2 University representatives, 2 Staff representatives, a Principal from neighbouring college, a Government representative, Rector, Finance Officer and 2 other Sponsoring Body representatives.
- The Heads of Departments are given a freedom to discuss and plan the budget towards the purchase of library books for their department; any infrastructural changes that they feel are necessary and in matters relating to the organization of a host of workshops, seminars and field and educational trips.

- Extension activities are dealt with by the Faculty Members in charge of NSS, the College NCC units for both men & women, Certificate Courses conducted by the Electronics, Botany, Biotechnology departments and Coaching and Remedial Classes sponsored by the UGC.
- Decisions pertaining to issues of the staff, students and other stakeholders are arrived at during general staff meetings, meetings of the Heads of the Departments, various committees and at the meetings of the IQAC. The IQAC prepares the annual report and make recommendations for quality improvements in the college. Hard pressed decisions are taken by the apex body of the college i.e. the Governing Body.

SEE ORGANISATIONAL CHART

File Description	Document
Any additional information	<a href="#">View Document</a>

#### 6.2.3 Implementation of e-governance in areas of operation

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

A. All 5 of the above

B. Any 4 of the above

C. Any 3 of the above

D. Any 2 of the above

**Response:** A. All 5 of the above

File Description	Document
Screen shots of user interfaces	<a href="#">View Document</a>
ERP Document	<a href="#">View Document</a>
Details of implementation of e-governance in areas of operation Planning and Development,Administration etc	<a href="#">View Document</a>

#### 6.2.4 Effectiveness of various bodies/cells/committees is evident through minutes of meetings and

## implementation of their resolutions

### **Response:**

The institution has a number of Committees that adhere to the smooth functioning and development of the institution. Some of the Committees are the Admission Committee, Examination Committee, Awards Committee, Library Committee, The Anti-Ragging Cell, etc.

- The Admission Committee plays a vital role during the admission period. While every department is given a free hand with regards to the admission process and procedure (written test/interview) the Admission Committee looks at the overall smooth functioning of the admission process in the college
- Examination Committee: This Committee is one of the busiest Committees as it caters to the smooth function of examinations of the entire college. Arrangements of seat plans for the Pre-Selection and the Selection Examinations as well as the Final Examination, Question papers, etc is the sole responsibility of the Examination Committee
- Awards Committee: As much as the institution believes in providing the best for their students through qualified teachers, a well-equipped and highly resourced library, best infrastructures, the institution also believes in acknowledging the achievements of the students. The task of the Awards Committee is to sieve those students who have excelled in the University Examinations as they carved their mark as toppers.

File Description	Document
Any additional information	<a href="#">View Document</a>

## 6.3 Faculty Empowerment Strategies

### **6.3.1 The institution has effective welfare measures for teaching and non-teaching staff**

### **Response:**

The college has a registered cooperative society, called **SECMBF Cooperative Society Limited**, where all the teaching and non-teaching staffs are members. It is governed by the board of directors and is under both internal and external audit mechanism. It was established in 1984 with only a few members and now has a strength of around 130. Its motto is 'together we grow'. The members contribute monthly subscription and are entitled to loan, including loan during emergency, such as illness. The society holds AGMs regularly. At the end of every financial year, members receive their dividends and interests on thrift balance. The cooperative society also supports members in times of financial and other difficulties. The cooperative has grown well over the years and has substantially contributed to the welfare of both teaching and non-teaching staffs of the college.

The college also has a '**Faculty Club**' established in the 1980s, where again all the teaching and non-teaching staffs are members. The faculty club has made important contributions like providing financial

help during times of grief and bereavement to any member of the club. Also, it has provided financial contributions to staff members during their marriages. Staffs who retire from the college are facilitated regularly by way of a function in the college and as a token of their service are given financial help, momentos, appreciation letter etc. Every year the club organizes annual picnic, where all the members participate. Moreover, a family get together is organized every year in the campus where everybody takes part which facilitate bonding among the staff families.

The Teaching and Non Teaching staff of the college are covered by Group Insurance from LICI with minimal premium.

The College also has a teacher's association called the Meghalaya College Teachers Association that looks into the welfare of the teachers in the college. Similarly the non-teaching staff has the Meghalaya College Non-Teaching Staff Association for a similar cause.

### **6.3.2 Average percentage of teachers provided with financial support to attend conferences/workshops and towards membership fee of professional bodies during the last five years**

**Response:** 8.96

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

2017-18	2016-17	2015-16	2014-15	2013-14
11	6	7	11	13

File Description	Document
Details of teachers provided with financial support to attend conferences,workshops etc during the last five years	<a href="#">View Document</a>

### **6.3.3 Average number of professional development /administrative training programs organized by the institution for teaching and non teaching staff during the last five years**

**Response:** 2

6.3.3.1 Total number of professional development / administrative training programs organized by the Institution for teaching and non teaching staff year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
1	1	3	1	4

File Description	Document
Details of professional development / administrative training programs organized by the Institution for teaching and non teaching staff	<a href="#">View Document</a>

**6.3.4 Average percentage of teachers attending professional development programs viz., Orientation Program, Refresher Course, Short Term Course, Faculty Development Program during the last five years**

**Response:** 8.96

6.3.4.1 Total number of teachers attending professional development programs, viz., Orientation Program, Refresher Course, Short Term Course, Faculty Development Programs year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
11	6	7	11	13

File Description	Document
IQAC report summary	<a href="#">View Document</a>
Details of teachers attending professional development programs during the last five years	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

**6.3.5 Institution has Performance Appraisal System for teaching and non-teaching staff**

**Response:**

- The college also ensures that student feedbacks are gathered, studied and analysed at a regular basis. The Heads of each Department make sure that these feedbacks are deliberated upon with the other members of the department as the students' responses are valuable guides that can bring about a positive change and variation in the teachers dealing with the students especially in the classroom.
- Questionnaires Assessing the effectiveness of temporary and ad-hoc teachers, as well as those on probation, are conducted regularly. The feedback obtained is utilized for improving the teaching-learning processes. For example, the analysis of the Teacher Assessment.
- Questionnaire is shared with the concerned faculty, including the students' comments. The feedback of supervised lectures is given to the concerned teachers with written suggestions for improvement.

## 6.4 Financial Management and Resource Mobilization

### 6.4.1 Institution conducts internal and external financial audits regularly

#### Response:

The College regularly audit the accounts based on financial year ie from April 1 to March 31 of every year. The College Accountant keep the Books of Accounts in order. All these are given to the Chartered Accountant 'Kiran Joshi & Associates' which is an approved agency for auditing of the college accounts. The next level is the Government Auditors who comes and check the Financial Statements of the College on a regular basis.

The mechanisms are as follows:

- An annual internal audit is done by the account office and is checked by the representatives of the Governing Council.
- An annual external audit is done by a firm of chartered accountants approved by the CCBI Trust.
- The audited accounts are also submitted to the government and to the office of the Accountant General.

The Audited Statements of the College is duly completed till financial year 2017-18.

### 6.4.2 Funds / Grants received from non-government bodies, individuals, Philanthropists during the last five years (not covered in Criterion III) (INR in Lakhs)

#### Response: 12.3

6.4.2.1 Total Grants received from non-government bodies, individuals, philanthropists year-wise during the last five years (INR in Lakhs)

2017-18	2016-17	2015-16	2014-15	2013-14
1.10	2.20	1.20	1.25	6.55

File Description	Document
Details of Funds / Grants received from non-government bodies during the last five years	<a href="#">View Document</a>

### 6.4.3 Institutional strategies for mobilisation of funds and the optimal utilisation of resources

#### Response:

- The major source of institutional funding is the Fees of the students. The Self Financing

Departments of the College besides meeting the salaries of the College Appointed Professors also finances Infrastructural development and the General Maintenance of the College.

- Six (6) of our Science Departments of our College receive funding under Star College grants from DBT Government of India. Additionally Four (4) Science departments have been included under the Star College grant from DBT.
- The College has been the beneficiary of many grants from DBT which have been largely responsible for making St. Edmund's College the Biotechnology Hub for the North East.
- The audited income and expenditure statements of academic and administrative activities of each of the previous four years is available and can be examined during the Peer Team Visit. It has been prepared by a reputed Associates Chartered Accountants.

## **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**

#### **Response:**

Give two examples of best practices institutionalized as a result of IQAC initiatives

#### **Feedback:**

- Suggestions are made by members at the IQAC meetings, and these are discussed and approved. The coordinator then implements them.
- Heads of the Departments can make their own qualitative analysis of the feedback and take required measures.
- The feedback also covers evaluation of the library, all our science (9) labs, extra-curricular activities: Departmental workshops, presentations and College Week.
- The IQAC also works on the recommendations of the NAAC Peer Team for corrective steps as a part of the preparation of the following NACC Assessment and Accreditation.
- The quantitative analysis of the student feedback conducted by the IQAC is given to every department. Teachers are kept informed of the dates to conduct these feedbacks through notices. The minutes of IQAC meetings are sent to all Heads of Departments. Teachers also interact with the coordinator when needed.
- The website is checked and upgraded by the IQAC. Notices and meetings convey to the staff the deadlines that have to be met. Many interactive sessions are also organized to improve the quality of the website by holding individual department meetings.
- The IQAC play an important role by helping the teachers plan and manage the above mentioned process effectively by responsibly and regularly updating teachers and the various departments with any information and circulars that come from the University relating to Academic Term, Academic Calendar, the number of working days available for undergraduate and postgraduate programmes.
- It has also been the earnest initiative of the IQAC to encourage the departments to maintain records of academic progress and performances as well as other academic activities and prepare a report of the same that is to be duly submitted to the IQAC. This procedure helps the IQAC to monitor the functioning and progress of the teaching/lesson plans for the prescribed session/year. It is also the obligation of the IQAC team to study the supplied relevant information and further verify and

substantiate the same through student feedback on teachers.

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

### **6.5.2 The institution reviews its teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals through IQAC set up as per norms**

#### **Response:**

Excellence in academics is ensured by a systematic mechanism in which plan books, reports and appraisal in place. The IQAC through its feedback helps to get the student perception of the various teaching and learning methods initiatives and evaluation techniques used by various departments.

This subject-wise feedback helps teachers to review methods and to make an effort to enhance the students' understanding and awareness of the goals of higher education. The College aims at the holistic development of students, thus a creation of values is the mission of every teacher. The tying of goals with departmental academic, co-curricular and extracurricular activities through the socials, commerce festivals ensures this.

### **6.5.3 Average number of quality initiatives by IQAC for promoting quality culture per year**

#### **Response: 7**

6.5.3.1 Number of quality initiatives by IQAC for promoting quality year-wise for the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
8	7	7	7	6

File Description	Document
Number of quality initiatives by IQAC per year for promoting quality culture	<a href="#">View Document</a>
IQAC link	<a href="#">View Document</a>

### **6.5.4 Quality assurance initiatives of the institution include:**

1. Regular meeting of Internal Quality Assurance Cell (IQAC); timely submission of Annual Quality Assurance Report (AQAR) to NAAC; Feedback collected, analysed and used for

- improvements**
- 2. Academic Administrative Audit (AAA) and initiation of follow up action**
  - 3. Participation in NIRF**
  - 4. ISO Certification**
  - 5. NBA or any other quality audit**

**A. Any 4 of the above**

**B. Any 3 of the above**

**C. Any 2 of the above**

**D. Any 1 of the above**

**Response:** B. Any 3 of the above

File Description	Document
e-copies of the accreditations and certifications	<a href="#">View Document</a>
Details of Quality assurance initiatives of the institution	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Annual reports of institution	<a href="#">View Document</a>

#### **6.5.5 Incremental improvements made during the preceding five years (*in case of first cycle*) Post accreditation quality initiatives (*second and subsequent cycles*)**

**Response:**

**Improvements:**

- The College had introduced PG Course in Social Work in 2011.
- Extended the facility of LCD Projectors to more classrooms
- Full-fledged installation of a 21 Station Gym for students and faculty
- Extended the existing wireless network to cover the entire campus
- Enhanced student facilities especially in mentoring, counselling and career guidance.
- Organized more National Seminars and Workshops for all Programmes
- Faculty Development Programmes initiated for capacity building
- Introduced more of Add-on courses in Clinical Biochemistry, Analytical Chemistry, Floriculture, Basic Electronics etc.

**Post accreditation quality initiatives:**

- Master in Social Work was introduced in 2011.
- The college has adopted the Semester System for all Under Graduate Courses from 2015

- More ICT enabled classrooms have been installed.
- Departments have been given computers for complete computerisation of their work.
- College Office and College Library have undergone automation and digitisation.
- Full-fledged installation of a 21 Station Gym for students and faculty.
- Extended the existing wireless network to cover the entire campus.
- Enhanced student facilities especially in mentoring, counselling and career guidance.
- Many Seminars & Workshops and Guest Lectures have been organised every year.
- Research & Publication have increased many-folds during the last few years.
- Villages and communities are covered for extension services by different departments.
- Introduction of Add-on courses in Clinical Biochemistry, Floriculture, Analytical Chemistry and Basic Electronics.
- Buses for the college to cater to field trips.
- Online certificate courses introduced.
- Inter-departmental practicals introduced across subjects.
- Football field and basketball court have flood lights.
- All laboratories have been upgraded.

## **Criterion 7 - Institutional Values and Best Practices**

### **7.1 Institutional Values and Social Responsibilities**

#### **7.1.1 Number of gender equity promotion programs organized by the institution during the last five years**

**Response:** 14

7.1.1.1 Number of gender equity promotion programs organized by the institution year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
1	1	5	1	6

<b>File Description</b>	<b>Document</b>
List of gender equity promotion programs organized by the institution	<a href="#">View Document</a>

#### **7.1.2**

##### **1. Institution shows gender sensitivity in providing facilities such as:**

- 1. Safety and Security**
- 2. Counselling**
- 3. Common Room**

**Response:**

**a) Safety and Security:** The institution has, so far, no incident of gender bias/gender related issues whatsoever. However, the college has taken precautionary measures to thwart all fears and threats with relation to gender equity. The college became a co-educational institution since 1999. Since then girls students have been admitted into the college filling the requisite reservation for girls students and in some cases their number exceeds that of their counterpart i.e. the boys. The college prospectus has laid down all the details where every student is duty bound to follow in letter and in spirit.

**b) Counselling:** The students especially the girls are given the counselling at the beginning of the session. The girls students are given an awareness on their dress, behaviour and overall conduct at every start of the session by the female faculty members.

**c) Common Room:** The college has a 'Girls Common Room' with basic facilities for them to spend their leisure time during breaks. The common room is often used by the girls especially during college week and other cultural extravaganza where they would require the room for changing etc.

The College has a Women Study Centre in place to look after gender-specific issues. The cell has a

representation from the Staff as well as the students.

The Women Study Centre organizes meetings, film shows, poster campaigns and interactive sessions to spread the awareness among the Edmundian Family.

### **7.1.3 Alternate Energy initiatives such as:**

#### **1. Percentage of annual power requirement of the Institution met by the renewable energy sources**

**Response:** 1.96

7.1.3.1 Annual power requirement met by the renewable energy sources (in KWH)

Response: 3.15

7.1.3.2 Total annual power requirement (in KWH)

Response: 161

<b>File Description</b>	<b>Document</b>
Details of power requirement of the Institution met by renewable energy sources	<a href="#">View Document</a>

### **7.1.4 Percentage of annual lighting power requirements met through LED bulbs**

**Response:** 75

7.1.4.1 Annual lighting power requirement met through LED bulbs (in KWH)

Response: 60

7.1.4.2 Annual lighting power requirement (in KWH)

Response: 80

<b>File Description</b>	<b>Document</b>
Details of lighting power requirements met through LED bulbs	<a href="#">View Document</a>

### **7.1.5 Waste Management steps including:**

- **Solid waste management**
- **Liquid waste management**
- **E-waste management**

**Response:****Waste Management steps including:**

- **Solid waste management:** The college has a ‘Waste Management System’ in place. The college maintenance staff have been trained on the system of waste management where the ‘Organic waste’ generated through the college canteen and the gardens are left in the Composting Pits which have been constructed. The ‘Inorganic waste’ are collected on a daily basis and are kept for the municipal truck to collect the following day. Recyclables are often kept separately for their re-sale.
- **Liquid waste management:** The liquid waste drained from Laboratory, Canteens, hostels etc are sieved through the mess nets that will hold the solid waste. Liquid waste is then drained into the sewage drain running internally in the campus till they finally joined the municipal sewage system.
- **E-waste management:** The college has not implemented E-waste policy but in case of any E-waste dump that comes out from the departments and other quarters, the same are given to the ‘Karmcharis’ who would send the E-waste to local vendors for their re-use.
- **Hazardous Waste Management** A signature campaign to make St Edmund’s College a ‘Plastic Free Zone’ was conducted in 2008 and this has brought down the usage of disposable plastic goods to the minimum. The second phase of ‘Plastic Free Zone Campaign’ is currently being taken up by the NOW ECO CLUB of the college to remind the students about the harmful effects of using plastic material.

**7.1.6 Rain water harvesting structures and utilization in the campus****Response:**

- **Water Harvesting**

The fact that the region is well known for the heavy rains, therefore a roof top water harvesting unit was installed in the college campus under the SCSTE in the year 2013. The water from the roof is diverted to nine (9) storage units of 1000 litres and 2000 litres respectively. The water from the storage units are then distributed to different places for various purposes. Mr. Shabbir Mazumdar is the person-in-charge of the water harvesting. The College is contemplating installing more structures for water harvesting.

**7.1.7 Green Practices**

- **Students, staff using**
  - a) **Bicycles**
  - b) **Public Transport**
  - c) **Pedestrian friendly roads**
- **Plastic-free campus**
- **Paperless office**
- **Green landscaping with trees and plants**

**Response:**

- **Students, staff using**

**a) Bicycles:** The college has introduced the Bicycle Stand for teachers and students alike to safely park their bicycles in the campus. The College Bicycling Club under the aegis of the NOW Eco Club was formed with the sole objective to promote cyclers in the campus. Besides, the club organises rides for awareness programmes and meetings.

**b) Public Transport:** Most students use the public transport as students are not encouraged to bring vehicles into the campus. No parking space is provided to them. Similarly few teachers, are using public transport for conveyance.

**c) Pedestrian Friendly Roads:** The campus has trails and tracks exclusively for pedestrians while footpaths outside the campus provide a safe path for the pedestrians.

- **Plastic free campus:** The students and teachers alike are not encouraged to use plastics in the campus. Regular campaigns are held in the campus organised by the NSS, EVS and Social Work Department to remind students on the menace of plastics. Canteens are advised not to use plastic cups and similarly the Coffee Corner which is frequented by all uses paper cups.
- **Paperless office:** As far as possible, the principal and the office uses electronic medium like SMS, Emails etc. to transmit messages to the students and the teachers. Most information is stored in soft copy in a database of the college
- **Green landscaping with trees and plants:** The campus has a well-maintained lawn with flowers adorned around the entire campus. The pine trees, the cherry blossom and other species provide a fresh fragrance and shade on a hot sunny day. Few gardeners are employed to nurture the flowers and the plants in the campus. The students group of NSS, NCC, EVS and Social Work do organise a campus cleaning and tree plantation on the available spaces.
- One of the ingenious steps taken by the college to promote environmental consciousness is the presentation of tree sapling to Chief Guest and Guests of Honour, Resource persons, Guest lecturers etc instead of handing out gifts and mementos. This has been duly acknowledged as an innovative method to spread environmental awareness.
- “**ADOPT A TREE**” is another innovative idea that created a positive impact. This system ensures that each tree that is planted is well taken care of by the person who adopted it.
- Spreading environmental awareness through Music is another innovative and highly efficient tool. The World Environment Day celebration, 2017 organized by the Department of Environmental Science in collaboration with the NSS in the form of an interdepartmental music competition witnessed a positive student response.
- **Project work** for the final year students on various environmental topics such as Environmental consciousness of the students , Carbon Footprint, Waste generation and management, Noise Pollution, Impacts of pollution etc are other steps taken in the direction of environmental awareness and protection

### **7.1.8 Average percentage expenditure on green initiatives and waste management excluding salary component during the last five years**

**Response:** 0.12

7.1.8.1 Total expenditure on green initiatives and waste management excluding salary component year-

wise during the last five years(INR in Lakhs)

2017-18	2016-17	2015-16	2014-15	2013-14
5.08	0.56	0.09	0.33	0.47

File Description	Document
Green audit report	<a href="#">View Document</a>
Details of expenditure on green initiatives and waste management during the last five years	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

#### 7.1.9 Differently abled (Divyangjan) Friendliness Resources available in the institution:

- 1. Physical facilities**
- 2. Provision for lift**
- 3. Ramp / Rails**
- 4. Braille Software/facilities**
- 5. Rest Rooms**
- 6. Scribes for examination**
- 7. Special skill development for differently abled students**
- 8. Any other similar facility (Specify)**

**A. 7 and more of the above**

**B. At least 6 of the above**

**C. At least 4 of the above**

**D. At least 2 of the above**

**Response:** B. At least 6 of the above

File Description	Document
Resources available in the institution for Divyangjan	<a href="#">View Document</a>
link to photos and videos of facilities for Divyangjan	<a href="#">View Document</a>

#### 7.1.10 Number of Specific initiatives to address locational advantages and disadvantages during the last five years

**Response:** 14

7.1.10.1 Number of specific initiatives to address locational advantages and disadvantages year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
2	4	2	2	4

File Description	Document
Number of Specific initiatives to address locational advantages and disadvantages	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

**7.1.11 Number of initiatives taken to engage with and contribute to local community during the last five years (Not addressed elsewhere)**

**Response:** 14

7.1.11.1 Number of initiatives taken to engage with and contribute to local community year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
2	4	2	2	4

**7.1.12**

**Code of conduct handbook exists for students, teachers, governing body, administration including Vice Chancellor / Director / Principal /Officials and support staff**

**Response:** Yes

File Description	Document
URL to Handbook on code of conduct for students and teachers , manuals and brochures on human values and professional ethics	<a href="#">View Document</a>

**7.1.13 Display of core values in the institution and on its website**

**Response:** Yes

File Description	Document
Provide URL of website that displays core values	<a href="#">View Document</a>

**7.1.14 The institution plans and organizes appropriate activities to increase consciousness about national identities and symbols; Fundamental Duties and Rights of Indian citizens and other constitutional obligations**

**Response:** Yes

File Description	Document
Details of activities organized to increase consciousness about national identities and symbols	<a href="#">View Document</a>

**7.1.15 The institution offers a course on Human Values and professional ethics**

**Response:** No

File Description	Document
Any additional information	<a href="#">View Document</a>
Provide link to Courses on Human Values and professional ethics on Institutional website	<a href="#">View Document</a>

**7.1.16 The institution functioning is as per professional code of prescribed / suggested by statutory bodies / regulatory authorities for different professions**

**Response:** Yes

File Description	Document
Any additional information	<a href="#">View Document</a>
Provide URL of supporting documents to prove institution functions as per professional code	<a href="#">View Document</a>

**7.1.17 Number of activities conducted for promotion of universal values (Truth, Righteous conduct, Love, Non-Violence and peace); national values, human values, national integration, communal harmony and social cohesion as well as for observance of fundamental duties during the last five years**

**Response:** 112

7.1.17.1 Number of activities conducted for promotion of universal values (Truth, Righteous conduct, Love, Non-Violence and peace); national values, human values, national integration, communal harmony and social cohesion as well as for observance of fundamental duties year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
17	30	16	29	20

File Description	Document
List of activities conducted for promotion of universal values	<a href="#">View Document</a>

### **7.1.18 Institution organizes national festivals and birth / death anniversaries of the great Indian personalities**

#### **Response:**

St. Edmund's College is an institution that believes in the diversity and plurality of its population. Students and members of the staffs belong to different parts of the country yet they have one thread that knits them together into one beautiful assortment of colours; and that is their nationality. Therefore the College takes utmost interest in celebrating national festivals and the birth and death anniversaries of great Indian personalities.

Holi, the festival of colours is celebrated with great gusto as the students not only play with colours but also exchange tasty sweets and snacks amongst themselves and the entire staffs. Being the birthday of Lord Krishna, the College holds a puja in praise of the deity on Janmashtami. Biswakarma Puja has always found space in the college with the setting up of a puja pandal where a prayer is held. Attended by both the members of the staffs and the students the puja has been a day that showcases the kind of reverence that we Indians have for the divine. A special assembly is held as we owe our reverence to the divine worship of Durga Puja and even Diwali.

Being a Christian Institution, St. Edmund's College holds special service during Good Friday and Easter Sunday as students and staffs are welcome to attend the church services on these days. Even though the College closes for the winter break well before Christmas, yet the College authority never denies its staffs and students a Pre-Christmas Celebration. The last working day of the year is always dedicated towards this celebration as a symbol of birth and life.

Besides these national religious festivals the College also organises parades and flag hoisting every year on the 26th of January and the 15th of August. These two important dates in the history of the country are days that the College stands together with the rest of the country as it pays its homage and reverence to our beautiful nation.

It may be stated here that local festivals like the Behdienkhlam, Shad Suk Mynsiem, The Wangala festival, etc are also given places of worth and significance as the College never fails to either showcase snippets of these festivals through performances by the students or through popular talks and lectures.

The College never fails to commemorate and celebrate the birth and death anniversaries of great personalities of the country with pride and gusto. Be it Buddha Purnima (18th May) or Prophet

Mohammad's Birthday (21st November) or even Guru Nanak's Birthday (23rd November), U Tirot Sing's Death Anniversary (17th July) or Pa Togan Sangma's Death Anniversary (12th December) the College has always been sensitive towards the emotions of our fellow citizens who belong to these religious sects, faith, community and tribe. Thereby on such occasions guests lectures and special assemblies are regular features. Teachers' Day and Children's Day are celebrated with a lot of fun and merriment by the students and the teachers alike.

### **7.1.19 The institution maintains complete transparency in its financial, academic, administrative and auxiliary functions**

#### **Response:**

Yes, the College do maintain complete transparency in the functioning of the college especially dealing with Academic matters, Administrative, Financial and other matters.

- The mechanisms are as follows:
- An annual internal audit is done by the account office and is checked by the representatives of the Governing Council.
- An annual external audit is done by a firm of chartered accountants approved by the CCBI Trust. The audited accounts are also submitted to the government and to the office of the Accountant General.
- The major source of institutional funding is the Fees of the students. The Self Financing Departments of the College besides meeting the salaries of the College Appointed Professors also finances Infrastructural development and the General Maintenance of the College.
- 6 of our Science Departments of our College receive funding under the Star Status while 4 departments under Star College grants. The Department of Biotechnology has been the beneficiary of many grants to the College which have been largely responsible for making St. Edmund's College the Advanced Biotech Hub for the North East.
- The audited income and expenditure statements of academic and administrative activities of each of the previous four years is available and can be examined during the Peer Team Visit. It has been prepared by a reputed Associates Chartered Accountants. The statements are too large and do not fit in the format of the RAR.

## **7.2 Best Practices**

### **7.2.1 Describe at least two institutional best practices (as per NAAC Format)**

#### **Response:**

## Best Practices

### 1. Title of the Practice

**'Greater Autonomy for Excellence in Academics, Sports, Outreach Programmes and Co-curricular'**

The areas covered are:

- **Autonomy to the Department.**
- **Leadership in students in handling programmes.**
- **Social Outreach programmes.**
- **Capacity Building programmes.**
- **Students and researchers.**
- **Large range of extra-curricular activities.**
- **Availability of funds to organize programmes.**
- **A strong NSS Unit and NCC Unit.**

### 2. Goal

The College administration allows the Departments to be fully involved in the admission process though they are to abide by the reservation policy of the State and the criteria laid down by the institution in the meeting with the Heads of the Department and the IQAC Coordinator. This practice allows the faculty in the Department to choose candidate from across section of the society and also across cultural backgrounds thereby creating an atmosphere of learning in multi-lingual, multi-cultural and multi-religious groups.

The College administration by allowing and encouraging students to come forward and organize programmes such as Teachers' Day, College Week, hosting of programme, outreach programmes, awareness programmes, volunteers in calamities and others areas; has created an impact whereby students passing out of the College and joining another institution readily come out as leaders in various programmes. It has created a group of students that has come forward within the State and other States who were able to handle different leadership programmes and took initiatives which are good for the over growth of youth.

Through the Departments of Bachelor of Social Work and Master in Social Work the College is able to motivate not only the students of the above Department but also of science Departments and humanities Departments to be available for the youth in the rural areas through various programmes such as knowing one's blood group, involvement in health camps, community service, teaching of basic science, imparting knowledge on the maintenance of electronics equipment etc. The involvement of teachers in such initiative further enhances the goal of the College.

Through the Biotech Hub, the different science Departments are called to organize Capacity Building

programmes to encourage and create awareness on the students of class XI and XII science on the need to look at studying basic science as an option after completing class XII. It has created an impact because the number of students joining basic science although they qualify for medical or engineering has increased substantially.

A number of students in the College are doing research under the guidance of the teachers who motivated them in topics that are available in and around the State. These students look at topic which is useful for the rural community.

The large number of events in the extra-curricular activities help student to discover their potential and thereby come out to build a career for themselves.

The College provides sufficient funds for Departments to organize programmes thereby create a better atmosphere of learning through interaction with experts and fellow students from neighbouring Colleges.

The NSS Unit of the College is vibrant and a large number of students participate in different activities organized by the NSS Unit. Through the NSS a Community Library was set up at Dewlieh Village and Diengsong village to enable school children to access library and to read more.

Active NCC Unit with Cadets participating in various events including being selected for Republic Day Parade in New Delhi.

### **3. The Context**

Admission to the College used to be a challenging experience due to the process the College followed earlier which in the eye of the public does not seem to be transparent and it created dissatisfaction. Questions were even raised on the observation of the State reservation policy by different pressure groups and NGOs and it was a difficult situation. A decision was taken in 2011 to provide autonomy to the different Departments to admit students through a transparent process whereby everyone can see and understand the process. In trying to achieve this goal, the College had to follow strictly the State reservation policy and make sure that in selecting students for different subjects deserving candidates and unrepresented areas are given a chance to join the College. Today, due to this process the College can boast of a multi-cultural, multi lingual and multi religious group of students in the College.

### **4. The Practice**

Involving students in arranging for various programmes has created an impact in leadership training. The process starts with the election of the class representatives and the assistant class representatives which are democratic and transparent in nature. The whole process of election is under the guidance and observation of the teachers. The class representatives then are entrusted with different tasks to perform ranging from preparing teams for different events, to motivating the class in different activities. The class representatives are also entrusted with finance for organizing the Teachers' Day and they along with the assistance of other members chalk out the entire programme for the celebration in their Honours group or in their stream. This practice has foster unity, understanding, co-operation, mutual respect and also assisting each other in time of needs. The class representatives are also encouraged to take initiatives in organizing other events such as a get together, popular talk, popular lectures, field trips, food fests and other activities which give opportunity to students to discover their potential. The practice has enhanced the growth of the students whereby they take pride in trying to achieve better University results and work together towards

achieving a maximum pass percentage. It also helps them to assist one another in their studies and form a group of likeminded people to achieve better grades. The major constraint in this practice is when a dominant group tries to impose or when the selection of class representatives is done base on popular votes rather than quality. It could be disastrous for the class if it is not rectified on time. We are proud to state that we have found it meaningful and also practical in our experience.

## **5. Evidence of Success**

Success is visible when the College in humanities, science, bachelor of social work and bachelor of computer applications achieve every year with an average pass percentage of 75% and above every year. The number of position holders in the university examination has increased and in some departments records have been created such as Physics and Chemistry where our students have set up a new bench mark to be achieved by other students. The relationship between the students and the teachers is very close and the teachers are available for the students. Thus, students have mentors to look at their problems in a meaningful way and thereby allowing them to come out and discover themselves and their potential. These results indicate that learning together as a team without prejudice can bring together a group into a unified body. It also indicates that team work is an important aspect of education in the light of the cut throat competition that exists today. The presence of different communities working together as team foster unity in diversity and the college is proud of the diversity and the achievement through this diversity.

## **6. Problems Encountered and Resources Required**

The College is situated in an area where maximum students come from families which are not well to do and hence, through the collection of fees some achievement are visible however, the College is not in a position to raise fees to really meet the need of education today. The college by introducing a payscale has been able to retain the best people and is constantly working towards the betterment of its faculty. What has really hampered the college is that the Government is not sanctioning new posts for the last 35 years and all post created from 1990s have been created under College posts. The lack of financial and the stringent rules of affiliation have hampered the College to start new Departments which are job oriented. This has greatly affected students and many of them are moving outside the State to take up courses which are not available in the State.

## **7. Contact Details**

Name of the Principal: Dr. Sylvanus Lamare

Name of the institution: St. Edmund's College

City: Shillong

Pin Code: 793 003

Accredited: 2 cycles

Status: Applying for re-accreditation

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## 7.3 Institutional Distinctiveness

### 7.3.1 Describe/Explain the performance of the institution in one area distinctive to its vision, priority and thrust

#### Response:

- One of the ingenious steps taken by the college to promote environmental consciousness is the presentation of tree sapling to Chief Guest and Guests of Honour, Resource persons, Guest lecturers etc instead of handing out gifts and mementos. This has been duly acknowledged as an innovative method to spread environmental awareness.
- “ADOPT A TREE” is another innovative idea that created a positive impact. This system ensures that each tree that is planted is well taken care of by the person who adopted it.
- Spreading environmental awareness through Music is another innovative and highly efficient tool. The World Environment Day celebration, 2017 organized by the Department of Environmental Science in collaboration with the NSS in the form of an interdepartmental music competition witnessed a positive student response.
- **Richard Valentine Award for Most Environment Friendly Student** is another novel idea on the part of the college authorities. This award encourages students to be more eco-friendly and live a sustainable lifestyle.
- **Project work** for the final year students on various environmental topics such as Environmental consciousness of the students , Carbon Footprint, Waste generation and management, Noise Pollution, Impacts of pollution etc are other steps taken in the direction of environmental awareness and protection
- A study conducted by a final year student on the carbon footprint of the college revealed that 12769 Kg CO<sub>2</sub>e of carbon was released from the 250 LPG cylinders that were in the college canteen. About 2062 Kg CO<sub>2</sub>e of carbon was emitted from electricity consumption.
- Another project on waste generation and management of the waste in the college campus revealed that in the year 2014 approximately 40.8 kgs of wastewas produced from the college canteen and 55.6 kgs of waste was generated from the Higher Secondary Canteen. ( Survey by EVS )

#### Other Innovations:

- *Admission Process:* The College is a pioneer in the Spot Admission process where students with high percentage of marks are given direct admissions.
- *Fee payment:* The college has started the online fee payment which enables the students to pay fees without the hassle of queuing in the banks

- *Curriculum framework:* The departments introduced assignments and tutorials and student seminars and presentations on topics which are applied to the theory or the syllabi mentioned
- *Evaluation Methods:* Besides University Exams, the college evaluate on class test, open book tests, assignments and tutorials
- *Use of ICT:* each department is equipped with LCD projector and OHP projector. Few departments like Computer Science and Biotechnology have Smart Boards.
- *Social Media:* Students notices and information are notified in Facebook and WhatsApp. Few reading materials and references are uploaded in whatsapp and common emails where students can have access
- *Research & Publication:* The College provides opportunities for teachers to undergo research and publication. The college provides platform for DBT, DST, UGC research projects.
- *Community extension:* this is a strong area where the Social work department, the NSS and the NCC besides few other departments like EVS, Biochemistry, Botany, Biotechnology have reach out to communities. Programmes like ‘Science to the masses’ is conducted to the students in the **adopted villages** of the NSS and Social Work.
  
- Some of the best practices customary to the college are the observation of important days such as International Earth Day, International Day of Biodiversity, World Environment Day, World Forestry Day, Van Mahotsav, Wildlife Week etc.
- A common feature of the college is the **cleaning drive** carried out in and around the college by the various departments and clubs.
  
- An International Workshop on **Healing our Planet-Eco-sensitivity and Remediation** was organized by the Department of Environmental Science and Sri Ramanuja Mission Trust, Chennai & Indian Association of Health, Research and Welfare on 22 April, 2016 St. Edmund's College, Shillong. Other speakers include H.H. Mohrmen, Environmental and Social activist, Ms. Sotheavy Srey, Director, The Alliance for Conflict Transformation (ACT), Cambodia
  
- To promote Environmental Consciousness amongst the staff and students of the department, a popular lecture on “**Clean and Green India – A North East Perspective**” was held on the 23rd of May, 2016. The resource person was Shri Ranjan Chatterjee, Expert Member, National Green Tribunal, New Delhi. A total number of 208 including both students and teaching staff participated in the above programme.
  
- “**Rethinking about the future we want**” a popular talk organized by the Department of Environmental Science and NOW ECOCLUB. The talk was delivered by Mr. Phrang Roy, Chairman, NESFAS. The talk was organized with the objectives to remind students and staff alike about the need for sustainable development and managing the traditional knowledge for conserving the environment.
- The college also encourages students to participate in inter-college quiz and debates, drawing competition on environmental issues.

### **Other Best Practices:**

- **Mentoring:** This has been an ongoing practice in the college since the last ten years.
- **Student Seminars:** All departments conduct seminars and presentation for students to research on the topics given to them and to present before the class and at times in the presence of external experts

- Symposia for curriculum: Few departments have initiated a discussion on the syllabus and reviews its viability and practicality.
- Institutional visits: The college encourages departments to take students for institutional visits within and outside the state. The students gained a lot of experience and knowledge through such visits.
- Use of ICT: The College has initiated smart boards in two departments while other classrooms are equipped with LCD projectors. Besides, few departments have started online submission of assignments and tutorials.

NAAAC

## 5. CONCLUSION

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### Additional Information :

Besides, the college has a unique system of admission where the respective departments are given the responsibilities for students' intake where the general guideline is provided by the administration. Certain departments organise an informal discussion on the improvement on the syllabi and the course contents. Extra classes besides the remedial classes are taken by teachers to complete the syllabus which otherwise becomes difficult in normal working days. The students take upon themselves in organising various programmes in the college like the annual 'College Week' which provide them with the sense of unity, responsibility, organisational skills besides others. The teachers and the students alike utilise the social media in dissemination of information in their lectures or even of a programme in the department or the college. The college has a good practice of inviting eminent personalities and alumni for various programmes of the college. This gives them the sense of belongingness and their knowledge and experiences are shared. These personalities are presented with 'plant or flower sapling' as part of the green initiative and good practices.

### Concluding Remarks :

It may be stated here that St. Edmund's College is not only a premier institution in the North Eastern part of the country but an institution that has been able to mould and guide a number of students from within the country and abroad as well. Not only does the College have an academically strong and highly qualified faculty members but educators that shape minds and mould personalities. Besides the prescribed curriculum from the affiliated University, the College understands the need to offer add-on courses that would be helpful for the students even after the end of the three-year graduate course. The College also encourages its teaching faculty to further enhance and upgrade their teaching skills and knowledge through various orientation programmes, workshops and seminars.

Though it must be acknowledged that the College Governing Body is the highest authority in the institution yet the free hand that the various departments are provided with regards to the handling of the curriculum, purchase of books, organising workshops and seminars, and guests' lectures, etc, is not only commendable but highly appreciable. Participation of stakeholders is encouraged in various fields like the Library Committee, the Discipline Committee and the Magazine Committee. Class Representatives are selected to voice the concerns of their peers and reach the teachers and higher authority of the College. Exposure trips and field trips in far flung areas and even in foreign countries are provided for the students to further widen their knowledge on language, academics and cultures of people and places they visit. Voluntary memberships into the NSS, NCC, Eco Club, etc see great participation of the students that in a way help them come in aid and assistance of members of their community.

True to its vision and mission, St. Edmund's College thus upholds the goals and high ideals that its founder, Blessed Edmund Ignatius Rice has worked for and dedicated his entire life to. The College is a unique place of learning not only academically but more importantly a place that creates and nurtures the essence of life and living in each of its students.