# SELF STUDY REPORT

## FOR

## 1st CYCLE OF ACCREDITATION

## HAFLONG GOVERNMENT COLLEGE

COLLEGE ROAD, HAFLONG, DIST- DIMA HASAO
788819
www.haflonggovtcollege.ac.in

Submitted To

**NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL**

**BANGALORE**

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# 1. EXECUTIVE SUMMARY

## 1.1 INTRODUCTION

Haflong Government College is situate in the heart of the picturesque Haflong town of Dima Hasao district of Assam. It was established on the 4th of September, 1961 as a private night college with 17 students on its roll. Since its inception this premier institution took up the cudgels to articulate the aspirations of ethnic societies of the district. Starting with only Arts Faculty, the College later on opened Science and Commerce Faculties in 1969 and 1988 respectively. The College offers B.A., B.Sc and B.com. Since 1997, M.A. in Political Science and History is also offered by the institution. Haflong Government College is presently a full-fledged college with three streams consisting of 13 Departments, 69 sanction posts of Teachers, 33 numbers of Non- teaching staff and over 2500 students from Higher Secondary to Post Graduation. IGNOU has been providing quality Education to the people of this district since January 2007. Since its inception this premier institution aimed at fulfilling the aspirations of the people of the district. It is the only institution for higher learning in the hilly district of Assam. 88% of the students belong to ST categories and majority of them hail from economically weaker sections from rural areas.

The college began eligible for financial assistance under section 2(f) and was declared fit to receive central assistance (UGC grant) under Section12 (B) of UGC in the year 1962 as per approved pattern of assistance under various schemes. The college obtained affiliation from Gauhati University for degree course in 1963. Recognition was obtained from the Department of Higher Education, Government of Assam on 5th of November 1975 when the college became a Government College. The College remained under Gauhati University till 20th January 1994, but, after the establishment of Assam University, its affiliation shifted from Gauhati University to Assam University on the 21st of January 1994. On 15th February 2005, The College came under the administrative control of N.C. Hills Autonomous Council.

**Vision**

Haflong Government College was established with the vision to cater to the need for higher education and to tap the intellectual potential of the Tribals of this region. The college intends to uphold the national policies on higher education which is to mould and prepare the young minds to meet contemporary challenges with special focus on the Tribal students. Guided by the principles of inclusiveness, integrity, innovation, creativity, equality and quality, the college has a vision to create an environment that is responsive to the needs of the society.

- Our goal is to provide quality education to all especially the under privileged class.
- We concentrate in shaping our students into agents of social change, preparing them for concerted social action and thus paving the way to mass movements which will bring about the desired liberation.

**Mission**

Haflong Government College aims at the attainment of academic excellence and professional competence by the young generation. Its mission is to pursue knowledge through academic, co-curricular and extra-curricular activities and to develop the learners' personality with a strong value base. This holistic development of individual leads to the promotion of national integration, harmony and secularism.

- We seek to provide quality education for all sections of society reaching out especially to the socially, economically, culturally and educationally disadvantaged.
- We emphasise life oriented and value based teaching and nurture a culture of solidarity. The educators and the educated join hands to mould intellectually competent, morally upright, socially committed and spiritually inspired persons capable of building a more humane social order within the context of the nation's plurality of religions and diversity of cultures.
- We aim to equip our students for, making them not only job seekers, but also job creators.
- Teaching for us at the college is a lifetime commitment, a passion, a vocation and a profession rather than a job.

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

**Institutional Strength**

The College is situated at the heart of the town with dedicated faculty members and good number of student strength. The institution boasts of a well stocked Central Library, departmental libraries, laptops, LCD projectors, Smart classrooms, well equipped laboratories and other resources. The efforts are reflected not only in the academic performance of the students but also in their progression to higher studies and placement in future life. A formal system of collecting feedback from the stakeholders exists which is uploaded in the websites. Besides organising seminars, workshops and lectures and publishing one peer-reviewed and refereed journal and a couple of newsletters, the college encourages its faculty members in research work. The IQAC is actively involved in the quality enhancement initiatives of the college. Students are encouraged to publish and express their creative pursuits in the in-house handwritten or print magazines and wall magazines. The various cells, committees, clubs and IQAC are involved in student centric activities.

- Visionary and Committed management with social responsibilities
- Strong support of Government for development of Institute
- Ample infrastructure with pleasant ambience
- Reasonable fees
- Student centric approach
- Good combination of dynamic, enthusiastic fresh and experienced staff
- Well equipped Science and Computer labs
- Good service conditions and benefits to staff

**Institutional Weakness**

One of the major shortcomings of the institution is that it has no freedom to follow curriculum of its own. The curriculum which is followed is designed by Assam University and the college has no choice in this matter. Interactions with industries and psychological counselling should have been taken up by the institution. It is difficult to maintain the records of progression and placement because the alumni lose touch with their alma mater and often do not bother to respond.

- Shortage of adequate teaching and non-teaching faculties
- Being a Government College it cannot introduce new subjects.
- Inadequate hostel facility, Professors' and Staff quarters
- Absence of modern library and Laboratory facilities

- In-adequate water supply in the campus
- Absence of Canteen, Health and Child care facilities

## Institutional Opportunity

The reputation of the college since its inception and the ability to live up to the stated vision and mission has placed it in great demand throughout the region. Therefore, the institution can expand through introduction of Major in the non-major subjects, introduce PG courses in some of the departments and offer skill based courses. Also, develop soft skill and communication skill of students. Diploma courses such as tourism, entrepreneurship, etc. could be introduced. The laboratories can be further upgraded with required equipments and software. The faculty members may avail of the research facilities offered by various funding agencies. Students can be involved in departmental research projects. Scope for research and consultancy. For widening the scope for employment, short term courses or workshops can be organised. There is greater possibility of networking among the alumni so that the activities of the Alumni Association are increased in number. The institution can strive to remove the infrastructural Inadequacies with grants received from Govt. of Assam, Quality enhancement programmes for the institution at large and students in particular can be organised with the active involvement of the various Stakeholders.

## Institutional Challenge

The teachers are often under great pressure in completing their courses as regular classes are hampered by frequent "bandhs" or their appointment in other government duties like election, census etc. A considerable time is taken to fill up vacant posts (retired) due to government policy. However, this lacuna is met by the appointment of part-time teachers. The college needs to develop more collaborative research activities and consultancy and to devote quality time for research, along with the teaching-learning process. There is a necessity to increase the strength and involvement of the major stakeholders, like the parents and alumni. The major challenge is to cater and fulfill the necessities of the large student strength with limited faculty members. Also, if the free admission scheme of the state government is continued the institution will face serious financial problems. The institution is cramped up with the limited time frame of the semester system and the necessity to organise and implement planned programmes within the limited time schedule. The College being situated in a hilly area provision of adequate drinking water is a major challenge.

# 1.3 CRITERIA WISE SUMMARY

## Curricular Aspects

The college does not play a major role in curriculum design since it is framed by the affiliating university. But some of the teachers are members of Board of Studies and they do play a significant role in framing the curriculum. As representatives of the college, they place before the Board of Studies the necessary input from the faculty of the college. At the same time, the college also encourages the faculty members to participate in curriculum related workshops, seminars, etc. so as to enrich themselves as well as the institution. But the institution has an effective framework in place for the implementation of the curriculum. These include measures like strictly adhering to the academic calendar, class routine, syllabi, seminars, discussions, tests,

extra classes, use of ICT, etc. For the enrichment of the curriculum, besides regular academic discourses, certain talks, lectures, workshops, seminars, field trips, interactive programmes with the community, etc. are organised from time to time. In so far as academic flexibility is concerned, the students have options to select from a wide range of subjects. Moreover, the College is a three stream College giving them more options.

## Teaching-learning and Evaluation

Students are admitted strictly on merit of marks obtained by them in the qualifying examination. The Admission committee is entrusted with the responsibility of carrying out the whole process of admission justly. The college is mindful of catering to the diverse needs of the students. They are encouraged to interact with the faculty and speak their minds out. The slow and advanced learners are given due attention as per their needs by the departments. In order to make the learning process more student-centric, interactive and participatory learning, educational tours, use of library and e-resources are encouraged. For effective teaching, use of a well stocked Central Library, e-resources and ICT is encouraged by the way of providing, laptops, LCDprojectors, Smart classes, laboratory equipments and the like. Innovative teaching approaches like Interdisciplinary lectures, talks by eminent persons, documentary films, interactive sessions, extempore speeches on syllabi related topics, etc. are adopted by the faculty. The College follows a transparent mechanism for continuous evaluation. The College communicates the progress and performance of students by way of publishing the results on the Notice board, both general and departmental, college website, Prospectus of next year etc. The College also takes care of grievances of the students and tries to redress through efficient ways and means. The college website and prospectus publish Information related to students' performance and learning outcomes.

## Research, Innovations and Extension

There is a vibrant environment for research in the college. A good number of teachers are actively involved in their Ph.D. research programmes. Some others are involved in research projects, publishing research papers, etc. There is a Research Committee to facilitate the research activities of the faculty Project works, field surveys, group discussions, seminars, dissertations, use of library resources and ICT are encouraged among students in order to imbibe a spirit of research among them. The college organizes Departmental seminars, Workshops/ training and sensitization programmes for capacity building among the staff and students. Since the college does not have direct provision of funding teachers for research, it encourages them to opt for research grants from various funding agencies. Recently, the Govt. of Assam has sponsored an ICT centre. The research facilities available in the college include high speed internet connectivity, departmental laptops, enriched central library, and computer laboratory besides other equipments. The institution is devoted towards developing a strong relationship with the neighbourhood and community. Keeping in view its mission, vision and objectives, the institution engages the students in activities related to the society so that a sense of responsibility is instilled in them. The institution promotes these activities through the NSS, NCC, Alumni Association, IQAC, Teachers Association, HGC Students' Union Body, departmental outreach programmes, etc.

## Infrastructure and Learning Resources

With an area of 3199.39 sq mts.,1607.32 sq mts.,1198.14sq mts. in the Arts, Science and Commerce campus respectively, the college functions with grants and aids from the UGC Govt. of Assam, etc. and also to some extent by its own resources. The classrooms are spacious and are equipped with electricity facility, podiums,

blackboards, green boards or whiteboards, many with LCD projectors with adequate number of desks and benches. Most of the classrooms are under CCTV surveillance too. There is a well- designed multi-media facilities like L.C.D. Projector, Laptop, and every department of the College is provided Laptop with high configuration of the latest generation which improves power point presentations for the teaching. The institution also has a central library and individual department libraries. Library is well equipped with a large number of books, computers with internet connectivity, photocopying facility, spacious reading hall for students, separate Reference Section and reading space for newspaper and periodicals. The laboratories are upgraded with advanced laboratory equipments and have enough space to carry out practical classes effectively. The college auditorium is under construction and a seminar hall which is used for various academic, cultural and social purposes like curricular & co-curricular activities which include seminars, workshop, essay writing competitions, cultural functions etc. Besides, the college has NSS unit and NCC Units. The college has two hostels separately for Boys and Girl students.

## Student Support and Progression

The college publishes its Prospectus annually where all necessary information related to the college and the available support structures for students are explicitly mentioned. The college has some scholarships, freeships, awards, etc. for students who are meritorious, economically backward, sportspersons, and other students fulfilling specific criterion. The other support structures available are coaching for competitive examinations. They are also encouraged to write articles in the various in-house magazines. They are also facilitated for participating in co-curricular and extra-curricular activities. The Career Counselling Cell, Gender Sensitisation and Sexual Harassment Complaint Cell, Grievance Redressal Cell, Alumni Association, IQAC, and departmental faculty members also provide necessary career oriented and psychological counselling. The student progressing from UG to PG is very healthy and it exhibits an increasing trend. The pass percentage of the college is not very encouraging as the college has to admit below average students, as this college is the only institution of Higher Studies. Students who are at the risk of failure or dropout are given due attention for better performance. The students of the college actively participate in co-curricular and extra-curricular activities. The college seeks feedback from its students in order to improve the quality of institutional provisions. The Students' Union Body is guided by its constitution. All students related activities are organised with the full support of the Body. Student representatives are also present in certain committees and clubs.

## Governance, Leadership and Management

The Principal, the IQAC and the staff work together for designing and successful implementation of policies and plans of the College. Various committees for specific purposes are formed with the approval of the Principal. The leadership ensures interaction with all its stakeholders in establishing transparency and participation amongst all. For the maintenance of transparency, the policy initiatives and feedback are communicated to the management and stakeholders through meetings, website, prospectus, newsletter, etc. by the Principal. The GrievanceRedressal Cell, the Sexual Harassment and Complaint Cell, the Anti-Ragging Cell, the Women Cell and theIQAC are involved in registering and addressing the stakeholders' grievances. The authority of the college encourages its teaching and non-teaching staff in their empowerment through participation in seminars, workshops, training programmes, publications and the like. The College has an efficient mechanism to monitor effective and efficient use of available financial resources. The college maintains various funds whose accounts are maintained in nationalized banks; separate cash book, ledger book, pass book, chequebook are used for transaction. The main sources of funds are students' fees, development fund from UGC, conference and seminar grants received from various sources, etc.The IQAC of Haflong

Govt.College was established in 2013. Since then, the IQAC has been involved in quality assurance initiatives with the participation of the stakeholders at various levels. The initiatives of the IQAC have been wholeheartedly supported by the management in their implementation.

## Institutional Values and Best Practices

Haflong Govt. College is rich in Ethno Religious Diversity where students belonging to 14plus tribes and Non tribes interact openly with each other inside and outside the college in harmony presenting a wonderful example of communal co-existence. The institution has always strived to introduce new and innovative practices and to implement them into best practices in the long run. Keeping in mind this mission, the institution has introduced an array of practices and programmes. Academic and awareness programmes, workshops on value system, climate change, etc were regularly held to encourage behavioural display in the right direction. The institution also strived towards regular publication of college magazines, departmental wall magazines and newsletters to encourage the writing and creative skills of the students. The Principal along with the Admission Committee members counsel the students and their guardians yearly during admissions. Extension activities, awareness programmes, are taken up regularly by various clubs, cells and committees. Cleanliness drives, tree plantation, are initiatives taken up by the students and teachers from time to time to keep the campus clean and green. The constitution of the students' Union Body was framed by the committee formed by the IQAC. Online admission of students has made the process more systematic and precise. Adhering to the concept of "Cashless India", the college has installed POS machines for cashless transaction within the campus for administrative affairs.

# 2. PROFILE

## 2.1 BASIC INFORMATION

| Name and Address of the College | |
| --- | --- |
| Name | HAFLONG GOVERNMENT COLLEGE |
| Address | College Road, Haflong, Dist- Dima Hasao |
| City | HAFLONG |
| State | Assam |
| Pin | 788819 |
| Website | www.haflonggovtcollege.ac.in |

| Contacts for Communication | | | | | |
| --- | --- | --- | --- | --- | --- |
| Designation | Name | Telephone with STD Code | Mobile | Fax | Email |
| Principal | Mizanur Rahman | 03673-236292 | 9435513375 | 03673-236295 | haflongcollege@gmail.com |
| Associate Professor | Sankar Neogi | 03673-236395 | 9435712900 | 03673-236170 | sankarneogi@gmail.com |

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

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

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

| Establishment Details | |
| --- | --- |
| Date of establishment of the college | 04-09-1961 |

| **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 | View Document |

| **Details of UGC recognition** | | |
|---|---|---|
| **Under Section** | **Date** | **View Document** |
| 2f of UGC | 04-09-1962 | View Document |
| 12B of UGC | 04-09-2014 | View Document |

| **Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)** | | | | |
|---|---|---|---|---|
| **Statutory Regulatory Authority** | **Recognition/Approval details Institution/Department programme** | **Day,Month and year(dd-mm-yyyy)** | **Validity in months** | **Remarks** |
| No contents | | | | |

| **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 | College Road, Haflong, Dist-Dima Hasao | Semi-urban | 5.727 | 9938.71 |

## 2.2 ACADEMIC INFORMATION

| Details of Programmes Offered by the College (Give Data for Current Academic year) | | | | | | |
|---|---|---|---|---|---|---|
| Programme Level | Name of Programme/Course | Duration in Months | Entry Qualification | Medium of Instruction | Sanctioned Strength | No.of Students Admitted |
| UG | BA,Assamese | 36 | HS | English + Assamese | 300 | 2 |
| UG | BA,Bengali | 36 | HS | English + Bengali | 50 | 0 |
| UG | BA,Bengali | 36 | HS | English + Bengali | 300 | 42 |
| UG | BA,History | 36 | HS | English | 300 | 300 |
| UG | BA,History | 36 | HS | English | 50 | 50 |
| UG | BA,Economics | 36 | HS | English | 50 | 0 |
| UG | BA,Economics | 36 | HS | English | 300 | 221 |
| UG | BA,English | 36 | HS | English | 50 | 46 |
| UG | BA,English | 36 | HS | English | 300 | 300 |
| UG | BA,Philosophy | 36 | HS | English | 300 | 300 |
| UG | BA,Philosophy | 36 | HS | English | 50 | 4 |
| UG | BA,Political Science | 36 | HS | English | 300 | 300 |
| UG | BA,Political Science | 36 | HS | English | 50 | 50 |
| UG | BSc,Mathem | 36 | HS | English | 150 | 23 |

| | | | | | | |
|---|---|---|---|---|---|---|
| | atics | | | | | |
| UG | BSc,Chemistry | 36 | HS | English | 50 | 17 |
| UG | BSc,Chemistry | 36 | HS | English | 150 | 150 |
| UG | BSc,Botany | 36 | HS | English | 150 | 150 |
| UG | BSc,Botany | 36 | HS | English | 50 | 15 |
| UG | BSc,Zoology | 36 | HS | English | 150 | 139 |
| UG | BSc,Zoology | 36 | HS | English | 50 | 40 |
| UG | BSc,Physics | 36 | HS | English | 50 | 7 |
| UG | BSc,Physics | 36 | HS | English | 150 | 12 |
| UG | BCom,Commerce | 36 | HS | English | 50 | 18 |
| UG | BCom,Commerce | 36 | HS | English | 50 | 19 |
| UG | BCom,Commerce | 36 | HS | English | 150 | 146 |
| PG | MA,Pg In History | 24 | DEGREE | English | 50 | 33 |
| PG | MA,Pg In Political Science | 24 | DEGREE | English | 50 | 45 |

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

| Teaching Faculty | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | **Professor** | | | | **Associate Professor** | | | | **Assistant Professor** | | | |
| | Male | Female | Others | Total | Male | Female | Others | Total | Male | Female | Others | Total |
| Sanctioned by the UGC /University State Government | | | | 0 | | | | 28 | | | | 41 |
| Recruited | 0 | 0 | 0 | 0 | 19 | 9 | 0 | 28 | 7 | 9 | 0 | 16 |
| Yet to Recruit | | | | 0 | | | | 0 | | | | 25 |
| Sanctioned by the Management/Society or Other Authorized Bodies | | | | 0 | | | | 0 | | | | 12 |
| Recruited | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 3 | 8 | 0 | 11 |
| Yet to Recruit | | | | 0 | | | | 0 | | | | 1 |

| Non-Teaching Staff | | | | |
|---|---|---|---|---|
| | **Male** | **Female** | **Others** | **Total** |
| Sanctioned by the UGC /University State Government | | | | 32 |
| Recruited | 18 | 9 | 0 | 27 |
| Yet to Recruit | | | | 5 |
| Sanctioned by the Management/Society or Other Authorized Bodies | | | | 8 |
| Recruited | 4 | 4 | 0 | 8 |
| Yet to Recruit | | | | 0 |

| Technical Staff | | | | |
|---|---|---|---|---|
| | **Male** | **Female** | **Others** | **Total** |
| Sanctioned by the UGC /University State Government | | | | 1 |
| Recruited | 1 | 0 | 0 | 1 |
| Yet to Recruit | | | | 0 |
| Sanctioned by the Management/Society or Other Authorized Bodies | | | | 1 |
| Recruited | 0 | 1 | 0 | 1 |
| Yet to Recruit | | | | 0 |

## Qualification Details of the Teaching Staff

| Permanent Teachers | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| Highest Qualification | Professor | | | Associate Professor | | | Assistant Professor | | | |
| | Male | Female | Others | Male | Female | Others | Male | Female | Others | Total |
| D.sc/D.Litt. | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Ph.D. | 0 | 0 | 0 | 11 | 3 | 0 | 2 | 4 | 0 | 20 |
| M.Phil. | 0 | 0 | 0 | 4 | 0 | 0 | 5 | 1 | 0 | 10 |
| PG | 0 | 0 | 0 | 4 | 6 | 0 | 1 | 8 | 0 | 19 |

| Temporary Teachers | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| **Highest Qualification** | **Professor** | | | **Associate Professor** | | | **Assistant Professor** | | |
| | Male | Female | Others | Male | Female | Others | Male | Female | Others | Total |
| D.sc/D.Litt. | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Ph.D. | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 1 |
| M.Phil. | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 1 |
| PG | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 3 | 0 | 4 |

| Part Time Teachers | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| **Highest Qualification** | **Professor** | | | **Associate Professor** | | | **Assistant Professor** | | |
| | Male | Female | Others | Male | Female | Others | Male | Female | Others | Total |
| D.sc/D.Litt. | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Ph.D. | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| M.Phil. | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 1 |
| PG | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 2 | 0 | 3 |

| **Details of Visting/Guest Faculties** | | | | |
|---|---|---|---|---|
| **Number of Visiting/Guest Faculty engaged with the college?** | **Male** | **Female** | **Others** | **Total** |
| | 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 | 580 | 1 | 0 | 0 | 581 |
| | Female | 759 | 0 | 0 | 0 | 759 |
| | Others | 0 | 0 | 0 | 0 | 0 |
| PG | Male | 28 | 0 | 0 | 0 | 28 |
| | Female | 53 | 0 | 0 | 0 | 53 |
| | 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 | 28 | 25 | 16 | 14 |
| | Female | 29 | 26 | 23 | 10 |
| | Others | 0 | 0 | 0 | 0 |
| ST | Male | 470 | 0 | 0 | 0 |
| | Female | 593 | 655 | 645 | 592 |
| | Others | 0 | 647 | 597 | 680 |
| OBC | Male | 35 | 44 | 43 | 34 |
| | Female | 50 | 43 | 70 | 50 |
| | Others | 0 | 0 | 0 | 0 |
| General | Male | 48 | 61 | 37 | 40 |
| | Female | 73 | 76 | 74 | 79 |
| | Others | 0 | 0 | 0 | 0 |
| Others | Male | 0 | 0 | 0 | 0 |
| | Female | 0 | 0 | 0 | 0 |
| | Others | 0 | 0 | 0 | 0 |
| Total | | 1326 | 1577 | 1505 | 1499 |

# 3. Extended Profile

## 3.1 Program

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

**Response: 298**

| File Description | Document |
|---|---|
| Institutional Data in Prescribed Format | View Document |

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

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

## 3.2 Students

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

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---|---|---|---|---|
| 1340 | 1499 | 1564 | 1577 | 1326 |

| File Description | Document |
|---|---|
| Institutional Data in Prescribed Format | View Document |

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

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---|---|---|---|---|
| 560 | 560 | 560 | 560 | 560 |

| File Description | Document |
|---|---|
| Institutional data in prescribed format | View Document |

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

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---|---|---|---|---|
| 281 | 351 | 202 | 206 | 169 |

| File Description | Document |
|---|---|
| Institutional Data in Prescribed Format | [View Document](#) |

## 3.3 Teachers

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

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---|---|---|---|---|
| 62 | 64 | 67 | 67 | 68 |

| File Description | Document |
|---|---|
| Institutional Data in Prescribed Format | [View Document](#) |

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

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---|---|---|---|---|
| 69 | 69 | 69 | 69 | 69 |

| File Description | Document |
|---|---|
| Institutional data in prescribed format | [View Document](#) |

## 3.4 Institution

**Total number of classrooms and seminar halls**

**Response: 24**

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

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---|---|---|---|---|
| 125.97 | 89.61 | 83.62 | 79.57 | 79.50 |

**Number of computers**

**Response: 46**

# 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:**

Haflong Government College is affiliated to Assam University and to follow the prescribed syllabus of its parent university is a mandate. Syllabus of every subject is divided into several units in general which is taught according to the approved time table within the stipulated framework. Since the delivery of designated syllabus is an important component of teaching-learning progression, the focus on the delivery of syllabus in time is of utmost important for us. Well timed execution of teaching plan is always kept in mind. A detail plan for each unit and topic is designed and thought-out by each of the teacher to whom the units of the courses are allotted. Since practical paper is common with the subjects of Science, extra attention is required while completing the syllabus of these papers within time limit. Such split of syllabus at micro level teaching helps maintain completion of syllabus and academic progression in desired timeframe. As per the guidelines of the university, internal assessment is done by taking two unit tests of every course in each semester.

The college infrastructure and facilities are continuously being upgraded to suit the needs of changing curriculum and pedagogy. Recently we have started use of ICT in teaching also with the help of computers, smart board, projector etc. to deliver the Curriculum effectively. Smart-class rooms are also made effective by the teachers of the various departments to provide the students with the audio-visual approach of the topics/texts so that they can have a better understanding of the concerned topics and also make it interesting, thereby avoiding the boredom of the traditional class-room teaching. The college has well-equipped laboratories and classrooms with projection facilities for both faculty and students. To ensure learning outcomes of each subject,

continuous evaluation and internal assessment is carried out through presentations, assignments/projects, class tests and group discussions. Choice Based Credit System (CBCS) has been introduced in TDC from the session 2018-19. Under CBCS, each practical class is assessed to monitor the learning process of students. Moreover, tutorials are an essential part of the theory courses of CBCS, where teachers meet the students weekly for providing additional guidance. Besides, college has a Mentoring Programme which enables the students to provide also feedback to teachers on curricular issues. The committee also counsels about the various options related to offered subjects and careers.

Apart from this, most of the departments have taken the initiatives to conduct seminars for each semester as per the framed syllabus of each department by the university and active interaction is ensured between the teachers and students so that the students develop research skill by identifying topics and thus prepare a problem for fruitful analysis. Assignments are given to the students so that the students will become active learners and imbibe writing skills. The Faculty members are advised to attend orientation, refresher and short term courses to update the knowledge.

| File Description | Document |
|---|---|
| Any additional information | View Document |

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

**Response:** 0

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

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---|---|---|---|---|
| 00 | 0 | 0 | 0 | 0 |

| File Description | Document |
|---|---|
| Minutes of relevant Academic Council/BOS meetings | View Document |
| Details of the certificate/Diploma programs | View Document |
| Any additional information | View Document |

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

**Response:** 10.67

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

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---|---|---|---|---|
| 00 | 01 | 01 | 00 | 05 |

| File Description | Document |
|---|---|
| Details of participation of teachers in various bodies | View Document |

## 1.2 Academic Flexibility

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

**Response:** 33.22

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

Response: 99

| File Description | Document |
|---|---|
| Minutes of relevant Academic Council/BOS meetings. | View Document |
| Details of the new courses introduced | View Document |

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

**Response:** 7.14

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

Response: 02

| File Description | Document |
|---|---|
| Name of the programs in which CBCS is implemented | |
| Minutes of relevant Academic Council/BOS meetings. | |

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

**Response:** 0

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

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---|---|---|---|---|
| 0 | 0 | 00 | 00 | 0 |

| File Description | Document |
|---|---|
| Details of the students enrolled in Subjects related to certificate/Diploma/Add-on programs | |

## 1.3 Curriculum Enrichment

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

**Response:**

Haflong Government College integrates cross cutting issues relating to Gender, Environment and Sustainability, Human Values and Professional Ethics as different units in the courses of the different Programmes contain these issues as integral part of the curriculum. The UG program has a course on Environmental Studies. All the Courses on science disciplines have separate modules on environment and its various aspects. Seminars and invited talks are organized on themes incorporating Biodiversity and Environment by the departments of Zoology. Competitions, poster exhibitions, film/documentary shows

based on green themes are conducted. Awareness programme on Rainwater harvesting, bio-gas plant, solar panel as energy conservation strategies are organised in the College. The college, on its part, also tries to inculcate awareness about the issues related to gender, environment, sustainability, human values and professional ethics either through the academic departments or through different student platforms that look after co-curricular, extracurricular and extension activities. The teachers try to involve these issues as per the situations created while teaching in the classroom. The academic departments address these issues through seminars, discussions, guest lectures, educational tours, field visits and different departmental events. The Science Forum by observing World Environment Day with planting of trees, tree census, distribution of seeds and saplings. Student forums like NCC, NSS for literary & cultural activities actively involved in these programme. The NSS unit of the college is working a lot in the field of Environmental awareness and different drives. The College Women's Cell also addresses these issues in their events and functions. Women are respected and adored for their work on Women's Day, on 8th March every year. Efforts made by the institution to promote Gender equity and women empowerment are really recognized and appreciated by the University. Girl students are always encouraged to participate in competition, workshops, seminars and conferences meant for women's empowerment. Essays and group discussion on the topic, "Role of women in India" are a part of syllabus. Humanities and languages tend to be associated with feminity. Gender is one of the most frequently studied variables within the ethical literature. The following events and programmes are undertaken addressing issues like Plantation Drives, Environment Day, Blood Donation, Literacy Campaigns, Social Awareness Campaigns, Gender Awareness, Health Camps, International Women's Day, Cleanliness Drives, Communal Harmony Week, Voters Day, Teacher's Day, Career awareness programmes, Skill Development Programmes, Motivational Programmes etc.

The College has one Anti ragging Cell as per MHRD and UGC Guidelines. There are no serious trends like ragging or teasing. To promote human rights, lectures, seminars, workshops are organized for teachers and students. The syllabus is designed to create awareness, for imparting the quality of life through education and for advancing social and human wellbeing.

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

**Response:** 0

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

Response: 00

| File Description | Document |
| --- | --- |
| Details of the value-added courses imparting transferable and life skills | |
| Brochure or any other document relating to value added courses. | |

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

**Response:** 0

1.3.3.1 Number of students undertaking field projects or internships

Response: 00

| File Description | Document |
| --- | --- |
| List of students enrolled | |
| Institutional data in prescribed format | |

## 1.4 Feedback System

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

**B.Any 3 of the above**

**C. Any 2 of the above**

**D. Any 1 of the above**

**Response:** 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 | |
| Action taken report of the Institution on feedback report as stated in the minutes of the Governing Council, Syndicate, Board of Management | |

**1.4.2 Feedback processes of the institution may be classified as follows:**
**A. Feedback collected, analysed and action taken and feedback available on website**

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

**C. Feedback collected and analysed**

**D. Feedback collected**

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

| File Description | Document |
|---|---|
| Any additional information | View Document |

# Criterion 2 - Teaching-learning and Evaluation

## 2.1 Student Enrollment and Profile

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

**Response:** 0.09

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

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 2       | 0       | 1       | 4       | 0       |

| File Description | Document |
|------------------|----------|
| List of students (other states and countries) | [View Document] |
| Institutional data in prescribed format | [View Document] |

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

**Response:** 111.82

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

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 603     | 551     | 532     | 834     | 611     |

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

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 560     | 560     | 560     | 560     | 560     |

| File Description | Document |
|------------------|----------|
| Institutional data in prescribed format | [View Document] |

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

**Response:** 100

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

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 263 | 360 | 228 | 233 | 252 |

| File Description | Document |
|------------------|----------|
| Institutional data in prescribed format | [View Document](#) |

## 2.2 Catering to Student Diversity

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

**Response:**

The College has a well-organised mechanism for carrying out continuous monitoring and evaluation of the students.

**For Slow learners:**

The College conducts tutorials, remedial teaching for slow learners after assessing their learning outcome by conducting tests and assigning other tasks.

**Remedial Teaching**

Tutorial classes are taken in all departments under the supervision of HODs for the weaker students. The extra intelligent students of the same class are advised to assist their less privileged class mates. The cooperation of the parents is sought for conducting remedial classes on holidays. In order to enable students belonging to SC/ST/OBC (non-creamy

layer)/Minority communities, who need remedial coaching to come up to the 30 Level necessary for pursuing higher studies efficiently and to reduce their failure and drop-out rate, the UGC granted financial assistance for conducting special classes outside the regular timetable during the Twelfth Plan. Students belonging to Other Backward Classes and General Candidates may also be allowed the benefit of such coaching classes. Remedial Coaching was organised at Undergraduate level in the College with a view to:

- Improve academic skills for students in various subjects.

- Raising their level of comprehension of basic subjects to provide a stronger foundation for further academic work.

- Strengthening their knowledge, skills and attitudes in such subjects, where quantitative and qualitative techniques and laboratory activities are involved so that proper guidance and training provided under the programme may enable the students to come up to the level necessary for pursuing higher studies efficiently.

**For Advanced Learners:**

Additional skill development programme has been conducted under National Institute of Electronics & Information Technology (NIELIT), Ministry of Communications and Information Technology, Government of India, which has been set up to carry out Human Resource Development and related activities in the area of Information, Electronics & Communications Technology (IECT). NIELIT is engaged both in Formal & Non-Formal Education in the area of IECT besides development of industry oriented quality education and training programmes in the state-of-the-art areas. NIELIT has endeavoured to establish standards to be the country's premier institution for Examination and Certification in the field of IECT. It is also one of the National Examination Body, which accredits institutes/organizations for conducting courses in IT in the non-formal sector. This course is free of cost for ST & SC Students.

**Civil Service Coaching**

*The College also provides Civil Service Coaching for Civil Service, Medical and Engineering aspirants. They are trained under UGC Couching scheme. Other activities such as making post graduate students to publish research papers, conducting quiz competitions, debates and conducting seminars and arrange training to competitive examinations like UGC/CSIR/NET examination etc.*

## 2.2.2 Student - Full time teacher  ratio

**Response:** 20.94

| File Description | Document |
|---|---|
| Any additional information | [View Document](#) |

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

**Response:** 0

2.2.3.1 Number of differently abled students on rolls

| File Description | Document |
|---|---|
| Institutional data in prescribed format | [View Document](#) |

# 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:**

Curriculum implementation is planned considering difference in learning abilities of each of the learners. Wherever the curriculum permits experiential learning is encouraged by engaging students in learning activities. Class-rooms are equipped with ITC and teachers use such facilities. Interactions are encouraged in lectures. Assignments for problem solving are given to the students which they have to submit to the teachers for assessment. Field study and educational tours are also conducted for the learners. Experimental learning is the process of learning through 'experience'. It contains reflection, critical analysis and synthesis. It is an opportunity for students to take initiative, to make decisions and be accountable for learning results. Student Adoption Scheme is one of the best practices of the college. It helps the guardian teacher to identify their needs, abilities and interests through periodic interactions. Accordingly, teacher adopts various teaching strategies to make learning student centric. Mostly science subjects have practical oriented curriculum. Teacher demonstrates practical work and performs it in the laboratory in regular teaching-learning process. Students are allowed to use practical hand books and manuals. Experimental

learning creates laboratory awareness, handing of instruments, glassware and chemicals. There are many methods of experimental learning as follows:

 Departments of Commerce organize study tours and industry visits to experience and develop the concern knowledge. Commerce and Economics departments arrange bank visits to get acquainted the particular knowledge of banking. Role playing and games are conducted in classroom. Study tours and cultural programs Celebration of Teachers Day in college also develops experimental skills. On that particular day, students participate in teaching process, select topic and try to teach students. It is very excellent activity in the college through which the students can get not only experience of learning teaching but presentation skills on platform also.

The college conducts many activities and takes some initiatives for participative learning. They are as follows:

- Preparation of posters, models, charts, group projects
- Encouragement to students to ask questions and share their thought in the class.
- Motivation and financial support to students to participate in various competitions such as quiz, elocution, debating, essay writing etc.
- Organization of expert lectures in which students raise their doubts and get it clear.
- Organization of activity based learning: case study, Drama, Skit etc.

Problem solving method presupposes that students can take on some responsibilities for their own learning and can take personal action to solve problems, resolve conflicts, discuss alternative and discuss on thinking. It deals with students' critical thinking, creativity and scientific temper, and the college takes some initiatives for them.

- Organization of inter-collegiate events such as debates, elocution, research completion etc.
-  Publication of creative writing in different literary forms like the story, poetry, one-act play, scientific and though provoking articles.
- Event management programmes
- Computer related skill programmes like page and web designing. Soft skill training programs

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

**Response:** 51.61

2.3.2.1 Number of teachers using ICT

Response: 32

| File Description | Document |
| --- | --- |
| List of teachers (using ICT for teaching) | [View Document](#) |

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

**Response:** 22.33

2.3.3.1 Number of mentors

Response: 60

| File Description | Document |
|---|---|
| Any additional information | View Document |

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

**Response:**

Haflong Government College publish Annual Magazine "VISION" every year. Creativity is promoted amongst students by encouraging them to write articles, poems and essays on various topics. Besides Wall Magazine from Political Science Department "Politika", "Banijya" from Commerce Department "Banaphool" from Bengali Department and "Spectrum" from Science Forum is published every year. Students are also motivated to writer on current issues and their articles displayed at the wall magazine. Opportunities are provided to the students to inculcate scientific thoughts.

**Innovative Teaching Approaches & Methods:**

- Extensive use of ICT at all levels of teaching, learning & evaluation is encouraged. Enhanced use of web-based resources, public domain databases and resources like INFLIBNET to augment classroom learning.
- Interface between the institution and academia encouraged through invited speakers.
- Effective use of charts, models, kits in classroom teaching.
- Organizing workshops, seminars, group discussions, peer learning, industrial visits, field trips, educational tours for and by the students.
- Guiding student research projects, subject related surveys, encouraging students to write for college magazine, newsletters, wall magazines, etc.
- Organizing competitions for students such as lecture, contests, quiz, model making, salt analysis competition, etc.

**Efforts made by the institution:**

The College has recognized the importance of integrating ICT with teaching and has accordingly converted several classrooms in to smart rooms with multimedia support for teaching. Departments are provided with computers, printers, internet facility to make ICT based teaching easy. The college library has a vast resource of reading and reference materials. The College facilitating well equipped laboratories for Science students. Teachers interested in pursuing research are encouraged to avail FDP leave facility of UGC, besides encouraging participation in OC, RC, Workshops, and Seminars etc.

**Impact on student learning:**

The student community from rural and backward area has benefitted from these innovative methods and ICT. The conventional black board teaching which is still of immense importance is now further fortified

with Power Point presentations, internet resources, charts, three dimensional models, invited talks, movies and on-location learning through educational tours.

## 2.4 Teacher Profile and Quality

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

**Response:** 97.97

| File Description | Document |
|---|---|
| Year wise full time teachers and sanctioned posts for 5 years | |
| List of the faculty members authenticated by the Head of HEI | |

### 2.4.2 Average percentage of full time teachers with Ph.D. during the last five years

**Response:** 7.48

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

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---|---|---|---|---|
| 02 | 03 | 02 | 01 | 17 |

| File Description | Document |
|---|---|
| List of number of full time teachers with PhD and number of full time teachers for 5 years | View Document |
| Any additional information | View Document |

### 2.4.3 Teaching experience per full time teacher in number of years

**Response:** 12.52

2.4.3.1 Total experience of full-time teachers

Response: 776

| File Description | Document |
|---|---|
| Any additional information | View Document |

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

**Response:** 0

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

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

| File Description | Document |
|------------------|----------|
| Institutional data in prescribed format | View Document |

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

**Response:** 0

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

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

| File Description | Document |
|------------------|----------|
| List of full time teachers from other state and state from which qualifying degree was obtained | View Document |

## 2.5 Evaluation Process and Reforms

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

**Response:**

Haflong Government College is affiliated to Assam University and hence the systems mandated by the University are to be strictly followed by the college. Choice Based Credit and Semester System was introduced by Assam University at the UG and PG level from the current Academic year 2018-19. University introduced system for both Continuous Evaluation and End Semester Evaluation. In tune with the reforms made by the university, the internal evaluation system of the college revised from time to time. After the student gets admitted to the college the evaluation methods, both Continuous Assessment (CA)

and End Semester Evaluation (ESE), are communicated to the students by way of prospectus, counseling and departmental meetings. During orientation the students are given a clear idea about the syllabus and evaluation procedures.

Due to the introduction of CBCS, the institution has introduced Continuous Internal Evaluation systems in all core and elective courses of all the UG and PG Programmes. The entire internal evaluation process involves class room evaluation, internal tests and assignments or projects. All the core and elective courses conducted under the programme contains 30 percent of marks in internal evaluation while 70 percent of marks allotted to external end semester examination. Cumulative Grade Point Average is reflected in the final grade sheet at the successful completion of course by the candidate.

• The periodic instructions issued by university are communicated to the students by the teachers.

• In Continuous Assessment, Internal evaluation of UG and PG programmes are done on the basis of four important criteria.

• After the conduct of internal examinations the answer scripts are evaluated within the stipulated time and the scheme of evaluation is made transparent to the students.

• The faculty addresses the rightful grievances of the students pertaining to the marks obtained in the internal examination.

• A software tool for uploading the Continuous Assessment marks is maintained at the college level and used with efficacy by all the departments

• Re-examinations are conducted for students who fail to attend the internal examination as per the time table due to unforeseen reasons and for the students who have scored less mark.

• Mark sheets of Continuous Assessment are prepared with utmost care and are handed over to the students for verification and also grievances, if any, are addressed by the faculty.

• The Continuous Assessment marks are accessed through Learning Management System and administrative privileges are attributed at various levels.

• The introduction of the new system of evaluation had brought about visible changes in the performance of the students, both inside the classroom and outside. A few examples are cited below:

1. Regularity of students in attending classes ensured.

2. Maintaining Teachers Diary helps in planning both curricular and extracurricular activities of students.

3. Students are found to be taking greater interest in programmes like NSS, NCC, club activities etc.

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

**Response:**

Evaluation methods are communicated to the students and parents by way of prospectus, notices and departmental meetings during the admission process itself. When Orientation classes are taken, the students are given a clear idea about the syllabus and evaluation procedure. The entire evaluation process involves class room evaluation, attendance, internal tests and assignments or projects as stipulated by University guidelines. Internal assessment in college is so transparent that every student has a clear idea about the internal evaluation process of the theory & practical subjects. The college prepares an Academic Calendar in line with university calendar prior to the commencement of the academic year in consultation with the Heads of the Departments. Then the College organizes orientation programs to the students to make them acquainted with the rules and regulations of the affiliating university, examinations, evaluation process,extra-curricular activities etc., The Academic Committee decides the dates for the conduct of internal examinations and time table. The HODs collects the necessary stationery from the teacher in charge assigned by Principal. The HODs concerned allocate faculty to set the question papers in a confidential manner. The invigilators are directed to record the attendance. The answer sheets are evaluated and discussion on personal grounds is carried out by teachers and students after the distribution of answer scripts. Evaluated answer sheets are preserved and documented. Marks for the examinations (theory and practical) are displayed on the department notice boards after evaluation. All such modifications will be displayed in the department notice boards for student reference. At the beginning of each semester the students are directed to collect topics for preparing assignments from the teachers concerned. The students are asked to submit the assignments to the teachers concerned within the stipulated time. As part of evaluation interactions based on assignments are carried out efficiently in the classroom. Assignments after evaluation return to the students. Attendance registers are maintained for all papers. Percentage of attendance is calculated separately for each paper and then consolidated and eventually published on the notice board every month. Internal assessment marks are tabulated taking into account marks obtained for attendance, assignment and internal examination prior to the commencement of University Examinations. The consolidated continuous assessment mark sheet is given to students for verification and they are asked to furnish their signature against the marks obtained. The students are given an opportunity to redress their grievances concerning CA marks if any. Field trips, Industrial visits and specimen collection are monitored by faculty and evaluated externally. Projects and dissertation are guided by mentors assigned and evaluated externally. The verified marks are uploaded to the University website within the stipulated time.

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

**Response:**

Grievance Redressal Cell functions in the College as prescribed by Assam University, to which the college is affiliated. The mechanism for the redressal of the grievances is as per the university rules. As per the regulations of the university, the college follows a three tier redressal system, the details of which are published in the college Prospectus. Subsequent to evaluation, the answer scripts of internal class tests/assignments are returned to the students. Students have the freedom to express grievances if any regarding the marks accorded. If any student feels that the score given to him in any paper is not according to his assessment then he or she can apply for the revaluation. Internal evaluation grade sheets are also published in the departmental notice boards and kept in the department for further reference. Discrepancies, if any, shall be brought to the notice of the teacher concerned. If the grievance is not addressed effectively, the students can submit their grievance in writing to the principal who is also the chairman of the cell. The cell will meet as and when it is required and take suitable solutions for the

grievance addressed it, failing which the matter shall be directed to the university. However, no such issues have cropped up in the college.

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

**Response:**

The Principal of the college along with the faculties prepares the Academic calendar in the beginning of the college. The faculties prepare teaching plan. The College prepares a Strategic Plan regarding overall development which covers also teaching learning and presents the same to the College Principal. At the beginning of every semester, an academic calendar is prepared which typically includes-Course commencement and closing dates, schedule of internal tests, assignment, university exam dates, tentative dates for College week and other festivals etc. A time table is constructed for teaching of all courses and departments are provided with their part of it. Teachers prepare Course Plan based on Syllabus. They keep record of their daily work. The classes are engaged by faculty according to their Course plans and the same is recorded in their individual work dairies. The head of the department finalizes the course allocation for the faculty members based on their choice and area of interest or expertise. Based on the academic calendar, each department conducts tests and assignments are assigned to students. These are evaluated for internal assessment marks based on the policies of Assam University, Silchar. Meetings of the IQAC, College Council and departments are held at regular intervals to review the progress of the academic plan and suggest remedial measures wherever required.

## 2.6 Student Performance and Learning Outcomes

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

**Response:**

The programme outcomes, programme specific outcomes and course outcomes are defined at the university level by the Academic Council and Board of Studies and are incorporated in the syllabus. Every department ensures that a copy of the syllabus is maintained. The students are made aware of the learning outcomes through the Principal's address in the beginning of the academic year in the form of induction programme The faculty of every subject explains course objectives, evaluation pattern, marking scheme and the like to the students. The institution offers a range of programmes to choose from, both at the graduate and post graduate level. They are also given options to choose regular or self financing streams. The general and course specific learning outcomes have been defined and put on display in every department. There is emphasis on inculcating in students the qualities include- Value education, Critical thinking, Communication skills, Team spirit, Business knowledge, Research aptitude, Social interaction, Independent learning, ICT knowledge, Environmental sensitivity, Patriotism, Co-living, Gender sensitivity, Scientific attitude, Quest for learning and excellence, The college has formed different committees and associations for conducting Curricular and extra-curricular activities. These activities reflect the issues, which are otherwise not reflected or reflected inadequately in the curricula provided by the University

There are general programme outcomes for all the Undergraduate Programs**:** After completion of BA

pass/BA Honours/ B Sc pass/ B Sc Honours/ B Com Pass/ B Com Honours  program students are expected to develop the abilities in-

(1) Critical Thinking: This signify the ability of the graduating students for well-thought actions which clarifies the presuppositions underlying their thinking, decision making and executing and assessing the validity or appropriateness of those presuppositions and assessing their thought and decisions in intellectual, organizational and personal domain from verities of perspectives.

(2) Effective Communication: Successful learners will develop language and communication skill in terms of reading, writing and listening with clarity person and through electronic media in English. The graduating students must be able to make meaning of the world by connecting people, ideas, books, media and technology.

(3) Social Interaction: Graduating students will elicit views of others, mediate disagreements and help reach conclusions in group settings.

(5) Acquire Moral and Values: On completion of the program learners will recognize appreciate verities of value systems including their own, apprehend and focus on moral dimensions of their own decisions, and accept responsibility for them.

(6) Environment and Sustainability: Graduating students will understand the issues of environmental contexts and sustainable development.

(7) Self-directed and Life-long Learning: They will acquire the ability to engage in self-starting independent and life-long learning in the broadest socio-technological changes when they enter post-graduating stage of gainful employment or higher studies.

Apart from these general programme outcomes there are Different Degree Programmes have their specific outcomes which are displayed at the college website.

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

**Response:**

Haflong Govt. College offers four programmes viz., BA, B Sc.,B Com and MA. The Programme outcomes are evaluated on the basis of the annual enrolment demand and pass out of students in the different programmes. For the evaluation of the attainment of the programme outcomes, the institution follows its evaluation procedures of Continuous and Comprehensive Assessment process as well as by the external evaluation procedures of End Semester Examination. Internal examination system is conducted in order to evaluate the attainment of the specified outcomes. Questions are so designed that the extent to which learner's knowledge, understanding and skills have been developed could adequately be determined. Students are given assignments to test the outcomes of their learning. Students achievements in university conducted End Semester Examination ultimately reflect the overall learning outcomes of the learners.

The programme specific outcomes are determined at the department levels. The student progression details

are collected and collated in each department serves as an indicator. Each course of the different programmes is evaluated based on internal Assessment conducted at the institutional level and external examination conducted by the university. The components of the internal assessment include seminars, assignments, projects, viva voce and test papers. The comprehensive evaluation of the students is based on a five-point scale.

The data of the students performance is collected from results of internal and university examination. The results are analyzed by the faculties. Students' feedback is taken on the teaching of the curriculum. The Principal studies the feedback and gives instructions to the faculty. This exercise is helpful to overcome barriers of learning. Each faculty member has to maintain work dairy, course plan, work preformed and submit the same for inspection by HOD as well as Principal. The marks scored in university exams, internal assessment tests and assignments are important indicators of quality of teaching-learning. The results are analyzed and proper guidance, help and counsel are given if necessary to improve the academic performance. The student feedback on teachers is structured and obtained regularly. It is used to strengthen the process of teaching-learning. The student feedback on quality of teaching is also obtained by other means such as the Grievance Cell, mentoring, student counseling and direct interactions of authorities of the college with students. The IQAC draws strategies for quality enhancement in teaching and learning from time to time and they are implemented through various committees. The teachers are encouraged to attend orientation and refresher courses for enhancing teaching skills. The suggestion/complaint boxes are installed in the college for the students to express their opinion regarding the teaching learning activities & appropriate feedback.

### 2.6.3 Average pass percentage of Students

**Response:** 25.62

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

Response: 72

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

Response: 281

| File Description | Document |
| --- | --- |
| Institutional data in prescribed format | [View Document](#) |
| Any additional information | [View Document](#) |

## 2.7 Student Satisfaction Survey

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

**Response:** 2.77

# Criterion 3 - Research, Innovations and Extension

## 3.1 Resource Mobilization for Research

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

**Response:** 43.61

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

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 08.52   | 22.30   | 2.70    | 4.64    | 5.45    |

| File Description | Document |
|------------------|----------|
| List of project and grant details | [View Document] |
| Any additional information | [View Document] |

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

**Response:** 0

3.1.2.1 Number of teachers recognised as research guides

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

**Response:** 0.65

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

Response: 09

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

Response: 69

| File Description | Document |
|------------------|----------|
| Supporting document from Funding Agency | [View Document] |

## 3.2 Innovation Ecosystem

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

**Response:**

Haflong Government College has a practice of promoting innovative ideas among students. To traverse new realms of knowledge pursuit through original research studies for the benefit of the society. Seminars and workshops are organised, with renowned scientists and academicians as resource persons. Drafting of research papers and reporting, oral and poster presentations, and the release of conference proceedings with ISBN are all given importance. Original research articles are published in National/International peer reviewed journals. National seminars, invited talks and lecture series by renowned alumni. Research committee always upholds strictly adhering to ethics in research activities, and to avoid plagiarism and other malpractices. Seminars are organised to enlighten the scholars regarding the research methodologies and plagiarism issues.

Skill Development Programmes for students are organised from time to time. Life skills are abilities for adaptive and constructive manners that equip us to successfully deal with the challenges of life. So we offer several programmes like Windows Operating System, Data Analysis for Economics, Basic Communication skills and Oral Communication Course to build up the students' personal skills and approaches to effectively make use of their knowledge to pursue all the opportunities life proffers for the gain of the individual and society.

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

**Response:** 0

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

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

| File Description | Document |
|------------------|----------|
| List of workshops/seminars during the last 5 years | [View Document](#) |

## 3.3 Research Publications and Awards

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

**Response:** No

| File Description | Document |
| --- | --- |
| Institutional data in prescribed format | <u>View Document</u> |

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

**Response:** No

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

**Response:** 0

3.3.3.1 How many Ph.Ds awarded within last five years

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

| File Description | Document |
| --- | --- |
| List of PhD scholars and their details like name of the guide , title of thesis, year of award etc | <u>View Document</u> |

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

**Response:** 0.27

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

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
| --- | --- | --- | --- | --- |
| 7 | 6 | 1 | 1 | 3 |

| File Description | Document |
| --- | --- |
| List of research papers by title, author, department, name and year of publication | <u>View Document</u> |

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

**Response:** 0.14

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

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

| File Description | Document |
|------------------|----------|
| List books and chapters in edited volumes / books published | [View Document] |
| Any additional information | [View Document] |

## 3.4 Extension Activities

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

**Response:**

Haflong Government Gollege has designed certain programmes to promote institution-neighbourhood-community network. Leaning in and around campus, and waste management practices are introduced for the benefit of society. Rallies, street plays, poster presentations and talks are conducted for creating public awareness on issues such as atrocities against women, ragging, use of plastics, environmental pollution and AIDS. The Science Forum of the College organised Aids awareness program every year under sponsored of Red Ribbon Club, Haflong. Most of the Departments organized exhibitions for revealing the significance of scientific temper and environmental awareness. Workshops on basic self-defence training enable women to learn techniques that can enable to keep themselves safe. Self-employment skill development courses in fashion designing were conducted by Indian Institute of Entrepreneurship (IIE), Guwahati. The institution plans and organizes its extension activities and outreach programmes with the intention of knowledge dissemination, social welfare and environmental awareness. Some of the prominent programmes includes: Blood Donation camps, Field survey, plantation of sapling in inside and college campus, Awareness of medicinal plants and Cleaning the campus and surroundings, short films for motivating the student community to address the issues of society. Donating study materials and dress to the deprived, Street plays, flash mobs are conducted to create awareness on social issues. The interaction with eminent Resource Persons in various streams sheds light on contemporary social issues, which go a long way sensitizing students. Moreover, the extension activities rejuvenate the spirit of Research orientation by reflecting on various issues connected with the social and academic atmosphere and their solutions thereof. The institution ensures the participation of the community through workshops and practical sessions to harness social and cultural needs.

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

**Response:** 0

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

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

| File Description | Document |
|------------------|----------|
| Number of awards for extension activities in last 5 years | [View Document](#) |

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

**Response:** 12

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

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 03 | 02 | 05 | 02 | 0 |

| File Description | Document |
|------------------|----------|
| Reports of the event organized | [View Document](#) |
| Number of extension and outreach programs conducted with industry,community etc for the last five years | [View Document](#) |

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

**Response:** 2.14

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

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 0 | 0 | 167 | 0 | 0 |

| File Description | Document |
|------------------|----------|
| Average percentage of students participating in extension activities with Govt or NGO etc | [View Document](#) |

## 3.5 Collaboration

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

**Response:** 19

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

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 2 | 6 | 6 | 2 | 3 |

| File Description | Document |
|------------------|----------|
| Number of Collaborative activities for research, faculty etc | [View Document](#) |

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

**Response:** 1

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

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

| File Description | Document |
| --- | --- |
| Details of functional MoUs with institutions of national, international importance,other universities etc during the last five years | |

# Criterion 4 - Infrastructure and Learning Resources

## 4.1 Physical Facilities

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

**Response:**

Increase of infrastructural facilities for improving the teaching-learning process, and extending maximum possible educational amenities to its growing strength of learners is one of the primary objectives of the institution. Infrastructural changes are effected according to the needs of the concerned components of the college.

The College campus spreads over 5.727 acres with total built up are of 9,939 Sq. meters. There are three blocks Both Arts and Commerce Block are 3 storied RCC building. Science block is Assam type building. There are at present 31 Class rooms, Office rooms, 8 Science Laboratories, an Auditorium, 2 conference Room and an air-conditioned Seminar hall (presently used as Teachers Common Room for Arts) Central Library and a Computer Centre. In addition, there are staff rooms, canteen, and rooms for IQAC, NCC and NSS. All the departments have computers with Internet facility. PG class rooms and Selected UG classrooms, laboratories and seminar halls are also provided with LCD projectors. All the Science laboratories are well equipped with Smart boards and computers. The library of the college has a valuable collection of books on diverse subjects. The Computer Lab has 27 computers with printers and internet connectivity. The multi storied Arts and administrative block is under construction and after completion there will be available facilities for teaching-learning and smooth administration.

One full-fledged Women's Hostel and one Men's hostel is made available near the Campus. Another Women's hostel under UGC funding is near completion. Appropriate concessions in hostel fee are made available for deserving students. 3 Generators in three blocks one Generator is installed for both Men's and women's hostel to ensure uninterrupted power supply in the campus. Sophisticated laboratories are provided with Inverters. CCTV surveillance and 24-hour security is provided within the campus. Announcements are audible to students through the speaker systems retained all over the campus. All the information related to the college is made available to the students through the College Website.

The NCC unit of 3rd Battalion for Boy's and 62 Girl's Battalion is active in all the various programmes of the college. More than 100 (Boy) students and 50 (Girls) benefit from the NCC programme which offers B and C certificates to the cadets. Several students who pass the B & C certificate examinations get placement in the armed forces every year. In the recent past several students of our NCC unit have represented the state in the Republic Day parade held in New Delhi. The NSS unit also is active in the college with 120 student volunteers participating in various camps and other voluntary activities including health camps, blood donation, etc. Yoga classes are organized for volunteers during the annual NSS camps held every year.

| File Description | Document |
|---|---|
| Any additional information | [View Document](#) |

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

**Response:**

**Haflong Government college has facilities in campus for sports, games and cultural activities are as given below.**

**Outdoor Games**

- The College has no Play Ground of its own for foot ball and Cricket game. The Football and Cricket match are held in the Dima Hasao Sports Association (DHSA) ground with agreement.
- A mini ground in the Boys Hostel

**Indoor Games**

- Table Tennis in side campus
- Chess and other indoor games

**Gymnasium**

- Multi-Gymnasium will be constructed in the ground floor of undergoing construction of Auditorium

**Auditorium**

- Open Auditorium is under construction for cultural activities and seminars.
- Multipurpose air conditioned Seminar hall in the Commerce Block for cultural activities and seminars.

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

**Response:** 100

4.1.3.1 Number of classrooms and seminar halls with ICT facilities

Response: 24

| File Description | Document |
|---|---|
| Number of classrooms and seminar halls with ICT enabled facilities | [View Document](#) |
| any additional information | [View Document](#) |

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

**Response:** 64.01

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

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 71.3 | 25.85 | 46.84 | 100.47 | 41.59 |

| File Description | Document |
|---|---|
| Details of budget allocation, excluding salary during the last five years | [View Document](#) |

## 4.2 Library as a Learning Resource

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

**Response:**

The library of the college has a valuable collection of books on diverse subjects. At present the library is housed in Arts Block and an extension of it is in progress. There are more than 18,000 books and 5,000 Reference Books, N-LIST & INFLIBNET accessibility. The library is partially automated. The College has a library Management committee which formulates the guidelines of the library. The Library has sufficient books for competitive exam preparation which is used mainly for UPSC, SSC, APSC and other entrance examinations of higher education. Study materials and relevant magazines are also provided for the purpose. Apart from this, the library has a stack room, a reference section and separate reading zones for boys and girls. The library Reading Room can accommodate a total of 100 students at any given time. Though library automation process was started in the year 2012 but could not be successful due to absence of qualified Librarian. N List network facilities are provided to all staff and students.   To meet the increasing educational needs of both students and teachers, provision has been made for internet facility inside the library. Further, the computer lab also provides internet access to students and teachers and also offers Xerox facilities, DTP, online application services etc. On analysing the various Issue records, it is perceived that on an average 40 percentage of student use the library.

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

**Response:**

The College library has an extensive collection of books pertaining to diverse interests and fields. In addition to a collection of books, journals, and e-journals that constitute essential reading material for different subjects. Quite a few of our teaching faculty have published books in various fields, even before it became mandatory for academics to publish their works, and they have contributed them to our library. There are no notable collections of rare books, manuscripts, special reports or any other knowledge resources for library enrichment.

**4.2.3 Does the institution have the following:**

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

**A. Any 4 of the above**

**B. Any 3 of the above**

**C. Any 2 of the above**

**D. Any 1 of the above**

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

| File Description | Document |
| --- | --- |
| Details of subscriptions like e-journals,e-ShodhSindhu,Shodhganga Membership etc | <u>View Document</u> |

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

**Response:** 1.57

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

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
| --- | --- | --- | --- | --- |
| 3.03 | .50 | 1.80 | 2.53 | 0 |

| File Description | Document |
|---|---|
| Details of annual expenditure for purchase of books and journals during the last five years | [View Document](#) |

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

**Response:** Yes

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

**Response:** 4.49

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

Response: 63

## 4.3 IT Infrastructure

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

**Response:**

The college makes a variety of IT facilities available to its members. It provides secure high speed network connections to some departments. The college office and some departments have computers along with internet facilities.

Computers – The College has a total of 90 computers including 32 laptops. All the Departments are provided with computers/laptops of advanced configuration.

LAN facility –The entire college campus is networked. The college is provided with BSNLbroadband unlimited plan of 100 Mbps bandwidth. All Departments are connected using cabled network communication. Staff members can make use of the internet facility for official use in the campus. The Institution upgrades its computer system depending on the revision of the syllabus by the University.

Wi-Fi facility – Wi-Fi facilities are currently available within 100 meters within the main building. All class rooms of Commerce block are having Lan facilities. Though wi-fi facilities were provided at present not working due demolition of Arts block from where wi-fi facilities provided.

Future Plan- Works of completely Wi-Fi enabled campus in association with BSNL Communication network is in progress. It also plans to make individual student profile through automation. The institution has plan online admission procedure. During the next few years college plans to procure: Audience Response System for the Seminar Hall to facilitate Group discussions, Quiz program and similar events. Public Address Lectures for Common classes in Auditorium. Digital visualization for classrooms have to enhance teaching and learning. Software to manage access to Wi-Fi and internet facility through cloud computing.

INFLIBNET – Library is equipped with INFLIBNET facility.

The computer is equipped with 27 computers with internet connectivity. Printing, scanning and copying facilities are available in the lab. The lab facilitates ICTenabled teaching-learning practices. Sessions pertaining to certain papers/courses are also held in the lab.The maintenance and updation of the computer facilities are done time to time.

To make all class rooms ICT enabled all the 31 class rooms are provided with White Boards. 19 LCD projectors are fixed in the class rooms. All the departments are provided with laptops and computers. Membership with INFLIBNET N list to access e-resources. All the students of undergraduate courses prepare assignments & study projects as part of their curriculum.

**4.3.2 Student - Computer ratio**

**Response:** 34.36

**4.3.3 Available bandwidth of internet connection in the Institution (Lease line)**
**>=50 MBPS**

**35-50 MBPS**

**20-35 MBPS**

**5-20 MBPS**

**Response:** 20-35 MBPS

**4.3.4 Facilities for e-content development such as Media Centre, Recording facility, Lecture Capturing System (LCS)**

**Response:** No

| File Description | Document |
| --- | --- |
| Facilities for e-content development such as Media Centre, Recording facility,LCS | [View Document](#) |

## 4.4 Maintenance of Campus Infrastructure

**4.4.1 Average Expenditure incurred on maintenance of  physical facilities and academic support facilities excluding salary component, as a percentage during the last five years**

**Response:** 15.18

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

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 19.46 | 20.58 | 09.89 | 13.86 | 06.57 |

| File Description | Document |
|------------------|----------|
| Details about assigned budget and expenditure on physical facilities and academic facilities | [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:**

The college developed well established systems and procedures for maintaining and utilizing physical, academic and support facilities.

For Generator Maintenance the technician from Silchar is regularly called. Each building on the campus, including classrooms, labs, seminar halls, Play-grounds etc., is attended / supervised by an external or internal supervisor. The college provides accommodation for keeping the sensitive equipments like electricity generators, water purifiers, chemicals and scientific instruments. The laboratory staff keeps a strict vigil in maintenance and upkeep of chemicals and scientific instruments. The College electrician and supporting staff are responsible for the maintenance and upkeep of electrical equipments. The college has 3 water coolers in College and two in hostel and 5 Aqua guard water purifiers. Maintenance is done periodically to facilitate uninterrupted functioning of systems/electronic appliances. Fire extinguishers are kept at major places. Computers are maintained by M/s Datamation, Guwahati and Komworks of Haflong. The computer Lab maintenance is assigned to computer expertise teacher, who ensures that the computers are used properly and sensitive information and equipment is handled with care. College has a plan to establish a separate wing for journals & periodicals in the library. College has also a plan to construct new administrative block with conference rooms and modern facilities for effective functioning

The college has a well-defined policy for maintaining the available facilities in the campus. The infrastructure policy of the college is in tune with the ethos of the green campus as well as the need of the times: sustainability and economy.

The funds for renovation and construction work in the college are allocated by the UGC and North Cachar Hills Autonomous Council (NCHAC). The UGC fund was utilized for construction of Women's hostel, renovation of toilets and tress work over various blocks. Renovation and maintenance of the college is mainly under the supervision of PWD (Building division). It also plays a pivotal role in the maintenance of various structures within the campus.

# Criterion 5 - Student Support and Progression

## 5.1 Student Support

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

**Response:** 1.16

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

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
| --- | --- | --- | --- | --- |
| 47 | 20 | 10 | 5 | 0 |

| File Description | Document |
| --- | --- |
| Average percentage of students benefited by scholarships and freeships provided by the Government during the last five years | [View Document](#) |

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

**Response:** 0

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

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

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

1. **For competitive examinations**
2. **Career counselling**
3. **Soft skill development**
4. **Remedial coaching**
5. **Language lab**
6. **Bridge courses**
7. **Yoga and meditation**
8. **Personal Counselling**

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

**B. Any 6 of the above**

**C. Any 5 of the above**

**D. Any 4 of the above**

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

| File Description | Document |
|---|---|
| Details of capability enhancement and development schemes | [View Document](#) |

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

**Response:** 1.42

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

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---|---|---|---|---|
| 0 | 20 | 56 | 14 | 17 |

| File Description | Document |
|---|---|
| Number of students benefited by guidance for competitive examinations and career counselling during the last five years | [View Document](#) |

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

**Response:** 0

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

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

| File Description | Document |
|---|---|
| Details of the students benifitted by VET | [View Document](#) |

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

**Response:** Yes

| File Description | Document |
|---|---|
| Minutes of the meetings of student redressal committee, prevention of sexual harassment committee and Anti Ragging committee | [View Document](#) |
| Details of student grievances including sexual harassment and ragging cases | [View Document](#) |

## 5.2 Student Progression

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

**Response:** 2.9

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

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---|---|---|---|---|
| 1 | 8 | 9 | 8 | 6 |

| File Description | Document |
|---|---|
| Details of student placement during the last five years | [View Document](#) |

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

**Response:** 23.49

5.2.2.1 Number of outgoing students progressing to higher education

Response: 66

| File Description | Document |
|---|---|
| Details of student progression to higher education | [View Document](#) |

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

**Response:** 14.54

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

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 5 | 4 | 0 | 1 | 0 |

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

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 17 | 13 | 10 | 8 | 5 |

| File Description | Document |
|------------------|----------|
| Number of students qualifying in state/ national/ international level examinations during the last five years | [View Document](#) |

## 5.3 Student Participation and Activities

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

**Response:** 0

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

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

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

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

**Response:**

STUDENT COUNCIL ACTIVITIES AND STUDENTS ROLE IN ACADEMIC AND ADMINISTRATIVE BODIES

For the active participation of the student Communities of Haflong Govt. College in the different administrative, cultural and Co-curricular activities they have an Association which has been formed with the selected class representatives annually.

**Academic Year 2016-17**

The Office Bearer of the Haflong Govt. College Student Association (HGCSA) for the Session 2016-17 are-

1. Vice President:- Romit Nunisa
2. General Secretary:- Phaisringdao Longmailai
3. Asstt. General Secretary :- Ashutush Degragede
4. Cultural Secretary:- Sumrita Daulagupu
5. Asstt. Cultural Secfretary:- Nairung Nunisa
6. Sports Secretary:- Amardeep Haflongbar
7. Asstt. Sport Secretary:- Pinush Nunisa
8. Magazine Sectetary :-Jitu Nasiding
9. Asstt. Megazine Secretary: Desrindi Phonglo
10. Social Service Secretary:- Mrinab Dibragede
11. Asstt. Social Service Secretary:- Pricila Jemi Lama
12. Boys Common Room Secretary:- Joyponath Laftai
13. Girls Common Room Secretary:-Sabina Nunisa
14. Professor in Charge:- Mr. Dinesh Tiwari
15. Treasurer:- Smti  Bimala Langthasa
16. Auditor :- Dr. Amalendu Choudhury

All the  Student Associations of Haflong Govt. College has been  actively participating in all activities of the College in their respective areas like  the academic, cultural, sports, cleanliness etc. They always maintained good relation with college administration and teaching faculties. Their Contribution towards the college is responsive and positive one.

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

**Response:** 1.4

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

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 02 | 02 | 01 | 01 | 01 |

| File Description | Document |
|------------------|----------|
| Number of sports and cultural activities / competitions organised per year | [View Document](#) |

## 5.4 Alumni Engagement

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

**Response:**

1. The name of the association shall be Haflong Government College Alumni Association.

2. The registered office of the Association shall be within the compound of the Haflong Government College,Haflong,  P.O. Haflong , P.S. –Haflong, Dist –Dima Hasao, Assam

3. The Association shall work for welfare of the members and  the people in general and will discharge the following functions, namely–
(a) To develop and maintain functional co-ordination between the Alumni and the college;
(b) To promote close and healthy interaction between members to facilitate mutual development;
(c) To foster activities conductive towards the cause of overall academic elevation of the College.
(d) To arrange extension lectures, debates, discussions, seminars, workshop, conferences, educational tours, exhibitions etc. as far as practicable.
(e) To distribute study materials and extend assistance to poor and or needy students as far as permissible.
(f) The income and properties of the association whatsoever derived or obtained shall be applied solely towards the promotion of the object of the society and no portion-thereof shall be paid to or divided amongst any of its members by way of profits.

## 1. MEMBERSHIP

**1. Area of Membership and Admission:**

(a) Area of Membership is globally open

(b) The signatories of the Memorandum of the Association of the office bearers of the Governing Body of the society shall be first members of the Society.

(c) The Membership of the Association is open to individuals having completed Higher Secondary Course/Under graduation from Haflong Govt. College in any discipline conducted by the college.

**The funds of the Association may be raised by receiving:**

(a) Registration fee from members;

(b) Donations, contributions as may be voluntarily provided by members;

(c) Deposits from Members , patrons, sympathizers, such deposits are however non-interest bearing;

(d) Donations, contributions, grants, subsidies,

(e) Interest bearing loans and borrowing from financial institutions in exceptionally essential circumstances

| File Description | Document |
|---|---|
| Any additional information | View Document |

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

**? 5 Lakhs**

**4 Lakhs - 5 Lakhs**

**3 Lakhs - 4 Lakhs**

**1 Lakh - 3 Lakhs**

**Response:** <1 Lakh

| File Description | Document |
|---|---|
| Any additional information | View Document |
| Alumni association audited statements | View Document |

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

**Response:** 8

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

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---|---|---|---|---|
| 01 | 01 | 02 | 04 | 0 |

| File Description | Document |
| --- | --- |
| Number of Alumni Association / Chapters meetings conducted during the last five years | [View Document](#) |

# Criterion 6 - Governance, Leadership and Management

## 6.1 Institutional Vision and Leadership

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

**Response:**

Haflong Government College has a well structured governance system in place. The governance of the college for all its activities is always in tandem with the stated vision and mission, though as a government institution it has all the strengths and weaknesses that prevail in public sector institutions. To improve academic programmes, build better lives with management skills for our students our College plans the syllabus along with different strategies to achieve its goals which reflects in institutional perspective plans. The College Academic Committee, IQAC and the Research Committee closely monitor the effective implementation of the curriculum and the results of the examinations in order to identify any existing lacunae, and to suggest and implement any appropriate measures that is required. Apart from curricular activities, the co-curricular and extra-curricular activities are planned in a manner to ensure the linking of the campus with the outside society, thus highlighting value-based education. We make almanac of the college in the beginning of the year. The IQAC assists the principal as well as the academics of the college. The IQAC in turn is aided in executing its duties by different committees constituted with teachers as members. To make this possible and effective the institute divided the workloads into various committees so that proper strategies can be developed. At the beginning of each academic session the IQAC prepares and recommends an action plan for the college and submits it to the Principal for his approval. The Principal, taking these recommendations into account prepares a blue-print for administrative as well as academic works. The various committess are then constituted and they carry out their responsibilities and duties. The session starts with the Admission committee taking charge of admission to different programme. The NSS, the NCC, the Students' Association strive together, under the able guidance of the teachers, to organize programs that nurture the social linking of the students and mould them into responsible and socially committed citizens. The admission, examination and evaluation procedures are all conducted in a fair and just manner, ensuring equality and maintaining of discipline in the campus. Teachers and students are encouraged to attend and present papers in reputed journals, national or international seminars etc. Seminars, class projects, research projects undertaken by both students and the teachers are always socially relevant, yielding fruitful production and dissemination of knowledge. The college encourages the students for different educational trips like visiting industries for research, extension activities and also to extract finance from industries under corporate social responsibilities. The students' council is also given a functional role in the campus activities and functions, thus cultivating the organizing, team-building and leadership skills of the students. The functioning of the administrative section and the teaching section is transparent. The rich source of our alumni is used to build on the rich legacy and heritage of the college and to horn the knowledge-seeking instinct of the students. Financial

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

**Response:**

Yes, the college has a perspective plan for development:-

The college plans to introduce viable and relevant career oriented/ skill development courses.

The college intends to ensure audio-visual teaching in all departments.

The college plans to purchase more books, journals and modern laboratory equipments.

The college has a Journal "ESTIA" possessing ISSN no. strategically to promote research and publication.

The college plans to launch more value oriented extension activities.

The college plans to set up more digital class rooms.

The college is implementing office and Library automation with an aim to improve the functioning of the office and better management of records. The project has been partially implemented in admission and finance related matters.

## 6.2 Strategy Development and Deployment

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

**Response:**

*The College has a perspective plan for development.* The College has developed quality policy steered by the Academic Committee of the college and implemented by the Principal, IQAC, office bearers and the teaching staff. This policy is framed to achieve the goals and objectives of the institution. The Principal, IQAC Coordinator, the Heads of the departments, teaching and non-teaching faculty and the students work together in order to effectively implement the Academic policy.

The Academic Plan includes:

- Introducing new professional courses and skill development programmes with recognized research centers.

- Introducing viable and relevant career oriented/ skill development courses.

- Intending to ensure audio-visual teaching in all departments.

- Purchasing more books, journals and modern laboratory equipments.

- Launching more value oriented extension activities.

- Setting up more digital class rooms.

- Implementing office and Library automation with an aim to improve the functioning of the office and better management of records. The project has been partially implemented in admission and finance related matters.

- Developing infrastructure and advanced instrument facility to attract meritorious students and the experience staff members.

- Promoting alumni association for development of college activities as well as helping the extracurricular activities like coaching classes for competitive exams.

- Motivating the stakeholders to be part of Green and Clean Campus by participating in the Swachha Bharat Mission and Green audits.

- Intensifying e-governance for administrative, planning and development, student

- Support to adopt a 'zero-pendency' policy.

Implementation of these plans will be executed by the IQAC with the involvement of Management, Principal, Teaching Non Teaching staff and the students, There will be a continuous monitoring system to keep track of the progress and identify the loopholes for successful completion of the plans. It will be reviewed through:

- Feedback mechanism

- Annual evaluation reports

- Departmental meetings

- Suggestions received through suggestion boxes

- Grievances redressal cell

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

**Response:**

The organizational structure of the college facilitates its smooth functioning. In line with the spirit of

decentralization of powers and functions, the hierarchy of the college functioning system is as follows:

The Principal under whom there are various cells/ committees like IQAC, Human Right Cell, Grievance Redressal Cell, Career Guidance Cell, Anti Ragging Cell, Career Guidance and Counselling Cell, HGC Research and Promotion Cell, Examination Committee, Publication Cell, Co-curricular and Extension Activities, Cultural and festival Committee, UGC Planning Board, Library Management Committee, IT & Web Team, College Women Cell, Skill & Entrepreneurship development Cell, Hostel Management Committee, Admission Committee, Discipline Committee, N.S.S Unit, Besides this we have different Society & Forum like HGC Student Association, HGC Teachers' Association, HGC Employees' Association, Commerce Forum, Arts Academic Forum, Science Forum, Red Ribbon Club.

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

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

**A. All 5 of the above**

**B. Any 4 of the above**

**C. Any 3 of the above**

**D. Any 2 of the above**

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

| File Description | Document |
|---|---|
| Details of implementation of e-governance in areas of operation Planning and Development,Administration etc | [View Document](#) |

**6.2.4 Effectiveness of various bodies/cells/committees is evident through minutes of meetings and implementation of their resolutions**

**Response:**

The Principal always encourages and supports the involvement of the staff in improving the institutional process. The Principal, involves the members of the staff in various activities and decision making process regarding the curricular, extra-curricular and administrative development of the college. The members of the staff involve themselves in various committees such as Admission Committee, Women Cell, Career Counselling Cell, Anti Ragging Committee, Co-curricular and Extension Activities Committee, etc. The suggestions and opinions of all such committees are given due weightage by the Principal in the matters of policy decisions.

A striking example of an activity successfully implemented based on the minutes of the meeting of various Bodies/ Cells and Committees is the complete implementation of the decisions taken in the meeting of the Co-curricular and Extension Activities Committee to hold College Social Week which prepare students/teams selection for participation in Inter-college competition; Example: Runners Up in inter-college Football-2016, Champion in inter-college Football-2017, Runners Up in inter-college Football-2018 organised by Sports Board of Assam University, Silchar. Womens Football Team also participated in the inter-college Football-2017 organised by Sports Board of Assam University, Silchar.

From the year of participation in inter college football , every year students' of our college are selected to represent University team in the inter University tournament (football), in the year 2017 (8) eight boys of our college represented the Assam University Football team at Arunachal Pradesh and the preceding year too at Kolkata.

## 6.3 Faculty Empowerment Strategies

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

**Response:**

The college grants leave to teachers undergoing course work for PhD as per convenience.

Leaves are granted to teaching and non-teaching staff for participating in professional development programmes.

The college also encourages the organizing of seminars, workshops, symposia, etc. for professional development and also provides financial support as per convenience.

There exist regular government welfare schemes.

Teachers' Unit steps forward in providing mental and financial support to anyone if need arises.

The faculty members are encouraged to participate and present their research papers in seminars and conferences and the authority, grants appropriate leave for the same.

Inter institutional linkages are established by allowing the faculty members to visit various institutions as resource persons.

Publication of peer reviewed (ESTIA)and refereed journals are encouraged by the institution wherein, the faculty may publish their research articles.

The College also encourages Departmental News letters, wherein both faculty and students' contribute articles.

Faculty members and non-teaching members are delegated to participate in the programmes organised by the government and other social organisations.

## 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

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

| File Description | Document |
|------------------|----------|
| Details of teachers provided with financial support to attend conferences,workshops etc during the last five years | [View Document](#) |

## 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:** 0.2

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

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

| File Description | Document |
|---|---|
| Details of professional development / administrative training programs organized by the Institution for teaching and non teaching staff | View Document |

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

**Response:** 8.58

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

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---|---|---|---|---|
| 9 | 2 | 3 | 8 | 6 |

| File Description | Document |
|---|---|
| Details of teachers attending professional development programs during the last five years | View Document |

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

**Response:**

The institution has a system where the teachers submit their Self Appraisal along with supporting documents in a given format to IQAC in soft and hard copies. These records are maintained in IQAC .

At the beginning of each academic session, the teachers are allotted their courses to be taught and number of classes by the HODs. The HODs submit the teaching plan of individual teachers to the IQAC. The HODs, and IQAC ensure that the classes and courses are covered by the teachers duly.

Stakeholders, especially students' Feedback plays a significant role in ensuring the performance of the teaching and non-teaching staff.

Student feedback on teachers is collected in two aspects: 1) General/Attitude related and 2) Subject Related. Students give feedback on non-teaching staff in respect of their attitude and service provided.

The Annual feedback collected by IQAC is both quantitative and qualitative. The IQAC analyses the feedback statistically.

## 6.4 Financial Management and Resource Mobilization

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

**Response:**

Haflong Government College has a mechanism for internal and external audit. We have our own internal audit mechanism where internal audit is an ongoing continuous process in addition to the external auditors to verify and certify the entire Income and Expenditure and the Capital Expenditure of the College over regular interval by Office of the Accountant General, Guwahati. The institutional accounts are audited regularly by both Internal and statutory audits. So far there have been no major findings /objections. Minor errors of omissions and commissions when pointed out by the audit team are immediately corrected/ rectified and precautionary steps are taken to avoid recurrence of such errors in future. The institute regularly follows Internal & external financial audit system. The College conducts internal audit in various heads like Examination Fund, Games, Music, Union, Common Room etc. Development, Hostel, UGC and other grants received from state and central government are audited by Certified Chartered accountant as when the project is completed.

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

**Response:** 3

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

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

| File Description | Document |
|------------------|----------|
| Details of Funds / Grants received from non-government bodies during the last five years | [View Document](#) |

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

**Response:**

The College has an efficient financial system to manage its day to day activities and to mobilise resources in an effective manner.

· For its overall development, the institution applies to different bodies like state government, UGC,

for funds.

· A tentative budget is prepared for allocating funds to different heads like library, physical and

academic infrastructure.

· Fee structure is decided by the State Government as the College is a Govt. College.

· All fees are directly collected by the College administration through online payment and POS

machine and are deposited under the respective heads of accounts.

· All payments are made by cheque or demand drafts (DD) by the DDO (Principal) of the College.

. However, in unavoidable circumstances cash payments are also made observing all the standard norms of payment.

· In case of any purchase, quotations are invited from established firms. The purchase committee

makes a comparative statement of the tendered quotations and the lowest bidder with requisite criteria (as per tender notice) is asked to supply the quoted materials. The payments are made only after receiving the material by cheque or DD (as mentioned above).

· For purchase related to laboratory equipments, payments are made only after delivery and receiving

the satisfactory verification report from the concerned departments.

· In case of research projects, separate bank accounts are maintained for smooth functioning of the

same. For procurement of equipments related to the research projects, the concerned faculty member

(Principal Investigator, P.I.) submits the proposals to the College authority for approval. The P.I. can draw an advance amount and settle the same before the end of each financial year.

· The Planning committee approves usually plan estimate and other purchase from time to time for

construction, renovation, upgradation and purchase.

· A construction committee is constituted by the Principal to look after all construction related works. The

plans and estimates of the constructions other than the constructions under PWD, Government of Assam are prepared by the appointed Engineer of the College. For all constructions, tenders are invited from reputed construction firms by advertising in local newspapers. A comparative statement of the tenders is prepared by the said committee and as usual, the lowest bidder with requisite criteria is considered.

## 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:**

The IQAC has contributed in institutionalising the quality assurance processes with respect to curricular,co-curricular, infrastructure, student support, values, etc. by various methods. Out of these, mention may be made of the following best practices initiatiated by IQAC:

**Extension activity**: The College fraternity is committed to develop and implement Best Practices keeping in view two broad objectives i.e., Mobilisation of Students to ensure greater participation in community and social endeavours and to establish Social Bonding through Community Services. Such a broad vision was envisaged to make the students aware about social responsibility and to imbibe in them democratic norms. The second objective was adopted with an aim of shouldering social responsibility and establishing social bonding so that the institute can develop a close social linkage. The IQAC in its response to social needs has taken initiative to adopt extension programmes in schools and nearby villages.

**Cleanliness activity**: IQAC proposed a cleanliness drive in different phases like campus cleanliness and beyond campus as a part of the best practice of the college and also to create awareness among students. This drive is to be in support with the "Swachh Bharat Abhiyan" in the national perspective and to endorse the concept of "Think Globally Act Locally". The drive is aimed at achieving a cleanliness programme by enthusiastic students.

Details of the two best practices are given in Criterion 7, Point No. 7.2.

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

**Response:**

The IQAC has always endeavoured to improve the academic environment of the college with respect to the

above through:

1. The IQAC annually generates feedbacks from students. Feedback on curriculum, evaluation system and teachers' quality are collected from students. Students give feedback on

teachers on  certain aspects, General/Attitude related, Subject related  etc in a five point scale. These are

analysed statistically and the analysis derived are acted upon.Feedback on curriculum is communicated to the affiliating university by the members of BoS and representative member of CDC.

2.The IQAC has developed a format for Teaching Plan and execution report of the teaching plan which is prepared by each faculty member. The progress made as planned out in the teaching plan is recorded on a daily basis in the Class Diary/ Execution Report and can be monitored by the authority as and when required. The HOD monitors the arrangement of extra classes, if needed.

3.The HOD monitors the progress of the course allotment of the faculty members for each class and

the performance of the students is analysed. Tutorial Classes are arranged to complete the syllabus

and also to improve performance of the students.

4.The Principal holds meetings with the HODs to undertake a review of the academic performance of

the students. He also recommends and suggests various measures to further improve the performance.

5.The college also arranges for Remedial Classes for coaching the slow learners. Classes are

arranged for the slow learners with a focus on their need.

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

**Response:** 0.8

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

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 0 | 0 | 0 | 3 | 1 |

| File Description | Document |
|------------------|----------|
| Number of quality initiatives by IQAC per year for promoting quality culture | [View Document](#) |

## 6.5.4 Quality assurance initiatives of the institution include:

1. **Regular meeting of Internal Quality Assurance Cell (IQAC); timely submission of Annual Quality Assurance Report (AQAR) to NAAC; Feedback collected, analysed and used for improvements**
2. **Academic Administrative Audit (AAA) and initiation of follow up action**
3. **Participation in NIRF**

**4.ISO Certification**

**5.NBA or any other quality audit**

**A. Any 4 of the above**

**B. Any 3 of the above**

**C. Any 2 of the above**

**D. Any 1 of the above**

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

| File Description | Document |
| --- | --- |
| Details of Quality assurance initiatives of the institution | [View Document](#) |

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

**Response:**

## Academic Domain:

The College has effective mechanism for maintenance and optimal use of infrastructure consistent with its goals and objectives. ICT enabled teaching learning facilities to support an academic with 35 classrooms and Seminar halls, 9 Laboratories, 5 Nos. 100 mbps bandwidth connectivity and e-content developing system. The institution has satisfactory library facilities and other learning resources easily accessible to all through N-LIST facility of INFLIBNET, based book searching services are extended to students and Faculty for e-journals with average of 200 persons library usage/day. The reliable and valid student teaching, learning assessment procedures are carried out by qualified, competent, experienced and motivated faculty. Student centric methods and Outcome based Learning with pedagogies for Slow and Advanced Learners. Study visits and student projects. Organized National Conferences, State Level workshops, district level workshop on contemporary issues also organised from time to time. Experiential learning is inculcated by organizing Field, industry and institutional visits, epidemiological surveys, Projects, Group Discussions etc. Outcome of Results are consistently satisfactory with very small Drop-out Rate. State and University level award, winning Inter College football tournament

for last three years.

**Administrative Domain:**

The College maintains biometric as well as manual attendance record for both teaching and non-teaching faculties. The process of office automation is in progress and will be completed with the completion of new Arts and Administrative Block. Almost all the employees of office are trained in data entry and record keeping.
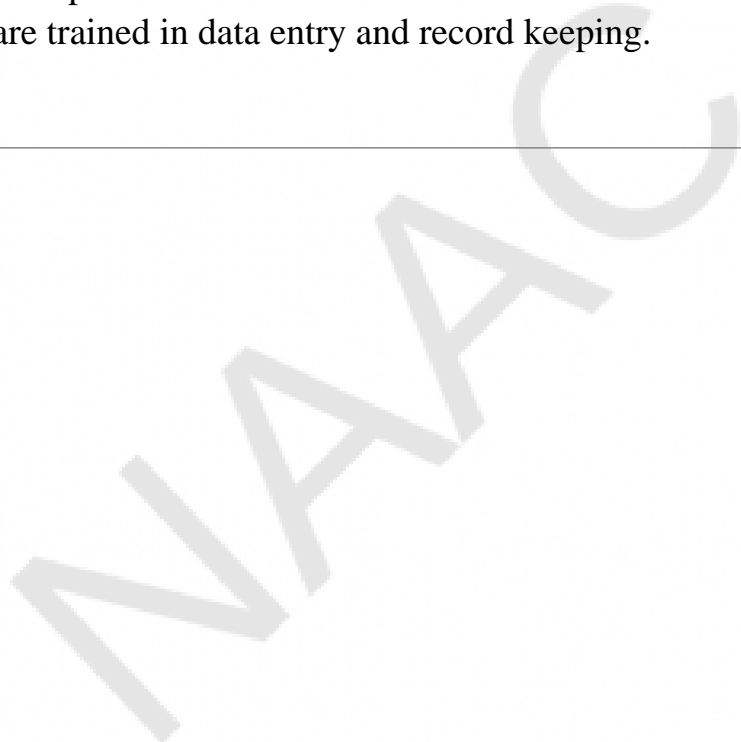
# Criterion 7 - Institutional Values and Best Practices

## 7.1 Institutional Values and Social Responsibilities

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

**Response:** 4

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

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 0 | 0 | 04 | 0 | 0 |

| File Description | Document |
|------------------|----------|
| List of gender equity promotion programs organized by the institution | [View Document](#) |

**7.1.2**

**1. Institution shows gender sensitivity in providing facilities such as:**
    **1. Safety and Security**
    **2. Counselling**
    **3. Common Room**

**Response:**

1. Safety and Security: The campus is fully equipped with CCTV with recording facility to keep constant surveillance (24x7) and maintain security and safety of the students. The CCTVs are monitored by the Principal during the college hours so that no student has to face any untoward situation. The campuses of the college and hostel are bounded by a secured boundary wall. There are sufficient watchmen to maintain campus security of the institution. Both the hostels have day and night watchmen. The location of the warden's accommodation and the compact size of the hostel also help provide security.

2. Counseling: The Women Cell in the college holds sessions with the students for Gender Sensitization, Gender Equity and Gender discrimination. These sessions discuss problems and prospects of this issues. The college has a Women Cell, Sexual Harassment Cell and Anti-Ragging Cell as per UGC norms to cater to the needs of the students. The Principal at the beginning of each academic sessions specially during admissions counsels not only the students but their guardians also.

3. Common Room: Both the Boys and the Girls in the College have their respective Common Rooms which are equipped with comfortable furniture.

**7.1.3 Alternate Energy initiatives such as:**

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

**Response:** 0

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

7.1.3.2 Total annual power requirement (in KWH)

Response: 38000

| File Description | Document |
|---|---|
| Details of power requirement of the Institution met by renewable energy sources | [View Document](#) |

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

**Response:** 1.52

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

Response: 570

7.1.4.2 Annual lighting power requirement (in KWH)

Response: 37430

| File Description | Document |
|---|---|
| Details of lighting power requirements met through LED bulbs | [View Document](#) |

**7.1.5 Waste Management steps including:**
- **Solid waste management**
- **Liquid waste management**
- **E-waste management**

**Response:**

The institution has properly placed dustbins for collection of solid waste (Total 20 in numbers) at different parts of the campus. Institution's Solid waste is disposed by waste management service of Haflong Town Committee. For liquid waste management the institution has drainage system which is connected to Haflong Town Committee's drainage system. For e-waste management the institution follows the procedures provided by the manufacturers of different electronic equipments. E-waste is sent back to the appropriate agencies for recycle and disposal. Chemicals and other toxic or hazardous chemicals are

properly dumped.

Waste Minimisation:

The College is going the greenway and making the College paperless. This makes least waste hence creating a eco-friendly environment.

**General waste management techniques that used in our College are:**

- **Landfill**
  It involves having the waste buried off in empty, deserted locations outside the city. Dumped waste is made to undergo compression to enhance the density and make the fill stable. It is later covered to discourage vermin growth.
- **Incineration**
  Waste is exposed to high temperature to trigger combustion and ultimately reduce to ash, gas and heat energy.
- **Recycling**
  Paper, plastic, PVC and other homogenous products can be recycled to put them in use in a new garb.

They can help tremendously in bringing down the weekly trips of dumpsters. The dumpster size can also be significantly reduced to give a neat look to the industrial area.

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

**Response:**

The institution has built-up rain water harvesting system with over-ground and underground reservoirs, wherein rain water is preserved by collecting from roof-top for use. The college has mostly tin-roofed structures which contain a unique pipeline to gather the rainwater and direct it to a small indigenously made storage containers made of cement or metal. Now plans are made and steps are taken to harvest the rainwater in more scientific manner by constructing more spacious and less expensive and underground storage tanks. The tanks shall have outlets to distribute the harvested water to various activities within the campus including gardening .In the upcoming new structures , special focus will be laid on implanting modern devises and distribute rain water at more affordable cost. Plans are also being made to construct indigenous filters to purify the harvested water , to make it worthy of consumption.

Thus, the rainwater harvest can do away with many recurrent expenditures related to the supply of water within the campus.

**7.1.7 Green Practices**
- **Students, staff using**
a) **Bicycles**
b) **Public Transport**

c) **Pedestrian friendly roads**
- **Plastic-free campus**
- **Paperless office**
- **Green landscaping with trees and plants**

**Response:**

Inside the college campus the institution has well-constructed and well-maintained road for public transport and pedestrian friendly road equipped with ramp for the disable persons particularly in the science block. The institution has done plantation in different part of the campus. The institution encourage in reducing the use of papers and the use of electronic documents in its office.

The college makes a conscious effort to develop eco-friendly atmosphere even though the college does not have the provision of green audit. The college creates awareness by informing students regularly on environment issues. In order to ensure the pollution free campus the authority encourages and motivates the students to walk to reach the college.

The students are encouraged not to use polythene in and outside the college campus.

NSS unit of the college actively undertakes various programmes related to environment awareness.

Students regularly undertake and participate actively in Swachh Bharat Abhiyan.

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

**Response:** 4.19

7.1.8.1 Total expenditure on green initiatives and waste management excluding salary component year-wise during the last five years(INR in Lakhs)

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 3.31    | 3.46    | 3.90    | 3.77    | 4.02    |

| File Description | Document |
|------------------|----------|
| Details of expenditure on green initiatives and waste management during the last five years | [View Document](#) |

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

1. Physical facilities
2. Provision for lift

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

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

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

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

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

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

| File Description | Document |
|---|---|
| Resources available in the institution for Divyangjan | [View Document](#) |

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

**Response:** 0

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

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

| File Description | Document |
|---|---|
| Number of Specific initiatives to address locational advantages and disadvantages | [View Document](#) |

---

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

**Response:** 0

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

the last five years

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

**7.1.12**

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

**Response:** No

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

**Response:** No

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

**Response:** Yes

| File Description | Document |
|------------------|----------|
| Details of activities organized to increase consciousness about national identities and symbols | [View Document](#) |

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

**Response:** No

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

**Response:** Yes

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

**Response:** 0

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

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

| File Description | Document |
| --- | --- |
| List of activities conducted for promotion of universal values | [View Document](#) |

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

**Response:**

Since its inception ,the college has been celebrating all the national festivals and also has been observing the Birth and Death Anniversaries of national leaders who had contributed to the building of nation and the upliftment of humanity.Much focus has been laid on the celebration of Independence Day as well as the Republic Day. Colourful programmes and a parade is the highlight in celebrating these two national festival.

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

**Response:**

Haflong Government College maintains complete transparency in its financial ,academic ,administrative and auxiliary functions.

All the information of the college is displayed on the college website.

Biometric punching machine has been installed for recording the attendance of the staffs.

The college has a feedback system for the students ,where the students give the feedback about the faculty and the college as a whole.

## 7.2 Best Practices

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

**Response:**

 BEST PRACTICE :ONE

**LE OF THE PRACTICE**

Right to vote and savings awareness of rural population.

1. **OBJECTIVE OF THE PRACTICE**

- To create awareness among rural people regarding voting rights;
- To inculcate among the rural population the need for saving;
- To impart a sense of importance of voting and saving money among students;
- Involving teachers and students in extension activities.

1. **The context**

The context of the best practice is to impart knowledge of right to vote and create voting awareness. As Right to Vote is a fundamental right, so , the department of political science of Haflong Government College tried to help the people of gunjung area about why we should cast vote and how to cast vote. Apart from that the department tried hard to help them in gaining knowledge about saving money. The chosen area for the programme was  Gunjung village. This programme was adopted as best practice as it will help the students to groom themselves in social activity arena and can disseminate the knowledge of voting among their peers and juniors.  Moreover, it is a challenge for the students to make the people convince about the programme.

 **The practice**

1. **Evidence of success**

The programme was successful as

1. All the villagers of that area participated in the programme.
2. The students motivated by the programme and understand the theme in a clear way.
3. There was a lively interaction among the target group, which was fruitful.
4. **Problems encountered and resources required**

Although, the college team, however, faced no major problem there was a communication problem as the maximum villagers do not know hindi, assamese or other language except Dimasa. The problem was solved as the team started talking in haflong hindi and dimasa language. Another main problem is gathering the people. However, the problem solved as the students started procession and circulating leaflet.

The main resource of this programme was people of Gunjung and honours students of Haflong Government College.

The Head of the institution supported the finance as money is necessary for transportation and refreshment.

The village headman permitted us to hold the programme on their area.

## BEST PRACTICES:TWO

**1.     TITLE OF THE PRACTICE: SWACHH BHARAT ABHIYAN BY NCC UNIT OF**

**2.  Objectives of the practice:**           To aware the people of the village about cleanliness because the village people are not much concerned about the cleanliness in their daily life. Due to this ignorance they suffer with incurable diseases.

3. **The Context:**           This cleanliness program conducted in a Village called Kana Basti on 29th July, 2018. It was chosen because in rainy season various types of diseases flourished and illiterate village people suffer due to the lack of knowledge about cleanliness. So according to the requirement of the people of the village this cleanliness program was conducted.

ØThe students are asked to survey the area and find out the number of households.

ØThe students are then asked to identify the problem-prone areas

4.**The Practice:**           This cleanliness program started at the residence of Gaon Bura (Village Head) because all the people of the village gathered there. The students delivered lectures to the slum people on health and hygiene. After the lecture the cadets of NCC units displayed how to clean the hand with soap after coming from toilet. After that they elaborated the importance of cleanliness of surrounding area where they are residing. They also described the process to dispose the house hold wastage and how to manage the non decomposable items, which can be recycled without harming the environment.

5.      **Evidence of success:** The people of the area are given the light of cleanliness and the NCC Unit of the College has the Plan to start new ventures depending on the response of the villagers. The classes are also taken on general awareness for the betterment of the life standards of the poor people.

6. **Problems encountered and resources required:-**The problems encountered are lack of knowledge about cleanliness and care of health. To encounter the problems, the students of NCC Unit of the college are sent for door to door survey to make the people conscious to take care of health and hygiene of the people living in the surveyed slum area.

Resources required:

ØEffective Resource person

ØProper equipments for Cleanliness

ØRefreshment for learners

## 7.3 Institutional Distinctiveness

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

**Response:**

Haflong Govt. College which was established in the 1961 to cater to the need for higher education and subsequently tap the intellectual potential of the tribal students of this region of Dima Hasao. Upholding the National Policies on higher education, the college intends to mould and prepare the young minds to meet contemporary challenges with special focus on the tribal students. Guided by the principles of inclusiveness, integrity, innovation, creativity, equality and quality, the college has a vision to create an environment that is responsive to the needs of the society. The College emblem: A circle encircling a burning diya and an open book, the circle of our emblem signifies the institutional unity that exists amongst the students, teachers and all members of the institution. The open book in the emblem stands for endless knowledge. The burning lamp (Diya) symbolizes the enlightenment of mind and wisdom that comes from knowledge. "Tamso ma jyotirgomaya" inscribed in the lower part of the loop refers to the eternal urge of human beings to be lifted from darkness of ignorance to enlightenment and wisdom. For the last fifty-seven years the college has been catering to provide quality education in the humanities.

Being distinctive in imparting higher education to the tribals and living up to the expectations of the public the college started the Science section in the year 1969 and the Commerce section in the 1988.

The college at present has 13 subjects , viz, Assamese, Bengali, Economics, English, Philosophy, Political Science, History, Mathematics, Botany, Zoology, Chemistry ,Physics and Commerce. Major is offered in ten subjects. The Postgraduates classes in History and Political Science started in the year 1997.

# 5. CONCLUSION

## Additional Information :

The college infrastructure and facilities are continuously being upgraded to suit the needs of changing curriculum and pedagogy. Recently we have started use of ICT in teaching also with the help of computers, smart board, projector etc. to deliver the Curriculum effectively. Smart-class rooms are also made effective by the teachers of the various departments to provide the students with the audio-visual approach of the topics/texts so that they can have a better understanding of the concerned topics and also make it interesting, thereby avoiding the boredom of the traditional class-room teaching. The college has well-equipped laboratories and classrooms with projection facilities for both faculty and students.

## Concluding Remarks :

Our vision is to see Haflong Govt. College attain academic excellence and be considered one of the foremost colleges of the Northeast region. We are very much optimistic and hopeful of the co-operation of the teaching faculty, non- teaching staff and students, to promote the college to an "Institution of Academic Excellence and Centre for Career Development".

# 6.ANNEXURE

## 1.Metrics Level Deviations

| Metric ID | Sub Questions and Answers before and after DVV Verification |
|---|---|
| 1.1.2 | Number of certificate/diploma program introduced during the last five years<br><br>1.1.2.1. **Number of certificate/diploma programs introduced year-wise during the last five years**<br>Answer before DVV Verification:<br><table><tr><td>2017-18</td><td>2016-17</td><td>2015-16</td><td>2014-15</td><td>2013-14</td></tr><tr><td>10</td><td>0</td><td>0</td><td>0</td><td>0</td></tr></table><br>Answer After DVV Verification :<br><table><tr><td>2017-18</td><td>2016-17</td><td>2015-16</td><td>2014-15</td><td>2013-14</td></tr><tr><td>00</td><td>0</td><td>0</td><td>0</td><td>0</td></tr></table> |
| 1.1.3 | Percentage of participation of full time teachers in various bodies of the Universities/ Autonomous Colleges/ Other Colleges, such as BoS and Academic Council during the last five years<br><br>1.1.3.1. Number of teachers participating in various bodies of the Institution, such as BoS and Academic Council year-wise during the last five years<br>Answer before DVV Verification:<br><table><tr><td>2017-18</td><td>2016-17</td><td>2015-16</td><td>2014-15</td><td>2013-14</td></tr><tr><td>15</td><td>66</td><td>64</td><td>26</td><td>29</td></tr></table><br>Answer After DVV Verification :<br><table><tr><td>2017-18</td><td>2016-17</td><td>2015-16</td><td>2014-15</td><td>2013-14</td></tr><tr><td>00</td><td>01</td><td>01</td><td>00</td><td>05</td></tr></table><br><br>Remark : The HEI has 05 faculty members appointed in 2012 for 03 years hence counted in 2013-14. They are not counted in 2014-15 as they continues their term. In 2015-16 Mr Shankar Neogi is again appointed on BoS for 03 years. In 2016-17 Mr Shankar Neogi is again appointed on Academic Council of 02 colleges. |
| 1.2.1 | Percentage of new Courses introduced out of the total number of courses across all Programs offered during last five years<br><br>1.2.1.1. How many new courses are introduced within the last five years<br>Answer before DVV Verification :  18<br>Answer after DVV Verification: 99 |
| 1.2.2 | Percentage of programs in which Choice Based Credit System (CBCS)/Elective course system has |

| | |
|---|---|
| | been implemented<br><br>1.2.2.1. Number of programs in which CBCS/ Elective course system implemented.<br>Answer before DVV Verification : 1<br>Answer after DVV Verification: 02 |
| 1.2.3 | Average percentage of students enrolled in subject related Certificate/ Diploma programs/Add-on programs as against the total number of students during the last five years<br><br>1.2.3.1. Number of students enrolled in subject related Certificate or Diploma or Add-on programs year-wise during the last five years<br>Answer before DVV Verification:<br><br>| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |<br>|---|---|---|---|---|<br>| 0 | 0 | 73 | 49 | 0 |<br><br>Answer After DVV Verification :<br><br>| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |<br>|---|---|---|---|---|<br>| 0 | 0 | 00 | 00 | 0 | |
| 1.3.2 | Number of value added courses imparting transferable and life skills offered during the last five years<br><br>1.3.2.1. Number of value-added courses imparting transferable and life skills offered during the last five years<br>Answer before DVV Verification : 3<br>Answer after DVV Verification: 00<br><br>Remark : As per the HEI statement in the response dialogue box. |
| 1.3.3 | Percentage of students undertaking field projects / internships<br><br>1.3.3.1. Number of students undertaking field projects or internships<br>Answer before DVV Verification : 12<br>Answer after DVV Verification: 00<br><br>Remark : As per the statement in the response dialogue box The HEI has no field project undertaken with Company/Enterprise collaboration. |
| 2.1.2 | Average Enrollment percentage<br><br>(Average of last five years)<br><br>2.1.2.1. Number of students admitted year-wise during the last five years<br>Answer before DVV Verification:<br><br>| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |<br>|---|---|---|---|---|<br>| | | | | | |

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| 603 | 551 | 532 | 834 | 611 |

Answer After DVV Verification :

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 603 | 551 | 532 | 834 | 611 |

2.1.2.2. Number of sanctioned seats year-wise during the last five years
Answer before DVV Verification:

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 700 | 700 | 560 | 560 | 560 |

Answer After DVV Verification :

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 560 | 560 | 560 | 560 | 560 |

| 2.3.2 | Percentage of teachers using ICT for effective teaching with Learning Management Systems (LMS), E-learning resources etc.<br><br>2.3.2.1. Number of teachers using ICT<br>Answer before DVV Verification :  39<br>Answer after DVV Verification: 32<br><br>Remark : As per the statement in the response dialogue box The HEI has 32 faculty members who are using ICT for effective teaching with Learning Management Systems (LMS), E-learning resources etc.. |
|-------|----------------------------------------------------------------------------------------------------------------------------|
| 2.3.3 | Ratio of students to mentor for academic and stress related issues<br><br>2.3.3.1. Number of mentors<br>Answer before DVV Verification :  64<br>Answer after DVV Verification: 60 |
| 2.4.2 | Average percentage of full time teachers with Ph.D. during the last five years<br><br>2.4.2.1. Number of full time teachers with Ph.D. year-wise during the last five years<br>Answer before DVV Verification: |

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 22 | 19 | 18 | 15 | 15 |

Answer After DVV Verification :

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 02 | 03 | 02 | 01 | 17 |

| 2.4.3 | Teaching experience per full time teacher in number of years<br><br>2.4.3.1. Total experience of full-time teachers<br>Answer before DVV Verification :  64 years<br>Answer after DVV Verification: 776 years |
|---|---|
| 3.1.1 | Grants for research projects sponsored by government/non government sources such as industry ,corporate houses, international bodies, endowment, chairs in the institution during the last five years (INR in Lakhs)<br><br>3.1.1.1. Total Grants for research projects sponsored by the non-government sources such as industry, corporate houses, international bodies, endowments, Chairs in the institution year-wise during the last five years(INR in Lakhs)<br>Answer before DVV Verification:<br><br><table><tr><td>2017-18</td><td>2016-17</td><td>2015-16</td><td>2014-15</td><td>2013-14</td></tr><tr><td>11.91</td><td>8.67</td><td>2.38</td><td>3.8</td><td>10.09</td></tr></table><br>Answer After DVV Verification :<br><br><table><tr><td>2017-18</td><td>2016-17</td><td>2015-16</td><td>2014-15</td><td>2013-14</td></tr><tr><td>08.52</td><td>22.30</td><td>2.70</td><td>4.64</td><td>5.45</td></tr></table><br>Remark : As per the HEI response with the Metric and the data attached signed by the CA and the principal. |
| 3.1.3 | Number of research projects per teacher funded, by government and non-government agencies, during the last five year<br><br>3.1.3.1. Number of research projects  funded by government and non-government agencies during the last five years<br>Answer before DVV Verification :  9<br>Answer after DVV Verification: 09<br>3.1.3.2. Number of full time teachers worked in the institution during the last 5 years<br>Answer before DVV Verification :  3<br>Answer after DVV Verification: 69<br><br>Remark : As per the HEI response with the Metric and the data attached with 3.1.1 signed by the CA and the principal. |
| 3.3.2 | The institution provides incentives to teachers who receive state, national and international recognition/awards<br><br>Answer before DVV Verification : Yes<br>Answer After DVV Verification: No |
| 3.4.3 | Number of extension and outreach Programs conducted in collaboration with Industry, Community |

and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., during the last five years

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

Answer before DVV Verification:

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 11      | 5       | 10      | 2       | 0       |

Answer After DVV Verification :

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 03      | 02      | 05      | 02      | 0       |

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

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

Answer before DVV Verification:

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 628     | 171     | 660     | 161     | 0       |

Answer After DVV Verification :

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 0       | 0       | 167     | 0       | 0       |

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

4.1.3.1. Number of classrooms and seminar halls with ICT facilities
Answer before DVV Verification :  17
Answer after DVV Verification: 24

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

4.1.4.1. Budget allocation for infrastructure augmentation, excluding salary year-wise during the last five years (INR in Lakhs)
Answer before DVV Verification:

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 72 | 203 | 132 | 180 | 57 |

Answer After DVV Verification :

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 71.3 | 25.85 | 46.84 | 100.47 | 41.59 |

| | |
|---|---|
| 4.2.5 | Availability of remote access to e-resources of the library<br><br>Answer before DVV Verification : Yes<br>Answer After DVV Verification: Yes |
| 4.2.6 | Percentage per day usage of library by teachers and students<br><br>4.2.6.1. Average number of teachers and students using library per day over last one year<br>Answer before DVV Verification :  889<br>Answer after DVV Verification: 63 |
| 4.3.3 | Available bandwidth of internet connection in the Institution (Lease line)<br><br>Answer before DVV Verification : 20-35 MBPS<br>Answer After DVV Verification: 20-35 MBPS |
| 4.4.1 | Average Expenditure incurred on maintenance of  physical facilities and academic support facilities excluding salary component, as a percentage during the last five years<br><br>4.4.1.1. Expenditure incurred on  maintenance of  physical facilities and academic support facilities excluding salary component year-wise during the last five years (INR in Lakhs)<br>Answer before DVV Verification: |

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 8.7 | 1.95 | 18.67 | 15.58 | 19.55 |

Answer After DVV Verification :

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 19.46 | 20.58 | 09.89 | 13.86 | 06.57 |

Remark : As per the HEI response with the Metric and the data attached signed by the CA and the principal.

| | |
|---|---|
| 5.2.2 | Percentage of student progression to higher education (previous graduating batch)<br><br>5.2.2.1. Number of outgoing students progressing to higher education<br>Answer before DVV Verification :  67<br>Answer after DVV Verification: 66 |

| 5.3.1 | Number of awards/medals for outstanding performance in sports/cultural activities at national / international level (award for a team event should be counted as one) during the last five years. |
|---|---|
| | 5.3.1.1. Number of awards/medals for outstanding performance in sports/cultural activities at national/international level (award for a team event should be counted as one) year-wise during the last five years |

Answer before DVV Verification:

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

Answer After DVV Verification :

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

| 5.3.3 | Average number of sports and cultural activities/ competitions organised at the institution level per year |
|---|---|
| | 5.3.3.1. Number of sports and cultural activities / competitions organised at the institution level year-wise during the last five years |

Answer before DVV Verification:

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---|---|---|---|---|
| 21 | 19 | 20 | 20 | 20 |

Answer After DVV Verification :

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---|---|---|---|---|
| 02 | 02 | 01 | 01 | 01 |

| 5.4.3 | Number of Alumni Association / Chapters  meetings held during the last five years |
|---|---|
| | 5.4.3.1. Number of Alumni Association /Chapters meetings held year-wise during the last five years |

Answer before DVV Verification:

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---|---|---|---|---|
| 6 | 2 | 2 | 1 | 0 |

Answer After DVV Verification :

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---|---|---|---|---|
| 01 | 01 | 02 | 04 | 0 |

| 6.5.3 | Average number of quality initiatives by IQAC for promoting quality culture per year |
|---|---|

|  | 6.5.3.1. Number of quality initiatives by IQAC for promoting quality year-wise for the last five years |
|---|---|
|  | Answer before DVV Verification: |

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---|---|---|---|---|
| 6 | 5 | 4 | 2 | 1 |

Answer After DVV Verification :

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---|---|---|---|---|
| 0 | 0 | 0 | 3 | 1 |

| 6.5.4 | Quality assurance initiatives of the institution include:<br><br>1. Regular meeting of Internal Quality Assurance Cell (IQAC); timely submission of Annual Quality Assurance Report (AQAR) to NAAC; Feedback collected, analysed and used for improvements<br><br>2. Academic Administrative Audit (AAA) and initiation of follow up action<br><br>3. Participation in NIRF<br><br>4. ISO Certification<br><br>5. NBA or any other quality audit<br><br>Answer before DVV Verification : D. Any 1 of the above<br>Answer After DVV Verification: E. None of the above |
|---|---|
| 7.1.1 | Number of gender equity promotion programs organized by the institution during the last five years<br><br>7.1.1.1. Number of gender equity promotion programs organized by the institution year-wise during the last five years<br>Answer before DVV Verification: |

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

Answer After DVV Verification :

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---|---|---|---|---|
| 0 | 0 | 04 | 0 | 0 |

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

7.1.8.1. Total expenditure on green initiatives and waste management excluding salary component year-wise during the last five years(INR in Lakhs)

Answer before DVV Verification:

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 6.65 | 6.97 | 6.53 | 6.65 | 6.72 |

Answer After DVV Verification :

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 3.31 | 3.46 | 3.90 | 3.77 | 4.02 |

Remark : As per the HEI response with the Metric and the data attached signed by the CA and the principal.

| 7.1.16 | The institution functioning is as per professional code of prescribed / suggested by statutory bodies / regulatory authorities for different professions<br><br>Answer before DVV Verification : No<br>Answer After DVV Verification: Yes<br>Remark : As per the HEI response with the Metric as the link. |
|--------|------|

## 2.Extended Profile Deviations

| ID | Extended Questions |
|----|--------------------|
| 1.1 | Number of courses offered by the institution across all programs during the last five years<br>Answer before DVV Verification :  451<br>Answer after DVV Verification : 298 |
| 1.2 | Number of programs offered year-wise for last five years<br><br>Answer before DVV Verification:<br><table><tr><td>2017-18</td><td>2016-17</td><td>2015-16</td><td>2014-15</td><td>2013-14</td></tr><tr><td>26</td><td>26</td><td>26</td><td>26</td><td>26</td></tr></table><br>Answer After DVV Verification:<br><table><tr><td>2017-18</td><td>2016-17</td><td>2015-16</td><td>2014-15</td><td>2013-14</td></tr><tr><td>28</td><td>28</td><td>28</td><td>28</td><td>28</td></tr></table> |
| 2.1 | Number of students year-wise during the last five years<br><br>Answer before DVV Verification:<br><table><tr><td>2017-18</td><td>2016-17</td><td>2015-16</td><td>2014-15</td><td>2013-14</td></tr><tr><td>1340</td><td>1499</td><td>1505</td><td>1577</td><td>1326</td></tr></table> |

Answer After DVV Verification:

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 1340    | 1499    | 1564    | 1577    | 1326    |

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

Answer before DVV Verification:

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 263     | 360     | 228     | 233     | 252     |

Answer After DVV Verification:

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 560     | 560     | 560     | 560     | 560     |

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

Answer before DVV Verification:

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 191     | 127     | 160     | 135     | 71      |

Answer After DVV Verification:

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 281     | 351     | 202     | 206     | 169     |

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

Answer before DVV Verification:

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 64      | 65      | 67      | 70      | 72      |

Answer After DVV Verification:

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 62      | 64      | 67      | 67      | 68      |

| 4.1 | Total number of classrooms and seminar halls<br>Answer before DVV Verification :  35<br>Answer after DVV Verification : 24 |
|-----|---|

| 4.2 | Total Expenditure excluding salary year-wise during the last five years ( INR in Lakhs)<br><br>Answer before DVV Verification: |
|-----|---|

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 105.97  | 333.08  | 158.72  | 224.07  | 119.55  |

Answer After DVV Verification:

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 125.97  | 89.61   | 83.62   | 79.57   | 79.50   |

| 4.3 | Number of computers<br>Answer before DVV Verification :  39<br>Answer after DVV Verification : 46 |
|-----|-----|