SELF STUDY REPORT

FOR

2nd CYCLE OF ACCREDITATION

HAFLONG GOVERNMENT COLLEGE

COLLEGE ROAD, HAFLONG, DIMA HASAO
788819
https://www.haflonggovtcollege.ac.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

June 2024

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Haflong Government College is situated in the heart of the Haflong town of Dima Hasao district of Assam. It was established on the 4th of September, 1961 as a private night college. The College offers B.A., B. Sc and B.Com as well as M.A. in Political Science and History. Haflong Government College is presently a full-fledged college with three streams consisting of 13 Departments, 69 posts of teachers sanctioned by Government of Assam, 33 numbers of Non- teaching staff and over 1902 students. 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. Majority of the students belong to Scheduled Tribe categories and many of them hail from economically weaker sections. 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 affiliate to Gauhati University till 20th January 1994, but, after the establishment of Assam University by a Law of Parliament, its affiliation got transferred from Gauhati University to Assam University on the 21st of January 1994. On 15th February 2005, the College came under the administrative control of North Cachar Hills Autonomous Council which was formed under the provision of Sixth Schedule of the Constitution of India.

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 Tribal people 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. The goal of the institution is to provide quality education to all, especially the under privileged class.

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. We seek to provide quality education for all sections of society reaching out especially to the socially, economically and educationally disadvantaged. We aim to equip our students competent for making them not only job seekers, but also job creators. It has the mission of implementing curriculum in a planned and effective way, support the learners with the facilities they need, make them skilled, competent to perform tasks, employable in different sectors as well as entrepreneur and job creators, capable of undertaking higher studies and research.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- The college is a government funded college. The institution belongs to the Government of Assam and hence gets benefits and supports from the State Government as well as from the North Cachar Hills Autonomous Council
- It is the only higher educational institution of the district with multiple disciplines.
- It has a strong physical facility and infrastructural facility with funds from governments.
- It has good student strength.
- The college has experienced and qualified teacher.
- The college has the locational advantage of being in a hill station at an altitude of nearly 960 metres above the mean sea level and its climatic condition is favourable for learning activities.
- It has a strong NCC and NSS wings for both boys and girls inspiring the students to be dutiful, truthful, energetic and patriotic along with disciplined manners.
- It is implementing Choice Based Curriculum System and FYUG under NEP 2020.

Institutional Weakness

- One of the major shortcomings of the institution is that being an affiliated college, it has no freedom to follow curriculum of its own.
- The college could not generate fund by itself as it is a government college.
- Majority of the student's economic situation is not good due to which drop out is high.
- The majority of students enrolled is slow learners and lack motivation to learn and require extra support to achieve the learning outcome.
- To introduce any new programme or courses, be it skill based course or otherwise, the college needs government's approval.
- The monsoon season is the time of challenge in the district as the disaster like situation harm educational environment of college.
- The teaching posts remain vacant for years as there is delay in recruitment by Assam Public Service Commission.

Institutional Opportunity

- It has locational advantage for research for subjects like botany as well as anthropology, tribal studies, folklore and culture.
- As the new science building is coming up very soon, the science departments have every opportunity to develop their laboratory.
- The college has the opportunity to train the students in skill based courses like Mushroom Cultivation, Bamboo and Cane Furniture making, Tourism and Hospitality Management, ICT, Sericulture etc.
- The institution has the opportunity to educate and empower the socio-economically disadvantage people of the district of Dima Hasao.

Institutional Challenge

- Majority of students are slow learners and lack motivation in studies. To get them engaged in learning in effective and outcome oriented way is a great challenge for the institution.
- To maintain and repair IT infrastructure both in terms of hardware and software is one of the greatest challenges for the institution. To get the service of IT professionals and technicians is a big problem.
- Management of learning resource in the library is a challenge for the institution as the post of librarian has not been created.
- Being in a hill station the institution has to face the challenge of water shortage as source of water is distant rivers

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 menembers of the college after consultation with them. 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. 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, internal evaluation, end semester examination etc

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. The College follows a transparent mechanism for continuous evaluation. Programme and course outcomes are intimated to teachers and learners and displayed in the website. The College also takes care of grievances of the students and tries to redress through efficient ways and means regarding internal evaluation and grievances for end semester external evaluations are forwarded to the university and university does the needful.

Research, Innovations and Extension

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 Promotion Cell to facilitate the research activities. The students are involved in extension works for the benefits of nearby community under the guidance and supervision of teachers. The NSS and NCC Girls and Boys units of the institution are actively involved in extension activities in the nearby areas.

Infrastructure and Learning Resources

The Institution has adequate facilities for its infrastructure. Being a state government institution its infrastructure development works are taken up by the Public Work Department which makes the planning and implementation of infrastructure augmentation as well as repairing and maintenance. It has spacious classrooms equipped with whiteboards, many with LCD projectors and limited number of smart-boards etc. Most of the classrooms are under CCTV surveillance too. The institution also has a central library and individual departmental libraries for all departments. Library has a good collection of books. The laboratories have required equipments and have adequate space to carry out practical classes effectively. It has an auditorium, a state-of-the-art seminar hall. Some sports facilities such as badminton and volleyball courts are also available. A gym has been constructed with the required equipments. Besides, the college has space for NCC Units, IGNOU and KKHSOU study centers. For Boys and Girl students the college has two hostels each. Hostels have adequate facilities.

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, fee waiver facilities offered by the Government of Assam, etc. 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 Sensitization and Internal Complain Cell, Grievance Redressal Cell etc are also functional in the college. The student progressing from UG to PG is very healthy and it exhibits an increasing trend. Some of the students are able get placement in job.

Governance, Leadership and Management

The Principal, the academic departments, teachers and the non-teaching staff work together for designing and successful implementation of policies and plans of the College. Being a Government Institution it follows the policies and guidelines of the Government of Assam. From time to time the institution receives directives and instructions from the government which it implements accordingly. Internally various committees and cells for specific purposes are formed with the approval of the Principal. These committees and cells implement their assigned responsibilities. The leadership ensures interaction with all its stakeholders in establishing transparency and participation amongst all.

Institutional Values and Best Practices

Haflong Government College exists in an area which is socio-economically disadvantaged and the population of this reason requires empowerment through education. The Values, which the institution cherishes most is service of the needy people by offering higher education. The best practice of the institution is its service to the disadvantaged. For the last sixty years of its existence Haflong Government College has been able to produce large numbers of graduates and some post graduates in the district of Dima Hasao who are empowered by their education to contribute to the society in different fields of life like service, business, and social and political domain. Had this institution not been there the nearby people would not have got empowerment in appropriate ways.

2. PROFILE

2.1 BASIC INFORMATION

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

Contacts for Communication					
Designation	**Name**	**Telephone with STD Code**	**Mobile**	**Fax**	**Email**
Principal(in-charge)	Sarbojit Thaosen	03673-236292	7002939736	03673-236292	haflongcollege@gmail.com
IQAC / CIQA coordinator	Paran Borthakur	03673-237438	9435077466	03673-236292	iqachgc2022@gmail.com

Status of the Institution	
Institution Status	Government

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minroity institution	No

Establishment Details

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				

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, 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,General	36	Higher Secondar	Assamese	10	0
UG	BA,Assamese,FYUG HONOURS	48	Higher Secondary	Assamese	10	0
UG	BA,Bengali, FYUG HONOURS	48	Higher Secondary	Bengali	20	4
UG	BA,Bengali, Honours	36	Higher Secondary	Bengali	20	0
UG	BA,Bengali, General	36	Higer Secondary	Bengali	20	0
UG	BA,History,FYUG HONOURS	48	Higher Secondary	English	160	159
UG	BA,History, General	36	Higher Secondary	English	150	0
UG	BA,History, Honours	36	Higher Secondary	English	50	0
UG	BA,Economics,Honours	36	Higher Secondary	English	50	0
UG	BA,Economics,General	36	Higher Secondary	English	150	0
UG	BA,Economics,FYUG HONOURS	48	Higher Secondary	English	150	58
UG	BA,English, Honours	36	Higher Secondary	English	100	0
UG	BA,English, General	36	Higher Secondary	English	150	0
UG	BA,English,FYUG HONOURS	48	Higher Secondary	English	150	141

UG	BA,Philosophy,Honours	36	Higher Secondary	English	30	0
UG	BA,Philosophy,General	36	Higher Secondary	English	100	0
UG	BA,Philosophy,FYUG HONOURS	48	Higher Secondary	English	150	108
UG	BA,Political Science,Honours	36	Higher Secondary	English	150	0
UG	BA,Political Science,FYUG HONOURS	48	Higher Secondary	English	160	151
UG	BA,Political Science,General	36	Higher Secondary	English	150	0
UG	BSc,Mathematics,FYUG HONOURS	48	Higher Secondary	English	10	1
UG	BSc,Mathematics,General	36	Higher Secondary	English	10	0
UG	BSc,Chemistry,FYUG HONOURS	48	Higher Secondary	English	30	1
UG	BSc,Chemistry,Honours	36	Higher Secondary	English	30	0
UG	BSc,Chemistry,General	36	Higher Secondary	English	30	0
UG	BSc,Botany, Honours	36	Higher Secondary	English	30	0
UG	BSc,Botany, General	36	Higher Secondary	English	30	0
UG	BSc,Botany, FYUG HONOURS	48	Higher Secondary	English	30	7
UG	BSc,Zoology,FYUG	48	Higher Seondary	English	50	35

	HONOURS					
UG	BSc,Zoology ,General	36	Higher Secondary	English	50	0
UG	BSc,Zoology ,Honours	36	Higher Secondary	English	50	0
UG	BSc,Physics, FYUG HONOURS	48	Higher Secondary	English	30	8
UG	BSc,Physics, Honours	36	Higher Secondary	English	20	0
UG	BSc,Physics, General	36	Higher Secondary	English	20	0
UG	BCom,Com merce,Gener al	36	Higher Secondary	English	100	0
UG	BCom,Com merce,Honou rs in Business Management	36	Higher Secondary	English	50	0
UG	BCom,Com merce,Honou rs in Accountancy	36	Higher Secondary	English	50	0
UG	BCom,Com merce,FYUG HONOURS	48	Higher Secondary	English	200	40
PG	MA,P G Hist ory,General	24	B A	English	60	51
PG	MA,P G Political Scie nce,General	24	B A	English	60	43

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				19				50			
Recruited	0	0	0	0	14	5	0	19	11	19	0	30
Yet to Recruit	0				0				20			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				44			
Recruited	0	0	0	0	0	0	0	0	20	24	0	44
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	**Female**	**Others**	**Total**
Sanctioned by the UGC /University State Government				29
Recruited	19	9	0	28
Yet to Recruit				1
Sanctioned by the Management/Society or Other Authorized Bodies				5
Recruited	3	2	0	5
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				0
Recruited	0	0	0	0
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/ LLD/DM/M CH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	9	3	0	3	11	0	26
M.Phil.	0	0	0	2	0	0	6	1	0	9
PG	0	0	0	3	2	0	2	7	0	14
UG	0	0	0	0	0	0	0	0	0	0

Temporary Teachers									
Highest Qualification	**Professor**			**Associate Professor**			**Assistant Professor**		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD/DM/M CH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	1	1	0	2
M.Phil.	0	0	0	0	0	0	1	2	0	3
PG	0	0	0	0	0	0	8	21	0	29
UG	0	0	0	0	0	0	0	0	0	0

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

Details of Visting/Guest Faculties				
Number of Visiting/Guest Faculty engaged with the college?	**Male**	**Female**	**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	885	0	0	0	885
	Female	968	0	0	0	968
	Others	0	0	0	0	0
PG	Male	41	0	0	0	41
	Female	126	0	0	0	126
	Others	0	0	0	0	0

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

Category		Year 1	Year 2	Year 3	Year 4
SC	Male	3	5	1	6
	Female	3	6	8	4
	Others	0	0	0	0
ST	Male	204	358	323	263
	Female	258	465	380	306
	Others	0	0	0	0
OBC	Male	14	25	22	20
	Female	14	17	30	21
	Others	0	0	0	0
General	Male	11	17	20	18
	Female	20	25	31	26
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		527	918	815	664

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	The institution has been set up as a multidisciplinary institution having thirteen departments like Physics, Chemistry, Mathematics, Botany, Zoology, Political Science, Economics, History, Philosophy, Commerce, Bengali, Assamese and English. The Four Year Undergraduate Programme has been introduced by the affiliating Assam University from the Academic Session 2023-24. The FYUG programme structure is multidisciplinary as well as interdisciplinary. Students has to choose their one Core and Two Minor subjects from the same cluster of subjects provided in of the CBCS regulation prepared by the university. However students have the freedom to choose any Inter-disciplinary course from any of the discipline which he or she has not chosen as Core or Minor. Regarding the institutional approach of integration of humanities with sciences, it may be mentioned here that the option of combination of courses of sciences and humanities has been made possible in the FYUG programmes. The institution implements the curriculum prepared by the affiliating Assam University. The flexibility and innovativeness of the curriculum is evident in the curriculum design of the FYUG by Assam University. The curriculum has courses and projects which are credit based and relate to community engagement, environmental education, value added course etc. These are aimed at the attainment of holistic and multidisciplinary education. As per the provisions of the NEP regulation adopted and implemented by the Assam University, there is provision for multiple entry and exit at the end of 1st, 2nd and 3rd year. Learners can exit after successful completion of 1st, 2nd and 3rd year of FYUG programme with the achievements of certificate, diploma or degree. There is also the provision of lateral entry at 2nd, 3rd or 4th year to continue the programme after discontinuation at successful completion of 1st, 2nd or 3rd year. Requirement of qualifying entrance is made mandatory for admission to the 1st year only. Lateral entry at the 2nd, 3rd or 4th year is subject to the availability of vacant seats for the concerned semester.
2. Academic bank of credits (ABC):	As per the provisions made by the affiliating university the students of the institution has to create an account in Academic Bank of Credit. All the FYUG as well as TDC CBCS students enrolled in the

	institution have created their accounts in the Academic Bank of Credits. The affiliating university has made provisions for depositing the credits earned by the students in their respective accounts of Academic Bank of Credits and the provision of credit transfer as and when required. This will facilitate the process of lateral exit and entry for learners who wants to leave the institution at the end of either 1st, 2nd or 3rd year of the FYUG programme and take the benefit of re-entry at either 2nd, 3rd or 4th year according to their need and convenience by availing the advantage of credit transfer through the Academic Bank of Credit. They can take advantage of re-continuing their studies after the gap of some years with the benefit of their account in Academic Bank of Credit.
3. Skill development:	As per the provisions made by the FYUG regulation of Assam University there are Skill Enhancement Courses in all the FYUG programmes to be mandatorily offered by every learner from the first year. Syllabi designed by every discipline have to include compulsory skill enhancement courses 1st, 2nd and 3rd semesters each of which carries 3 credits. Further in the 5th semester one compulsory two credit skill enhancement course either as internship with industry or community engagement or field study is mandatorily included by the University. Accordingly the institution has started implementing SEC courses in the first and second semesters and preparation for the same is going on for the coming 3rd and 4th semesters from the 2024-25 academic sessions. The institution is implementing value-based education by implementing value added courses in first and second semesters. Three credit value added courses are designed by the university which has the choices from Yoga, NCC, NSS, Sports and Understanding India in the first semester. In the second semester there is a compulsory value added course on Environmental Studies which carries 3 credits. There is specifically a course on Indian Ethics in the Philosophy Curriculum which is solely devoted to Indian system of value. For open and distance mode of learning the institution has the provisions of study centres of two open universities which offer many of online course to enhance the skill and employability of learners.
4. Appropriate integration of Indian Knowledge	The institution has two departments of Modern

system (teaching in Indian Language, culture, using online course):	Indian Language namely, Assamese and Bengali. Further Department of English implements courses on Indian Literature translated to English including Indian Classical Literature. Though the medium of instruction has been English in the institution, teachers of the institution are delivering lectures in Bilingual mode using both English and Hindi as Hindi is the lingua franca in the District of Dima Hasao in Assam. Further the institution has been implementing courses on Hmar language which is one of the tribal languages of North East India. New curriculum introduced from the session 2023-24 for FYUG (NEP 2020) includes Value Added Course on Understanding India which focuses in Indian Culture. Department of History implements courses on Indian History and Department of Philosophy has been implementing courses on Indian Philosophy, Classical Philosophical Text in Sanskrit, Contemporary Indian Philosophy etc.
5. Focus on Outcome based education (OBE):	The institution has been continuously focusing on Outcome Based curriculum implementation. Programme Outcome and Course Outcome are displayed in the college website and the teachers and learners are made aware of the same from the beginning of each semester. The affiliating Assam University has focused on outcome while preparing the curriculum for FYUG (NEP 2020) programme syllabi for different disciplines. Programme Outcome and Course Outcomes are distinctly defined for all programmes and course. Institution duly informs the teachers and learns about the outcome to be achieved after curriculum implementation. For the assessment of the outcome certain measures are taken which includes internal evaluation, assignment, end semester examination and analysis of the performance of the examinations, collecting and analyzing feedback about the outcome achieved from teachers, learners and other stake-holders etc. Strategies are deviced to extrapolate for any gap in the outcome achieved.
6. Distance education/online education:	Institution has been successfully running distance mode of teaching and learning in collaboration with two open universities. It has signed memorandum of understanding with IGNOU and KKHSOU and these are functional with their study centres being run by the faculty members and non teaching staff of the institution. Further the institution conducted online

<table>
<tr><td></td><td>mode of teaching during lock-down period of the first and second wave of the covid-19 pandemic. Some of the examinations were also conducted on online mode under the supervision of the affiliating university. All the faculty members of the institution got prepared for the use of technology required for online mode of teaching.</td></tr>
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Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	Yes . It is was set up in 2021.
2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?	Yes. There are student coordinator and faculty coordinator in college for the club. The coordinator is appointed on rotation basis
3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.	Innovative programmmes and initiatives – A. The voters pledge is taken every year on national voter's day. B. Drawing competition, poster making competition, debates are some of the innovative programmes on voters awareness organized by the club.
4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.	On 2016, the Department of Political Science initiated a programme on voter awareness on Gunjung area of Dima Hasao District. During the time of Lok Sabha Election of 2024, the District Election Office of the Dima Hasao conducted program related to young voters awareness in collaboration with ELC and department of Political Science of the College. Installing "The Clouded Leopard" the mascot of Dima Hasao Election district for General Election to Lok sabha Election, 2024 at the college is another way of creating awareness about the politics of the country.
5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible	Every year the district election office alongwith the ELC and department of political science of the college organize young voters awareness programme to identify eligible voters. They were asked to

students as voters.	register online or offline at the portal given by election office

Extended Profile

1 Students

1.1

Number of students year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
1903	1834	1865	1656	1552

File Description	Document
Upload Supporting Document	[View Document](#)
Institutional data in prescribed format	[View Document](#)

2 Teachers

2.1

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

Response: 80

File Description	Document
Upload Supporting Document	[View Document](#)
Institutional data in prescribed format	[View Document](#)

2.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
69	71	54	57	57

3 Institution

3.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
502.62	318.56	354.18	217.35	153.84

File Description	Document
Upload Supporting Document	[View Document](#)

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

1.1.1

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

Response:

The institution has to implement the curriculum designed by the affiliating Assam University. Academic calendar is also prepared by the university which determine the teaching days of the academic years as well as schedule for internal assessment and end semester external evaluation. Curriculum implementation is done in a planned manner according to academic calendar. Every academic department makes a plan for implementation of the curriculum. Courses of different academic programmes are distributed amongst the teachers of the department. Lectures, tutorials, seminars, practical classes etc are assigned to the teachers as per the credits in the curriculum. Each teacher implements the assigned portion of curriculum in a planned and outcome oriented manner. Programme and course outcome are explained to the learners at the beginning of each semester as per the guidelines of the university. Internal assessment is done by taking two unit tests of every course in each semester. Recently the institution has started the use of ICT in teaching including 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 classroom teaching. Further online mode of teaching and learning was also implemented during the covid-19 pandemic by all the faculty members as per the requirement of the situation of the time. The college has well-equipped laboratories and classrooms with projection facilities. To ensure learning outcomes of each subject, continuous evaluation and internal assessment is carried out through presentations, assignments/projects, class tests and group discussions. Remedial teaching is provided to weak learners and additional learning resources are provided to advanced learners. 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 outcome of students. Moreover, tutorials are an essential part of the theory courses of CBCS, where teachers meet the students weekly for providing additional guidance. Learning resources and materials are shared with the students

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for Additional information	[View Document](#)

1.2 Academic Flexibility

1.2.1

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

Response: 1

File Description	Document
List of students and the attendance sheet for the above mentioned programs	[View Document](#)
Institutional programme brochure/notice for Certificate/Value added programs with course modules and outcomes	[View Document](#)
Institutional data in the prescribed format	[View Document](#)
Evidence of course completion, like course completion certificate etc. Apart from the above:	[View Document](#)

1.2.2

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

Response: 0.03

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

2022-23	2021-22	2020-21	2019-20	2018-19
3	0	0	0	0

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

1.3 Curriculum Enrichment

1.3.1

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

Response:

Different courses of the programmes offered by the institution integrate cross cutting issues relating to Professional Ethics, Gender, Human Values, Environment and Sustainability into curriculum. Institution offers an Ability Enhancement Course on Environmental Studies in all of its Undergraduate Programmes. This 4 credit course has the outcome of developing skill of the learner relating to environment and sustainability enhancing behaviour. Every undergraduate student has to offer this course as mandated. Programmes on Philosophy incorporate courses on Ethics and Applied Ethics which integrate issues relating to Human Values as well as environment, professional ethics, feminism, gender etc. Department of English and Bengali incorporate courses relating to the study of literature which incorporates gender issues and feminism. Department of Political Science also offers courses on women's right, rights of adivasis and aboriginals, feminist theories etc.

1.3.2

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

Response: 5.36

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

Response: 102

File Description	Document
Upload supporting document	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

1.4 Feedback System

1.4.1

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

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

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

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

Enrolment percentage

Response: 80.86

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

2022-23	2021-22	2020-21	2019-20	2018-19
664	771	918	527	682

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

2022-23	2021-22	2020-21	2019-20	2018-19
975	975	975	740	740

File Description	Document
Institutional data in the prescribed format	[View Document](#)
Final admission list as published by the HEI and endorsed by the competent authority	[View Document](#)
Document related to sanction of intake from affiliating University/ Government/statutory body for first year's students only.	[View Document](#)

2.1.2

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

Response: 57.51

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

2022-23	2021-22	2020-21	2019-20	2018-19
199	202	215	153	169

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

2022-23	2021-22	2020-21	2019-20	2018-19
361	361	361	274	274

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

2.2 Student Teacher Ratio

2.2.1

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

Response: 27.58

2.3 Teaching- Learning Process

2.3.1

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

Response:

For different courses conducted in different programmes implemented in the institution curriculum is designed by the affiliating university which makes provision for experiential learning. There are practical courses in different programmes which give enough scope for experiential learning. There are ability enhancement and skill enhancement papers in every programme conducted by the institution in Choice Based Credit System. These are four credit papers which every learner has to offer. These courses engage the students in participative learning, problem solving and developing skills in communication, soft-skill, as well as skills in different fields of learning. Every discipline has implemented courses which are solely designed to enhance ability and develop skill. Besides the skill and ability enhancement courses, other courses also have topic which give the learners avenues for experiential and participative learning and solving problems. Teachers have been using ICT-based tools teaching as it has proved to be essential for curriculum implementation with the start of lock-down due to pandemic. Online resources has been shared and utilized extensively from the session 2019-20.

2.4 Teacher Profile and Quality

2.4.1

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

Response: 89.28

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

2022-23	2021-22	2020-21	2019-20	2018-19
69	69	69	69	69

File Description	Document
Sanction letters indicating number of posts sanctioned by the competent authority (including Management sanctioned posts)	[View Document](#)

2.4.2

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

Response: 49.03

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

2022-23	2021-22	2020-21	2019-20	2018-19
30	33	34	27	27

File Description	Document
List of faculties having Ph. D. / D.Sc. / D.Litt./ L.L.D along with particulars of degree awarding university, subject and the year of award per academic year.	**View Document**
Institution data in the prescribed format	**View Document**
Copies of Ph.D./D.Sc / D.Litt./ L.L.D awareded by UGC recognized universities	**View Document**

2.5 Evaluation Process and Reforms

2.5.1

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

Response:

The Institution is affiliated to Assam University and hence the systems mandated by the University are followed accordingly. Choice Based Credit System has been introduced by Assam University at the UG level from the Academic year 2018-19.University introduced systems for both Continuous Internal Evaluation and End Semester Evaluation. In tune with the reforms made by the university, the internal evaluation system in UG Programs of the college has been revised from the session 2018-19. At the beginning of the session students are apprised of the Continuous Assessment system. The entire internal evaluation process involves class room evaluation, internal tests and assignments or projects. The unit tests are mandatory for each learner to qualify before being eligible for end semester examination. 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. Evaluated scripts are shown to the students so that they may raise any of their grievances if they have. The faculty addresses the rightful grievances of the learners pertaining to the marks obtained in the internal examination. Students can also check the internal marks uploaded to the university portal as soon as the marks are uploaded. External evaluation is performed by End Semester Examination which is conducted by the university. After declaration of results university takes necessary steps for re-evaluation of the answer scripts if the students are not satisfied with the results of the papers. The university tries to redress the grievances at an early time.

2.6 Student Performance and Learning Outcomes

2.6.1

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

Response:

Programmes outcomes and course of the programmes and courses implemented by the institution are well defined and stated appropriately. These are mentioned in the college website and displayed in the notice boards by the academic departments. Some of the Programme Outcomes that are to be achieved by all learners of general degree programme are as Follows:

Ability to Think Critically: To develop and utilize the reasoning ability in different fields of knowledge and actions. To make accurate assessment of assumptions, judgements and beliefs in different spheres of knowledge and actions.

Communication Skills: To develop the ability to listen, understand, interact, speak, read and write clearly and effectively in person and through electronic media in English and in one Indian language.

Social Interaction: To develop the ability to effectively interact in a group. Ability to bring out the views of others, resolve disagreements and help reach consensus in group set-ups.

Effective Citizenship: To develop awareness about socio-economic and civic issues and behave displaying commitment to democratic values.

Ethics: To recognize relativity of value systems including learners own, being aware of the moral dimensions of decisions to be taken, and to be prepared to take responsibility for the same.

Environment and Sustainability: To be constantly aware of the issues of the environment and the collective goal of sustainable development.

Self-directed and Life-long Learning: Inculcate the interest to get engage in self-inspired and life-long learning in the midst of continuous socio-technological changes.

The course out-comes are specific to each and every course. These are also well-defined by the departments before making the plan for curriculum development. These are duly informed to learners by the teachers of the concerned courses. All of the course and programme outcomes are displayed in the college website.

File Description	Document
Provide Link for Additional information	[View Document](#)

2.6.2

Attainment of POs and COs are evaluated.

Explain with evidence in a maximum of 500 words

Response:

Institution has established mechanisms of evaluation of Programme Outcomes and Course Outcomes. From the session 2018-19 it has implemented Choice Based Credit system in all of its undergraduate programmes. The CBCS has incorporated Continuous and Comprehensive Assessment in all of its Core and Elective Courses. For this, internal assessment is done by conducting two unit tests for the concerned courses. These tests serve the purpose of outcome assessment in the specific courses. After analyzing the learners' achievements in the tests learning gaps are identified and remedial measures are taken. Further learning outcomes are also reflected in the results of end semester examinations which are conducted by the affiliating university. Here learning outcomes are evaluated by means of external evaluations. Outcomes are measured in terms of the grade points and credit points secured by the learners in the examinations comprising both internal as well as external evaluations. Final outcome is reflected in terms of cumulative grade point average. The final grade-cards are the reflections of the overall learning outcomes of each and every learner. Institution analyzes the achievements of the learners in internal as well as external evaluations. On the basis of such analysis actions are taken to make improvement in curriculum planning and implementation. Further institution takes feedback from students, alumni and parents regarding the outcomes of programmes and courses and the achievements of the institution in terms of the desired outcome expected to deliver by its curriculum implementations. Accordingly measures are taken for improvements whenever it appears to be needed.

File Description	Document
Upload Additional information	[View Document](#)

2.6.3

Pass percentage of Students during last five years (excluding backlog students)

Response: 41.84

2.6.3.1 **Number of final year students who passed the university examination year wise during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
221	222	214	113	61

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

2022-23	2021-22	2020-21	2019-20	2018-19
562	418	385	337	284

File Description	Document
Institutional data in the prescribed format	[View Document](#)
Certified report from Controller Examination of the affiliating university indicating pass percentage of students of the final year (final semester) eligible for the degree programwise / year-wise.	[View Document](#)
Annual report of controller of Examinations(COE) highlighting the pass percentage of final year students	[View Document](#)

2.7 Student Satisfaction Survey

2.7.1

Online student satisfaction survey regarding teaching learning process

Response: 3.09

File Description	Document
Upload database of all students on roll as per data template	[View Document](#)

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

3.1.1

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

Response: 23.7

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

2022-23	2021-22	2020-21	2019-20	2018-19
0	2.87	1	3.93	15.9

File Description	Document
Upload supporting document	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

3.2 Innovation Ecosystem

3.2.1

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

Response:

In the institution, teachers are encouraged for contribution to knowledge by getting engaged in research work. To facilitate research it has a research committee. It has a future plan for creating an ecosystem so that innovations can take place with the initiatives and creativity of young learners and innovations can be encouraged and nurtured. The curriculum implemented in different programmes of arts stream in many of the disciplines incorporate Indian history and heritage, Indian language and literature and Indian philosophy including classical Indian Philosophy as well as Contemporary Indian Philosophy. Classical Indian philosophical text *Tarka-samgraha-dipika* of the Nyaya-vaisesika system of Bharatiya Darshana (Indian Philosophy) is taught in Philosophy Honours progamme which familiarize the learner not only the classical language but also typical Indian method and tradition of doing philosophy. Curriculum in English literature includes translations of classics in Indian literatures such as Mrichchakatika of Sudraka. Bengali and Assamese department run programmes and courses in Mothern Indian Languages and Literature. In recent years the institution started implementation of Modern Indian Language course

in Hmar language which is a distinctive language of North-East India emerging with significant contributions in literature in recent decades. Institution has been running communicative Hmar language course as well. The institution has plan for creating incubation centres as well as IPR centres to encourage creativity and innovations amongst the young learners. Course on entrepreneurship is taught in undergraduate B Com Programme. It is a six credit course compulsory for all commerce discipline students. This trains up students in the skill of starting up new business ventures.

3.2.2

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

Response: 0

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

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	0	0

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

3.3 Research Publications and Awards

3.3.1

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

Response: 0.03

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

2022-23	2021-22	2020-21	2019-20	2018-19
0	1	0	0	1

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

3.3.2

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

Response: 0.06

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

2022-23	2021-22	2020-21	2019-20	2018-19
0	2	0	3	0

File Description	Document
List of chapter/book along with the links redirecting to the source website	[View Document](#)
Institutional data in the prescribed format	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

3.4 Extension Activities

3.4.1

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

Response:

There are visible outcomes of the extension activities conducted by the students guided by the teachers of the institution in the last five years. The NSS unit of the institution has continuously been active in extension activities in the neighbourhood communities. In the year 2022 the nearby areas of the institution witnessed unprecedented rainfall leading to extensive landslide. Communication was disrupted and thousands of people have to take shelter in relief camp. The volunteer of the NCC units got actively involved in giving relief the affected people. Students of NSS unit also helped the children of nearby orphanage home. The NCC boys and girls units of the college have been actively involved in various sorts of extension activities over the last five years. They started awareness programme on hand-washing months before the covid-19 pandemic which proved to be immensely helpful in preventing the

first wave of the pandemic. During the pandemic time hand-sanitizer became scarcely available and the students of the NCC and NSS units prepared hand-sanitizers and distributed among the nearby communities. During the lock-down time activities remained suspended. But as soon as lockdown was withdrawn extension activities continued in the nearby community. NCC cadets rescued a co-passenger falling unconscious in a train journey and for this exemplary act of service they were awarded by the honorable Defence Minister of India with Raksha Mantri Padak. Again on another occasion NCC girls cadets saved the life of a person of neighbour-hood who suffered a stroke near the college campus by hospitalizing him immediately. Different departments are also getting the students engaged in social work like awareness about governmental schemes like Rashtriya Jal Jivan Mission and out-come is visible as the villagers were able to get the benefit of the scheme soon. Further, plantation and sapling distribution progamme were also organized by some departments. Swaschacha Bharat Abhiyan was also conducted in some of the nearby areas. At the time of Azadi Ki Amrit Mahotsav NCC cadets were able to create a zeal and enthusiasm among the nearby community. They distributed tricolor to the auto-rickshaw drivers who spontaneously started an auto-rickshaw rally with great spirit of patriotism.

File Description	Document
Upload Additional information	[View Document](#)

3.4.2

Awards and recognitions received for extension activities from government / government recognised bodies

Response:

The Governor of Assam Prof. Jagdish Mukhi hosted the Best ANO and Best Cadet lncentive Award Ceremony in Raj Bhawan, Guwahati ,honouring the examplary achievement and contribution of NCC Cadets and ANOs within the State of Assam. Lt Dr Loilungthianglimi Nampui ANO 62 Assam Girls Bn NCC Haflong Govt College received the Governor's Cash Award for her outstanding contribution in NCC on 22nd October 2021. The Governor presented the Award to the recipients , acknowledging their significant contributions to NCC.

UO Tinggeuchile Nriame have been honoured with Raksha Mantri Padak for her brave performance of an exceptional act involving courage, devotion to duty in saving the life of a fellow passenger traveling from Guwahati to Haflong. The NCC cadet was honoured with the Award by Honourable Defence Minister of India Shri Rajnath Singh on 24th January 2023 conferred by DG NCC on 28th November 2022.

SUO Mina Sharma was also awarded Defence Secretary Commendation on 28th November 2022 for her outstanding act involving leadership, courage and devotion to duty in NCC by DG NCC New Delhi.

ANO Lt Dr Loilungthianglimi Nampui and UO Hatlhingboi Guite were also Awarded DG NCC Commendation for their outstanding act and performance in NCC.

The Assam Government under the Directorate of Sports and Youth Welfare confer cash Incentive of Rs 10,000 each to 54 best Associate NCC Officers, 54 NCC Cadets and Rs 1lakh to 5 best NCC Units to encourage the NCC activities in the State. The Award for Best ANO Incentive was received by Lt Dr Loilungthianglimi Nampui for her dedication in NCC and Best Cadet Incentive was received by Sgt Ramneihlun Vankal on June 2023 with cash Incentive Award of Rs 10,000.

3.4.3

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

Response: 36

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

2022-23	2021-22	2020-21	2019-20	2018-19
09	21	2	3	1

File Description	Document
Institutional data in the prescribed format	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

3.5 Collaboration

3.5.1

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

Response: 2

File Description	Document
Summary of the functional MoUs/linkage/collaboration indicating start date, end date, nature of collaboration etc.	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1

The Institution has adequate infrastructure and other facilities for,

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

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

Response:

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 buildings. Science block is a single storey Assam type building. There are at present 35 Class rooms, 4 Office rooms, 8 Science Laboratories, an Auditorium, 2 conference rooms and a seminar hall, Central Library and a Computer Centre. In addition, there are staff rooms for academic departments, canteen, rooms for IQAC and NCC. 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. Some of class rooms are equipped with interactive smart-board. All the Science laboratories are well equipped with scientific equipments. These are well maintained with funds from Government of Assam. 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 construction of multi storied Arts and administrative block has been completed in January 2022. The institution has facilities for sports such as volley ball and badminton ground. It also uses the play ground of Dima Hasao Sports Association for out-door sports activities. It has a gym equipped with required fitness equipment for exercise and fitness works of students and teachers. The Institution has adequate space to conduct yoga exercise as it has been incorporated in academic curriculum. The college has a two full-fledged women's hostels and two units of boys' hostels functional near the Campus. Three generators in three academic blocks and one generator is installed for both men's and women's hostel to ensure uninterrupted power supply in the campus. Further solar energy is also available to meet the energy requirement of the institution. CCTV surveillance and 24-hour security is provided within the campus.

4.1.2

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

Response: 52.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
268.51	193.47	89.38	178.87	75.59

File Description	Document
Institutional data in the prescribed format	[View Document](#)
Audited income and expenditure statement of the institution to be signed by CA for and counter signed by the competent authority (relevant expenditure claimed for infrastructure augmentation should be clearly highlighted)	[View Document](#)

4.2 Library as a Learning Resource

4.2.1

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

Response:

The institution has subscription to N-List facilities of Infiblitnet centre of UGC. Students and teachers can avail the e-resources through this facility. Some initatives have been taken for automation of library. The library has a good collection of books and subscription to some Journals besides news papers and magazines.Teachers and students are using the facilities of the library as per their requirement.

File Description	Document
Upload Additional information	[View Document](#)

4.3 IT Infrastructure

4.3.1

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

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

Response:

Institution has installed internet facility by subscribing to Bharat Fiber facility offered by Bharat Sanchar Nigam Limited with the bandwidth of 100 mbps. Wifi facility is also installed in different parts of the campus including computer-labs, all academic blocks, office and library. Further another connection of Jio-fiber network has also been installed in February 2024 with a bandwidth of 100 mbps. Further the maintenance and update of IT facilities are also done as and when required following the standard operating procedures of the institution. Maintenance and repairing of the hardware is done as per requirement. Institution was able to conduct online examination of 2020 even semester with its IT and internet facility with an ease. Further the institution frequently conducts Video Conferences for different meetings and training programmes conducted by Government of Assam as well as Assam University. Further, online seminars and talks are also organized frequently utilizing its IT facilities.

4.3.2

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

Response: 63.43

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

Response: 30

File Description	Document
Extracts stock register/ highlighting the computers issued to respective departments for student's usage.	[View Document](#)

4.4 Maintenance of Campus Infrastructure

4.4.1

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

Response: 23.87

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

2022-23	2021-22	2020-21	2019-20	2018-19
144.58	49.99	119.92	0.0	54.62

File Description	Document
Institutional data in the prescribed format	[View Document]()

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1

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

Response: 10.51

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

2022-23	2021-22	2020-21	2019-20	2018-19
302	383	91	146	4

File Description	Document
Upload policy document of the HEI for award of scholarship and freeships.	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

5.1.2

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

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

Response: C. 2 of the above

File Description	Document
Report with photographs on Programmes /activities conducted to enhance soft skills, Language and communication skills, and Life skills (Yoga, physical fitness, health and hygiene, self-employment and entrepreneurial skills)	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

5.1.3

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

Response: 2.29

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

2022-23	2021-22	2020-21	2019-20	2018-19
103	99	0	0	0

File Description	Document
Upload supporting document	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

5.1.4

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

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

Response: A. All of the above

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

5.2 Student Progression

5.2.1

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

Response: 26.84

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

2022-23	2021-22	2020-21	2019-20	2018-19
67	56	52	34	14

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

2022-23	2021-22	2020-21	2019-20	2018-19
221	222	214	113	61

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

5.2.2

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

Response: 0.16

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

2022-23	2021-22	2020-21	2019-20	2018-19
1	0	0	0	0

File Description	Document
List of students qualified year wise under each category and links to Qualifying Certificates of the students taking the examination	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

5.3 Student Participation and Activities

5.3.1

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

Response: 8

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

2022-23	2021-22	2020-21	2019-20	2018-19
3	3	0	0	2

File Description	Document
list and links to e-copies of award letters and certificates	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

5.3.2

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

Response: 11.8

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

2022-23	2021-22	2020-21	2019-20	2018-19
19	11	0	14	15

File Description	Document
Upload supporting document	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

5.4 Alumni Engagement

5.4.1

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

Response:

The name of the alumni association of the institution is Haflong Government College Alumni Association. The office of the Association is within the compound of the Haflong Government College. The Association is having the objectives to work for welfare of the members and the people in general and 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 conducive 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.

File Description	Document
Upload Additional information	[View Document](#)

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1

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

Response:

Haflong Government College was established with the vision to cater to the need for higher education and to tap the intellectual potential of the tribal population of the nearby region. The institution 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 extracurricular activities and to develop the learner's personality with a strong value base. Governance of the institution is guided by such vision and mission and it is evident from the activities of the institution in different aspects such as making education accessible to the under-privileged, well planned and enriched curriculum implementation with the objective of appropriate outcomes of its progarmmes and courses, providing appropriate support to the learners by creating appropriate learning environment and facilities by developing and properly maintaining its infrastructure and learning resources with the use of new technologies with its competent teaching and non-teaching staff. Management focuses on providing opportunities to learners to get experience in sports, games and extra-curricular activities as well as extension activities. Each individual learner is given proper attention so that his or her potentials are developed and they are provided with help, advice and guidance by appointed mentors. The institution has co-operated with the affiliating university in its deliberations for the measures for implementation of NEP in a series of communications, organizing workshop, participation of faculty members as representatives of the institution in meetings organized by the university. As a result NEP could be implemented with the four year undergraduate course (FYUG) from the session 2023-24. The role of institutional governance and leadership is visible in sustained institutional growth in terms infrastructure, use of technology, implementation of Choice Based Credit System and FYUG, sustained and continuous contribution to extension and community service by NCC Girls and boys units as well as NSS units. The practice of decentralization and participation is visible in administrative and academic set-up and manner of its functioning in all activities and spheres. Academically departments are functioning with the administrative responsibilities bestowed on Head of the Departments. HoDs in collaboration with the faculty members make planning for curriculum implementations as well as departmental activities. The different cells and committees are bestowed with certain responsibilities which they fulfill on their part.

6.2 Strategy Development and Deployment

6.2.1

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

Response:

Institution has a perspective devised by the IQAC which focuses on improvement measures according to the seven criteria of quality assessment. Plan has been devised in 2019 keeping in view of the peer teams report after their visit to the institution in June 2019. The effort has been given to implement the perspective plan in letter and spirit. As a Governmental Institution, the policies and administrative set-up of the institution is in accord with the policies and measures taken by Government of Assam. Procedure for the appointment to the teaching positions is done according to the service rules of Assam Educational Service. Appointment of the non-teaching staff is also done according to the rules of Government of Assam. The service rules and procedures are formulated by the Government of Assam and have been amended from time to time in the interest of the people.

File Description	Document
Upload Additional information	[View Document](#)

6.2.2

Institution implements e-governance in its operations

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

Response: A. All of the above

File Description	Document
Screen shots of user interfaces of each module reflecting the name of the HEI	[View Document](#)

6.3 Faculty Empowerment Strategies

6.3.1

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

Response:

As a governmental institution Haflong Government College has performance appraisal system set up according to the rules and office memorandum created by Government of Assam. For teaching staff Academic Performance Indicator based Performance Appraisal systems was introduced from November 2013. As per the requirement of the system every faculty member has to submit annual performance based self appraisal report comprising three categories of academic performance indicators. These are

verified and evaluated by IQAC for every year. Further, the procedure for promotion for the faculty members is also conducted according to this performance based appraisal system. For the non-teaching also performance appraisal system of Government of Assam is in place and this is followed accordingly. As a governmental institution employees are enjoying all the benefits offered to them by Government of Assam. The employees of the institution appointed on regular basis prior to 2005 are eligible to avail GPF as well as government pension benefits. Employees appointed on regular basis since 2005 have the benefit of New Pension Scheme. There is the facility of Medical Re-imbursement for critical illness for all the regular employees. Further group insurance scheme is in place for them. There are retirement benefits such as leave encashment for regular employees. Government of Assam has introduced Mukhya Mantri Lok Sevak Arogya Yojana for the expenses of critical illness of employees from January 2024. Further employees can avail Leave Travel Concession once in a service period. As the institution is situated, employees avail hill area allowance.

6.3.2

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

Response: 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**

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	0	0

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

6.3.3

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

Response: 2.94

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

2022-23	2021-22	2020-21	2019-20	2018-19
0	2	5	5	1

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

2022-23	2021-22	2020-21	2019-20	2018-19
28	28	28	25	25

File Description	Document
Institutional data in the prescribed format	[View Document](#)
Copy of the certificates of the program attended by teachers.	[View Document](#)

6.4 Financial Management and Resource Mobilization

6.4.1

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

Response:

Being a Government institution Haflong Government College has to follow the rules, procedures and strategies made by the Government of Assam. Institution strictly adheres to the rules and procedures in mobilization of its funds and utilization of resources.The College has an efficient financial system to manage its day to day activities and to mobilize resources in an effective manner. For its overall development, the institution applies to different bodies like State Government, PM-USHA, etc for funds. Fee structure is decided by the State Government as the College is a Govternment College. All fees are directly collected by the College administration is deposited under the respective heads of accounts. All payments are made by cheque or demand drafts 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. 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.Office of the Accountant General of India designate auditor to audit the income and expenditure account of the institution on regular interval. Further auditor from the state government's department of audit also make audit of the financial accounts of the college from time to time.

File Description	Document
Upload Additional information	[View Document](#)

6.5 Internal Quality Assurance System

6.5.1

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

Response:

The establishment of Internal Quality Assurance Cell of the institution was done with the objective of quality assurance. With this purpose in view the IQAC of Haflong Government College has successfully completed the assessment and accreditation for the first cycle in the year 2019. The cell is continuously reviewing the teaching learning process as well as structures and methodologies of operations. Review of the teaching learning process is conducted through analysis of the results of the examinations. Outcome analysis is based on the performance of the students in the examinations. IQAC suggests remedial measures for improvements such as improving the teacher student ratio by making recruitment of vacancies in teaching posts, developing and improving the infra-structure of the institution to provide adequate learning space for the learners, improvements of the basic facilities for conducting teaching, learning and extra-curricular activities with developing well-equipped auditorium, seminar hall with video-conferencing facility, increasing the learning resource in the library, making online e-resource available by continuous subscription to the N-list facility, encouraging the faculty members to participating in faculty developing programmes etc. Further the institution has made significant improvement in terms of the use of technology as it has installed projectors and smart-boards etc. Further quality improvement in terms e-governance is also a significant development because online admission, online administrative measures relating to the conduct of examination through university examination portal, online financial transactions through portal of Assam Government Finance Department etc are some of the milestones achieved relating to the improvements made in last five years. On academic matters the institution has successfully introduced Choice Based Credit System in the last five years. Further from the current session Four Year Under Graduate programme has been introduced for which the ground-work has been prepared in the session 2022-23.

6.5.2

Quality assurance initiatives of the institution include:

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

Response: C. Any 2 of the above

File Description	Document
NIRF report, AAA report and details on follow up actions	[View Document](#)
Link to Minute of IQAC meetings, hosted on HEI website	[View Document](#)

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1

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

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

Response:

Institution has initiated measures for the promotion of gender equity in the last five years. Considerable numbers of female students are enrolled in all the programmes implemented in the institution. Girls students have the facilities of girls common room, adequate number of toilets with running water facility and system of maintaining cleanliness. In the last five years facility of hostel accommodation has been doubled with the construction of second two storey hostel building which is well furnished with required furniture and utensils. For the power back-up in case of power cuts the hostels for the girls have got generator facility. There are representatives from girl students in the student association who have remained actively involved in the activities of the student association. The institution has a women cell which is looking after the promotion of gender equity in the institution. The cell organises various programmes like talks, seminars, awareness camps etc. The institution also has internal complaints committee which has the responsibility of preventing and redressing any harassment against women. The safety and security of the female students and employees are ensured by making adequate security measures like installing proper boundary walls in the hostels, appointment of chowkidars, installation of CCTV cameras in the college campus etc. Further for the benefit of the female students the NCC girls unit have been set up in the college and it has been able to function to fulfill its purpose up to the expectations. Girls cadets have excelled in many of the spheres winning accolades for the institution. The ANO of the NCC unit has also been able to give remarkable service for the NCC girls unit.

File Description	Document
Upload Additional information	[View Document](#)

7.1.2

The Institution has facilities and initiatives for

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

Response: A. 4 or All of the above

File Description	Document
Policy document on the green campus/plastic free campus.	[View Document](#)
Geo-tagged photographs/videos of the facilities.	[View Document](#)
Bills for the purchase of equipment's for the facilities created under this metric	[View Document](#)

7.1.3

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

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

Response: C. Any 2 of the above

7.1.4

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

Response:

The institution has rendered continuous effort to bring social harmony in the Dima Hasao District of Assam where ethnic diversity is remarkably great. The thirteen tribal communities as well as large numbers of non-tribal and diverse ethnic groups inhabit in the semi-urban as well as rural areas of Dima Hasao where the institution is located. Haflong Government College is the only platform where students from all the communities can unite, learn and grow together. The academic activities as well as co-curricular activities such as sports and games, cultural activities like the performance of folk and traditional dance and music have created a strong bond of unity among the students which ultimately extends beyond the campus to the nearby community. The learning and extension activities in which students of different ethnic background work together make persistent strong emotional bond among them. The institution also celebrate national days and events like Republic Day, Independence Day, Gandhi Jayanti, Students Day, Rashtriya Ekta Divas, Lachit Divas etc which creates and strengthen a feeling of nationalism and patriotism as well as commitment to the values enshrined in the constitution of India. Democratic values are inculcated among the students by conducting election for the student association for each year. Students participate enthusiastically in this practice which makes them competent to take part in democratic process in their future life. Rights, duties and responsibilities of citizens are also part of the curriculum in some of the programmes. Young voters awareness programme

as well voters day have been observed in the college every year which make the students aware of the duties of the citizens. The courses on environmental studies make them oriented to environment friendly behaviour in their life.

7.2 Best Practices

7.2.1

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

Response:

BEST PRACTICE I

1.TITLE OF THE PRACTICE :- Social Service in Emergent Situation

2.OBJECTIVE :-The main objective is to help and assist persons in trouble and distress in emergency.

3. THE CONTEXT: On different occasions the NCC cadets remain prepared to help any person who is in trouble and distress due to any disaster or emergency situation. On two occasions, NCC cadets got the opportunity to help and rescue two persons from life-threatening circumstances.

4. THE PRACTICE:- On one occasion the NCC cadets were travelling by train from New Haflong to Silchar on 2nd September 2021 for their B Certificate Examinations. They observed that a fellow passenger was in a disoriented condition on the railway compartment. The person was barely in a conscious state and with difficulty he could tell his surname. The cadets could communicate the persons from his community who came to receive him at Silchar railway station. They informed the Government Railway Police. The suffering person was given proper medical treatment at nearby hospital. For this act of rescue and support the person could recover from a life-threatening situation.   On another occasion the girl cadets helped a man with a stroke attack near the college road. The cadets sensed dangers to the life of the sick man and without wasting time tried using all medical methods under medical emergency learnt during their NCC training on managing emergent situation. The ANO Lt Loilungthianglimi Nampui and two cadets without wasting time admitted him to the nearest Holy Spirit hospital and informed the family. Keeping in mind the critical condition of the family ANO provided financial help towards the ailing patient.

5. **EVIDENCE OF SUCCESS:** The Evidence of success is the safe recovery of the two persons

concerned. This act of service was acknowledged by Government of India. The Raksa Mantri Padak was awarded to Cadet Tinggeuchile Riame in the year 2022.

BEST PRACTICE II

1. TITLE OF THE PRACTICE: Providing Access to Higher Education for Tribal Populations of Dima Hasao District

2. OBJECTIVE: Objective of the Practice is to provide education to the underpriviledged population of Dima Hasao.

3. THE CONTEXT: The institution has been established for the purpose of providing higher education to the educationally disadvantaged tribal populations of Dima Hasao District of Assam. Residents of the district belong to different hill tribes of Assam who are socio-economically disadvantaged hence providing educational opportunity to them is the most important and significant way for their uplift. Therefore the institution is continuously striving to educate and empower the nearby resident of the tribal communities including women,

4. THE PRACTICE: The institution is implementing curriculum in three streams having undergraduate programmes in thirteen departments. Since the local tribal population does not have significant access to higher education, the institution is trying to accommodate as many learners as it is possible for. Choice Based Credit System has been introduced in undergraduate system for the second consecutive year. Further the institution has been continuously implementing Post Graduate programmes in two disciplines. Besides the distance learning mode has also been implemented by opening study centres of IGNOU and KKHSOU to educate and empower those learners who are not able to enroll as full-time learners.

5. EVIDENCE OF SUCCESS: Success of the distinctive practice of the institution is evidenced by the emergence of an educated population in the district which has graduated from the institution and has been contributing to the society by either being engaged in government or private jobs or being successful entrepreneur engaged in different trades and business in the locality. Empowerment of those persons among whom many are women would have been very difficult or even impossible had this institution been not there with its practice of educating the needy and disadvantaged.

7.3 Institutional Distinctiveness

7.3.1

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

Response:

The institution is situated in a hilly area inhabited by predominantly tribal population. It is located in a remote area with communication bottle-neck. The population of the area is socio-economically under-privileged. They do not have adequate educational opportunity particularly for higher education and to move out to other district or towns for higher learning is difficult for economical and communication related problems. In such a context, the Haflong Government College exists to educate and empower the local tribal and unprivileged population of the area. This has been the only distinctive area of priority for this institution. The institution is the only multidisciplinary institution of higher learning offering several undergraduate and two post graduate programmes. The institution has continuously been devoting to this purpose since its inception. The institution has been able to educate and empower the local tribal and under-privileged population in the last six decades of its existence. In the district of Dima Hasao, Haflong Government College has been able to create an educated population which is either employed in different sectors or self-employed. A sizable number of persons graduated from this institution have also been working in different parts of the state of Assam. Further the institution has been able to educate and empower the women population of the nearby area. In the mission of educating, empowering and developing the women the NCC girls battalion of the college may need a special mention. The cadets of the girl's battalion have excelled in many areas of activities of which social and community service is of special relevance. The service offered by the girls cadets has been recognized and appreciated by Ministry of Defence. Thus the area of its distinctive priority is to educate and empower the underprivileged population of the area where the institution exists. Had the institution not been here, people of Dima Hasao would not have been able to get higher education and the empowerment that education brings. In particular the women of the area would have been unable to get access to higher education as a whole.

5. CONCLUSION

Additional Information :

The institution is situated in a remote and hilly area of Assam. It is offering higher education to the socio-eonomically weaker section and paticularly tribal population of Assam. Being an affiliated college, it does not have freedom to design its curriculum according to the need and suitability of its students. It has ample provision to undertake extension and research appropriate for the academically unexplored hilly and remote district of Assam. It also has great potential for bringing eonomic development for this region by producing skilled and employable graduates.

Concluding Remarks :

In the last five years the institution has made some progress in its infrastructural development and academic achievements.It is the occasion to make a re-assessment and look-back to its achievement in the last five years.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification
2.4.1	**Percentage of full-time teachers against sanctioned posts during the last five years** 2.4.1.1. **Number of sanctioned posts year wise during the last five years** Answer before DVV Verification: 	2022-23	2021-22	2020-21	2019-20	2018-19
---	---	---	---	---
102	102	102	83	83 | Answer After DVV Verification : | 2022-23	2021-22	2020-21	2019-20	2018-19
---	---	---	---	---
69	69	69	69	69	 Remark : As per clarification received from HEI, thus DVV input is recommended.
3.3.1	**Number of research papers published per teacher in the Journals notified on UGC care list during the last five years** 3.3.1.1. **Number of research papers in the Journals notified on UGC CARE list year wise during the last five years** Answer before DVV Verification: 	2022-23	2021-22	2020-21	2019-20	2018-19
---	---	---	---	---
1	1	0	0	3 | Answer After DVV Verification : | 2022-23	2021-22	2020-21	2019-20	2018-19
---	---	---	---	---
0	1	0	0	1	 Remark : As per clarification received from HEI, and calender year to be considered, thus DVV input is recommended.
3.3.2	**Number of books and chapters in edited volumes/books published and papers published in national/ international conference proceedings per teacher during last five years** 3.3.2.1. **Total number of books and chapters in edited volumes/books published and papers in national/ international conference proceedings year wise during last five years** Answer before DVV Verification: 	2022-23	2021-22	2020-21	2019-20	2018-19
---	---	---	---	---
7	0	3	0	3	

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
0	2	0	3	0

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

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
11	21	2	3	1

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
09	21	2	3	1

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

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

Answer before DVV Verification :
Answer After DVV Verification :2
Remark : As per clarification received from HEI, and only functional MOUs to be considered, thus DVV input is recommended.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
271.84	196.97	90	180	51.125

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
268.51	193.47	89.38	178.87	75.59

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

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
195.91	20.87	203	5.08	76.17

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
144.58	49.99	119.92	0.0	54.62

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

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
67	56	52	34	14

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
67	56	52	34	14

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
221	222	214	112	61

Answer After DVV Verification :

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

221	222	214	113	61

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

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
5	0	0	0	0

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
1	0	0	0	0

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

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
0	2	5	5	1

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
0	2	5	5	1

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	0	0

Answer After DVV Verification :

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2022-23	2021-22	2020-21	2019-20	2018-19
28	28	28	25	25

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

2.Extended Profile Deviations

ID	Extended Questions
1.1	**Number of teaching staff / full time teachers during the last five years (Without repeat count):** Answer before DVV Verification : 81 Answer after DVV Verification : 80
1.2	**Number of teaching staff / full time teachers year wise during the last five years** Answer before DVV Verification: <table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>72</td><td>77</td><td>80</td><td>57</td><td>57</td></tr></table> Answer After DVV Verification: <table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>69</td><td>71</td><td>54</td><td>57</td><td>57</td></tr>