



# **SELF STUDY REPORT**

**FOR**

**1<sup>st</sup> CYCLE OF ACCREDITATION**

**THONG NOKBE COLLEGE**

**PO DOKMOKA DIST KARBI ANGLONG**

**782441**

**<http://tnc.ac.in/>**

**Submitted To**

**NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL**

**BANGALORE**

**February 2022**

# 1. EXECUTIVE SUMMARY

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## 1.1 INTRODUCTION

Thong Nokbe College is one of the oldest institutions of higher education in Karbi Anglong district. Established in 1984, the college possesses the distinction of being the second college established on the soil of Karbi Anglong. Situated at a picturesque location just adjacent to the holy Mohamaya Hills of Dokmoka area, the college imparts Arts education at Higher Secondary and Degree Level drawing bulk of the tribal students primarily coming from the semi urban and rural areas of Dokmoka and its adjoining regions. The Medium of instructions in the Higher Secondary Level of the college is both English and Assamese while in Degree level the medium of instruction is English.

Soon the college will start imparting Science Education also as the Assam Government has already decided to open Science Stream both at H.S. and Degree levels at Thong Nokbe College and the necessary administrative order in this regard has already been issued. However due to the outbreak of Covid-19 pandemic, the opening of science stream in the college has been delayed for the time being and the same will be introduced after receiving further order from the Government.

From a very humble beginning, the college has over the years, attained full fledged growth having an enrolment of more than 1800 students at present and registering progress in different fields of activities. The college is permanently affiliated to the Assam University, Silchar, a central university that came into existence through Assam (Central) University Act, 1989 (Established under an Act of Parliament. Initially the financial burden of the college was beared by the Governing body of the College from the college fund and the periodical grants received from the Karbi Anglong Autonomous Council (KAAC). In the year 2013, the college was provincialised under the provisions of the Assam Venture Educational Institutions (Provincialisation of services) Act, 2011. In the year 2015, the college achieved another milestone when it was recognised by the UGC under the provisions of the **2-F and 12-B** of the UGC.

### Vision

The main vision of the college is to provide outstanding education and training at the maximum at affordable cost to the pre dominantly tribal inhabited area of Dokmoka and its adjoining areas. We lay stress on raising the aspirations of our learners and enable them to achieve their goals. The colleges envisages to become a Centre of Excellence of higher education in the district and to empower the students economically, socially, politically and psychologically. The College aims at making contribution towards establishing the principles of social justice and equality of status and opportunity as enshrined in the Indian constitution. The Motto of the college is '*Educate:: Enlighten::Empower*'. The college is committed to impart education laying stress on all round development of the students. This is because the college firmly endorses the idea that when the people become educated they become enlightened and when people are enlightened they become empowered to make the positive difference they wish to see in the world and in themselves.

### Mission

The Primary objective of the college is to spread the most up to date form of higher education among students

and inculcate among them the virtues adjustments, acquisition of ability for livelihood and making them good citizens. In pursuance of this objective, the college seeks to prepare students academically for Higher Secondary and Degree Examinations, in the process the college is making relentless efforts to produce efficient human resource in the district which can serve for the betterment of the district in particular and to act as a conscious citizen in general. The College further aims to impart education of the highest standard through value based holistic teaching and learning by integrating traditional and innovative practices. In addition to these the mission of the college is to create a platform for students for exploring their creative potential and nurturing the spirit of entrepreneurship and critical thinking and inculcate a strong belief in hard work and core values of gender equality, human rights and ecology in order to make them socially responsible citizens. Our mission also includes equipping the students with the skills needed to adapt better to the changing global scenario and gain access to multiple career opportunities and to provide inclusive education by making it accessible to all sections of society by maintaining and promoting quality, transparency, compliance and sustainability in governance.

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

### **Institutional Strength**

The greatest strength of Thong Nokbe College lies on the fact that being the only premier higher educational institution in the greater Dokmoka and its adjoining hill areas the college has been able to earn the confidence of the local populace who form an integral part of the college family.

The major strength of the college can briefly be summarised as under:-

#### **(A) Highly qualified and experienced Faculty:**

Apart from the social support the college has a highly qualified, experienced and well trained group of faculties who have been rendering selfless service to impart quality education to their students leading to a close bond between the teachers and the students. Therefore, close and healthy teacher students relationship forms another strength of the college.

#### **(B) A merit based transparent Admission system:**

The college follows a merit based transparent admission system resulting in admitting the best available meritorious students of the area in the college. During the process of admission the college follows a strict set of selection Criteria such as, admission to all courses of study is made strictly on the basis of merit, i.e. the percentage of marks obtained in the last qualifying examination. During the admission process the roster system as prescribed by the government is strictly adhered to.

#### **(C) Discipline:**

Another strength of the college lies on the fact that it ensures a strict discipline for both the students and the teachers and the supporting staff. A Students admitted to the college has to abide by the rules and regulations as prescribed by the college authority. Violation of rules, unsatisfactory progress, irregular attendance etc. invite disciplinary actions like imposition of fine, termination of scholarship, non-awards of college

diploma/degree, forced transfer and even expulsion from the college.

Apart from that, the college authority ensures discipline for the faculty members and the supporting staff in performing their duties. A system of Bi-metric attendance system is installed to digitally monitor the attendance of the faculty and the support staff of the college.

### **Institutional Weakness**

Despite the best efforts of the college authority to deliver the best available education to the students a Thong Nokbe College is not without certain drawbacks which hamper our effort to deliver the our best to the students and to the community.

(A) The main weakness of the institution is that it is situated in a very backward hilly region which is preventing us to utilise the best available technologies to impart our services. Most the students of the college come from far flung hilly villages to the college. The road accessibility to these hilly villages inhabited by the tribal people is very difficult and the situation worsens during the rainy season which some time makes it almost impossible for the students to attend their regular classes. Moreover, as these villages lie in the shadow areas having no internet accessibility, it becomes difficult for the teachers to communicate their students to supply reading martial and other related information. In addition to that these tribal students mostly come from the economically weaker sections who can afford an Android mobile or any other devise which can have internet facility. This difficulty was particularly faced during the long lack down period due to the Covid-19, pandemic. A large number of students were not able to avail the facility of online classes due to this natural hazard.

(B) Less than the required number of substantive teaching posts prompts the college to appoint Part-time and Guest faculty the members of which are migrant in nature leading to instability in the academic atmosphere and work in the concerned departments.

(C) Another weakness of the college is that it has to admit more students than its general seat capacity under pressure from the local socio-political organisations and the general public. This problem can be attributed to the fact that our college is the lone premier institution in the entire region of Dokmoka and the students have no other option but to get admitted here to pursue their further studies. This sometimes hampers the process of imparting the desired quality education to the students.

### **Institutional Opportunity**

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(A) The college authority is working on devising certain means to overcome the communication gap between the teachers and students created by the natural inaccessibility in this hilly region by trying to personally reach the students through village headmen and other leading personalities of the village to communicate the students to supply reading material to the students living in such areas. Sometimes such students are advised through the

village headman to come down to the areas where they can personally collect reading material from the teachers or submit their assignment. This has created an opportunity for both the teachers and students to personally con in to contact with each other and solve the course related quarries of the students.

(B) Another opportunity of the to further evolve itself lies in the fact that to the college is gearing up to start science stream both at the Higher Secondary and degree level. The necessary Government notification in this regard has already issued and preparation from the government side is started as a science laboratory has already been installed in the college. In future the college is planning to start PG courses to cater the higher educational needs of the tribal students of the region.

(C) The staff members with their various connections possess the potential to provide many opportunities for academic and other collaborations and partnerships from which the institution may stand to gain.

(D) Keeping in mind the need of certain students who are not able to avail the facility of formal class education, Thong Nokbe College has initiated the process of imparting education to such students through the non formal mode. As a part of this mission the college is privileged to have such a Study Centre of KKHSOU which became operational from 2015 academic session by offering under graduate, graduate and post graduate level courses.

### **Institutional Challenge**

While pursuing its mission and goal the college will definitely face a number of challenges:-

(A) The problem of the scarcity of sufficient number of class rooms to accommodate the huge number of students admitted is a constraint but it is creatively addressed by making use of every available bit of room in the college and the process of expanding the number of class rooms has already started by the local government of the district.

(B) Financial constraints come in the way of development as catering to a middle-class pool of students the income of the college (by way of fees) is necessarily low. This however is aggressively addressed through fund mobilization as in procurement of government and other grants.

(C) The institution is contemplating an expansion in college timings so as to imaginatively overcome the physical limitations of the campus and introduce other academic programmes in different time-frames.

(D) Another challenge before the institution is the poor socio-economic status of many of the students who find it difficult to complete the course because of financial constraints. The college addresses this challenge through the numerous free studentships that it provides as also the various government scholarships administered by it.

(E) First generation mostly tribal learners often hailing from impoverished backgrounds find it difficult to cope with the syllabus. The college does its utmost to facilitate socio-economic amelioration as well as educational assistance to these students by arranging financial endowments and remedial classes so that they may achieve the basic academic standard required for them.

## 1.3 CRITERIA WISE SUMMARY

### Curricular Aspects

#### 1. Curricular Aspect:

Thong Nokbe College is a co-educational Arts college imparting Arts education at Higher Secondary and Degree Level drawing bulk of the tribal students primarily coming from the semi urban and rural areas of Dokmoka and its adjoining regions. The Medium of instructions in the Higher Secondary Level of the college is both English and Assamese while in Degree level the medium of instruction is English. In respect of imparting education it is to be noted that Thong Nokbe College offers the following programmes in Arts

#### 1. Higher Secondary

2. B.A. (Three Years Degree Course: CBCS) the course wise combination of subjects for which are as follows:-

#### Higher Secondary Course:

In the Higher Secondary level, two of the subjects, namely (i) English and (ii) Alternative English or MIL (Assamese/ Bodo/ Hindi) are the core subjects and are compulsory.

In addition, a candidate must select any three Elective Subjects from the list given below:- (i) Political Science (ii) Economics (iii) Education (iv) History (v) Advance Assamese (vi) Advance Bodo (vii) Logic and Philosophy (viii) Swadesh Adhyayan\*

In addition to the three elective subjects, a candidate may study a fourth elective subject as an option.

#### Three Years Degree Course (B.A. CBCS):

As the college is affiliated to the Assam University, which has introduced the Choice Based Credit System (CBCS) for the graduate level courses (TDC) from the 2018-19 Academic Session, therefore the CBCS structure of the course is being followed at Thong Nokbe College from that year onwards.

#### Subjects Offered in the College:

A student undergoing TDC course at Thong Nokbe College may offer the following subjects in conformity with the combination of subjects permitted under the CBCS by the Assam University :- Political Science (ii) Economics (iii) History (iv) Education (v) Logic and Philosophy (vi) Assamese (vii) English (viii) Bodo and (ix) Hindi.

#### Teaching-learning and Evaluation

Apart from taking regular classes, there is the provision of conducting periodic assessment of the students through class tests pre-examination tests and through allotting assignments to the students. Speaking about the TDC courses it may be mentioned that there are 2 programmes in TDC under CBCS system in the college.

These are:-.,

TDC (CBCS) Honours Programme and

TDC (CBCS) General Programme

Each with specific courses, papers, credits and marks requirements as per the Course Structures are as follows: \_

Minimum credit requirement to complete the Honours is 148 and that under the General programme is 132. .

1. Marks Pattern: Each theory course paper will be of 100 marks. (30 marks from Unit Tests and Attendance and 70 marks from End Semester Exam.)

1. Total Marks under the CBCS: The Pass course will be of 2400 marks (*400 marks in each Semester*) with 132 credits (Class room hours). The Honours course will of 2600 marks. Maximum duration for the completion of a TDC (CBCS) programme of study is 5 (five) years from the date of admission.

2. Internal Assessment (IA):

Under the CBCS, Internal Assessment is included as one of the components to judge students' overall performance— i.e., marks secured in Internal Assessment shall be included in semester results. 30% marks shall be earmarked for IA.

There shall be two components of IA:

(A) Unit Test

(B) Class Attendance

In CBCS, IA is termed as Continuous and Comprehensive Assessment (CCA).

1. Unit Test: There will be two Unit Tests per semester for theory paper excluding Skill Enhancement Course. The highest mark scored by a student out of two Unit Tests shall be awarded to the student. .
2. Attendance: A student with less than 75% of attendance on an average of all the papers of the concerned semester shall NOT be allowed to appear in that semester examination. However, such a student may appear in the subsequent examination in all the papers.

There will be provisions for condonation of attendance for the students to represent the college in different co-curricular activities.

## Research, Innovations and Extension

(A) Some teachers are undertaking various Research Projects and Research works through different institutions. The college management encourages its teachers to submit research proposals, and conduct research for which a research committee has been in place to facilitate the research and extension activities. The committee organizes workshops and sensitization programs to create research spirit among teachers and students.

(B) The most important thing in teaching learning process of this institute is ability of its teachers to create enthusiasm, ignite passion and generate curiosity among the students. The teachers are deputed off and on to participate in conferences, seminars and symposia, orientation and refresher courses to boost their teaching skills and make their teaching more innovative and effective. The teachers have published research papers on various national and international journals and writing chapters in books. Some of the teachers of the college and also involved in writing text books for the students.

(C) Besides triggering research temperament the research cell of the college provides separate and exclusive platform for the student community to showcase their research endeavours and incentivize the same. The research cell has also been instrumental in encouraging the teaching fraternity across various disciplines to write research papers relevant to their field of study. Thong Nokbe College mobilizes and imparts fresh research insights among teachers and students within and outside the institute by means of its research cell.

(D) The College has also devised a system of TEACHER-GUIDE PROGRAMME, where a teacher would guide a group of students of about 30 to 40. The teacher guide programme also include guiding the students class attendance monitoring, guiding co-curricular activities, career guidance and counseling, library use guidance, examination related guidance, college related information, and any other viewed necessary to better college academic performance.

## Infrastructure and Learning Resources

1. Thong Nokbe College has facilities for teaching – learning, viz., classrooms, laboratories, computing equipment, etc. The college has adequate facilities for sports, games (indoor, outdoor), gymnasium, yoga center etc. and cultural activities.
2. Provision of adequate infrastructural facilities for teaching and learning has always been a priority area for the Institution. Despite certain limitations the college tries to provide and enhance the infrastructure required to facilitate effective teaching and learning. The Institute has a total land area of 8.3 Acres of land which is constructed with structures for various academic purposes. With a foresight of additional intake, addition of new courses and change in syllabus, the institute forwards the requirement like building space, laboratory equipment, books and journals for library, IT resources, etc. to the management. The management reviews the requirements and approves if appropriate and then facilities are created/procured by the standard procedure. The institute has planned and constructed the infrastructure which facilitates the curricular and co-curricular activities. All the departments are fully equipped with the necessary infrastructure to meet the ever increasing requirements which adequate class rooms, seminar halls, tutorial rooms, laboratories, and sufficient space for hosting all academic activities.



3. Each classroom is of adequate size and has enough lighting, air ventilation and good ambience. The institution has sufficient number of well-furnished, well ventilated, spacious classrooms for conducting theory classes Tutorial rooms are also available in the college to conduct tutorial classes to address the personal level doubts and queries of the students. The college has an Auditorium hall with public addressing systems; LCD projectors, etc are available. Nearly 200 members can be accommodated in the auditorium hall which is regularly used for conducting seminars of state and national level at the Institute

### **Student Support and Progression**

Thong Nokbe College has developed its own inbuilt mechanism for the support of the students and in the process to progress its own faculty member . the Students support facilities include:-

#### **1. Library:**

The college is equipped with a well furnished Library containing more than 4500 books related to different courses of study. Besides, the college regularly subscribes a number of daily news papers and magazines. The students are encouraged to avail the facilities provided by the college library. .

#### **1. Scholarship:**

Various scholarships are available particularly for the ST/SC, OBC and Minority students as per Govt. Rules. Scholarship money is directly transferred to the Bank account of the beneficiary student.

#### **1. Students Aid Fund:**

The college has a 'Students Aid Fund'. Deserving and meritorious students coming from economically weaker sections of the society are given financial aid out of this fund provided they do not avail any other kind of scholarship.

#### **1. Career Guidance Cell:**

The college has a Career Guidance Cell that organizes group counselling sessions to provide career and academic guidance to the students.

#### **1. Remedial Coaching Programme:**

Thong Nokbe College is undertaking the programme of remedial Coaching for the students of the institution. The programme aims at intensive coaching for Degree students who will be appearing in the TDC Semester examinations. The College also strives for the holistic development of students and caters to their needs for progression in academic as well as curricular and extracurricular activities such as sports, debate, quiz contests, cultural activities and others. It also encourages them to have a feel of the external environment through study trips and visits to various institutions so that they know about the national and global demands.

Besides the above students support facilities the college constantly strives for the professional and academic progress of its own faculty members. The institution collects feedback from students from time to time and the same is used to evaluate the performance of the faculty and plan strategies for the improvement of

their teaching skills.

## **Governance, Leadership and Management**

Thong Nokbe College functions in compliance with the rules and regulations framed by the concerned department of the Assam Government. The academic and administrative affairs of the college are managed by the principal of the college. The College has a duly constituted Governing Body approved by the concerned authority. The Governing Body of the college is an autonomous body and therefore it takes all the administrative decisions regarding the functioning of the college. The Principal of the college assisted by the Vice principal looks after the day to day administrative and academic affairs of the college. The administrative and academic affairs of the college are run under the leadership of the principal. The principal is accountable to the Governing Body for all his actions. The financial transactions are made as per the approval of the governing body. Records of all financial transactions are subject to annual audit by a chartered accountant after which the audit is placed before the Governing Body during its annual meeting.

In order to conduct the day to day affairs of the college smoothly and to provide constructive suggestions to the authority in different fields of works, the college has a number of committees. These committees, apart from serving as inbuilt mechanism, uphold the democratic spirit of participation, consensus and accountability. These committees chalk out action plans for their allotted field of activities. These committees are given sufficient amount of freedom in their functioning. All such committees function under the guidance of the principal of the college. College has a duly elected Students Union Body and an Alumni Association which assist the college authority in the affairs relating to the students welfare and other social extension activities.

## **Institutional Values and Best Practices**

Thong Nokbe College aims at making contribution towards establishing the principles of social justice and equality of status and opportunity as enshrined in the Indian constitution. The Motto of the college is '*Educate:: Enlighten::Empower*'. The college is committed to impart education laying stress on all round development of the students. Apart from that the college lays stress on the following values: \_

### **1. Student Success and Completion:**

Meeting student needs by creating an educational environment in which students can attain a variety of goals.

### **1. Excellence:**

Maintaining a high standard of integrity and performance leading to the achievement of academic and career goals.

**1. Collaboration:**

Seeking input from all sectors of the college and the community.

**1. Diversity:**

Fostering a learning community in which the diverse values, goals, and learning styles of all students are recognized and supported.

**1. Life-Long Learning:**

Encouraging enthusiastic, independent thinkers and learners striving for personal growth.

**1. Integrity:**

Behaving ethically in all interactions at all levels.

**1. Technological Advancement:**

Implementing cutting-edge technology that enhances instruction and prepares students for life-long success.

**1. Strict ban on ragging:**

As per the order of the Honorable e Supreme Court and recommendation of RK Raghavan Committee this institution considers ragging in any form a cognizable offence and really means business and does not hesitate to take stern action against the offenders. A Vigilance & Disciplinary Committee, TNC consisting of senior faculty members, and a few responsible senior students has been constituted to have an in-built mechanism for checking the incidence of ragging. The committee monitors the events involving ragging, enquire into them, make recommendation and spell out the punishments in this regard to the institution authorities.

The college authority gives importance on devoting more contact hours per paper in an academic session at undergraduate level. Teaching and learning is a continuous process. The teacher can enrich his/her teaching ability by undergoing the exercise of a carefully formatted “students-feed-back” Performa. The college encourages the teachers for taking students feed-back on their teaching activities in every academic session.

## 2. PROFILE

### 2.1 BASIC INFORMATION

| Name and Address of the College |   |
|---------------------------------|---|
| Name                            | THONG NOKBE COLLEGE                               |
| Address                         | PO Dokmoka Dist Karbi Anglong                     |
| City                            | Dokmoka   |
| State                           | Assam   |
| Pin                             | 782441  |
| Website                         | <a href="http://tnc.ac.in/">http://tnc.ac.in/</a> |

| Contacts for Communication |                    |                         |            |     |                         |
|----------------------------|--------------------|-------------------------|------------|-----|-------------------------|
| Designation                | Name               | Telephone with STD Code | Mobile     | Fax | Email                   |
| Principal(in-charge)       | Dhanjoy Narzary    | 03672-6026020188        | 6026020188 | -   | principaltnc@gmail.com  |
| IQAC / CIQA coordinator    | Kishore Basumatary | -                       | 6026020189 | -   | kb.basumatary@gmail.com |

| Status of the Institution |            |
|---------------------------|------------|
| Institution Status        | Government |

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

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

| Establishment Details                |            |
|--------------------------------------|------------|
| Date of establishment of the college | 01-01-1986 |

**University to which the college is affiliated/ or which governs the college (if it is a constituent college)**

| State | University name  | Document                      |
|-------|------------------|-------------------------------|
| Assam | Assam University | <a href="#">View Document</a> |

**Details of UGC recognition**

| Under Section | Date       | View Document                 |
|---------------|------------|-------------------------------|
| 2f of UGC     | 21-12-2015 | <a href="#">View Document</a> |
| 12B of UGC    | 21-12-2015 | <a href="#">View Document</a> |

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

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

**Details of autonomy**

|  |    |
|--|----|
| Does the affiliating university Act provide for conferment of autonomy (as recognized by the UGC), on its affiliated colleges? | No |
|--|----|

**Recognitions**

|   |    |
|---|----|
| Is the College recognized by UGC as a College with Potential for Excellence(CPE)? | No |
| Is the College recognized for its performance by any other governmental agency?   | No |

**Location and Area of Campus**

| Campus Type      | Address                       | Location* | Campus Area in Acres | Built up Area in sq.mts. |
|------------------|-------------------------------|-----------|----------------------|--------------------------|
| Main campus area | PO Dokmoka Dist Karbi Anglong | Tribal    | 8.3                  | 3891                     |

## 2.2 ACADEMIC INFORMATION

NAAC

| <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  | BA,English Honours              | 36                        | Senior Secondary           | English                      | 50                         | 37                             |
| UG  | BA,Assamese Honours             | 36                        | Senior Secondary           | Assamese                     | 50                         | 34                             |
| UG  | BA,Economics Honours            | 36                        | Senior Secondary           | English                      | 50                         | 33                             |
| UG  | BA,Political Science Honours    | 36                        | Senior Secondary           | English                      | 50                         | 35                             |
| UG  | BA,History Honours              | 36                        | Senior Secondary           | English                      | 50                         | 19                             |
| UG  | BA,Education Honours            | 36                        | Senior Secondary           | English                      | 100                        | 64                             |
| UG  | BA,English General              | 36                        | Senior Secondary           | English                      | 700                        | 558                            |
| UG  | BA,Assamese General             | 36                        | Senior Secondary           | Assamese                     | 150                        | 123                            |
| UG  | BA,Economics General            | 36                        | Senior Secondary           | English                      | 150                        | 74                             |
| UG  | BA,Political Science General    | 36                        | Senior Secondary           | English                      | 400                        | 380                            |
| UG  | BA,Education General            | 36                        | Senior Secondary           | English                      | 400                        | 389                            |
| UG  | BA,History General              | 36                        | Senior Secondary           | English                      | 300                        | 187                            |
| UG  | BA,Philosophy General           | 36                        | Senior Secondary           | English                      | 200                        | 127                            |
| UG  | BA,Bodo General                 | 36                        | Senior Secondary           | Bodo                         | 200                        | 88                             |
| UG  | BA,Hindi Mil                    | 36                        | Senior Secondary           | Hindi                        | 70                         | 54                             |

**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                |        |        |       | 7                          |        |        |       | 22                         |        |        |       |
| Recruited   | 0                | 0      | 0      | 0     | 3                          | 0      | 0      | 3     | 11                         | 11     | 0      | 22    |
| Yet to Recruit  | 0                |        |        |       | 4                          |        |        |       | 0                          |        |        |       |
| Sanctioned by the Management/Society or Other Authorized Bodies | 0                |        |        |       | 0                          |        |        |       | 7                          |        |        |       |
| Recruited   | 0                | 0      | 0      | 0     | 0                          | 0      | 0      | 0     | 2                          | 5      | 0      | 7     |
| 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              |             |               |               | 13           |
| Recruited   | 12          | 0             | 0             | 12           |
| Yet to Recruit  |             |               |               | 1            |
| Sanctioned by the Management/Society or Other Authorized Bodies |             |               |               | 2            |
| Recruited   | 0           | 2             | 0             | 2            |
| 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              |             |               |               | 0            |
| Recruited   | 0           | 0             | 0             | 0            |
| Yet to Recruit  |             |               |               | 0            |
| Sanctioned by the Management/Society or Other Authorized Bodies |             |               |               | 0            |
| Recruited   | 0           | 0             | 0             | 0            |
| Yet to Recruit  |             |               |               | 0            |

**Qualification Details of the Teaching Staff**

| <b>Permanent Teachers</b>    |                  |        |        |                            |        |        |                            |        |        |              |
|------------------------------|------------------|--------|--------|----------------------------|--------|--------|----------------------------|--------|--------|--------------|
| <b>Highest Qualification</b> | <b>Professor</b> |        |        | <b>Associate Professor</b> |        |        | <b>Assistant Professor</b> |        |        | <b>Total</b> |
|                              | Male             | Female | Others | Male                       | Female | Others | Male                       | Female | Others |              |
| D.sc/D.Litt/LLD/DM/MCH       | 0                | 0      | 0      | 0                          | 0      | 0      | 0                          | 0      | 0      | 0            |
| Ph.D.                        | 0                | 0      | 0      | 2                          | 0      | 0      | 2                          | 1      | 0      | 5            |
| M.Phil.                      | 0                | 0      | 0      | 1                          | 0      | 0      | 4                          | 2      | 0      | 7            |
| PG                           | 0                | 0      | 0      | 1                          | 0      | 0      | 5                          | 8      | 0      | 14           |
| UG                           | 0                | 0      | 0      | 0                          | 0      | 0      | 0                          | 0      | 0      | 0            |

| <b>Temporary Teachers</b>    |                  |        |        |                            |        |        |                            |        |        |              |
|------------------------------|------------------|--------|--------|----------------------------|--------|--------|----------------------------|--------|--------|--------------|
| <b>Highest Qualification</b> | <b>Professor</b> |        |        | <b>Associate Professor</b> |        |        | <b>Assistant Professor</b> |        |        | <b>Total</b> |
|                              | Male             | Female | Others | Male                       | Female | Others | Male                       | Female | Others |              |
| D.sc/D.Litt/LLD/DM/MCH       | 0                | 0      | 0      | 0                          | 0      | 0      | 0                          | 0      | 0      | 0            |
| Ph.D.                        | 0                | 0      | 0      | 0                          | 0      | 0      | 0                          | 0      | 0      | 0            |
| M.Phil.                      | 0                | 0      | 0      | 0                          | 0      | 0      | 0                          | 0      | 0      | 0            |
| PG                           | 0                | 0      | 0      | 0                          | 0      | 0      | 2                          | 5      | 0      | 7            |
| UG                           | 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> |        |        | <b>Total</b> |
|                              | Male             | Female | Others | Male                       | Female | Others | Male                       | Female | Others |              |
| D.sc/D.Litt/LLD/DM/MCH       | 0                | 0      | 0      | 0                          | 0      | 0      | 0                          | 0      | 0      | 0            |
| Ph.D.                        | 0                | 0      | 0      | 0                          | 0      | 0      | 0                          | 0      | 0      | 0            |
| M.Phil.                      | 0                | 0      | 0      | 0                          | 0      | 0      | 0                          | 0      | 0      | 0            |
| PG                           | 0                | 0      | 0      | 0                          | 0      | 0      | 0                          | 0      | 0      | 0            |
| UG                           | 0                | 0      | 0      | 0                          | 0      | 0      | 0                          | 0      | 0      | 0            |

| <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>Total</b> |
|   |             |   |               |   |              |
|   | 0           | 0 | 0             | 0 | 0            |

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

| Programme |        | From the State Where College is Located | From Other States of India | NRI Students | Foreign Students | Total |
|-----------|--------|---|----------------------------|--------------|------------------|-------|
| UG        | Male   | 0                                       | 0                          | 0            | 0                | 0     |
|           | Female | 0                                       | 0                          | 0            | 0                | 0     |
|           | Others | 0                                       | 0                          | 0            | 0                | 0     |

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

| Programme |        | Year 1 | Year 2 | Year 3 | Year 4 |
|-----------|--------|--------|--------|--------|--------|
| SC        | Male   | 0      | 7      | 12     | 9      |
|           | Female | 4      | 6      | 3      | 7      |
|           | Others | 0      | 0      | 0      | 0      |
| ST        | Male   | 206    | 152    | 244    | 413    |
|           | Female | 168    | 94     | 199    | 302    |
|           | Others | 0      | 0      | 0      | 0      |
| OBC       | Male   | 8      | 14     | 10     | 19     |
|           | Female | 12     | 14     | 12     | 9      |
|           | Others | 0      | 0      | 0      | 0      |
| General   | Male   | 2      | 8      | 14     | 11     |
|           | Female | 7      | 8      | 9      | 10     |
|           | Others | 0      | 0      | 0      | 0      |
| Others    | Male   | 0      | 0      | 0      | 0      |
|           | Female | 0      | 0      | 0      | 0      |
|           | Others | 0      | 0      | 0      | 0      |
| Total     |        | 407    | 303    | 503    | 780    |

**Institutional preparedness for NEP**

|   |  |
|---|--|
| 1. Multidisciplinary/interdisciplinary: | At present the institution has a single stream of Arts. But considering the recommendations of NEP 2020 concerning multidisciplinary education, our college has approached the authority concerned for |
|---|--|

|                                    |  |
|------------------------------------|--|
|                                    | <p>introducing Science &amp; Commerce Streams. More number of Certificate/ Diploma/ Degree courses will be introduced so that students may pursue courses of their choice. IT related courses are being started. With regard to holistic development, Environmental Studies has been incorporated in the course. For value-based education, programs are held time and again. Experts from different disciplines are being invited to present their deliberations so that students/faculties may get opportunities to gather as well as share knowledge of different subjects. Moreover, agreements/ MoUs are being signed with institutions/academicians having special expertise in a subject as a measure of exchange of expertise.</p>   |
| 2. Academic bank of credits (ABC): | <p>Continuing the chain of building transformative educational setup, UGC has introduced the “Academic Bank of Credits” (ABC) in 2019 which is adopted in the NEP 2020. It helps faculty to manage &amp; check the credits earned by students. The main objectives of ABC... ? To promote student-centric education ? Focus on learner-friendly teaching approaches ? Implement an inter-disciplinary approach ? Allow students to learn the best courses of their interest ? Enable students to learn at their own pace As a part of preparedness and implementation of the ABC, our college has introduced digital portal for students as well as faculties where records concerning all academic activities can be stored.</p>  |
| 3. Skill development:              | <p>Skill development is globally considered as key for productive employment. Skill development is generally used to refer to the productive capabilities acquired through all levels of learning and training, occurring in formal, non-formal, informal and on-the-job settings. The NEP 2020 has emphasized on skill development particularly in the Higher Education sector so that is in line with the policy’s goal of meeting the 2030 Agenda for Sustainable Development, which aims to “ensure inclusive and equitable quality education and promote lifelong learning opportunities for all” by 2030. Our institution has also a target to achieve this goal as a part of which correspondences are being made with PMKVY training centre for introducing skill based programs as well as introducing skill based courses prescribed by the UGC.</p> |

|   |  |
|---|--|
| <p>4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):</p> | <p>As per NEP 2020, “The vision of the policy is to instill among the learners a deep-rooted pride in being Indian, not only in thought, but also in spirit, intellect, and deeds, as well as to develop knowledge, skills, values, and dispositions that support responsible commitment to human rights, sustainable development and living, and global well-being, thereby reflecting a truly global citizen,” “The pursuit of knowledge (Jnan), wisdom (Pragyaa), and truth (Satya) was always considered in Indian thought and philosophy as the highest human goal,” it says. The aim of education in ancient India was not just the acquisition of knowledge but a complete realisation and liberation of the self, it outlines. Keeping in view the recommendations of the NEP2020, our institution has taken initiative to familiarize its students with the Indian Knowledge System through various program/workshop. Indian languages have been introduced in the curriculum. It has registered itself with SWAYAM so that there is an opportunity for all concerned to access online courses.</p> |
| <p>5. Focus on Outcome based education (OBE):</p>   | <p>Outcome-Based Education (OBE) is a student-centric teaching and learning methodology in which the course delivery, assessment are planned to achieve stated objectives and outcomes. It focuses on measuring student performance i.e. outcomes at different levels. Our institution follows the course/syllabus designed by the affiliating university. The present curriculum is designed by the university based on UGC recommended CBCS examinations that focus on OBE. Moreover, there is a continuous internal assessment/observation system to follow up the academic and other performances of the students.</p>   |
| <p>6. Distance education/online education:</p>  | <p>The college has a Study Centre of KK Handique State Open University that renders service to those learners who are unable to pursue regular courses. The Centre has been approved by the KKHSOU as a centre of distance and open learning that provides Certificate, Diploma, and Degree courses up to Postgraduate level. Regarding online education, the college has registered itself with SWAYAM to provide assistance to those intending to do online courses. Apart from that, the institution has been trying to educate all concerned through some online programs/webinars, etc. It is being initiated to make the college campus with access to free Wi-Fi so that learners as well as faculties are benefitted.</p>  |

NAAC

## Extended Profile

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### 1 Program

#### 1.1

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

| 2020-21                                 | 2019-20 | 2018-19                       | 2017-18 | 2016-17 |
|---|---------|-------------------------------|---------|---------|
| 256                                     | 218     | 186                           | 169     | 169     |
| File Description                        |         | Document                      |         |         |
| Institutional data in prescribed format |         | <a href="#">View Document</a> |         |         |

#### 1.2

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

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 15      | 15      | 15      | 15      | 15      |

### 2 Students

#### 2.1

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

| 2020-21                                 | 2019-20 | 2018-19                       | 2017-18 | 2016-17 |
|---|---------|-------------------------------|---------|---------|
| 949                                     | 922     | 995                           | 1158    | 1137    |
| File Description                        |         | Document                      |         |         |
| Institutional data in prescribed format |         | <a href="#">View Document</a> |         |         |

#### 2.2

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

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 112     | 86      | 85      | 102     | 162     |

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

### 2.3

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

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 233     | 186     | 159     | 87      | 255     |

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

## 3 Teachers

### 3.1

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

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 30      | 25      | 28      | 26      | 27      |

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

### 3.2

#### Number of sanctioned posts year-wise during last five years

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 30      | 30      | 30      | 30      | 30      |

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

## 4 Institution

### 4.1

#### Total number of classrooms and seminar halls



**Response: 20**

**4.2**

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

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 35.69   | 21.95   | 36.12   | 54.49   | 43.91   |

**4.3**

**Number of Computers**

**Response: 26**

**4.4**

**Total number of computers in the campus for academic purpose**

**Response: 16**

## 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:

Thong Nokbe College is affiliated to the Assam University, Silchar, a Central University established by an Act of the Parliament. The college follows the curriculum offered by the University. The college ensures timely and effective curriculum delivery through a well planned documentation process. The institution follows the academic calendar issued by Assam University where the dates for academic and non-academic activities are mentioned.

At the beginning of every Academic Session, the college publishes a Prospectus which includes all the necessary information about the college including the courses offered by the college as well as student strength in every department, fee structure, faculty members and various cells functioning in the college for the benefit of the students.

The Head of each Department prepares class routine and allots classes to the teachers for smooth functioning of the classes.

The college regularly conducts Unit Test/ Internal Assessments and Sessional examinations to evaluate the performance of the students on regular basis. The college authority also evaluates the results of the Term End Semester examinations conducted by the University and accordingly instructs the faculty members for imparting proper guidance and counselling to the students so that they can perform better in their respective examinations.

For effective curriculum delivery and transaction, every year the institution encourages all the teaching departments to complete their respective course contents within the stipulated time frame. Further, the teachers are advised to submit course completion certificate at the end of every academic session.

The teachers adopt various methods to impart education to the students. These includes the conventional lecture method to deliver courses to the students accompanied by other more interactive and practical methods such as seminars, group discussions, viva-voce, educational tours, field studies, etc for an effective curriculum delivery.

The students are encouraged to use the library resources as supplementary to learning process. They are given full freedom to ask any questions regarding their confusion on the topic taught in the class. The departments also have collection of subject specific books which are available for the use of both students and teachers.

The teachers are instructed to maintain the record of their daily classes in the prescribed formats of the teacher's diary.

The college arranges symposium and invites experts from various fields to talk on academic and non academic aspects. The carrier counselling cell organizes carrier oriented programmes for the students to provide better job opportunities to them.

The institution always encourages the faculty members to go for research oriented courses such as Faculty Induction Programmes (FIP), Refresher Course etc. Conducted by HRDC and sponsored by UGC. Moreover, the faculty members regularly attend various national and international seminars, webinars, conferences, and workshops and present their research papers in them.

### 1.1.2 The institution adheres to the academic calendar including for the conduct of CIE

#### Response:

Before the commencement of the academic year, the College prepares and publishes 'Academic calendar' containing the relevant information regarding the teaching learning schedule (working days), various events to be organized, holidays, dates of internal examination, semester examination etc. The academic calendar is in the lines of the academic calendar of the Assam University.

The academic calendar of the college is prepared so that teachers should know all the activities regarding **Continuous Internal Evaluation Process(CIE)** and it is also published on the published on the yearly prospectus of the College and the same is also displayed in the Principal's office. The students' academic progress is monitored regularly by adopting the strategy of Continuous Internal Evaluation, seminars, project work, unit test and semester examinations.

The review of Internal Assessment (IA) is taken by the each department on a regular basis the entire process is closely monitored by the principal of the college. As under the CBCS system, the marks of the Internal Assessments are counted for the final results of the students, the process is strictly maintained and monitored by the teachers and the college authority.

For the implementation of Internal Assessment Process, Examination committee is formed at the college level which monitors the overall internal assessment process. The examination committee sends the information to the University about the students who are appearing for the examination. After receiving the list of the enrolled students' from the University, the college prepares seating arrangement chart, list of invigilators etc. to conduct the exam smoothly and fairly.

The record of internal assessment is maintained at the college and the same is sent to the University for being added in the final results of the students. Every department has to submit the compliance of the academic calendar as part of their annual submissions.

The Principal of the college through the academic committee meetings frequently reviews the semester's progress and provides suitable suggestions. In case of revision of academic calendar by the university, institute incorporates the necessary changes accordingly. The stakeholders are aware of the Continuous Internal Evaluation (CIE) of every department in the college.

|                               |                               |
|-------------------------------|-------------------------------|
| <b>File Description</b>       | <b>Document</b>               |
| Upload Additional information | <a href="#">View Document</a> |

**1.1.3 Teachers of the Institution participate in following activities related to curriculum development and assessment of the affiliating University and/are represented on the following academic bodies during the last five years**

1. Academic council/BoS of Affiliating university
2. Setting of question papers for UG/PG programs
3. Design and Development of Curriculum for Add on/ certificate/ Diploma Courses
4. Assessment /evaluation process of the affiliating University

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

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

## 1.2 Academic Flexibility

**1.2.1 Percentage of Programmes in which Choice Based Credit System (CBCS)/ elective course system has been implemented**

**Response:** 100

**1.2.1.1 Number of Programmes in which CBCS/ Elective course system implemented.**

**Response:** 15

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

**1.2.2 Number of Add on /Certificate programs offered during the last five years**

**Response:** 0

**1.2.2.1 How many Add on /Certificate programs are offered within the last 5 years.**

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 0       | 0       | 0       | 0       | 0       |

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

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

**Response:** 0

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

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 0       | 0       | 0       | 0       | 0       |

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

## 1.3 Curriculum Enrichment

### 1.3.1 Institution integrates crosscutting issues relevant to Professional Ethics ,Gender, Human Values ,Environment and Sustainability into the Curriculum

**Response:**

The College integrates crosscutting issues relevant to professional ethics, gender, human values, environment and sustainability into the curriculum. Actually, the university decides the syllabus and college has to follow it. The University syllabus contains most of the above mentioned topics to be taught to the students.

Being affiliated to the Assam University, Silchar, the college follows the syllabus offered by the university. A compulsory paper on Environmental Studies is being taught at the Degree level as a part of the syllabus. It includes basic concepts of environment, ecology and ecosystem, biodiversity and its conservation, natural resources, pollution, social issues and the environment, disaster management etc. It provides environmental knowledge, awareness, attitude, skills and provides opportunity to involve actively in environmental issues.

The students are assigned to do field study on environment related topics/ problems and prepare field report.

The Economics subject syllabus includes a paper on Environmental Economics for providing knowledge on resource management, management of pollution etc.

Environmental education is an integral part of Department of Education syllabus, which deals with creating environmental awareness and positive attitude among the students. Political science and Education majors have papers on women. It examines the status of women, explores the history, experiences and contributions of women to the society.

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

### 1.3.2 Average percentage of courses that include experiential learning through project work/field work/internship during last five years

**Response:** 0.51

#### 1.3.2.1 Number of courses that include experiential learning through project work/field work/internship year-wise during last five years

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 1       | 1       | 1       | 1       | 1       |

|   |                               |
|---|-------------------------------|
| <b>File Description</b>                         | <b>Document</b>               |
| Programme / Curriculum/ Syllabus of the courses | <a href="#">View Document</a> |
| Institutional data in prescribed format         | <a href="#">View Document</a> |

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

**Response:** 0.74

#### 1.3.3.1 Number of students undertaking project work/field work / internships

**Response:** 7

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

## 1.4 Feedback System

**1.4.1 Institution obtains feedback on the syllabus and its transaction at the institution from the following stakeholders 1) Students 2) Teachers 3) Employers 4) Alumni**

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

| File Description   | Document                      |
|--|-------------------------------|
| Action taken report of the Institution on feedback report as stated in the minutes of the Governing Council, Syndicate, Board of Management (Upload) | <a href="#">View Document</a> |

**1.4.2 Feedback process of the Institution may be classified as follows: Options:**

1. Feedback collected, analysed and action taken and feedback available on website
2. Feedback collected, analysed and action has been taken
3. Feedback collected and analysed
4. Feedback collected
5. Feedback not collected

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

## Criterion 2 - Teaching-learning and Evaluation

### 2.1 Student Enrollment and Profile

#### 2.1.1 Average Enrolment percentage (Average of last five years)

**Response:** 71.67

##### 2.1.1.1 Number of students admitted year-wise during last five years

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 503     | 303     | 407     | 372     | 565     |

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

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 600     | 600     | 600     | 600     | 600     |

#### File Description

#### Document

Institutional data in prescribed format

[View Document](#)

#### 2.1.2 Average percentage of seats filled against reserved categories (SC, ST, OBC, Divyangjan, etc. as per applicable reservation policy ) during the last five years ( exclusive of supernumerary seats)

**Response:** 99.88

##### 2.1.2.1 Number of actual students admitted from the reserved categories year wise during last five years

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 112     | 86      | 85      | 102     | 161     |

#### File Description

#### Document

Institutional data in prescribed format

[View Document](#)

Any additional information

[View Document](#)



## 2.2 Catering to Student Diversity

### 2.2.1 The institution assesses the learning levels of the students and organises special Programmes for advanced learners and slow learners

**Response:**

Considering the diversity of students with regard to their merit, special concentration is paid for the learners belonging to both advanced and slow categories through the following measures:

1. Tutorial/remedial classes are included in the daily class routine. Through remedial classes special concentration is paid to adjust the slow learners/absent students to keep pace with the advanced learners.
2. Special groups of both categories are formed so that teachers provide equal importance to all students as per their individual capabilities.
3. Mentor teachers are appointed for taking individual care of every learner. Students can share their academic/personal problems with the mentor teacher who would try to assist the student based on the information received.
4. Motivational Programs are arranged to gear up the learners, particularly the slow learners.
5. Holding special assessment/class test. Teachers assess the students and accordingly guide them for their betterment in the concerned subject.
6. Assignment/project is assigned based on the capabilities of learners and help the student solve problem through deep involvement with the given topic.
7. Special attention is given to ensure the involvement of learners in activities concerning academic programs/subjects.

### 2.2.2 Student- Full time teacher ratio (Data for the latest completed academic year)

**Response:** 31.63

## 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:**

**Teaching-learning process plays a vital role in the academic achievement and progress of learners. In this regard, no single methodology is sufficient and hence a teacher has to use the methodology considering its effectiveness in the concerned subject/lesson. Teaching has been implemented by the teachers through learner-centric methods such as-**

1. **ACTIVE LEARNING:** to promote in-class participation that involves students teaching a class or their group members. This type of learning encourages conversation and debate and help students become more confident in their speaking skills. Our institution follows the university guidelines of 75% attendance in class as the eligibility criteria for appearing examinations.
2. **COLLABORATIVE LEARNING:** this method involves group-based learning where students get

together to create questions, solve problems and learn together. It's a collective effort made to understand complex topics and frameworks. Teachers of our institution form such groups and use the method in their teaching.

3. **COOPERATIVE LEARNING:** This is a part of collaborative learning, where student groups are given a task to complete with defined timelines. It's more structured and specific in terms of problems or challenges that enable learners solve problems. This method is extensively used by the teacher of our college.
4. **PROJECT BASED LEARNING:** This teaching method requires students to engage with each other to solve problems or build case studies. They have to dig deeper to understand how best to tackle real-world challenges. Teachers guide and assist learners to prepare the project.

### 2.3.2 Teachers use ICT enabled tools for effective teaching-learning process.

#### Response:

The use of ICT in teaching-learning process is very significant particularly in this age of digital era as well as in the context of recent pandemic situation. Both teachers as well as students find the use of ICT very effective as well as interesting. In our institution ICT tools like computer, digital boards, projectors, audio-visual tools, etc. are used by teachers. Teachers use Whatsapp group, Google Classroom, internet websites to teach the learners. The provision of smart classroom is being arranged to facilitate the students. The college have also acquired and commissioned a Teaching, Learning and Institutional Management Application to aid teaching learning process. It is in trial basis and very soon it will be implemented fully.

| File Description                  | Document                      |
|-----------------------------------|-------------------------------|
| Upload any additional information | <a href="#">View Document</a> |

### 2.3.3 Ratio of students to mentor for academic and other related issues (Data for the latest completed academic year )

**Response:** 30.61

#### 2.3.3.1 Number of mentors

Response: 31

| File Description  | Document                      |
|---|-------------------------------|
| Upload year wise, number of students enrolled and full time teachers on roll. | <a href="#">View Document</a> |

## 2.4 Teacher Profile and Quality

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

**Response:** 90.67

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

#### **2.4.2 Average percentage of full time teachers with Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt. during the last five years (consider only highest degree for count)**

**Response:** 17.04

##### **2.4.2.1 Number of full time teachers with Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt. year wise during the last five years**

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 4       | 4       | 4       | 6       | 5       |

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

#### **2.4.3 Average teaching experience of full time teachers in the same institution (Data for the latest completed academic year in number of years)**

**Response:** 12.87

##### **2.4.3.1 Total experience of full-time teachers**

Response: 386

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

## **2.5 Evaluation Process and Reforms**

### **2.5.1 Mechanism of internal assessment is transparent and robust in terms of frequency and mode**

**Response:**

As per provisions of the Assam University there are 2 internal assessments in a Semester that is followed by the college. These assessments are held as per schedule directed by the university that include evaluation of test containing 20 marks and 10 marks against students' attendance. Apart from that the departments concerned usually hold class/unit tests to assess the progress of students. This process varies department wise, and generally such assessment is done every month by the departments. The mode of

assessment include multiple choice questions, very short type/short type questions, descriptive type questions, assignments, oral presentation, etc. to be done by the students on the topic/lesson already taught.

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

#### **Response:**

There is a transparent, time-bound mechanism followed by our institution concerning internal examination related grievances. Generally, any discrepancies if noticed after verification by the department concerned are resolved soon and submitted to the concerned office authority. Similarly, students are given 15 days time through a notification to bring to notice of the concerned HoD about any discrepancies, if found in evaluation concerning marks, attendance percentage, etc. In this way the internal examination related grievances could be managed efficiently. It is also taken care that each students are not deprived and get their due weightage transparently without any discrepancy irrespective of gender, caste and social sttus.

## **2.6 Student Performance and Learning Outcomes**

### **2.6.1 Teachers and students are aware of the stated Programme and course outcomes of the Programmes offered by the institution.**

#### **Response:**

**The Programme and Course outcomes are pertinently described in the syllabus designed by Assam University. The objectives of the course are mentioned in the syllabus booklet to make the teachers and students aware of it. Based on the syllabus, our college prepares the list of Programs/courses with detail description to easily perceive by students, which is included in the college prospectus. The university also serves notification in case of any matter related to the programme/courses/syllabus and students are made aware through immediate notification by the college authority. The Departments concerned also make the teachers as well as students of their respective departments regarding the programmes/courses through notifications/meeting/workshops, etc.**

### **2.6.2 Attainment of programme outcomes and course outcomes are evaluated by the institution.**

#### **Response:**

**There is a provision of self analysis in the college about the progamme/course outcomes. In this regard, a meeting of the entire departments including teaching and non teaching staff is held and discuss the subject. Here, individual views and opinions are placed and decisions are taken. Moreover, the departments concerned also evaluate and analyze the results on its own concerning their respective departments and take unanimous decision for further course of action. Future course of action are evaluated and necessary steps are formulated for the betterment of course delivery and improvement of teaching and learning process in the institution. It has been taken care**

that the institution improves continually and serves the community in this part of the region where maximum of the students are from backward hilly region with poor economic background. The institutions is also in the process of setting benchmark in improvement of teaching and learning outcome for the overall development of the region.

### 2.6.3 Average pass percentage of Students during last five years

**Response:** 49

#### 2.6.3.1 Total number of final year students who passed the university examination year-wise during the last five years

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 377     | 194     | 183     | 67      | 130     |

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

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 411     | 350     | 423     | 371     | 356     |

#### File Description

#### Document

Institutional data in prescribed format

[View Document](#)

## 2.7 Student Satisfaction Survey

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

**Response:** 3.49

#### File Description

#### Document

Upload database of all currently enrolled students (Data Template)

[View Document](#)

## Criterion 3 - Research, Innovations and Extension

### 3.1 Resource Mobilization for Research

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

Response: 0

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

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 0       | 0       | 0       | 0       | 0       |

#### File Description

Institutional data in prescribed format

#### Document

[View Document](#)

#### 3.1.2 Percentage of departments having Research projects funded by government and non government agencies during the last five years

Response: 0

##### 3.1.2.1 Number of departments having Research projects funded by government and non-government agencies during the last five years

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 0       | 0       | 0       | 0       | 0       |

##### 3.1.2.2 Number of departments offering academic programmes

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 9       | 9       | 9       | 9       | 9       |

#### File Description

Institutional data in prescribed format

#### Document

[View Document](#)

**3.1.3 Number of Seminars/conferences/workshops conducted by the institution during the last five years****Response:** 2**3.1.3.1 Total number of Seminars/conferences/workshops conducted by the institution year-wise during last five years**

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 1       | 1       | 0       | 0       | 0       |

**File Description****Document**

Institutional data in prescribed format

[View Document](#)**3.2 Research Publications and Awards****3.2.1 Number of papers published per teacher in the Journals notified on UGC website during the last five years****Response:** 0**3.2.1.1 Number of research papers in the Journals notified on UGC website during the last five years.**

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 0       | 0       | 0       | 0       | 0       |

**File Description****Document**

Institutional data in prescribed format

[View Document](#)**3.2.2 Number of books and chapters in edited volumes/books published and papers published in national/ international conference proceedings per teacher during last five years****Response:** 0.59**3.2.2.1 Total number of books and chapters in edited volumes/books published and papers in national/ international conference proceedings year-wise during last five years**

|         |         |         |         |         |
|---------|---------|---------|---------|---------|
| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
| 2       | 3       | 5       | 5       | 1       |

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

### 3.3 Extension Activities

**3.3.1 Extension activities are carried out in the neighborhood community, sensitizing students to social issues, for their holistic development, and impact thereof during the last five years.**

**Response:**

As the college is situated in an area predominantly inhabited by the tribal population most of whom are economically backward and are still to overcome some of their traditional superstitions, the college promotes regular engagement of faculty, students and staff with neighborhood community for their holistic development and sustained community development through various activities. Every Year, programmes are organized under which students and staff participate voluntarily in community based activities in the neighborhood areas.

Various awareness programs, workshops, rallies and road shows with themes like cleanliness, green environment & tree plantation, gender sensitization, awareness for wearing helmets and empowerment of girls and women, voters awareness programmes are organized by the institution from time to time

Since the year 2016, the college with the active support of the students has been organizing events like World Environment day, International Yoga day, International Women's' day, one day orientation programme on Swachh Bharat Mission, Independence day, Gandhi Jayanti, Rashtriya Ekta Divas, International Human Rights Day, Constitution Day, Seven Days Special Programmes in the adopted village, Swach Bharat Summer Internship, speech on small Savings and Cashless Transaction etc.

The Colleges also organizes awareness programmes on the 'Protection of Women from Domestic Violence, awareness programmes against witch hunting, awareness programmes for availing modern medical facilities as a remedy to the diseases instead of resorting to superstitious methods of disease remedy, workshops on Yoga in collaboration with Art of Living, Diphu in every year

The Teachers' Unit of the college organizes different extension activities like Covid-19 awareness



programs, free distribution of masks among the villagers, donations and assistance for the treatment of the needy students. Also, teachers take various classes in the nearby schools in subjects like English, Education, Economics, Assamese, History, Social Science etc.

The college and most of the departments organize educational tours and field visits which also help students to interact with the neighborhood community and make the students aware of neighboring history, life and culture, its economic prospects and challenges and cultural assimilation. Moreover, college and departments also organize various speeches on different topics related to various issues and problems of the society

Exposure to extension and outreach activities sensitizes the students towards social issues and also to legal and social remedies for matters like domestic violence, dowry, child abuse etc. These activities help in imbibing the values of social responsibility among the students which include :- (i) To help people in need and distress (ii) To understand and share the need of under privileged children (iii) To promote cleanliness in all span of life and common places, (iv) To acquire social values and a deep interest in environmental related issues.

### 3.3.2 Number of awards and recognitions received for extension activities from government/ government recognised bodies during the last five years

Response: 0

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

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 0       | 0       | 0       | 0       | 0       |

#### File Description

#### Document

Institutional data in prescribed format

[View Document](#)

### 3.3.3 Number of extension and outreach programs conducted by the institution through NSS/NCC, Government and Government recognised bodies during the last five years

Response: 0

#### 3.3.3.1 Number of extension and outreach programs conducted by the institution through NSS/NCC, Government and Government recognised bodies during the last five years

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 0       | 0       | 0       | 0       | 0       |

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

### 3.3.4 Average percentage of students participating in extension activities at 3.3.3. above during last five years

**Response:** 0

#### 3.3.4.1 Total number of Students participating in extension activities conducted in collaboration with industry, community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., year-wise during last five years

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 0       | 0       | 0       | 0       | 0       |

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

## 3.4 Collaboration

### 3.4.1 The Institution has several collaborations/linkages for Faculty exchange, Student exchange, Internship, Field trip, On-job training, research etc during the last five years

**Response:** 0

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

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 0       | 0       | 0       | 0       | 0       |

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

**3.4.2 Number of functional MoUs with national and international institutions, universities, industries, corporate houses etc. during the last five years****Response:** 0**3.4.2.1 Number of functional MoUs with Institutions of national, international importance, other universities, industries, corporate houses etc. year-wise during the last five years**

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 0       | 0       | 0       | 0       | 0       |

| <b>File Description</b>                                | <b>Document</b>               |
|--|-------------------------------|
| Institutional data in prescribed format(Data template) | <a href="#">View Document</a> |

## Criterion 4 - Infrastructure and Learning Resources

### 4.1 Physical Facilities

**4.1.1 The Institution has adequate infrastructure and physical facilities for teaching- learning. viz., classrooms, laboratories, computing equipment etc.**

**Response:**

The college has been offering a one stream course (Arts) with sufficient number of classrooms and auxiliary teaching aids. Since the year 2010-11 Academic session the college has been imparting education under the Semester system as prescribed by the affiliating University. Since 2018-19 Academic Session CBCS system has been introduced in compliance with the Assam University new guidelines. All classrooms in the institution are well equipped with adequate teaching learning materials to meet the need of the students and the teachers make full use of the up to date teaching aids to impart fruitful education to students. The college has adequate numbers of close circuit camera for monitoring the classroom cum campus activities. The institution provides safe drinking water to the students using modern water purifiers. Besides conducting regular classes, the classrooms are used for conducting remedial classes, annual and semester examination, departmental meeting, indoor competition etc.

There are sufficient sitting arrangements for the teachers and the students in the classroom. The entire classroom has proper lighting and ventilation system for the sake of student's health and hygiene. The institution has separate rooms for IQAC and Alumni. The college has a digital conference hall cum smart class room with a sitting capacity of 120 students. The teachers make full use of the smart class room to impart education by using the latest technological knowhow. Most of the teachers have their personal laptops which they use to deliver lecture through power point presentations. Use of projectors has made classes more lively and interesting for the students. There is a well equipped canteen inside the college campus. The college authority formed various committees for proper maintenance of infrastructure and physical facilities. There is a well equipped auditorium with a sitting capacity of 400 people. Apart from that, the college has a computer lab consisting of 13 sets of computers for the students with free Wi-Fi facility so that the students can search and download their reading material by availing the said computer lab. The college library has another 04 sets of computers for the academic purpose of the students. Besides, the college has a powerful generator which is adequate enough to provide power back to meet with electricity interruption which might arise some times.

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

**Response:**

**For all round development of the students the college encourages students to engage in co-curricular activities.** The institution gives utmost importance to the overall development of the students and therefore organizes various sports, games, and cultural activities on campus regularly. **The Institution has adequate facilities for cultural activities, sports, games (indoor, outdoor), gymnasium, yoga centre etc.**

Students are very much encouraged to participate in the cultural events held in the college like Technical fests, Fresher's, Annual Sports Day, Annual Day, Farewell etc., to exhibit cultural talents. Students are even sent to other colleges for inter-collegiate competitions like songs, traditional dances,, mimicries etc. Moreover, **the college organizes College Week programme annually where different competitions are held under sports and cultural section. For conducting various cultural activities the college has an auditorium which has the seating capacity of around 400 students.**

**The college has adequate facilities for sports and other extracurricular activities for the students including a playground attached to the campus which has provision for multiple games, such as, Athletics, Cricket, Football, Volleyball, and Kho-kho etc. The lawn of the college serves as badminton and volleyball courts. Facilities of indoor games such as carom, table tennis, chess, gymnasium etc also exist in the college. Equipments are available for various indoor and outdoor games so that students can develop their potentialities in sports activities after the class hours. The students are encouraged to participate in various competitions at the university, district and state level. The college has a football team which is one of the best football teams among the affiliated colleges of Assam University. The college football team has won a number of inter-college football championship organized by the Assam University.**

**Students are specially trained for participation in Zonal and Inter-Zonal National Youth Festivals and competitions organized by the affiliating university or the colleges under it . The students are also encouraged to participate in the National Youth Parliament competition and other cultural and sports events outside the campus. The institution has excelled at these events by winning prizes and awards in individual and group events.**

**The college organizes workshops on yoga on a regular basis in collaboration with the Art of Living, Diphu Chapter and Patanjali Yuga Centre, Langhin. The Yoga Classes are held in the college auditorium participated both by the students and the staff. The institution organizes various health related programmes in collaboration with Dokmoka Primary Health Centre from time to time.**

**4.1.3 Percentage of classrooms and seminar halls with ICT- enabled facilities such as smart class, LMS, etc. (Data for the latest completed academic year)**

**Response: 10**

**4.1.3.1 Number of classrooms and seminar halls with ICT facilities**

**Response: 2**

| File Description                                       | Document                      |
|--|-------------------------------|
| Institutional data in prescribed format(Data template) | <a href="#">View Document</a> |

#### 4.1.4 Average percentage of expenditure, excluding salary for infrastructure augmentation during last five years(INR in Lakhs)

**Response:** 24.02

##### 4.1.4.1 Expenditure for infrastructure augmentation, excluding salary year-wise during last five years (INR in lakhs)

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 8.46    | 8.69    | 6.56    | 3.77    | 13.93   |

| File Description                                       | Document                      |
|--|-------------------------------|
| Institutional data in prescribed format(Data template) | <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:**

The Thong Nokbe College Library is partially automated using Integrated Library Management Software KOHA. The library started the process of automation since 2017 and it is now available for the users. Library users can now browse the books and other reading materials in the web page of the library. Recently, Library become the member of the Inlibnet N-LIST for accessing the E-resources and e-journals available in the INFLIBNET centre. The library has recently introduced 4 terminals with dedicated internet for accessing e-resources of INFLIBNET. It is also in the process of acquiring D-space for digitisation of resources for easy access for the users.

| File Description                      | Document                      |
|---------------------------------------|-------------------------------|
| Paste link for Additional Information | <a href="#">View Document</a> |

### 4.2.2 The institution has subscription for the following e-resources

#### 1.e-journals

- 2.e-ShodhSindhu
- 3.Shodhganga Membership
- 4.e-books
- 5.Databases
- 6.Remote access to e-resources

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

| File Description                                       | Document                      |
|--|-------------------------------|
| Institutional data in prescribed format(Data template) | <a href="#">View Document</a> |

#### 4.2.3 Average annual expenditure for purchase of books/e-books and subscription to journals/e-journals during the last five years (INR in Lakhs)

**Response:** 1.95

##### 4.2.3.1 Annual expenditure of purchase of books/e-books and subscription to journals/e-journals year wise during last five years (INR in Lakhs)

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 1.95    | 1.95    | 1.95    | 1.95    | 1.95    |

| File Description                                       | Document                      |
|--|-------------------------------|
| Institutional data in prescribed format(Data template) | <a href="#">View Document</a> |

#### 4.2.4 Percentage per day usage of library by teachers and students ( foot falls and login data for online access) during the latest completed academic year

**Response:** 3.78

##### 4.2.4.1 Number of teachers and students using library per day over last one year

Response: 37

| File Description                                  | Document                      |
|---|-------------------------------|
| Details of library usage by teachers and students | <a href="#">View Document</a> |

### 4.3 IT Infrastructure

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

**Response:**

There are different digital technological facilities available in the college. There is one smart class room cum digitally equipped conference hall with a sitting capacity of 50 persons together and a Smart Classroom with sitting capacity of 120 students. A well equipped computer lab is also functioning in the college. The college has developed its own portal which has to be installed by every student in his computer. The portal is used to provide notes and assignments to the students. During the lock down periods of Covid-19, the college portal served as an important tool of communication between the teachers and the students. Moreover, the students have free access to the computer lab. The entire college building and the library building are facilitated with the Wi-Fi connectivity. There is open access of Wi-Fi connectivity to all student and the staff members of the college. All the departments of the college are provided with computer and other related accessories. All teaching staff member use the latest information and communication technology to impart education to the students whenever needed. The different educational sites are shown to the students with the help of digital device. Most of the official work is being done with the help of ICT. The college regularly maintains the IT facilities. The college library is fully digitalized with free-Wi Fi facility. The admission and examination form fill-up and renewal of admission of the college has been made fully online from the academic year 2020-21. The institution frequently updates its It facility including the Wi-Fi. Following are some basic facilities for updating: -

All Computers are formatted in regular basis. College itself formats the computers without any fees and by the help of computer operator.

Anti-virus is regularly installed in computers. All computers have anti-virus

Wi-Fi connectivity is available in Principal chamber, Office-room, IQAC room, library and computer laboratory.

CCTV is installed in every classroom.

The Website has been outsourced and the same is updated and maintained by third party for which the college pays regular yearly fees to the concerned firm.

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

**Response:** 59.31



**4.3.3 Bandwidth of internet connection in the Institution**

**Response:** D. 5 MBPS – 10 MBPS

**4.4 Maintenance of Campus Infrastructure****4.4.1 Average percentage of expenditure incurred on maintenance of infrastructure (physical and academic support facilities) excluding salary component during the last five years(INR in Lakhs)**

**Response:** 7.24

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

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 9.69    | 0.70    | 1.19    | 0.02    | 1.11    |

**File Description****Document**

Institutional data in prescribed format(Data template)

[View Document](#)

**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:**

**For maintaining and utilizing physical and academic and support facilities, the college maintains a well established procedure to ensure proper maintenance and utilization of such available facilities. The process includes the following:-**

**Maintenance of Library Facilities:**

The books and journals are maintained against disfiguring. Book binding is carried out on regular basis for damaged books to avoid further damage. Stock verification is done as a part of regular monitoring and control. Pest control is done on regular basis for maintaining books safe from termites.

Library Committee has been constituted for co-ordination in respect of learning resources. It looks after a number of works for the proper maintenance of the library which include procurement of new books & renew of journals and recommendation for additional books, updating and maintaining of all library records, addressing issues and grievances of users, update and upgrade the library contents, periodically as per updates in curriculum etc.

**Computers:**

The institute has an adequate number of computers with internet connections and utility software. Computer systems, UPS, Software and Servers are maintained by outsourced technicians, Lab Assistants and Lab-In Charges. IT infrastructure is maintained also maintained by the out sourced technical experts.

### **Classrooms, Conference Hall:**

Classrooms and Conference hall are provided with enough seating capacity with teaching aids. Cleanliness of class rooms and Conference hall is maintained on regular basis. Working condition of audio system, LCD projectors etc. is done on regular basis. **The college also takes advice of the engineers, architects regarding building and maintenance of infrastructure as and when needed**

### **Maintenance of other support systems:**

Housekeeping for regular cleanliness of corridors, washrooms, classrooms, laboratories and premises is done by staff specially appointed for the purpose. Sanitizing of washrooms is done on regular basis. Greenery is maintained by the college gardener. Solar Panels and power backup facilities like Generators are maintained by Internal Electrical maintenance department. Clean and hygienic drinking water is available in the Institute. Sports facilities are maintained by the sports committee and the menial staff. The below mentioned points are inspected before start of every semester.

1. Classroom facilities such as lights and fans, availability of internet connections are inspected before start of every semester.
2. Working condition of computers, devices, and equipments is ensured.
3. Stock checking activity is done prior to start of new semester.
4. House-keeping committee of the institute inspects the facilities like toilets, classrooms, corridors.
5. Canteen committee supervises the cleanliness and hygiene in the canteen and monitors the food quality.
6. Library committee collects specific needs of the students and staff.
7. Sports committee ensures the availability of sports equipments and monitors the usage of the ground, courts and indoor games facilities.

Apart from the above points, the Institution follows all safety and security norms as required for an educational institution and makes optimal use of all security mechanisms. Safety of girls is specially handled and appropriate measures are taken to make the campus safe for students.

## 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 last five years

Response: 26.78

##### 5.1.1.1 Number of students benefited by scholarships and free ships provided by the institution, Government and non-government bodies, industries, individuals, philanthropists during the last five years (other than students receiving scholarships under the government schemes for reserved categories)

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 563     | 502     | 0       | 0       | 229     |

#### File Description

Institutional data in prescribed format

#### Document

[View Document](#)

#### 5.1.2 Average percentage of students benefitted by scholarships, freeships etc. provided by the institution / non- government agencies during the last five years

Response: 26.78

##### 5.1.2.1 Number of students benefited by scholarships and free ships provided by the institution, Government and non-government bodies, industries, individuals, philanthropists during the last five years (other than students receiving scholarships under the government schemes for reserved categories)

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 563     | 502     | 0       | 0       | 229     |

#### File Description

Institutional data in prescribed format

#### Document

[View Document](#)

#### 5.1.3 Capacity building and skills enhancement initiatives taken by the institution include the following

##### 1. Soft skills

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

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

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

#### 5.1.4 Average percentage of students benefitted by guidance for competitive examinations and career counselling offered by the Institution during the last five years

**Response:** 0

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

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 0       | 0       | 0       | 0       | 0       |

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

#### 5.1.5 The Institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases

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

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

| File Description   | Document                      |
|--|-------------------------------|
| Upload any additional information  | <a href="#">View Document</a> |
| 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: 0

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

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 0       | 0       | 0       | 0       | 0       |

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

### 5.2.2 Average percentage of students progressing to higher education during the last five years

Response: 10.73

#### 5.2.2.1 Number of outgoing student progressing to higher education.

Response: 25

| File Description                        | Document                      |
|---|-------------------------------|
| Institutional data in prescribed format | <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: JAM/CLAT/GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/State government examinations)

Response: 0

#### 5.2.3.1 Number of students qualifying in state/ national/ international level examinations (eg: JAM/CLAT/NET/ SLET/ GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/ State government

**examinations) year wise during last five years**

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 0       | 0       | 0       | 0       | 0       |

**5.2.3.2 Number of students appearing in state/ national/ international level examinations (eg: JAM/CLAT/NET/ SLET/ GATE/ GMAT/CAT,GRE/ TOFEL/ Civil Services/ State government examinations) year-wise during last five years**

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 0       | 0       | 0       | 0       | 0       |

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

**5.3 Student Participation and Activities****5.3.1 Number of awards/medals won by students for outstanding performance in sports/cultural activities at inter-university/state/national / international level (award for a team event should be counted as one) during the last five years.**

Response: 0

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

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 0       | 0       | 0       | 0       | 0       |

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

**5.3.2 Institution facilitates students' representation and engagement in various administrative, co-curricular and extracurricular activities (student council/ students representation on various bodies as per established processes and norms )**

**Response:**

Thong Nokbe College have a strong Thong Nokbe Students Union / Council (TNCSU) having its own constitution since long. The students Unin take important role in the overall development of the students and have an important role in maintaining the discipline and sanctity of the students. It has a tenure of one year and take active part in academic, co-curricular, games and sports and other activities of the college. The Students Body functions as per the set norms and guidelines of the constitutions of the Body. They also take part in the various activities for overall development of the college as per requirements.

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

**Response:** 0.6

#### 5.3.3.1 Number of sports and cultural events/competitions in which students of the Institution participated year-wise during last five years

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 0       | 0       | 1       | 1       | 1       |

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

## 5.4 Alumni Engagement

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

**Response:**

The Alumni Association is being registered soon. The Registration is under process with the concerned authority. The Association is in continuous touch is with the college and always looks after the development of the institution. It has been continuously taking care of the institution's academic uplift and hence it encourages our students holding programs, contributing financial help to poor students, as well as contributing to the infrastructural development required for students' need. the Association has been meeting regularly at definite intervals of time, and as per its rules and regulation contained in its constitution follows the a democratic norms to run the organization. The executive committee sits as per its scheduled time and takes important decisions on behalf of the association. In fact, the alumni association has ben playing a vital role in the progress of the institution, particularly in its academic sphere.

| File Description                  | Document                      |
|-----------------------------------|-------------------------------|
| Upload any additional information | <a href="#">View Document</a> |

**5.4.2 Alumni contribution during the last five years (INR in lakhs)****Response:** E. <1 Lakhs

NAAC



## Criterion 6 - Governance, Leadership and Management

### 6.1 Institutional Vision and Leadership

#### 6.1.1 The governance of the institution is reflective of and in tune with the vision and mission of the institution

**Response:**

For a well governance of the institution, it is always tried to follow the instructions laid down by the UGC, the State government, as well as the local administrative authority of Karbi Anglong Autonomous Council (KAAC). The college authority leaves no stone unturned for an all round development of the institution with smoothness as well as transparency. There is a Governing Body (GB) formed as per the guidelines of UGC. The GB regularly monitors the administrative activities of the college, and for enacting any crucial matter, meets to adopt a unanimous decision. To reflect and tune with the vision and mission of the institution to build a developed, democratic, and sustainable society in general, and to educate and prepare the learners fit for such a society thereby making them good, democratic-spirited, and morally strong responsible citizens, the institution stresses on a systematic governance with a quite democratic spirit. To realize the above, the college has undertaken a disciplined, systematic involvement of all concerned-faculties, non-teaching staff, and stakeholders through various committees/ sub-committees. Apart from that there is provision of study/observation of the activities of other institutions of repute by faculties/ stakeholders so that the same can be implementation in our institution. In this regard, the administrative authority including the GB has a very positive outlook to initiate innovative schemes concerning infrastructure development, capacity building of faculties, internal quality assurance, etc. In fact, the prime aim of the college is the realization of the 'vision and mission' turns true in every aspect.

#### 6.1.2 The effective leadership is visible in various institutional practices such as decentralization and participative management

**Response:**

As a measure of decentralization of activities, every department is vested with some responsibilities under the leadership of HoD. The departments maintain a proceeding to record the activities performed. Regular meetings of the department concerned held with the faculties to adopt a decision concerning any matter such as admission, lesson distribution, routine preparation, Teachers' Activity Diary preparation, question setting, holding internal examination, organizing seminar/workshop, etc. the HoD concerned with due consultation with other faculties prepare the list of activities and assign to the teachers. In this way, the academic works of the department could be enacted smoothly that involves leadership as well decentralization. Concerning the realization of other academic/administrative activities, various committees/ sub-committees are formed under the chairmanship of principal. Admission, anti-ragging measures, examination, research and publication, internal quality assurance, women empowerment, festival celebrations, etc. are some of the subjects that are dealt with through those committees. The main purpose of such committees is to ensure sharp, systematic, and transparent realization of the activities through involvement of leadership as well as decentralization.

## 6.2 Strategy Development and Deployment

### 6.2.1 The institutional Strategic / Perspective plan is effectively deployed

**Response:**

It has been stressed for effective deployment of the institutional strategic/perspective plan. Before doing any major activity, a distinct plan/ strategy are framed. For instance, for construction of a classroom building, a qualified architect as well as an expert concerned are consulted providing all details such as the requirements of the construction, the intake capacity for the room concerned, etc. Similarly, any activity relating academic/administrative matter is planned well ahead with stakeholders, faculties and others concerned. Regarding the installation of the Digital Library, a recognized construction group has been consulted and assigned them the responsibility with signing of due agreement paper. The NAAC accreditation Process is discussed with all concerned, workshop held for awareness of all regarding the process, study/observation concerning the process is vested to particular faculties and subsequently taken initiative with involvement of all as a team. Thus, in every major activity a well ahead strategy/plan is taken which is effectively enacted subsequently.

### 6.2.2 The functioning of the institutional bodies is effective and efficient as visible from policies, administrative setup, appointment, service rules and procedures, etc.

**Response:**

Various institutional bodies are formed to decentralize the functions concerning academic/administrative management. Governing Body of the college plays a vital role of a guardian of the institution. It always remains active and cooperative with the college authority concerning its various policies which are adopted through a unanimous decision. Regarding matters concerning administration of the institution, the GB generally do not intervene but observes the affairs so that transparency, regularity, and discipline do not get interrupted. Similarly, the GB keeps a thorough vigilance on all important matters concerning administrative such as administrative set up, appointment, financial aspects, etc. Likewise, other bodies like Alumni Association, Students Union, Teachers' Unit, etc. are formed as per instructions from UGC/ Govt. authority that cooperate with various activities concerning the management of the college.

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

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

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

| <b>File Description</b>                                | <b>Document</b>               |
|--|-------------------------------|
| Institutional data in prescribed format(Data template) | <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:**

Keeping in view of the welfare concern of the employees (both teaching and non-teaching), there is a provision of mutual fund where a certain amount every month. An employee deposits the amount from salary every month. In time of any emergency need, he/she may be contributed from this fund as per the provisions existing in its rules and regulations. Moreover, through this process an employee is able to deposit some amount of money which he/she is entitled to obtain at the time of retirement. The constitution of the fund contains the detail policies, rules & regulations based on which the fun is managed by a committee. The committee is formed with members from the teaching as well as non-teaching staff.

#### 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: 0**

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

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 0       | 0       | 0       | 0       | 0       |

| <b>File Description</b>                                | <b>Document</b>               |
|--|-------------------------------|
| Institutional data in prescribed format(Data template) | <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: 0**

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

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 0       | 0       | 0       | 0       | 0       |

| File Description                                       | Document                      |
|--|-------------------------------|
| Institutional data in prescribed format(Data template) | <a href="#">View Document</a> |

**6.3.4 Average percentage of teachers undergoing online/ face-to-face Faculty Development Programmes (FDP)during the last five years (Professional Development Programmes, Orientation / Induction Programmes, Refresher Course, Short Term Course ).**

**Response:** 5.98

**6.3.4.1 Total number of teachers attending professional development Programmes viz., Orientation / Induction Programme, Refresher Course, Short Term Course year-wise during the last five years**

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 0       | 0       | 1       | 3       | 4       |

| File Description                                       | Document                      |
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| Institutional data in prescribed format(Data template) | <a href="#">View Document</a> |

**6.3.5 Institutions Performance Appraisal System for teaching and non-teaching staff**

**Response:**

There is IQAC in the college set up as per provisions of the UGC that constantly keeps a watch on the internal quality assurance of faculties. The IQAC has made provisions for performance appraisal that every faculty should submit his/ her performance records annually to the Coordinator, IQAC. Besides, the IQAC keeps record of all academic events, examination results, departmental activities, etc. and through its appraisal reminds/ motivates for further updated, if required. Similarly, the IQAC also keeps vigilance on the performances of the non-teaching staff and keeps record of their activities. It recommends both teaching and non-teaching employees to participate capacity building programs.

## 6.4 Financial Management and Resource Mobilization

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

**Response:**

There is a provision of both internal and external audit concerning financial transactions. All financial transactions are recorded by the Accountant of the college. Internal audits are made by auditors appointed by the GB that include senior faculties of the college. Generally, the auditors cross verify the account prepared by the Accountant and submit the report to the principal within a stipulated date. Internal audits are done regularly as per activities/ events held. The report contains note of approval/ objections/ suggestions, etc. concerning the accounts. Likewise, external audits are made by Govt. recognised/ appointed auditor who examines the accounts head-wise in detail along with report/comments, etc. Generally, such audits are done annually.

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

**Response:** 0

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

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 0       | 0       | 0       | 0       | 0       |

| File Description                                       | Document                      |
|--|-------------------------------|
| Institutional data in prescribed format(Data template) | <a href="#">View Document</a> |

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

**Response:**

There is government contribution as a source of fund mobilization. Based on requirements, the college authority approaches the state government/ KAAC (local administrative body) for sanctioning funds. The government sanctions fund against any scheme/program which is utilized as per given terms and conditions. The infrastructure already existing in the college are the realization of utilized government funds. Besides, funds are mobilized through collection of fees from students. The fees are collected as per instruction from the govt. authority, a part of which (30%of tuition fee) is deposited to the government. The remaining amount which belongs to different heads, are utilized properly that is reflected in the audit report.

## 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:**

Internal Quality Assurance Cell (IQAC) of the college plays a vital role in the career of the faculties. Since it is made mandatory for all concerned to submit individual self appraisal report annually to the IQAC, it facilitates all concerned about career requirements. The IQAC acts as a guardian of faculties as it keeps vigilance on their career concern as well as quality assurance of the institution. The loopholes, deficiencies, etc. are keenly observed and decisions are taken by the IQAC committee to overcome it. The rules and bindings set by the IQAC to maintain quality assurance has made it a formal process for all concerned that is significant.

**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 and recorded the incremental improvement in various activities ( For first cycle - Incremental improvements made for the preceding five years with regard to quality For second and subsequent cycles - Incremental improvements made for the preceding five years with regard to quality and post accreditation quality initiatives )**

**Response:**

The objective of IQAC of the college is to ensure the quality of academic activities. Therefore, IQAC has been set up as per guidelines of the UGC to cater to the needs of quality assurance concerning teaching learning process, structures & methodologies of operations. Generally, the IQAC of our college keeps records of preceding five years to be for review and make study/ observation to find out a comparative progress in different academic spheres during the period. Along with keeping records, it also reviews all academic activities of various departments- the quality of teaching-learning process and its outcomes. It studies all updated methodologies concerning teaching-learning and other academic aspects, and would suggest for its implementation in the context of time such as blended teaching, use of ICT in teaching, use of smart classroom, Digitalization of library services, etc. Apart from review and recommendations, the IQAC also observes the improvements in those aspects at different stages of academic sessions and keep record of it. For example, to increase the attendance of students, steps have been initiated that provided positive consequences during the last few years. Second, remedial classes have been included in the daily class routine to make the weaker students benefitted. Next, as per recommendations of the IQAC, steps have been taken by the faculties to compensate the students facing academic loss during the lockdown period of COVID-19 situation in 2020. Again, the IQAC has been organising academic programs- seminar, webinar, etc. for enrichment of learners and teachers thereby contributing to the enrichment of academic environment. As a result of the efforts of IQAC improvements in various academic spheres such as regularity of students' attendance, progress in overall results of examinations, teachers' academic achievements, work-culture, punctuality, devotion, motivation, etc. have been noticed.

**6.5.3 Quality assurance initiatives of the institution include:**

- 1.Regular meeting of Internal Quality Assurance Cell (IQAC); Feedback collected, analysed and used for improvements**
- 2.Collaborative quality initiatives with other institution(s)**
- 3.Participation in NIRF**
- 4.any other quality audit recognized by state, national or international agencies (ISO Certification, NBA)**

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

| <b>File Description</b>                                | <b>Document</b>               |
|--|-------------------------------|
| Institutional data in prescribed format(Data template) | <a href="#">View Document</a> |

## Criterion 7 - Institutional Values and Best Practices

### 7.1 Institutional Values and Social Responsibilities

#### 7.1.1 Measures initiated by the Institution for the promotion of gender equity during the last five years.

##### Response:

The concept of Gender equity means that males and females have equal opportunities in terms of economic, social, cultural, and political developments and the girls will get benefits from public and domestic life as much as boys.

With an aim to achieve this objective, Thong Nokbe College has been working on a regular basis for the promotion of gender equity both inside the campus. As the institution provides educational opportunities to poor and backward communities of the area, it has always shown commitment towards gender equality and upliftment of women. In this regard, some of the measures initiated by the college during the last five years are as follows:-

1. With a view to encourage women education, the College waives tuition fee for the girl students as a part of a special scheme launched by the Assam Government in this regard.
2. For security of the girls in the college campus and to restrict unwanted entry, proper boundary wall has been constructed .
3. No one is allowed to enter the campus without ID-card Students wear identity cards at all times to ensure their identity.
4. Watchman has been appointed to keep a vigil at the college gate. The college keeps visitor log register to record the details of any person entering the college premise.
5. Twenty four (24) hour CCTV surveillance is maintained in the college. It helps to keep a check on antisocial activities. Students and other employees in the college too remain cautious about the surveillance.
6. There is a Discipline Committee in the institution to take care of safety and security of the students. The institution aims at zero tolerance against eve teasing/ragging with wide publicity which is maintained by the Discipline Committee.
7. As per regulations of the university, college has Anti-Ragging Cell & Cell Against Sexual Harassment.
8. Grievance & Redressal cell is constituted to resolve the grievances of the students.
9. The college has a beautiful Girls Common room equipped with water purifier, toilet & dustbin.
10. Women cell & College celebrates International Women's Day every year to sensitize students.
11. Awareness Camp on "Rights of Women and the Protection of women from Domestic Violence was organized in the college on 27-09-2019.
12. Beti Bachao, Beti Padhao Jan Aandolan Rally was organized by the college to create awareness regarding the rights of girl child .
13. Career Counseling Programmes by Career Counseling and Information Cell are organized inside the campus from time to time.



14. Health Awareness camp on “Diabetes and Free Sugar Test, Hemoglobin Test, Aids Awareness Programmes etc are organized inside the campus in collaboration with Dokmoka Primary Health Centre.
15. Workshops on Yoga organized by the college in collaboration with Patanjali Yogapeeth, Langhin and Art of Living , Diphu.

Adequate Toilet facilities with running water have been provided for the students.

### **7.1.2 The Institution has facilities for alternate sources of energy and energy conservation measures**

- 1. Solar energy**
- 2. Biogas plant**
- 3. Wheeling to the Grid**
- 4. Sensor-based energy conservation**
- 5. Use of LED bulbs/ power efficient equipment**

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

### **7.1.3 Describe the facilities in the Institution for the management of the following types of degradable and non-degradable waste (within 500 words)**

- **Solid waste management**
- **Liquid waste management**
- **Biomedical waste management**
- **E-waste management**
- **Waste recycling system**
- **Hazardous chemicals and radioactive waste management**

**Response:**

There are different types of wastes disposed in the college for which there is a proper system functioning. The following wastes are being disposed by the college:

#### **Solid Waste Management:**

Garbage bins are used to collect solid wastes scattered around the college campus. Mainly plastic and bamboo bins are used in the college. Cleaning and emptying garbage bins is being done on a regular basis. Wastes collected are ultimately disposed off in a separate area. However, there does not exist more waste from college. The college staff and the students have carried out several programs regarding Solid Waste Management, such as plantation programme, cleaning of public places, street art, and distribution of leaflets and putting hoardings in college and nearby areas to avoid use of plastic.

**Liquid Waste Management:**

The college provides access to safe sanitation system. It promotes appropriate management and disposal of wastewater by proper drainage.

**Biomedical Waste Management:**

Since this is an Arts college, so there is no generation of biomedical waste in the campus.

**E-Waste Management System:**

E-waste in our college campus such as batteries, computer, printers and several other electronic devices are destined for refurbishment, reuse, resale, salvage recycling etc.

**Waste Recycle System:**

There is no system of Waste recycling in the college.

**Hazardous Chemical and radioactive waste Management:**

Since, this is a college of only Arts stream, so not much hazardous chemicals and radioactive wastes are generated. The little amount so generated might be from batteries which are immediately resold and replaced.

**7.1.4 Water conservation facilities available in the Institution:**

- 1. Rain water harvesting**
- 2. Borewell /Open well recharge**
- 3. Construction of tanks and bunds**
- 4. Waste water recycling**
- 5. Maintenance of water bodies and distribution system in the campus**

**Response:** E. None of the above

**7.1.5 Green campus initiatives include:**

- 1. Restricted entry of automobiles**
- 2. Use of Bicycles/ Battery powered vehicles**
- 3. Pedestrian Friendly pathways**

4. **Ban on use of Plastic**
5. **landscaping with trees and plants**

**Response:** E. None of the above

**7.1.6 Quality audits on environment and energy are regularly undertaken by the Institution and any awards received for such green campus initiatives:**

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

**Response:** E. None of the above

**7.1.7 The Institution has disabled-friendly, barrier free environment**

1. **Built environment with ramps/lifts for easy access to classrooms.**
2. **Divyangjan friendly washrooms**
3. **Signage including tactile path, lights, display boards and signposts**
4. **Assistive technology and facilities for Divyangjan accessible website, screen-reading software, mechanized equipment**
5. **Provision for enquiry and information : Human assistance, reader, scribe, soft copies of reading material, screen reading**

**Response:** E. None of the above

**7.1.8 Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and other diversities (within 500 words).**

**Response:**

The institution believes in equality of all cultures and traditions as is evident from the fact that students belonging to different cultural, regional, linguistic, communal and socio-economic background get admitted in to the college in every academic session. Though the institution has students having diverse socio-cultural, linguistic and religious background, there is no intolerance towards cultural, regional, linguistic, communal socio economic and other diversities any student of the institution. **The institution takes various initiatives in providing an inclusive environment for tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and other diversities among students and nearby areas. These initiatives are-**

1. **Republic day & Independence Day are celebrated in every year.**
2. **Teachers' day is celebrated by the students every year.**
3. **College week is organized in every year by Student's Union & College Authority to promote sports, cultural and literary activities among the students which help in creating a feeling of**

**mutual understanding about the diverse cultures of the area and also inculcating a sense of brotherhood among the students.**

4. The college regularly sends cultural troops to different inter college cultural events from time to time. Students from various regional and cultural backgrounds participate in such programs and present their regional or cultural folk songs and dances contributing towards communal harmony among the students.
5. **The college also celebrates the** birth anniversaries and memorials of great Indian personalities like Mahatma Gandhi Sardar Vallabhbhai Patel, Pandit Jawaharlal Nehru, Dr. Bhimrao Ambedkar and also the local leaders to acquaint the students about their role in the formation of our nation and inculcate a sense of patriotism among them.
6. On the birth anniversary of Sardar Vallabhbhai Patel on October 31, institution celebrates Rashtriya Ekta Diwas (pledge is taken by staff and students on National Integration Day) every year.
7. **World Environment day is celebrated in every year by planting trees, organizing various competitions etc.**
8. **Celebration of International Women's day on 08-03-2016, organized by Women cell.**
9. **Various departments of the college organize speeches on different topics every year in order to promote communal harmony and tolerance among the students and sensitize them to different social issues** impacting the lives of the people in the community including social and cultural values among the young students.

#### **7.1.9 Sensitization of students and employees of the Institution to the constitutional obligations: values, rights, duties and responsibilities of citizens (within 500 words).**

##### **Response:**

India, as a country includes individuals with different backgrounds viz., cultural, social, economic, linguistic, and ethnic diversities governed and guided by the Constitution irrespective of caste, religion, race or sex. Thong Nokbe College sensitizes the students and the employees of the institution to the constitutional obligations about values, rights, duties, and responsibilities of citizens which enables them to conduct as a responsible citizen.

The College follows the set rules which are framed on the basis of the basic values of the Constitution. This includes socialism, secularism, democracy, justice, equality, fraternity, human dignity, and unity and integrity. Gender equality amongst the employees has been promoted. Other constitutional values like non-racialism and non-sexism have been prioritized. Equality of status, religious tolerance and abolition of untouchability have been encouraged.

Students are directed to be gentle in behaviour and talk with people of all ranks. Dignity of labour is being promoted, opening up myriad opportunities to choose among the students on the basis of their capability and qualification.

Students and employees actively participate in encouraging humanitarian behaviour and attitudes towards their fellow being. College organizes various programmes to sensitize the students regarding the moral values, and to bring everyone together, and promote unity. Some of the programmes organized by the College for sensitization of students and employees towards constitutional obligations such as values, rights, duties and responsibilities of citizens are:

1. Celebration of Republic day & Independence Day in every year. The institute hoists the flag during national festivals and invites eminent persons to inspire students and staff by informing the qualities of freedom fighters and to emphasize the duties and responsibilities of citizens.
2. Celebration of Constitution Day on 26th November every year. The programme initiates with Preamble reading of the constitution followed by lectures on the sensitization of students on responsibility towards the constitutional values, rights, duties and responsibilities of citizens.
3. The institution takes pride of raising up successful leaders among the students by conducting the Student Union Body election every year. During such events the students are sensitized regarding Voting Rights and to know about it practically, The elected representatives are given leadership training and delegate the responsibilities of organising college programmes with the support of other student volunteers.
4. Celebration of Gandhi Jayanti.
5. Celebration of Teacher's Day by the students every year.
6. Observation of the birth & death anniversary Khorsing Terang and Semson Sing Engti, the founders of Karbi Anglong district.
7. World Environment day is celebrated in every year by planting sapling, organizing various competitions etc.
8. Observation of National Unity Day on 31st October, 2016.
9. Voters Awareness camp & VVPAT training, organized in collaboration with Karbi Anglong District Election Office.
10. Displaying the code of conduct, duties & responsibilities of Teachers, employees and Students in the College prospectus.

**7.1.10 The Institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic programmes in this regard.**

- 1. The Code of Conduct is displayed on the website**
- 2. There is a committee to monitor adherence to the Code of Conduct**
- 3. Institution organizes professional ethics programmes for students, teachers, administrators and other staff**
- 4. Annual awareness programmes on Code of Conduct are organized**

**Response:** E. None of the above

**7.1.11 Institution celebrates / organizes national and international commemorative days, events and festivals (within 500 words).**

**Response:**

The college believes in celebrating events and festivals in college. It is an integral part of learning and building a strong cultural belief in a student. The College makes efforts in celebrating the national and international days, events and festivals throughout the year to create awareness regarding the significance of these days among the upcoming generations.

The college celebrates Republic day and Independence day every year. The Students Union celebrates Teachers day in memory of Dr. S. Radhakrishnan every year. Besides, Gandhi Jayanti, World Environment Day, International Yoga Day, National Unity Day (Birth Anniversary of Sardar Vallabh bhai Patel), Birth Anniversary Dr. B.R. Ambedkar.

The college also celebrates International Women's day, International Human Rights Day, World Environment Day, International day of Yoga, with the help of teacher and Students. The college remember the contribution of eminent personalities to nation building which help the staff and students get to know the importance of national integrity in the country in general and their role in it in particular. Such events also help them to understand the importance of environment, Yoga, issues of women, protection of environment etc.

## 7.2 Best Practices

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

**Response:**

**1. Title of the Practice: MENTORING SYSTEM FOR STUDENTS**

**Objectives of the Practice:-**

**To promote and encourage a constructive students-teacher relationship minimizes dropouts, improve academic performance and reduce stress of the students through personal counseling.**

**The Context:-**

**In their educational life the students undergo a variety of problems of stress- personal, academic, physical, mental. As the college is situated in a predominantly tribal dominated hill area, most of the students come from educationally weak background who feels reluctance and hesitations in class to interact with the teachers to remove their doubts. As a result of such hesitation some of them are unable to perform well in exams. Statistics reveal increasing number dropouts and negligence towards academic activities. Considering the student-teacher ratio in classrooms, it is difficult at times to give personal attention to each student in the classroom. A viable solution to this problem is devising a system of 'Mentorship' in the institution. A 'Mentor' is a teacher of the college who can play the role of a 'friend, philosopher and guide' to the young minds. Mentoring is required for students to motivate them to pursue their goals and achieve emotional stability and to promote clarity in thinking and decision making for overall progress.**

**The Practice:-**

- (i) Each teacher is assigned around 30-40 students for the complete duration of their study.**
- (ii) They meet at least once a month to discuss, clarify and share various problems which may be personal or academic, etc.**
- (iii) The mentors encourage the students to participate in co-curricular and extracurricular activities and sports.**
- (iv) The mentors also keep in touch with the parents on their attendance, test performance, fee payment, examinations etc on a regular basis.**
- (v) The mentors also counsel the students in need of emotional problems. When the students have any problem in any department either with the staff or with work completion, the mentors speak with the respective staff and sorts out the problem.**
- (vi) Mentors take special care of weak students, who are given advice on how to study, prepare a time table for study and clarify the doubts and also given notes to study.**
- (vii) Students problems are discussed with the departmental heads, other faculties and necessary action taken to solve it.**

**Evidence of Success:-**

**Evidence of success of the practice includes better results in the examinations, improved attendance, less drop outs, increased participation in co-curricular and extracurricular activities, better discipline on campus and a cordial relationship between teachers and students. The students feel at ease in the campus and do not hesitate to approach any staff for amelioration of any problem faced by them inside the campus. Further the devise has resulted in to a healthy relationship with the staffs.**

**Problems Encountered and Resources Required:-**

**This practice requires committed teaching staff who have the desire and commitment to help students beyond teaching hours. Some constraints for the proper implementation of the system are faced due to shortage of sufficient number of teaching staff in the institution. As the college hires some contractual teachers to cope up with the problem of shortage of teachers it is found that such teachers naturally lack the required motivation to guide the students allotted to them. The institution has already requested the government to fill up the vacant posts so that the system of mentorship can be made more vibrant and fruitful.**

## 2. Title of Best Practice – TEACHING - LEARNING PROCESS

### Objectives:-

- (i) To ensure the completion of syllabus according to the academic calendar of College
- (ii) To encourage teachers to adapt to advance pedagogical methods including ICT adoption in class room teaching
- (iii) To improve pass percentage, average marks in each semester and enhance the number of ranks bagged by the college at the university level examinations

### The context:-

Different teachers use different methods to teach in class. It was observed that syllabus coverage remains a challenge as some teachers are not yet well conversant with the latest technologies. There was a need of uniformity and standard setting so that everyone is able to meet the objective of best teaching practices. It has become essential for teachers to adapt to the latest pedagogic styles and include ICT in class room teaching. The mismatch between the student learner and the teacher in the use and comfort of handling varieties of tools available for teaching and learning needs to be resolved.

### The practice:-

- (i) At the beginning of each Academic Session the Academic calendar is centrally planned by the Academic Planning Committee and the same is communicated to each department for its implementation.
- (ii) Academic calendar is published in the prospectus of the college and also uploaded on the college website for information to students, teachers and others concerned.
- (iii) On the basis of that, the Heads of each Department prepares the class distribution schedule among the faculty members .
- (iv) The Heads of different departments monitor the pace of coverage of the syllabus and the faculty members are required to maintain a teachers class diary to record the classes taken by them and the topic discussed or the notes given in the class.
- (v) Timely Feedback is obtained from students regarding the content delivery by different teachers.
- (vi) Assignments, Internal Assessment and evaluation are conducted at scheduled dates to improve performance in the semester end examinations.
- (vi) Timeline of Assignments, syllabus coverage is monitored by the principal of the college at regular



intervals.

(vi) Teachers make full use of the smart class rooms and all the departments have modified their class room teaching with the help of ICT.

**Evidence of Success:-**

(i) All teachers have adopted modern pedagogic styles and ICT in their classes.

(ii) Appropriately paced and timely completion of syllabus

(iii) Increased attendance in the classes

(iv) Improvement in results.

**Problems encountered and Resources required:-**

This practice requires a monitoring system which can show the progress and gaps at each point of time. Frequent power failure in the area some time hampers the utilization of the ITC for presenting lectures. Despite availability of sufficient power back up facility in the college, the frequent interruption slows down the zeal of the teachers and students. The College is planning to install a transformer inside the campus and the process of converting more of the conventional class rooms to smart class rooms is being contemplated.

### 7.3 Institutional Distinctiveness

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

**Response:**

The Primary objective of the college is to spread the most up to date form of higher education among students and inculcate among them the virtues adjustments, acquisition of ability for livelihood and making them good citizens. In pursuance of this objective, the college seeks to prepare students academically for Higher Secondary and Degree Examinations, in the process the college is making relentless efforts to produce efficient human resource in the district which can serve for the betterment of the district in particular and to act as a conscious citizen in general. With the above mentioned mission of spreading education in the hilly backward areas of the neighbourhood, the College was established in 1984, with a management totally committed to diversity and inclusion. Majority of the students hail from the remote hill villages of a vast area

The College has a history of visiting the villages and rural suburbs, to motivate the orthodox and conservative families regarding the importance of educating their children, particularly the girl child and enable them to pursue higher education. For the sake of educationally uplifting the backward hill tribes

College gives admission to maximum possible number of students as most of them can not afford to go outside region for the sake of pursuing higher studies. It is found that some of the students admitted with minimal marks completes their graduation with flying colours. The success of the College lies in making the students self dependent and financially stable.

Students are provided ample emotional support by the Faculty members and Management at times of personal problems and family bereavement. They are visited at home for offering strength and support. Students' overall behaviour is kept in check, and guardians are intimated at once, if they are found to be unstable, and to have fallen prey to danger. Faculties use bilingual mode of interaction and explanation for the benefit of the students as a large number of students are from vernacular medium. College conducts various activities to ensure student centric learning environment. Field trips are conducted to acquaint the students to the practical world provide exposure to them to the problems and prospects in the neighboring areas and also beyond the neighboring areas. Sensitivity to the environment and eco-consciousness is fostered in every activity pursued within the campus.

The College takes delight in reporting the learning outcomes of the students, as many students have been qualified in the admission tests for various Post-graduation programmes under various universities across the State. A good number of students have qualified Teachers' Eligibility Test conducted by the Govt. of Assam and are presently serving as teachers in various places of the state. There are also some alumnus of the college who have cracked state civil service exams and are placed in high positions. Moreover, a number of former students of the college are presenting serving in the college as faculties in various departments of the college.

The aim of the College is to make contribution towards establishing the principles of social justice and equality of status and opportunity as enshrined in the Indian constitution. The Motto of the college is '*Educate:: Enlighten:: Empower*'. The college is committed to impart education laying stress on all round development of the students. This is because the college firmly endorses the idea that when the people become educated they become enlightened and when people are enlightened they become empowered to make the positive difference they wish to see in the world and in themselves.

Thong Nokbe College is the lone provincialised institution of higher educational in the entire greater Dokmok and Langhin area and the objective of the institution as mentioned earlier is to empower the students through access to higher education through free admission under a special scheme initiated by the Government of Assam. Likewise there is a provision of fee waiver of the girl students as a part of the Government scheme. Such schemes have particularly encouraged the economically backward people to send their children to pursue higher education.

The college has laid special stress on the promotion of inter-cultural harmony, respect and unity among diversity of cultures existing in the area by imparting knowledge and responsibility. The college offers Bachelor in Arts in Assamese, Hindi, Bodo, English, Economics, Education, History, Political Science and Philosophy. Some of the students have shown particular excellence in the university end semester exams. One student from the Assamese Department of the college has secured 1st class in Assamese major during the 2020-21 academic sessions.

In the field of sports our college has the credit of winning maximum number of medals various inter-college events. The football team of Thong Nokbe College is one of the best football teams among the affiliating colleges of Assam University. Our football team has emerged as champions in the inter college football championships in maximum number of times.

As a special thrust, societal development is also instilled on a large scale into the students through their active participation in various social service activities to inculcate social values among them. Throughout the year, the students under the guidance of the teachers undertakes a variety of events ranging from street plays, cleanliness drives, tree plantation drives, donation drives, waste management drives, gender equity, field visits and many more.

NAAC

## 5. CONCLUSION

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### Additional Information :

(A) With a view to acquaint the students to closely understand glorious history of the country and also to refresh the students by giving them a break from their regular studies the colleges has the system of taking the students in to educational tours in different historical and other important places of the country. Such trips are financed by the local autonomous council of Karbi Anglong district.

(B) The college authority always encourages outreach Programme such a community service, Poor Students Aid, Medical Camp, National Integration Camp, Literacy Drive, Blood Donation, Water Quality Improvement, Plantation Drive, Anti Cruelty to Animal, Environment Awareness, AIDS Control & Anti drug awareness programmes, Students Exchange, Science Exhibition, and the like. Further the college has adopted a village where the faculty and the students organize different consciousness programmes as mentioned above.

(C) There should be calm, cool and congenial environment in an institution of higher education for academic pursuit. Thong Nokbe College, Dokmoka has to shoulder the responsibility of providing academic leadership to the academic fraternity of this district in general and Dokmoka area in particular. The college authority organizes district level workshops/Seminars, wherein the members of social organizations, journalists, teachers, lawyers, students and youth organizations, leading citizens, guardians, administrators, educationists and the like, participate, deliberate, give suggestions and adopt follow-up actions based on consensus for the conducive academic environment in the district

(D) Besides producing valuable human resources who have been able to occupy high positions in the socio-political and governmental hierarchy, Thong Nokbe College is also known for producing renowned sports personalities. The college football team is a renowned team under the Assam University and it has become University football champion in a number of times during the Assam University inter-college football championships. Besides in other sports also our students have been able to bring laurels to the college and to the area

### Concluding Remarks :

Thong Nokbe College functions in compliance with the rules and regulations framed by the concerned department of the Assam Government. The academic and administrative affairs of the college are managed by the principal of the college. The College has a duly constituted Governing Body approved by the concerned authority.

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## 6.ANNEXURE

### 1.Metrics Level Deviations

| Metric ID | Sub Questions and Answers before and after DVV Verification   |
|-----------|---|
| 1.1.3     | <p><b>Teachers of the Institution participate in following activities related to curriculum development and assessment of the affiliating University and/are represented on the following academic bodies during the last five years</b></p> <ol style="list-style-type: none"> <li>1. Academic council/BoS of Affiliating university</li> <li>2. Setting of question papers for UG/PG programs</li> <li>3. Design and Development of Curriculum for Add on/ certificate/ Diploma Courses</li> <li>4. Assessment /evaluation process of the affiliating University</li> </ol> <p>Answer before DVV Verification : C. Any 2 of the above<br/>           Answer After DVV Verification: C. Any 2 of the above<br/>           Remark : HEI Input considered.</p> |
| 1.2.1     | <p><b>Percentage of Programmes in which Choice Based Credit System (CBCS)/ elective course system has been implemented</b></p> <p>1.2.1.1. <b>Number of Programmes in which CBCS/ Elective course system implemented.</b><br/>           Answer before DVV Verification : 15<br/>           Answer after DVV Verification: 15</p>   |
| 1.3.3     | <p><b>Percentage of students undertaking project work/field work/ internships (Data for the latest completed academic year</b></p> <p>1.3.3.1. <b>Number of students undertaking project work/field work / internships</b><br/>           Answer before DVV Verification : 7<br/>           Answer after DVV Verification: 7</p>  |
| 1.4.1     | <p><i>Institution obtains feedback on the syllabus and its transaction at the institution from the following stakeholders</i></p> <ol style="list-style-type: none"> <li>1) <i>Students</i></li> <li>2) <i>Teachers</i></li> <li>3) <i>Employers</i></li> <li>4) <i>Alumni</i></li> </ol> <p>Answer before DVV Verification : D. Any 1 of the above<br/>           Answer After DVV Verification: D. Any 1 of the above</p>   |
| 1.4.2     | <p><b>Feedback process of the Institution may be classified as follows:</b></p> <p><b>Options:</b></p>  |

1. **Feedback collected, analysed and action taken and feedback available on website**
2. **Feedback collected, analysed and action has been taken**
3. **Feedback collected and analysed**
4. **Feedback collected**
5. **Feedback not collected**

Answer before DVV Verification : B. Feedback collected, analysed and action has been taken

Answer After DVV Verification: C. Feedback collected and analysed

Remark : As per document provided by HEI.

### 2.1.1 **Average Enrolment percentage (Average of last five years)**

#### 2.1.1.1. **Number of students admitted year-wise during last five years**

Answer before DVV Verification:

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 503     | 303     | 407     | 372     | 566     |

Answer After DVV Verification :

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 503     | 303     | 407     | 372     | 565     |

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

Answer before DVV Verification:

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 600     | 600     | 600     | 600     | 600     |

Answer After DVV Verification :

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 600     | 600     | 600     | 600     | 600     |

Remark : HEI Input considered.

### 2.1.2 **Average percentage of seats filled against reserved categories (SC, ST, OBC, Divyangjan, etc. as per applicable reservation policy ) during the last five years ( exclusive of supernumerary seats)**

#### 2.1.2.1. **Number of actual students admitted from the reserved categories year wise during last five years**

Answer before DVV Verification:

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 112     | 86      | 85      | 102     | 162     |

Answer After DVV Verification :

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 112     | 86      | 85      | 102     | 161     |

Remark : HEI Input considered.

2.3.3 **Ratio of students to mentor for academic and other related issues (Data for the latest completed academic year )**

2.3.3.1. **Number of mentors**

Answer before DVV Verification : 30

Answer after DVV Verification: 31

2.4.2 **Average percentage of full time teachers with Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt. during the last five years (consider only highest degree for count)**

2.4.2.1. **Number of full time teachers with Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt. year wise during the last five years**

Answer before DVV Verification:

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 4       | 4       | 4       | 6       | 5       |

Answer After DVV Verification :

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 4       | 4       | 4       | 6       | 5       |

2.4.3 **Average teaching experience of full time teachers in the same institution (Data for the latest completed academic year in number of years)**

2.4.3.1. **Total experience of full-time teachers**

Answer before DVV Verification : 348

Answer after DVV Verification: 386

2.6.3 **Average pass percentage of Students during last five years**

2.6.3.1. **Total number of final year students who passed the university examination year-wise during the last five years**

Answer before DVV Verification:

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 233     | 154     | 114     | 94      | 156     |

Answer After DVV Verification :

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



| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 377     | 194     | 183     | 67      | 130     |

**2.6.3.2. Total number of final year students who appeared for the university examination year-wise during the last five years**

Answer before DVV Verification:

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 452     | 545     | 532     | 546     | 371     |

Answer After DVV Verification :

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 411     | 350     | 423     | 371     | 356     |

Remark : HEI Clarification Input considered. HEI has not provided document as per SOP.

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

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

Answer before DVV Verification:

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 2       | 3       | 5       | 5       | 2       |

Answer After DVV Verification :

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 2       | 3       | 5       | 5       | 1       |

Remark : HEI Clarification Input considered.

**4.1.3 Percentage of classrooms and seminar halls with ICT- enabled facilities such as smart class, LMS, etc. (Data for the latest completed academic year)**

**4.1.3.1. Number of classrooms and seminar halls with ICT facilities**

Answer before DVV Verification : 2

Answer after DVV Verification: 2

**4.1.4 Average percentage of expenditure, excluding salary for infrastructure augmentation during last five years(INR in Lakhs)**

**4.1.4.1. Expenditure for infrastructure augmentation, excluding salary year-wise during last five years (INR in lakhs)**

Answer before DVV Verification:

| 2020-21    | 2019-20    | 2018-19    | 2017-18    | 2016-17    |
|------------|------------|------------|------------|------------|
| 3692154.00 | 2339848.00 | 3783451.00 | 6022189.50 | 5030008.50 |

Answer After DVV Verification :

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 8.46    | 8.69    | 6.56    | 3.77    | 13.93   |

Remark : As per document provided by HEI.

4.2.2 **The institution has subscription for the following e-resources**

1. e-journals
2. e-ShodhSindhu
3. Shodhganga Membership
4. e-books
5. Databases
6. Remote access to e-resources

Answer before DVV Verification : C. Any 2 of the above

Answer After DVV Verification: C. Any 2 of the above

Remark : HEI Input considered.

4.2.3 **Average annual expenditure for purchase of books/e-books and subscription to journals/e-journals during the last five years (INR in Lakhs)**

4.2.3.1. **Annual expenditure of purchase of books/e-books and subscription to journals/e-journals year wise during last five years (INR in Lakhs)**

Answer before DVV Verification:

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 34220   | 0       | 0       | 217663  | 0       |

Answer After DVV Verification :

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 1.95    | 1.95    | 1.95    | 1.95    | 1.95    |

Remark : As per audited statement of accounts provided by HEI in 4.1.4, for all the years books and library shown as Rs. 1.95 lakhs.

4.2.4 **Percentage per day usage of library by teachers and students ( foot falls and login data for online access) during the latest completed academic year**

4.2.4.1. **Number of teachers and students using library per day over last one year**

Answer before DVV Verification : 74

Answer after DVV Verification: 37

Remark : As per document provided by HEI.

**4.4.1 Average percentage of expenditure incurred on maintenance of infrastructure (physical and academic support facilities) excluding salary component during the last five years(INR in Lakhs)**

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

Answer before DVV Verification:

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 3343505 | 2191989 | 3161579 | 5673776 | 4629062 |

Answer After DVV Verification :

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 9.69    | 0.70    | 1.19    | 0.02    | 1.11    |

Remark : The Expenditure incurred on maintenance of infrastructure as per document provided by HEI.

**5.1.1 Average percentage of students benefitted by scholarships and freships provided by the Government during last five years**

**5.1.1.1. Number of students benefitted by scholarships and free ships provided by the institution, Government and non-government bodies, industries, individuals, philanthropists during the last five years (other than students receiving scholarships under the government schemes for reserved categories)**

Answer before DVV Verification:

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 563     | 502     | 0       | 0       | 230     |

Answer After DVV Verification :

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 563     | 502     | 0       | 0       | 229     |

Remark : HEI Clarification Input considered. HEI has not provided supporting document as per SOP.

**5.1.2 Average percentage of students benefitted by scholarships, freships etc. provided by the institution / non- government agencies during the last five years**

**5.1.2.1. Number of students benefited by scholarships and free ships provided by the institution, Government and non-government bodies, industries, individuals, philanthropists during the last five years (other than students receiving scholarships under the government schemes for reserved categories)**

Answer before DVV Verification:

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 563     | 502     | 0       | 0       | 230     |

Answer After DVV Verification :

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 563     | 502     | 0       | 0       | 229     |

Remark : HEI Clarification Input considered. HEI has not provided supporting document as per SOP.

**5.1.3 Capacity building and skills enhancement initiatives taken by the institution include the following**

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

Answer before DVV Verification : B. 3 of the above

Answer After DVV Verification: C. 2 of the above

**5.1.5 The Institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases**

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

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: B. 3 of the above

**5.2.2 Average percentage of students progressing to higher education during the last five years**

**5.2.2.1. Number of outgoing student progressing to higher education.**

Answer before DVV Verification : 19

Answer after DVV Verification: 25

**5.3.1 Number of awards/medals won by students for outstanding performance in sports/cultural activities at inter-university/state/national / international level (award for a team event should**

be counted as one) during the last five years.

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

Answer before DVV Verification:

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 0       | 0       | 1       | 0       | 0       |

Answer After DVV Verification :

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 0       | 0       | 0       | 0       | 0       |

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

**5.3.3.1. Number of sports and cultural events/competitions in which students of the Institution participated year-wise during last five years**

Answer before DVV Verification:

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 0       | 0       | 1       | 1       | 1       |

Answer After DVV Verification :

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 0       | 0       | 1       | 1       | 1       |

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

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

Answer before DVV Verification : C. 2 of the above

Answer After DVV Verification: D. 1 of the above

**6.3.4 Average percentage of teachers undergoing online/ face-to-face Faculty Development Programmes (FDP)during the last five years (Professional Development Programmes, Orientation / Induction Programmes, Refresher Course, Short Term Course ).**

**6.3.4.1. Total number of teachers attending professional development Programmes viz., Orientation / Induction Programme, Refresher Course, Short Term Course year-wise during the last five years**

Answer before DVV Verification:

|         |         |         |         |         |
|---------|---------|---------|---------|---------|
| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
| 8       | 8       | 8       | 8       | 8       |

Answer After DVV Verification :

|         |         |         |         |         |
|---------|---------|---------|---------|---------|
| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
| 0       | 0       | 1       | 3       | 4       |

|       |   |
|-------|---|
| 6.5.3 | <p><b>Quality assurance initiatives of the institution include:</b></p> <ol style="list-style-type: none"> <li><b>1. Regular meeting of Internal Quality Assurance Cell (IQAC); Feedback collected, analysed and used for improvements</b></li> <li><b>2. Collaborative quality initiatives with other institution(s)</b></li> <li><b>3. Participation in NIRF</b></li> <li><b>4. any other quality audit recognized by state, national or international agencies (ISO Certification, NBA)</b></li> </ol> <p>Answer before DVV Verification : D. 1 of the above<br/>         Answer After DVV Verification: D. 1 of the above<br/>         Remark : HEI Input considered.</p> |
| 7.1.2 | <p><b>The Institution has facilities for alternate sources of energy and energy conservation measures</b></p> <ol style="list-style-type: none"> <li><b>1. Solar energy</b></li> <li><b>2. Biogas plant</b></li> <li><b>3. Wheeling to the Grid</b></li> <li><b>4. Sensor-based energy conservation</b></li> <li><b>5. Use of LED bulbs/ power efficient equipment</b></li> </ol> <p>Answer before DVV Verification : D. 1 of the above<br/>         Answer After DVV Verification: D. 1 of the above</p>   |
| 7.1.4 | <p><b>Water conservation facilities available in the Institution:</b></p> <ol style="list-style-type: none"> <li><b>1. Rain water harvesting</b></li> <li><b>2. Borewell /Open well recharge</b></li> <li><b>3. Construction of tanks and bunds</b></li> <li><b>4. Waste water recycling</b></li> <li><b>5. Maintenance of water bodies and distribution system in the campus</b></li> </ol> <p>Answer before DVV Verification : C. 2 of the above<br/>         Answer After DVV Verification: E. None of the above</p>   |
| 7.1.5 | <p><b>Green campus initiatives include:</b></p> <ol style="list-style-type: none"> <li><b>1. Restricted entry of automobiles</b></li> <li><b>2. Use of Bicycles/ Battery powered vehicles</b></li> </ol>  |

|        |  |
|--------|--|
|        | <p>3. <b>Pedestrian Friendly pathways</b></p> <p>4. <b>Ban on use of Plastic</b></p> <p>5. <b>landscaping with trees and plants</b></p> <p>Answer before DVV Verification : A. Any 4 or All of the above<br/>Answer After DVV Verification: E. None of the above</p>   |
| 7.1.6  | <p><b>Quality audits on environment and energy are regularly undertaken by the Institution and any awards received for such green campus initiatives:</b></p> <p>1. <b>Green audit</b></p> <p>2. <b>Energy audit</b></p> <p>3. <b>Environment audit</b></p> <p>4. <b>Clean and green campus recognitions / awards</b></p> <p>5. <b>Beyond the campus environmental promotion activities</b></p> <p>Answer before DVV Verification : D.1 of the above<br/>Answer After DVV Verification: E. None of the above</p>   |
| 7.1.7  | <p><b>The Institution has disabled-friendly, barrier free environment</b></p> <p>1. <b>Built environment with ramps/lifts for easy access to classrooms.</b></p> <p>2. <b>Divyangjan friendly washrooms</b></p> <p>3. <b>Signage including tactile path, lights, display boards and signposts</b></p> <p>4. <b>Assistive technology and facilities for Divyangjan accessible website, screen-reading software, mechanized equipment</b></p> <p>5. <b>Provision for enquiry and information : Human assistance, reader, scribe, soft copies of reading material, screen reading</b></p> <p>Answer before DVV Verification : C. 2 of the above<br/>Answer After DVV Verification: E. None of the above</p> |
| 7.1.10 | <p><b>The Institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic programmes in this regard.</b></p> <p>1. <b>The Code of Conduct is displayed on the website</b></p> <p>2. <b>There is a committee to monitor adherence to the Code of Conduct</b></p> <p>3. <b>Institution organizes professional ethics programmes for students, teachers, administrators and other staff</b></p> <p>4. <b>Annual awareness programmes on Code of Conduct are organized</b></p> <p>Answer before DVV Verification : B. 3 of the above<br/>Answer After DVV Verification: E. None of the above</p>   |

## 2.Extended Profile Deviations

| ID      | Extended Questions   |         |         |         |         |         |
|---------|--|---------|---------|---------|---------|---------|
| 1.1     | <p><b>Number of courses offered by the Institution across all programs during the last five years</b></p> <p>Answer before DVV Verification:</p> <table border="1"> <tr> <td>2020-21</td> <td>2019-20</td> <td>2018-19</td> <td>2017-18</td> <td>2016-17</td> </tr> </table> | 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
| 2020-21 | 2019-20  | 2018-19 | 2017-18 | 2016-17 |         |         |

|     |     |     |     |     |
|-----|-----|-----|-----|-----|
| 259 | 240 | 209 | 173 | 178 |
|-----|-----|-----|-----|-----|

Answer After DVV Verification:

|         |         |         |         |         |
|---------|---------|---------|---------|---------|
| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
| 256     | 218     | 186     | 169     | 169     |

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

Answer before DVV Verification:

|         |         |         |         |         |
|---------|---------|---------|---------|---------|
| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
| 15      | 15      | 15      | 15      | 15      |

Answer After DVV Verification:

|         |         |         |         |         |
|---------|---------|---------|---------|---------|
| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
| 15      | 15      | 15      | 15      | 15      |

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

Answer before DVV Verification:

|         |         |         |         |         |
|---------|---------|---------|---------|---------|
| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
| 949     | 922     | 995     | 1158    | 1138    |

Answer After DVV Verification:

|         |         |         |         |         |
|---------|---------|---------|---------|---------|
| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
| 949     | 922     | 995     | 1158    | 1137    |

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

Answer before DVV Verification:

|         |         |         |         |         |
|---------|---------|---------|---------|---------|
| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
| 222     | 222     | 222     | 222     | 222     |

Answer After DVV Verification:

|         |         |         |         |         |
|---------|---------|---------|---------|---------|
| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
| 112     | 86      | 85      | 102     | 162     |

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

Answer before DVV Verification:

|         |         |         |         |         |
|---------|---------|---------|---------|---------|
| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|         |         |         |         |         |



|     |     |     |    |     |
|-----|-----|-----|----|-----|
| 233 | 186 | 159 | 87 | 256 |
|-----|-----|-----|----|-----|

Answer After DVV Verification:

|         |         |         |         |         |
|---------|---------|---------|---------|---------|
| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
| 233     | 186     | 159     | 87      | 255     |

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

Answer before DVV Verification:

|         |         |         |         |         |
|---------|---------|---------|---------|---------|
| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
| 30      | 25      | 25      | 21      | 21      |

Answer After DVV Verification:

|         |         |         |         |         |
|---------|---------|---------|---------|---------|
| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
| 30      | 25      | 28      | 26      | 27      |

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

Answer before DVV Verification:

|         |         |         |         |         |
|---------|---------|---------|---------|---------|
| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
| 30      | 30      | 30      | 30      | 30      |

Answer After DVV Verification:

|         |         |         |         |         |
|---------|---------|---------|---------|---------|
| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
| 30      | 30      | 30      | 30      | 30      |

**4.1 Total number of classrooms and seminar halls**

Answer before DVV Verification : 21

Answer after DVV Verification : 20

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

Answer before DVV Verification:

|            |            |            |            |            |
|------------|------------|------------|------------|------------|
| 2020-21    | 2019-20    | 2018-19    | 2017-18    | 2016-17    |
| 3692154.00 | 2339848.00 | 3783451.00 | 6022189.50 | 5030008.50 |

Answer After DVV Verification:

|         |         |         |         |         |
|---------|---------|---------|---------|---------|
| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
| 35.69   | 21.95   | 36.12   | 54.49   | 43.91   |

**4.3 Number of Computers**

|     |  |
|-----|--|
|     | Answer before DVV Verification : 27<br>Answer after DVV Verification : 26  |
| 4.4 | <b>Total number of computers in the campus for academic purpose</b><br>Answer before DVV Verification : 17<br>Answer after DVV Verification : 16 |

NAAC