



SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

MAWSYNRAM BORDER AREA COLLEGE

**MAWSYNRAM BORDER AREA COLLEGE VILLAGE AND P.O. MAWSYNRAM
EAST KHASI HILLS DISTRICT**

793113

www.mawsynramborderareacollege.com

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

November 2019

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Mawsynram Border Area College is the lone College located in Mawsynram Village, East Khasi Hills District, Border range of Meghalaya, skirting Bangladesh. It was founded in the year 1997 by some well-meaning, public-welfare spirited individuals to bring the collegiate education within the reach of a common man and hence provide opportunities to the local disadvantaged young minds in their quest for higher education. The College is affiliated to North Eastern Hill University since the year 1998.

Till the year 1996, the entire range around Mawsynram was denied access to Higher Education. Neither the Government nor any other private enterprises did consider it worthwhile to create such opportunity. Thus, the students of this part of the State had to go to urban areas (mostly to Shillong, at a distance more than 60 kms) to pursue their Higher Studies. Consequently, majority of the students belonging to the poor economic background used to remain deprived of acquiring Higher education.

Aware of the problems faced by the people of the border region, a group of philanthropic people lead by (L) Shri Shrolenson Marbaniang opened the horizon of Higher Education in this area, with the formal inauguration of the College on 27th September 1997. The Foundation Stone was laid by the then Hon'ble PWD Minister of the Government of Meghalaya Shri. J.D. Pohrmen, on a plot of land donated by the Mawsynram village Dorbar. The area of the College is approximately 22,000 Sq. Meters (5.4363184 acres).

(Late) Shri Shrolenson Marbaniang was the Chairman of the College Governing Body from 1997 to 2004. His sudden demise in the plane crash was a great loss to the College. Shri Marbaniang was the Chief Donor to the College fund, and personally attended to the supervision of the College affairs with a deep concern for its well-being.

Vision

The vision of Mawsynram Border Area College appears in its motto that is, "Knowledge is light" which means to embrace education, to absorb and to enlighten all sections and groups of the community.

Mission

1. To provide scope for higher education to all section of people, particularly to the disadvantaged groups who are denied access to higher education.
2. To provide equal opportunity to all the students in terms of the educational facilities and all matters related to academic uplift thereby inculcating the urge to participate in socio-economic growth of the area.
3. To encourage and promote moral, democratic, secular, scientific and nation building values so that the students would respect, protect and nurture the rich composite culture of the country.
4. Exposing the students to the entire domain of knowledge, creativity and innovation which would enhance their capacity of self-judgment and encourage social mobility.
5. To create awareness, concern and care for environment by gearing various collegiate activities and

sustainable environmental practices encompassing the state's land, water, flora and fauna.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- The College has its own campus with permanent buildings.
- It has workable number of teaching and non-teaching Staff.
- The College is recognized under Section 2(f) of UGC Act, 1956.
- The institution is striving continuously to empower weaker sections of the community through education.
- It is a co-educational College.
- It has dedicated, committed and well qualified faculty along with hard working support staff.
- The College has separate hostels for boys and girls.
- The College is also running a Higher Secondary Section to cater to the needs of the students of the area which also serves as feeder to degree level education.

Institutional Weakness

- The College has less facility in term of ICT to equip staff and students.
- The College follows traditional methods in teaching and learning process.
- The College has limited resources to meet the need of various stakeholders.
- Less participation of various stakeholders at the initial stage of assessment.
- Students stay far away from the location of the institution and find it difficult to cope with the transportation timing.
- Mawsynram at one point of time held the record of being the site of heaviest rainfall in the world. This condition often acts as a barrier in teaching and learning process during rainy season.
- The modern facilities like internet and telecommunication are still at an infant stage in the area and this creates hurdles in keeping with up-to-date developments in the sphere of education and other related activities.

Institutional Opportunity

- Inherent capacity to introduce new courses.
- Large un-used area for future infrastructural development.
- Vocational training to link with academic programme and hence to create job opportunities for the students.
- Research to plan strategies for economic upliftment of the region, focussing on abundance of rich flora and fauna and also to understand climatic changes of the region.

Institutional Challenge

- To acquire financial assistance to meet the required need of various stakeholders of the institution.
- Creation of resources to keep pace and innovate with changing trend and pattern in Higher Education scenario in order to equip marginalized students.
- To get recognition and permanent affiliation from the affiliating University.
- To get recognition under 12 (b) of UGC Act, 1956.
- Poor living conditions and transport/communication facilities of the region.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

Being affiliated to North Eastern Hill University, Mawsynram Border Area College strictly follows the Curriculum framework and examination-evaluation pattern followed by the University. Since 2015, the University has adopted semester system for the under-graduate courses and the college is complying with the same. At the beginning of the session each year, the Principal convenes a staff meeting and chalks out plan, academic calendar and implementation strategies for Curricular, co-curricular and extracurricular activities and the likes. Stress is also laid on internal assessments, periodical tests along with co-curricular aspects. College takes appropriate steps so that syllabus is completed within a reasonable period allowing adequate time to the students to prepare for the final examination. Further, to enhance the teaching skill and knowledge base of the teachers, the Principal and the Management encourages the staff to organise and participate in Seminars, Orientation programs, Refresher courses and such related programs from time to time. The Undergraduate program includes in the syllabus some relevant issues of Gender, Environment, Human values and professional ethics. In addition, the College organises awareness programmes, workshops, cleaning drive and other activities from time to time.

Teaching-learning and Evaluation

The College organises Orientation programme for the students at the start of each academic session to brief the rules and the regulations of the college and tries to identify advanced and slow learners in order to enable the institution to prepare strategies for teaching and learning process. The institution runs seven courses leading to B. A. (Honours) degree at present and designs its own academic calendar to commensurate with the one framed by the University for teaching, learning and evaluation. It adopts students' centric approach in teaching and learning process. Experiential learning such as project work, field trips are being conducted to help the students to learn as per their experiences. Paper presentation, discussion on model question and also old university question papers are followed by some of the departments. The core idea remains to enjoy the learning process with the adoption of the principle of 'Study and Struggle'. The institution maintains transparency with internal assessment and tests; marks obtained by the student are displayed and students are encouraged to interact with the teachers in case of any discrepancy. This becomes of CIE system. Any examination related grievances are dealt by the specific Committee. The institution evaluates the Programme Outcomes and Programme Specific Outcomes regularly which helps in adopting strategies in its implementation to attain the Course Outcomes. Teachers and students are always kept informed on any major decisions regarding programme schedule, outcome and course outcome through available means and such issues are continuously updated based on the feedback received.

Research, Innovations and Extension

The institution understands and appreciates the importance of research but is handicapped with resources and facilities. Being located in a remote area, the environment is hardly conducive to research activities though the Principal and one more staff have the Ph. D. degree in their respective area. In addition, three teachers are pursuing their Ph. D. degree. Innovation and extension services are however pursued as far as practicable. One of the vital aspects of disseminating knowledge, to set launching pad for research and innovation is Library. Hence the institution is now concentrating on upgrading the Library with books, titles, magazines *etc.* Library of the College serves the purpose for sharing and transfer of knowledge. Extension service in the neighbourhood communities are being sensitised through the NSS and NCC unit of the College. College has executed two MoU– one with Shillong College Academic Society (SCAS) and another with Laitbah Higher Secondary School, Lawbah on expanding academic and extra-curricular activities. This new journey is designed for the benefit of the students as well as the teachers. As a sequel to the signing of the MoU, the College organised a Seminar on ‘Draft New Education Policy 2019’ and also a Counselling session on 30th September, 2019, in collaboration with Shillong College Academic Society and Laitbah H. S. School. The programme was co-sponsored by SBI and ETPL.

On the other hand, being a place of extreme geographical importance, the College is contemplating to initiate some research projects on the climatic variations in this area. There are varied flora and fauna available in the region including the rare species of *Nepenthes Khasiana* – an endangered tropical Pitcher plant in the adjoining Lawbah area. It will be interesting to study the genesis and variation of such endemic species which is rare in the wild. It is of immense importance that a reputed educationist of the Geography Department of North Eastern Hill University has installed experimental set up on the rooftop of the College building in order to study the humidity, rainfall variations and related parameters in the region with collaboration from Japan.

Infrastructure and Learning Resources

At the initial stage, the College received financial aid from the Ministry of Development of North Eastern Region (DoNER) Government of India for the betterment of the infrastructure and learning resources. At present the College has Principal’s chamber, an Office room, six RCC halls (classroom), a Multipurpose Hall for conducting seminar and other indoor activities, a library, six computers, one LCD Projector, one laptop and adequate toilet facilities. Recently, five more computers have been procured. A significant development in recent time is the installation of Internet Connectivity through 10 Jio-Fi ports in the campus. Further, one more room is designated as Geography Laboratory which also serves as computer section. The library is partially automated with KOHA software package and also Local Area Network (LAN). The institution has formed various Committees to look after the maintenance of infrastructure and learning resources. The facilities for indoor games are available in the college whereas outdoor games are conducted off-campus in collaboration with local Dorbar. There are two hostels – one for Boys and another for Girls – each with capacity of 24 inmates. There is provision of quarter for Principal, teaching and non-teaching staffs within the campus. College is also running a Canteen for the benefit of students and staffs. Further, the College Hall is equipped with mounted projector.

It may be asserted that the locality has been suffering from absolutely poor internet connectivity till recently which was a major hurdle in developing learning resources. Only recently, as late as September 2019, the internet connectivity got upgraded through persistent efforts of the College. We hope that some positive developments will be forthcoming in terms of ICT and other matters related to online activities. Road communication is also a factor. A good number of teachers also are constrained to commute regularly from Shillong (65 km) or other long-distance places to attend to their teaching and other curricular as well as co-curricular assignments. This exemplifies sheer dedication and commitment on the part of the teachers.

Student Support and Progression

Mawsynram Border Area College Students' Union (MBACSU) was formed in 2015 and the Executive Committee and Office Bearers of the Union are elected every year through free and fair election. This practice has enabled the students to air their views on different areas through democratic process and also look after their own interests as well as the welfare of the College as a whole. Besides, Mawsynram Border Area College Alumni Association (MBACAA) was formed as early as in 2015 and is in the process of finalizing its registration. The Alumni Association is extending its best effort to contribute for the growth and development of the College. The College hostel and the Canteen also provide necessary support to the students.

College Magazine is a forum for the students to show their excellence in writing and also airing their views on different areas concerning their interest. The theme of the Magazine is "Challenge for excellence" and a variety of write-ups ranging from poems, short stories; quotes *etc.* were contributed in the magazine by the teaching, non-teaching staff and students. The articles are written both in local and English language. Financial support for the Magazine was acquired from both internal and external sources.

Governance, Leadership and Management

Governance of the College is in tune with the vision and mission of the institution and the leadership and management remains ever alert to provide education to the disadvantaged section of this region. The institution follows decentralisation and participatory management in its functioning. The Governing Body of the College is constituted as per norms of the affiliating University and also following the guidelines set by the Education Department of The Government of Meghalaya and thus comprises of fifteen members that includes the President, Secretary, Donor, University representatives, Government representative and members. Major decisions on academic matters are vested on the staffs that arrive at the plan of implementation of the decision most democratically in the staff meeting chaired by the Principal. The top management, *i.e.* the Governing Body, never interferes in this process except for providing a general guideline. Some welfare measures have been provided for the teaching and non-teaching staff. The institution also does the external audit regularly.

It is a challenging job for the institution to manage all its activities only from tuition and other fees collected. Being located in remote North-East border area of the country and also that most of the residents of the area belong to weaker economic section, the institution strives to remain alive to the financial conditions of the people. Institution charges affordable fees from the students yet it has been able to run the College for nearly two decades through pure dedication and commitment of the management and teaching and non-teaching staff of the College. The institution has been trying its best to impress upon the State Government to provide some financial assistance either as 'ad-hoc' or regular recurring manner to tide over the financial crisis. In such eventuality, the College will be able to expand its academic activities and open more courses/subjects which shall benefit the coming generation of students in a big way. Meanwhile, the College has applied to the university for permission to open and also accord provisional affiliation for two new subjects/courses, *i.e.*, Sociology and Garo.

Institutional Values and Best Practices

The main strength of the college lies in its possession of sufficient land with permanent buildings, workable number of dedicated and committed teaching and non-teaching staff and exemplary support from the local community. Being a co-educational college along with hostel facilities, the College is able to contribute empowering weaker sections of the community through holistic education. Yet, we face hurdles of communication bottle-neck, weak internet facilities, lack of funds and support from funding agencies and so on. Sometimes, there is dearth of appropriate man power in managing essential activities. Still the college remains alive to the emerging needs, priorities and challenges. Considering the challenges and opportunities, the College has identified Two Best Practices to be inculcated and implemented rigorously, and they are (i) Having a Geography Department – a subject taught in degree level only in few colleges of the state; (ii) Extension services to the local community and making the students aware of social needs and inculcating the practice of public welfare.

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2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	MAWSYNRAM BORDER AREA COLLEGE
Address	Mawsynram Border Area College Village and P.O. Mawsynram East Khasi Hills District
City	MAWSYNRAM
State	Meghalaya
Pin	793113
Website	www.mawsynramborderareacollege.com

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	Smita Basu	0364-2500617	9366078803	-	mawsynramborderareacollege@gmail.com
IQAC / CIQA coordinator	Pynshngain Lang Bang	03637-	9402149983	-	mbacsc7@gmail.com

Status of the Institution	
Institution Status	Private

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details	
Date of establishment of the college	27-09-1997

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

State	University name	Document
Meghalaya	North Eastern Hill University	View Document

Details of UGC recognition

Under Section	Date	View Document
2f of UGC	09-11-2005	View Document
12B of UGC		

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

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

Details of autonomy

Does the affiliating university Act provide for conferment of autonomy (as recognized by the UGC), on its affiliated colleges?	No
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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	Mawsynram Border Area College Village and P.O. Mawsynram East Khasi Hills District	Rural	5.436318	1982.45

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,English	12	HSSLC	English	50	23
UG	BA,Education	12	HSSLC	English	50	11
UG	BA,Economics	12	HSSLC	English	50	2
UG	BA,History	12	HSSLC	English	50	0
UG	BA,Geography	12	HSSLC	English	25	1
UG	BA,Khasi	12	HSSLC	Khasi	50	28
UG	BA,Political Science	12	HSSLC	English	50	17

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				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				28			
Recruited	0	0	0	0	0	0	0	0	9	18	0	27
Yet to Recruit	0				0				1			

Non-Teaching Staff						
	Male		Female		Others	Total
Sanctioned by the UGC /University State Government						0
Recruited	0		0		0	0
Yet to Recruit						0
Sanctioned by the Management/Society or Other Authorized Bodies						7
Recruited	5		2		0	7
Yet to Recruit						0

Technical Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				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			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt.	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	1	0	0	1
M.Phil.	0	0	0	0	0	0	0	2	0	2
PG	0	0	0	0	0	0	8	16	0	24

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

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

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

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
		UG	Male	97	0	0
	Female	93	0	0	0	93
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years					
Programme		Year 1	Year 2	Year 3	Year 4
SC	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
ST	Male	121	148	168	212
	Female	116	136	166	207
	Others	0	0	0	0
OBC	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
General	Male	0	1	0	2
	Female	5	4	0	0
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		242	289	334	421

Extended Profile

1 Program

1.1

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

Response: 166

File Description	Document
Institutional Data in Prescribed Format	View Document

1.2

Number of programs offered year-wise for last five years

2018-19	2017-18	2016-17	2015-16	2014-15
7	7	7	7	7

2 Students

2.1

Number of students year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
242	289	334	421	366

File Description	Document
Institutional Data in Prescribed Format	View Document

2.2

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

2018-19	2017-18	2016-17	2015-16	2014-15
276	276	276	276	276

File Description	Document
Institutional Data in Prescribed Format	View Document

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

2018-19	2017-18	2016-17	2015-16	2014-15
74	98	39	81	57
File Description		Document		
Institutional Data in Prescribed Format		View Document		

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

2018-19	2017-18	2016-17	2015-16	2014-15
28	26	23	23	20
File Description		Document		
Institutional Data in Prescribed Format		View Document		

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

2018-19	2017-18	2016-17	2015-16	2014-15
28	28	28	28	28
File Description		Document		
Institutional Data in Prescribed Format		View Document		

4 Institution**4.1****Total number of classrooms and seminar halls****Response: 7****4.2****Number of computers**

Response: 13**4.3****Total Expenditure excluding salary year-wise during the last five years (INR in Lakhs)**

2018-19	2017-18	2016-17	2015-16	2014-15
24.68	25.50	32.54	19.31	16.26

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4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

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

Response:

Mawsynram Border Area College is affiliated to North Eastern Hill University since 1998. The institution relies on the Curriculum framed by the University from time to time and takes extreme care to effectively implement the Curriculum with responsibility.

For smooth implementation of Curriculum through academic and administrative process, the Principal conducts meeting with the teaching and non-teaching staff at the beginning of the academic session/Semester and frames Academic Calendar, the time-table for regular classes, internal assessment, examination and curricular and co-curricular activities. Staff meetings are convened periodically to review the progress of academic programmes and also to study the outcomes of the plans. Principal along with the Vice Principal monitors the progress of the curriculum implementation and ensures that the entire structured syllabus is completed prior to the semester examination so that the students get sufficient time to prepare for the examination.

To enhance the teaching skill and knowledge base of the teachers, the Principal and the Management encourages the staff to organise and participate in Seminars, Orientation programs, Refresher courses and such related programs from time to time.

University has not yet implemented Choice Based Credit System (CBCS) but Elective Courses were introduced since inception.

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

Response: 0

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

2018-19	2017-18	2016-17	2015-16	2014-15
0	0	0	0	0

File Description

Document

Details of the certificate/Diploma programs

[View Document](#)

1.1.3 Percentage of participation of full time teachers in various bodies of the Universities/ Autonomous Colleges/ Other Colleges, such as BoS and Academic Council during the last five years**Response:** 0

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

2018-19	2017-18	2016-17	2015-16	2014-15
0	0	0	0	0

File Description**Document**

Details of participation of teachers in various bodies

[View Document](#)**1.2 Academic Flexibility****1.2.1 Percentage of new Courses introduced out of the total number of courses across all Programs offered during last five years****Response:** 42.86

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

Response: 93

File Description**Document**

Minutes of relevant Academic Council/BOS meetings.

[View Document](#)

Details of the new courses introduced

[View Document](#)**1.2.2 Percentage of programs in which Choice Based Credit System (CBCS)/Elective course system has been implemented****Response:** 100

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

Response: 7

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

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

Response: 0

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

2018-19	2017-18	2016-17	2015-16	2014-15
0	0	0	0	0

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

1.3 Curriculum Enrichment

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

Response:

The Institution follows the curriculum framed by the university which includes issues relevant to Gender sensitisation, environment and sustainability, human values and professional ethics spreading almost all the programs of the UG courses. Needless to say, cultivation of human values, gender equality, environment awareness *etc.* remains more reflected in day-to-day practice than bookish knowledge. So, the College takes initiative to stress and to disseminate on the importance of the above-mentioned important issues and organises extra and special programs such as awareness programs, cleaning drive, tree plantation, blood donation camp and observance and celebration of important days and events of great Indian personalities. Being a co-educational college, gender sensitisation and inculcation of human values remains at the core of various programmes undertaken by the College.

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

Response: 0	
1.3.2.1 Number of value-added courses imparting transferable and life skills offered during the last five years	
File Description	Document
Details of the value-added courses imparting transferable and life skills	View Document

1.3.3 Percentage of students undertaking field projects / internships	
Response: 5.37	
1.3.3.1 Number of students undertaking field projects or internships	
Response: 13	
File Description	Document
Institutional data in prescribed format	View Document
Any additional information	View Document

1.4 Feedback System

1.4.1 Structured feedback received from 1) Students, 2)Teachers, 3)Employers, 4)Alumni and 5)Parents for design and review of syllabus-Semester wise/ year-wise	
Response: D. Any 1 of the above	
File Description	Document
URL for stakeholder feedback report	View Document

1.4.2 Feedback processes of the institution may be classified as follows:	
Response: C. Feedback collected and analysed	
File Description	Document
URL for feedback report	View Document

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

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

Response: 0

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

2018-19	2017-18	2016-17	2015-16	2014-15
0	0	0	0	0

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

2.1.2 Average Enrollment percentage (Average of last five years)

Response: 33.89

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

2018-19	2017-18	2016-17	2015-16	2014-15
101	96	129	197	119

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

2018-19	2017-18	2016-17	2015-16	2014-15
325	325	325	325	325

File Description	Document
Institutional data in prescribed format	View Document
Any additional information	View Document

2.1.3 Average percentage of seats filled against seats reserved for various categories as per

applicable reservation policy during the last five years**Response:** 100

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

2018-19	2017-18	2016-17	2015-16	2014-15
101	96	129	197	119

File Description**Document**

Institutional data in prescribed format

[View Document](#)**2.2 Catering to Student Diversity****2.2.1 The institution assesses the learning levels of the students, after admission and organises special programs for advanced learners and slow learners****Response:**

Learning levels and academic background of the students are assessed at the admission through scrutiny of the admission forms for the new entrants and for the students already enrolled through the results in each of the semester examinations. Orientation programmes are conducted in the College at the start of each semester to brief the new comers as well the current batch of students, about the procedures, rules and regulations, curricular and co-curricular activities. Students are also apprised of the importance of regularity in attendance of semester system is more exhaustive in terms of internal assessment, attendance and is participatory in nature. Departments take initiatives to identify the slow learners to help them in grasping the knowledge at par with others.

2.2.2 Student - Full time teacher ratio**Response:** 121:14**2.2.3 Percentage of differently abled students (Divyangjan) on rolls****Response:** 0.41

2.2.3.1 Number of differently abled students on rolls

Response: 1

File Description	Document
List of students(differently abled)	View Document
Institutional data in prescribed format	View Document
Any other document submitted by the Institution to a Government agency giving this information	View Document
Any additional information	View Document

2.3 Teaching- Learning Process

2.3.1 Student centric methods, such as experiential learning, participative learning and problem solving methodologies are used for enhancing learning experiences

Response:

Students remain at the centre of each learning discourse and teachers do not mind even to help the students in mitigating their personal problems so that a close bond is created between the teachers and the taught. The nature of feedback questionnaires given to the students for internal assessment also encourages participatory learning and problem-solving aptitudes.

As a part of experiential learning, the College through few departments has conducted field works to KremPuri, Mawjymbuin Cave and to *Iew Luri Lura*(Market of Choas) at Lawbah. These initiatives have enabled the students to get acquainted with the features and surroundings of the spot visited. The students have also understood the importance of study through experiential learning as it has given them a first-hand experience in addition to what they have learned from books.

The College also organizes quiz and debate competitions to encourage the students to involve in interactive learning processes.

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

Response: 32.14

2.3.2.1 Number of teachers using ICT

Response: 00

File Description	Document
List of teachers (using ICT for teaching)	View Document
Any additional information	View Document

2.3.3 Ratio of students to mentor for academic and stress related issues**Response:** 242:7**2.3.3.1 Number of mentors****Response:** 7

File Description	Document
Any additional information	View Document

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

In an effort to enhance the knowledge-base of the students along with the urge to learn advanced topics, the concerned departments have taken an initiative by adopting the components of semester system as per the University's guidelines that is internal tests, assignments and project work. Teachers also improvise continuously their style and mode of teaching to attend to the needs of the students.

To add more creativity to the teaching and learning process some of the departments have organized paper presentation in accordance with the syllabus. This has helped the students to build their confidence level and it is also an initiative to give them more exposure in teaching-learning process.

Model questions papers are also discussed with the students from time to time to make them aware of the question patterns so that they acquire the aptitude in answering the questions in totality yet concisely.

Students are constantly encouraged to relate their studies to day-to-day activities so that the learning process becomes a matter of joy and fun. 'Study and Struggle' is a concept that is a culture persistently imbibed on them.

2.4 Teacher Profile and Quality**2.4.1 Average percentage of full time teachers against sanctioned posts during the last five years****Response:** 88.57

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

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

Response: 4.06**2.4.2.1 Number of full time teachers with Ph.D. year-wise during the last five years**

2018-19	2017-18	2016-17	2015-16	2014-15
1	1	1	1	1

File Description**Document**

List of number of full time teachers with PhD and number of full time teachers for 5 years

[View Document](#)

Any additional information

[View Document](#)**2.4.3 Teaching experience per full time teacher in number of years****Response:** 4.89**2.4.3.1 Total experience of full-time teachers**

Response: 167

2.4.4 Percentage of full time teachers who received awards, recognition, fellowships at State, National, International level from Government, recognised bodies during the last five years**Response:** 8.06**2.4.4.1 Number of full time teachers receiving awards from state /national /international level from Government recognised bodies year-wise during the last five years**

2018-19	2017-18	2016-17	2015-16	2014-15
0	0	0	0	0

File Description**Document**

Institutional data in prescribed format

[View Document](#)

e-copies of award letters (scanned or soft copy)

[View Document](#)**2.4.5 Average percentage of full time teachers from other States against sanctioned posts during the last five years**

Response: 3.57**2.4.5.1 Number of full time teachers from other states year-wise during the last five years**

2018-19	2017-18	2016-17	2015-16	2014-15
1	1	1	1	1

File Description	Document
List of full time teachers from other state and state from which qualifying degree was obtained	View Document
Any additional information	View Document

2.5 Evaluation Process and Reforms**2.5.1 Reforms in Continuous Internal Evaluation(CIE) system at the institutional level****Response:**

Being an affiliated college, the institution has very limited role in adopting any reform in CIE system. Yet, the college takes some steps in this regard during internal tests and examinations where internal marks are displayed for cross verification by the students and the teacher concerned attends to the difficulties faced by the students. Performances of the students in each internal examination are closely monitored and guidance on how to improve on their problematic areas were informed.

Major reform in the evaluation process has been brought by the University from the academic session 2015 onwards. Consequently, the College follows the broad academic schedule given by the University but formulates its own academic calendar for the internal assessment and tests. The Examination committee prepares its own academic calendar and schedule for internal tests.

As part of continuous internal screening of the students, their attendances are closely monitored by each department.

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

A transparent way of evaluation in the internal assessment process is being practiced in the institution by taking into consideration that the evaluation process should be uniform and fair. Regular attendance of the students is strictly observed. Students are also directed to submit their assignments/project work within a stipulated period of time as fixed by the concerned teacher/department. The internal assessment marks are displayed after evaluation for the students to cross check and also maintain transparency in evaluation.

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

Response:

The College takes care of the complaints, if any, from the students regarding the evaluation process as per the rules and regulations set by the Examination Committee.

Re-evaluation of the semester examination falls under purview of the University. The students are made aware of the provisions for re-evaluation and improvement facilities of the affiliating University and provides appropriate guidance in case of any student opting to apply for the same.

Within the College, grievances of students (if any) on examination related matters are settled in a time-bound manner by the Principal in consultation with the Examination Committee.

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

Response:

A major reform in the evaluation process has been brought by the University from the academic session 2015 onwards.

The College prepares its general Academic Calendar following the general guidelines and schedules given by the University. For the internal assessment and term-tests, the Academic committee of the College prepares its own academic calendar. Further, the teachers of each department discuss model question paper with the students from time to time to make them aware of the question paper pattern for better preparation of the students in the exam.

The institution tries its level best to follow the Academic Calendar framed by it.

2.6 Student Performance and Learning Outcomes

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

Response:

Course outcomes:

1. Critical Thinking: Students are constantly encouraged to develop critical thinking to make reasonable judgments.
2. Effective Communication: Students are able to interact with the teachers with comfort and hence develop fluency in communicating with each other.
3. Social interaction: Participation of students in social work has helped them in the development of

the society.

4. Effective Citizenship: Students are guided to understand the role of being a responsible citizen and to imbibe the character of equality, justice and mutual welfare.
5. Environment and sustainability: Creating appropriate environmental consciousness and sustaining the pristine environment remains at the core of every stakeholder.
6. Self-directed and lifelong learning: We strive unceasingly to make the students understand that learning is life-long process and the study period in the College is only a step forward in this direction.

Programme Specific Outcome:

BA English:

1. Being able to interact and communicate in English.
2. Learning of Human value through literary work.
3. Taking interest in the development of the habit of creative writing.

BA Economics:

1. Understanding the basic concept of Economics
2. To be abreast with the economic status of the country and economic issues at the global level.
3. To understand the economic problems of the State, Country and World.

BA Geography:

1. Understanding the relationship between man and environment.
2. Being aware of relationship between countries and their physical as well as social set up.
3. Being able to acquire up to date information about the earth through GIS knowledge.
4. Mawsynram, being an internationally reputed geographical place in terms of one of the wettest places of the world, the students are made to appreciate its geographical importance and hence engage in further studies.

BA Education:

1. The students receive the knowledge about the basic concept of learning and the process of learning.
2. To help the students in bringing about a total development of their personality.
3. Understanding the concept and methods of teaching.
4. Teachers play the biggest role as mentor. Students look up to teachers and may pattern their own behaviour and work ethic to match the instructor. A senior teacher becomes a mentor to a junior and similar with the students. These concepts are practiced and disseminated.

BA History:

1. To know the history of their own motherland and world history.

- 2.To know the culture, beliefs, rites and rituals of different communities.
- 3.To know the socio-economic conditions of different ethnic groups.
- 4.To create a strong base among the students on history of Indian National Movement, birth and growth of Meghalaya, history of different tribal communities of Meghalaya and also North East India.

BA Khasi:

- 1.To understand the culture, tradition and practice of indigenous people.
- 2.To know about the indigenous language and to promote it.
- 3.To acquire information about the History of Khasi literature.
4. To modernise the Khasi language so as to include Khasi language in the Eight schedule of Indian Constitution.

BA Political Science:

1. Understand the basic principles of Political Science.
2. Knowing the political status and Constitution of one owns country
3. Knowing the Global Political Scenario of the world.

File Description	Document
Link for Additional Information	View Document

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

Response:

Various strategies have been developed by the institution for the evaluation of programme outcomes, programmes specific outcome and Course outcomes.

- 1.Academic committee has been set up to monitor regularly the academic programmes including teaching-learning designs. This committee remains committed towards better performance of the students and also the teachers academically.
- 2.Teachers remain focussed to modify/improve teaching- learning process in the institution.
- 3.Governing Body has taken the initiative to initiate the introduction of ICT based Classroom and has urged the head of the institution to ensure innovative learning and teaching process.
- 4.Educational tour is being conducted by the institution to give students a first-hand experience of the subject concerned.
- 5.Orientation programme is being conducted in the college at the start of the semester to brief the new comers about the procedure, rules and regulations, curricular and co-curricular activities.
- 6.Assessment of the results of the students in each semester examinations and then adopting new strategies to combat the problems faced by the students to improve further the performance of

students in subsequent examinations.

7. Considering the relatively weak academic and economic background of the students, the success rate of the students in the university is quite satisfactory and hence it may be stated the programme and course outcome of the institution is reaching the target at current level though there is enough scope to improve it further.

2.6.3 Average pass percentage of Students

Response: 18.75

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

Response: 12

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

Response: 64

File Description	Document
Institutional data in prescribed format	View Document
Any additional information	View Document

2.7 Student Satisfaction Survey

2.7.1 Online student satisfaction survey regarding teaching learning process

Response: 3.03

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

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

Response: 0

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

2018-19	2017-18	2016-17	2015-16	2014-15
0	0	0	0	0

File Description

Document

List of project and grant details

[View Document](#)

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

Response: 0

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

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

Response: 27

3.2 Innovation Ecosystem

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

Response:

The institution understands the importance of sharing and transfer of knowledge among teachers and students, though the College has not been able to set up an incubation centre but efforts have been taken to improve the means of transferring knowledge within the institution starting with the College library which acts as the main source to gather, impart and transfer of knowledge and information among and within the faculties and students.

The institution is located in a natural ecosystem preservation area yet we are planning to take up some measures to introduce rain-water harvesting system and adopting green building concepts *etc.* NCC and NSS cells are being sensitised in this regard.

Institution is located in an area that is far away from the major research centres in the State and taking any research activities is a great challenge. As an institution devoted to imparting higher education, we feel developing research facilities is one of the major areas where appropriate priority needs to be accorded. Considering such basic requirements in transforming the institution as a centre of developing knowledge resource, the management, at present, is taking steps to encourage the teachers for higher studies and research. In this respect, institution provides necessary support. Currently, Principal of the College and one more teacher possess Ph. D. degree. Three teachers are continuing with research activities for Ph. D. and one teacher is pursuing M. Phil.

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

Response: 0

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

2018-19	2017-18	2016-17	2015-16	2014-15
0	0	0	0	0

File Description	Document
List of workshops/seminars during the last 5 years	View Document

3.3 Research Publications and Awards

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

Response: Yes

File Description	Document
Institutional data in prescribed format	View Document

3.3.2 The institution provides incentives to teachers who receive state, national and international

recognition/awards**Response:** No**3.3.3 Number of research papers per teacher in the Journals notified on UGC website during the last five years****Response:** 0.01**3.3.3.1 Number of research papers in the Journals notified on UGC website during the last five years**

2018-19	2017-18	2016-17	2015-16	2014-15
0	1	0	0	0

File Description

List of research papers by title, author, department, name and year of publication

Document[View Document](#)**3.3.4 Number of books and chapters in edited volumes/books published and papers in national/international conference proceedings per teacher during the last five years****Response:** 0.04**3.3.4.1 Total number of books and chapters in edited volumes / books published, and papers in national/international conference-proceedings year-wise during the last five years**

2018-19	2017-18	2016-17	2015-16	2014-15
0	0	1	0	0

File Description

List books and chapters in edited volumes / books published

Document[View Document](#)**3.4 Extension Activities****3.4.1 Extension activities in the neighbourhood community in terms of impact and sensitising students to social issues and holistic development during the last five years****Response:**

The College has effectively taken part in the extension activities in the neighbourhood community from time to time by organizing various programmes and activities in sensitizing and creating awareness on various social issues such as cleaning drive, tree plantation, awareness programmes and construction of sanitary facilities and check dam as well as distributing waste-bins through the NSS, NCC, as well as the institution as a whole.

Sports and games are very popular activity among the students. While indoor games are conducted within the college campus, the institution organises outdoor games in collaboration with Local Dorbar of Mawsynram Village to organise the events in the football field (Madan Dewbyrtha) which is adjacent to the College Campus. The College also participates in the football tournament conducted by the university from time to time.

Consequent upon these initiatives, the students are enthusiastically taking part in various sports and activities.

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

Response: 1

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

2018-19	2017-18	2016-17	2015-16	2014-15
0	1	0	0	0

File Description	Document
Number of awards for extension activities in last 5 years	View Document
e-copy of the award letters	View Document

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

Response: 20

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

2018-19	2017-18	2016-17	2015-16	2014-15
6	6	3	3	2

File Description	Document
Reports of the event organized	View Document
Number of extension and outreach programs conducted with industry,community etc for the last five years	View Document

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

Response: 41.2

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

2018-19	2017-18	2016-17	2015-16	2014-15
00	0	0	0	0

File Description	Document
Report of the event	View Document
Average percentage of students participating in extension activities with Govt. or NGO etc.	View Document

3.5 Collaboration

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

Response: 1

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

2018-19	2017-18	2016-17	2015-16	2014-15
0	0	0	0	0

File Description	Document
Number of Collaborative activities for research, faculty etc.	View Document
Copies of collaboration	View Document

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

Response: 1

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

2018-19	2017-18	2016-17	2015-16	2014-15
0	0	0	0	0

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

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

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

Response:

The College was established in 1997. Since its inception the construction and developments are being carried out, in a phased manner, so as to provide the basic infrastructure facilities to meet the emerging needs. Being a self-financed institution, there is always a constraint of funds. However, the College has received some funds from public representatives (MPs, MLAs & MDCs) and from the students as College development fees. The College has also received financial assistance from the Ministry of DoNER (Department of North Eastern Region). The Governing Body formulates policy over infrastructure on priority basis and the main focus of the policy remains in providing required facility in the teaching learning process to develop better academic atmosphere for all round development of students and develop this institution as a pioneering and reputed one for the cause of emerging generation of students. However, within its limitation, the College is trying to provide basic minimum requisite infrastructure in term of curricular and co-curricular activities. The Governing Body looks after the plan and implementation of the infrastructure of the College.

Class Rooms: The College has a well-maintained building infrastructure with sufficient classrooms for smooth functioning and un-interrupted conduct of classes. There are 6 (six) classrooms. There is need for construction of more class rooms, particularly for honours classes, yet we are able to adjust till now. The College has its separate hall with a capacity of about 300 persons for holding seminars, workshops, general meetings or annual gathering.

The College has been able to install LAN connectivity in the library and two LCD projector for common purposes. Facilities available may be considered as adequate if not sufficient.

Classrooms

RCC Hall 1

RCC Hall 2

RCC Hall 3

RCC Hall 4

RCC Hall 5

RCC Hall 6

RCC Seminar Hall

Library Hall

Laboratories: The College has two laboratories – one Geography Laboratory and another Computer laboratory.

Computing equipments: The College has a total of 11 computers with one Laptop. There is provision for mounted power point.

Tutorial Spaces: The College classrooms are equipped to utilized for tutorial classes (if any) after the normal class is over.

Seminar halls: The College has 1 (one) Hall which is used for conducting seminars, workshops, conferences and other academic activities. For bigger events the College uses the same hall.

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

Response:

Indoor games: Extra-curricular activities like carom board, singing, dancing, debate competition, flower arrangement, quiz, extempore-speech and many others are organised by the College during College week and uses its classrooms and College Hall for organising these events. The College also encourages students to participate in various extra curricula activities.

Outdoor games: The College organises sports and games during annual College week. Events include football, volleyball, race, cricket and many others. The College has tied up an agreement with the Local Dorbar of Mawsynram Village to organise the events in the football field (Madan Dewbyrtha) which is adjacent to the College Campus. The College regularly participates in the football tournament conducted by the University.

Gymnasium: As of now, the College has no gym facilities, it may consider in the future.

Yoga centre: The College utilises its Hall for yoga session occasionally.

Cultural Activities: The College has a Cultural Committee to supervise the cultural activities in the College and under the initiative of the Committee; the College participates in various cultural programmes/competitions organized by the local authority and other institutions. The College students participate in the celebration of the important days of the country and the state. Cultural programmes are essential part of the College activities such annual College week and the students belonging to Khasi, Garo and Hajong communities showcase their acumen performing in traditional songs, dances etc.

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

Response: 28.57

4.1.3.1 Number of classrooms and seminar halls with ICT facilities

Response: 2

File Description	Document
Number of classrooms and seminar halls with ICT enabled facilities	View Document

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

Response: 1.99

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

2018-19	2017-18	2016-17	2015-16	2014-15
1	0.17	1.12	0.32	0

File Description	Document
Details of budget allocation, excluding salary during the last five years	View Document
Audited utilization statements	View Document

4.2 Library as a Learning Resource

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

Response:

- Institution has its own methodology for updating library facilities and maintaining records of books and other study materials through its dedicated computerization. ILMS data management facilities are operative but could not be modernized due to inadequacy of network/internet facilities and even non-availability of appropriate resources. Institution is alive to the necessity of such facilities and will implement the same on a priority basis once such resources are available.
- Name of ILMS software The Library has recently set up a Local Area Network (LAN), and 2015 KOHA software package has been installed for automation. At present the Library is under process to be automated using Integrated Library Management System.
- Nature of automation (fully or partially) – Partial computerization of Library is in place including cataloguing and this is managed by Library staff.
- Version - KOHA software package and also Local Area Network (LAN). Version: 3.14.00.000.

- Year of Automation – 2015.
- Library is being upgraded continuously with addition of new text books, titles, reference books and journals. Students as well as teachers are encouraged to avail these facilities.

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

Response:

The institution considered Library as the main source of knowledge and information. Though the institution has very limited resources to fulfil the entire requirements of the Library at present, but the Library staff has put their efforts to identify rare books, manuscripts, special reports or any other knowledge resources for library enrichment. The setting up of the Library Advisory Committee in these few years will enable to identify the requirements of the library in order to keep pace with the present trend and pattern. This, will enable to equip library with new knowledge and information which will serve the entire need of the students, staff and the institution as a whole.

File Description	Document
Any additional information	View Document

4.2.3 Does the institution have the following:

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

Response: E. None of the above

File Description	Document
Details of subscriptions like e-journals,e-ShodhSindhu,Shodhganga Membership etc	View Document

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

Response: 68457.2

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

2018-19	2017-18	2016-17	2015-16	2014-15
1.53	0.73	0.69	0.33	0.14

File Description	Document
Details of annual expenditure for purchase of books and journals during the last five years	View Document
Audited statements of accounts	View Document

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

Response: No

4.2.6 Percentage per day usage of library by teachers and students

Response: 1.85

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

Response: 5

4.3 IT Infrastructure

4.3.1 Institution frequently updates its IT facilities including Wi-Fi

Response:

The College has a total of 12 computers with one Laptop and power point projector. Considering the student strength of the College and library facilities, this may not be sufficient but is adequate to meet the need of the College as well as students. There are plans to procure more computers and other peripheral accessories in near future so as to meet the emerging demands.

As has been stressed earlier, the locality suffered from inherent poor internet connectivity till recently. It is to the credit of the institution that due the persistent efforts of the College internet facilities are now made available (since September 2019) in the area, benefits of which are also percolating to the local community also. Consequently, IT facilities would get upgraded with time and the College will be able to improve in all areas of IT related activities including ICT.

College will grab all opportunities to upgrade the IT facilities and other related modernisation programmes to be at par with latest education system and social transformations.

4.3.2 Student - Computer ratio

Response: 242:13

4.3.3 Available bandwidth of internet connection in the Institution (Lease line)

Response: <5 MBPS

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

Response: No

File Description	Document
Facilities for e-content development such as Media Centre, Recording facility,LCS	View Document

4.4 Maintenance of Campus Infrastructure

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

Response: 18.65

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

2018-19	2017-18	2016-17	2015-16	2014-15
5.5	5.3	6.44	3.39	2.09

File Description	Document
Details about assigned budget and expenditure on physical facilities and academic facilities	View Document
Audited statements of accounts.	View Document

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

Response:

Since its inception, the College was run and maintained by Mawsynram Border Area College Society which was fully sponsored by Shri (L) Shrolenson Marbaniang. The various activities of the institution are managed and maintained by different committees. The various committees and cells set up by the College includes College Campus Development Committee, Academic Committee, Examination Committee, Library Advisory Committee, Finance Committee, Co-Curricular Packages Committee, Sports and

Cultural Committee, Grievance Redressal Cell, Anti-Ragging Cell, Gender Sensitization and Prevention of Sexual Harassment Cell. Convenors/In-charges of these Committees are empowered to function with responsibilities and monitor the activities as per the established rules and regulations of the College.

For smooth and effective facilitation of teaching-learning, the College has been putting its best efforts systematically and monitors the optimal use of the infrastructure and learning resources available in the institution. Being a self-financed institution, the College is fully depending on the fees collected from the students. Although the institution received moderate financial assistance from the Government for augmentation of infrastructure and developmental activities, yet for maintenance, College remains fully dependant on its own resources and by the Sponsors. The management works on a priority basis in terms of requirement; the management tries to meet all necessary demands after proper discussion. The institution has a College Campus Development Committee to look into the augmentation of infrastructure and developmental activities of the College. After more than two decades of its existence, the College has adequate infrastructure to meet the demands at the present level of education being imparted and this is also satisfactory considering the locational dis-advantages. The College has been able to open separate hostels for both boys and girls and the staffs.

The College has only 6 (six) classrooms with a multipurpose hall. The College has a total number of 11 computers with one laptop and two LCD projectors.

The academic facilities in the College are also substantiated with a Library that meets the requirements of the students.

The College building is also being utilised by the government and other organisations to conduct various types' of awareness programmes, training for communication skills and many others. Election Commission utilizes the building during Assembly, Parliamentary and District Council elections. Though the College has no play-ground of its own, but it has tied up an agreement with the Local Dorbar of Mawsynram Village to utilize the football field which is adjacent to the College campus. Moreover, the College now is planning to construct a basketball court in the campus.

All teachers and departments are being encouraged to utilize the modern techniques of teaching-learning and also the available ICT facilities.

Criterion 5 - Student Support and Progression

5.1 Student Support

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

Response: 27.31

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

2018-19	2017-18	2016-17	2015-16	2014-15
30	133	261	0	0

File Description

Document

Upload self attested letter with the list of students sanctioned scholarships

[View Document](#)

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

[View Document](#)

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

Response: 0

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

2018-19	2017-18	2016-17	2015-16	2014-15
0	0	0	0	0

5.1.3 Number of capability enhancement and development schemes –

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

7. Yoga and meditation**8. Personal Counselling****Response:** E. 3 or less of the above

File Description	Document
Details of capability enhancement and development schemes	View Document
Link to Institutional website	View Document

5.1.4 Average percentage of student benefited by guidance for competitive examinations and career counselling offered by the institution during the last five years**Response:** 0

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

2018-19	2017-18	2016-17	2015-16	2014-15
0	0	0	0	0

File Description	Document
Number of students benefited by guidance for competitive examinations and career counselling during the last five years	View Document

5.1.5 Average percentage of students benefited by Vocational Education and Training (VET) during the last five years**Response:** 0

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

2018-19	2017-18	2016-17	2015-16	2014-15
0	0	0	0	0

File Description	Document
Details of the students benefited by VET	View Document

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

File Description	Document
Minutes of the meetings of student redressal committee, prevention of sexual harassment committee and Anti Ragging committee	View Document
Details of student grievances including sexual harassment and ragging cases	View Document

5.2 Student Progression**5.2.1 Average percentage of placement of outgoing students during the last five years****Response:** 0

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

2018-19	2017-18	2016-17	2015-16	2014-15
0	0	0	0	0

File Description	Document
Details of student placement during the last five years	View Document

5.2.2 Percentage of student progression to higher education (previous graduating batch)**Response:** 1.35

5.2.2.1 Number of outgoing students progressing to higher education

Response: 1

File Description	Document
Upload supporting data for student/alumni	View Document
Details of student progression to higher education	View Document

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

government examinations)

Response: 0.6

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

2018-19	2017-18	2016-17	2015-16	2014-15
2	0	0	0	0

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

2018-19	2017-18	2016-17	2015-16	2014-15
67	101	57	132	98

File Description	Document
Upload supporting data for the same	View Document
Number of students qualifying in state/ national/ international level examinations during the last five years	View Document

5.3 Student Participation and Activities

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

Response: 0

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

2018-19	2017-18	2016-17	2015-16	2014-15
0	0	0	0	0

File Description	Document
Number of awards/medals for outstanding performance in sports/cultural activities at national/international level during the last five years	View Document

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

Response:

As a mean to ensure democratic functioning and also allowing the students to air their views on different aspects of collegiate education in collective form, the College has, for the first time in its more than twenty years of existence, constituted a Students' body called Mawsynram Border Area College Students' Union (MBACSU) in the year 2017. The Executive Committee of the Union was elected in a fair and democratic manner by means of ballot paper after the candidates filed their nominations for different post followed by scrutiny of the nomination papers by concerned assigned body.

Since then, the election is being held every year as per the rules and regulations of the College. The funding for all the activities conducted by the Students' Union is being looked after by the College itself.

The College has been able to bring out a College Magazine during 2017-18 with the help and support of the editorial board, the MBACSU and all staffs members. The theme of the Magazine was 'Challenge for Excellence' and a variety of write-ups ranging from poems, short stories, quotes, contributed by the students, teaching, non-teaching staff got published in the same. The articles were written both in local and English languages. It is an endeavour of the College to promote the local languages and therefore, the students are encouraged to write quality articles, poems *etc.* local languages. Students are also inspired to cultivate the local culture, folk arts and music with a rational mind and represent the same in their writings and day to day activities. Financial support for the Magazine has been acquired from both internal and external sources.

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

Response: 0.4

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

2018-19	2017-18	2016-17	2015-16	2014-15
1	1	0	0	0

File Description	Document
Report of the event	View Document
Number of sports and cultural activities / competitions organised per year	View Document

5.4 Alumni Engagement

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

Response:

The past students of Mawsynram Border Area College have formed an alumni association in the year 2015 and at present is in the process of finalizing the registration of the association. This body has been contributing towards the development of the College and also keeping the past students remain attached to the welfare of the College and current students. The members of the association often interact with the teachers to chalk out plans and ideas for the overall development of the institution. It is expected that the Alumni Association will become strong body in near future and will be able to contribute materially and in an ethical manner significantly. College is making efforts to obtain regular online feedback from the alumni.

At present the association provides frequent verbal feedback on the various activities of the College.

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

Response: <1 Lakh

File Description	Document
Alumni association audited statements	View Document

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

Response: 10

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

2018-19	2017-18	2016-17	2015-16	2014-15
0	0	0	0	0

File Description	Document
Number of Alumni Association / Chapters meetings conducted during the last five years.	View Document

NAAC

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

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

Response:

The Institution follows and inculcates democratic norms in term of planning its programmes and their implementation. The top management *i.e.* the Governing body has the representation of the Principal, two teachers' representatives, Government representatives, Universities representatives and other members. Decision arrived at by the Governing Body is conveyed to the Principal for perspective plan and implementation in the institution. The Principal in its General Staff Meeting conveys the message to the Staff regarding requirement and important matter needed to be met by the institution. Furthermore, plan and implementation for Curricular and Co-Curricular activities is also arrived at through ideas acquired from staffs, students, Committees and Club.

The vision, mission and objectives of the institution are appropriately communicated to all stake-holders, especially the students, during every programmes of the College. Orientation programmes have been organising for the new batch of students every year at the start of the session where institutional vision, mission and objectives are highlighted and the students, parents and even the teachers are encouraged to adopt these basic principles as a way of life and cultivate the objectives so that to emerge as a better and successful human being.

Management is committed and dedicated about its role on providing necessary facilities to the students and, hence, has been catering to the contemporary requirements of higher education. The Management allows sufficient freedom to the Principal to function with authority in order to fulfil the vision and mission of the College. The Management Provides required infrastructure for proper functioning of the Institute. There is a Quality Policy for the College. The responsibilities of each member are communicated to the faculty through regular Staff Meetings. The College family, as a whole, remains committed to the plan and hence to implement, document and recurrently improve effectiveness of the plan through a Quality Management System. The College is also committed to ensuring conformity and compliance to standards set by academic regulatory bodies.

The institution keeps in mind to serve the interests of the disadvantages section of the community which is at par and in tandem with the vision and mission of the College.

6.1.2 The institution practices decentralization and participative management

Response:

The Institution follows the concept of democratic decentralization and participatory management. At the apex lies the Governing Body and at the intermediate level the institution meets through regular meetings of the teaching and non-teaching staffs through various committees. The Departments take their decision at the departmental level meeting to implement the available curriculum and also improvisation of teaching-learning methodology. The institution adheres to the ideas given by these stakeholders. At the instance of

the Steering Committee, the institution has been able to form various committees to function in an independent manner and recently these ideas were confirmed at the General Staff Meeting. The institution tries to involve students to carry out day to day work. It allows the formation of the Students' body and the Mawsynram Border Area College Students' Union was formed to carry out extracurricular activities through their wishes and aspirations. Feedback is collected from the students and their wishes are taken into considerations. The institution has also initiated steps to involve the alumni body in the feedback mechanism as a means to enhance participatory management.

The leader ensures that all stakeholders are involved in its activities. Students, being the main stakeholders are treated as the focal point of all activities and many curricular and co-curricular activities are conducted for their benefits. The College also interacts with the parents of the students. The leadership places special focus on community in the vicinity of the College and maintains a cordial relationship with the local Police Station so that the safety of the College is ensured. The College maintains a continuous communication with the stakeholders. Consequently, the College receives appropriate support for policy and planning through need analysis and consultations from the stakeholders. The College leadership constantly takes care to understand the needs of the society through its interactions with the Community, the students, the concerned officials of the affiliating University, and other academic authorities. It extends full support to all the new initiatives of these authorities. It also tries to obtain regular feedback, though informally so far, from the students, parents and local authorities to frame plans. The experiences of the past years are also taken into consideration in framing policies and their implementation. The management fully supports any new plans for the benefits of its stakeholders.

6.2 Strategy Development and Deployment

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

Response:

Each Academic session starts with a perspective plan to implement different activities for the entire academic calendar year. Curricular, Co-curricular and extracurricular activities appear in the tentative academic calendar in the prospectus. The institution tries to implement activities as per the schedule by adhering the plans and strategies.

Participatory management is the hallmark of this institution. The Management is always open to discussion with the teaching and non-teaching staff which, in turn, encourages the involvement of the staff for the improvement of effectiveness and efficiency of the institutional process. There are regular meetings of office bearers and Management representatives.

It is imperative to reassert that the perspective institutional plan is developed by the Principal in consultation with members of the Management, Vice Principal, Heads of various Departments and the Head Clerk. . On the basis of the admission schedule, the number of teaching days and examination schedule, the Asst. professor-in charge of the Academic Committee prepares Academic Calendar for the academic year. This calendar includes a list of the pre-planned lectures, programmes and activities to be conducted. It is prepared in consultation with teachers and administrators, and hence they are automatically involved in the planning process. These plans are improved regularly to ensure development of the College.

Documents of various plans to be executed, the Academic calendar and other related materials are always available to the stakeholders as a matter of democratic functioning. Considering the modern concept and also environment consciousness, the practice of e-documentation is being encouraged.

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

Response:

Functions of the various administrative and academic bodies/individuals may be broadly illustrated as:

Mawsynram Border Area College Society

This Society is the sponsoring body of the Mawsynram Border Area College and ensures that it provides service to the people in terms of academic need that are properly managed and implemented by the College.

Governing Body of the College or Local Management Committee (LMC)

The Governing Body of the College is constituted as per the guidelines and rules framed by the University and the Education Department, Government of Meghalaya. It is apex administrative structure in the administrative hierarchy of the College. It comprises of 15 members including the President, the Secretary, Principal, University representatives, Government's nominee, Donor members, experts from academic field and also two elected Teachers' representatives along with members.

Principal

The Principal is dispensed with all powers to implement the plans and decisions of the Governing Body of the College and also manages day-to-day administrative affairs. Principal maintains the liaison between the staff and the Governing Body. He/she has the power to delegate the responsibilities to any sub-ordinate staff on any specific issues.

Vice Principal

The role of Vice Principal is to assist the Principal. Vice Principal assist the Principal on all academic, financial and administrative matters of College. He/she also discharges the duty of the Principal whenever he/she is on leave or absent in the College for some reasons.

IQAC

To act as a quality monitoring body and all other matters relating to quality enhancement of the institution. Presently the IQAC stressed on the improvement of teaching-learning methodologies.

Heads of Departments

The Heads of Departments ensure that the plans communicated to them by the Principal are implemented systematically. They are answerable to the Principal on the academic activities, performances of the students and all other related matters.

Committees

There are committees for academic, co-curricular and extra-curricular activities which are constituted at the beginning of the year and are assigned the tasks according to the institutional plans to enhance overall physical, mental and ethical development of the students.

The Institution has Grievance Redressal Committee to look after any complaints or grievances from any stakeholder.

Service Rules

Government of Meghalaya has not yet framed or notified any service rules for the teachers neither it has adopted the service rules recommended by UGC. Consequently, the Governing Body has framed its own service rule to regulate the service conditions of the staff of the College. Regulations are intended to entail benefits to the staff in terms of service benefits (provident fund *etc.*) and other welfare measures while maintaining overall tranquility in all spheres of administration.

Recruitment

Recruitment process followed is at par with standard procedures of University and the State Government. Appropriate advertisement, strict selection process as per the merit, legitimate interview, adherence to the State Reservation policy, *etc.* are thoroughly maintained. The paramount consideration in the appointment of the staff is to secure high standards of efficiency, competence and integrity.

File Description	Document
Link for Additional Information	View Document

6.2.3 Implementation of e-governance in areas of operation

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

Response: E. Any 1 of the above

File Description	Document
Screen shots of user interfaces	View Document
Details of implementation of e-governance in areas of operation Planning and Development,Administration etc	View Document

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

Response:

Principal, by virtue of power assigned, closely monitors the functioning of various committees with active assistance from the Vice Principal. The committees, on their part, are accountable to the management and are obliged to report their functioning, intimate the major decisions/resolutions of such committee meetings and also work in cooperation with other committees. As of now, all the committees are at the infant stage of formation but have been discharging their responsibilities to their best and no major discrepancy has cropped up. This implies the effectiveness of various committees and smooth implementation of the resolutions adopted.

The institution has formed the Steering Committee in the month of June 2018 to look after the quality enhancement initiatives of the institution including the desire to proceed towards accreditation and

assessment process by National Assessment and Accreditation Council, NAAC. The Steering Committee in its meeting and through its resolution has taken the initiative to reconstitute various committees and set the terms of references as well as functioning of these committees to speed up the process of preparation for assessment. These committees are actively performing their role and this has made the job of the Coordinator of the Steering Committee quite smooth and productive.

6.3 Faculty Empowerment Strategies

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

Response:

Teaching and non-teaching are the driving force and backbone of the institution. Therefore, the Governing Body is alive to the necessity of its staff for leading a comfortable life. Despite limited financial resources, the Governing Body is implementing some welfare measures for the teaching and non-teaching staff which includes:

1. Residential accommodations for few teaching and non-teaching staff.
2. Provision of Provident fund for both teaching and non-teaching staff under EPS Scheme of Government of India under EPFO.
3. Payment of fees to those who attend Orientation Programme, Refreshers Course, conference and seminars.
4. Necessary support for the teachers who pursue higher academic programmes like Ph. D., M.Phil *etc.*
5. Maternity leave for women staff and other leaves for the staff.

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

Response: 7.2

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

2018-19	2017-18	2016-17	2015-16	2014-15
4	0	5	0	0

File Description	Document
Details of teachers provided with financial support to attend conferences,workshops etc. during the last five years	View Document
Any additional information	View Document

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

Response: 0.4

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

2018-19	2017-18	2016-17	2015-16	2014-15
2	0	0	0	0

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

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

Response: 9.19

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

2018-19	2017-18	2016-17	2015-16	2014-15
6	1	3	1	0

File Description	Document
Reports of the Human Resource Development Centres (UGC ASC or other relevant centers).	View Document
Details of teachers attending professional development programs during the last five years	View Document

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

Response:

The Principal monitors the performance of the staff and also initiate them to enrol themselves in the orientation program and refreshers course. Though the institution has not introduced the performance appraisal system till now but the Steering Committee has initiated the concerned authority to introduce the performance appraisal system. Being a close-knit institution with only seven departments and limited number of staff, the appraisal system has remained self-oriented, so far, with the Principal monitoring the performance of the teachers round the clock.

6.4 Financial Management and Resource Mobilization

6.4.1 Institution conducts internal and external financial audits regularly

Response:

As of now, the institution relied entirely on the calibre of the Principal and the accountant on matters pertaining to internal audit and maintaining receipt and expenditure accounts. But the institution conducts audit of its financial statements annually and involve external auditors to ensure transparency of receipt and expenditure of the institution every year.

Income and expenditure of the College are maintained properly in the Book of records. Being totally private management with funds received from government and semi-government sources at the minimal, the need for any external audit has not yet been necessitated. Of course, considering the matters of transparency and setting a proper mechanism in force, the institution volunteers for external audit and such audit report for previous five years are available.

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

Response: 0

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

2018-19	2017-18	2016-17	2015-16	2014-15
0	0	0	0	0

File Description	Document
Details of Funds / Grants received from non-government bodies during the last five years	View Document

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

Response:

The institution does not receive any regular financial aid from any sources. The institution runs the entire day to day administration out of the fees collected from the students.

It is a challenging job for the institution to manage all its activities only from fees collected from the students. Being located in remote border area of the country and also that the most of the residents of the area belong to weaker economic section, the institution must remain alive to the financial conditions of the people. Institution charges affordable fees from the students yet it has been able to run smoothly over two decades through pure dedication and commitment of the management and teaching and non-teaching staff of the College. The institution has been trying its best to impress upon the State Government to provide some financial assistance either as 'Ad-hoc' or regular recurring manner to tide over the financial crisis. In such eventuality, the College will be able to expand its academic activities and open more courses/subjects which shall benefit the coming generation of students in a big way.

6.5 Internal Quality Assurance System

6.5.1 Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes

Response:

Realising the urgency of quality enhancement in its academic programmes and also other peripheral developments, the institution has set up the Steering Committee, even before applying for accreditation and assessment by NAAC. Steering Committee was established in 2018 and this Committee has been able to guide the College to take various measures toward quality assurance and enhancement. At the instance of Steering Committee, various committees have been constituted which look after various emerging challenges. The major committees constituted are: Internal Complaint Committee, Gender Equality Monitoring Cell, Anti-Ragging Cell, Grievance Redressal Cell and few others. Steering Committee has been instrumental in preparation of the institution for the assessment by NAAC and to comply with all requirements towards accreditation process.

Two main practices institutionalised as a result of Steering Committee initiatives are:

1. Formation of various committees, monitoring functioning of such committees and making the institution more pro-active towards needs of the students, teachers and overall teaching-learning methodology.
2. Making the teachers and the students more accustomed to IT sector developments, evolve ICT based teaching process and getting adapted to requirements and dynamics of semester based academic programmes.

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

Response:

Yes, the institution makes efforts to review its teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals through the Steering Committee. As has been stressed earlier, the major task ahead of the Steering committee of the College at present is to take all necessary steps to complete the first cycle of accreditation and assessment of the College with existing facilities or along with improvements in some sectors that are time-bound and immediately affordable. Two note-worthy measures are

1) ICT – Steering Committee has been impressing upon the management and teachers towards ICT based education. Being located in an area with serious weakness in internet connectivity, introduction of ICT based teaching-learning drew flak. But the College took the issue in right earnest with the appropriate authorities. It is to the credit of the institution that a reasonable level of internet service has been made available in the area since September 2019, most under the active pursuance of the College. It is expected that the College will be able to make significant improvement in ICT based education in near future.

2) Feedback – Feedback mechanism has been put in place. At the first stage, feedback from the students has been initiated and is being analysed. The College intends to set up process for feedback from all stakeholders – parents, alumni, teachers, non-teaching staff and also retired staff. It is proposed to have feedback mechanism both in online and offline mode.

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

Response: 0.2

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

2018-19	2017-18	2016-17	2015-16	2014-15
1	0	0	0	0

File Description	Document
Number of quality initiatives by IQAC per year for promoting quality culture	View Document
Any additional information	View Document
IQAC link	View Document

6.5.4 Quality assurance initiatives of the institution include:

1. Regular meeting of Internal Quality Assurance Cell (IQAC); timely submission of Annual Quality Assurance Report (AQAR) to NAAC; Feedback collected, analysed and used for improvements
2. Academic Administrative Audit (AAA) and initiation of follow up action
3. Participation in NIRF
4. ISO Certification
5. NBA or any other quality audit

Response: E. None of the above

File Description	Document
Details of Quality assurance initiatives of the institution	View Document
Any additional information	View Document

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

Response:

Mawsynram Border Area College is volunteering for First Cycle of accreditation by NAAC.

During the preceding five years, the College has taken several steps to improve the academic and infrastructure facilities in addition to strengthening the co-curricular activities. Some of these incremental improvements in the preceding five years (prior to first cycle of accreditation) are

1. Creation of the College website – creation, regular uploading of data and information, creating college e-mail id and enhancing communication system through digital means.
2. Constitution of Steering Committee – this is a major step taken towards quality maintenance and upliftment. This has helped the institution in inculcating the quality of Self-regulated responsibilities of the higher educational institutions, aimed at continuous improvement of quality and striving for academic excellence.
3. Study tour – For preceding years, College has been conducting Study Tour programmes for the students which have helped the students to move out of the self-restricted boundaries and understand the cultures of different places visited and broaden their mind and ideas.

4. Extension service – Extra-curricular and other extension services through NCC, NSS and other committees are being practiced frequently and such activities have created a close bond with the local community in addition to cultivate the ethos of mutual welfare and co-existence among the students.
5. Student body/Union – In 2017, the College initiated the process of formation of Students' Union. Rules and regulations were framed and the due election, through democratic franchise, was conducted. Thus, Mawsynram Border Area College Students' Union came into being and this single action has created immense confidence among the students about their role in the College, in particular, and the society, as a whole.
6. Alumni Association – Mawsynram Border Area College Alumni Association was interimly formed in 2015. This is appreciative move of the past students of the college and depicts the urge of the alumni in well-being of the college and also for the cause of the education. The college takes pride in educating such enlightened groups of citizens who are devoted to welfare of present and future generations.
7. Memorandum of Understanding – College has been able to execute few MoUs with some academic bodies and social organisation of Mawsynram and even faraway place like Shillong to augment its academic activities, co-curricular activities and also extra-curricular activities. For academic activities, the College has now an MoU signed with Shillong College Academic Society, Shillong and Laitbah Higher Secondary School, Lawbah.

Feedback – Feedback mechanism is being developed. Feedback from the students has been obtained and analysis of the same is being taken up. Institution is taking steps to obtain online and offline feedback from all stakeholders.

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

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

Response: 6

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

2018-19	2017-18	2016-17	2015-16	2014-15
6	0	0	0	0

File Description

Document

Report of the event

[View Document](#)

List of gender equity promotion programs organized by the institution

[View Document](#)

7.1.2

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

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

Response:

1. **Safety and Security:** As for concern about Safety and Security of the Students the College has constituted Anti- Ragging Committee, Internal Complaint Committee, Grievances Redressal Committee, and PWDs' Committees to deal specifically with such issues that may arise from time to time. Till date no such issue has been reported.

However, the College administration and the teachers regularly impress upon the students about this core value of human life, *i.e.*, gender equality and sensitivity, asserting equal rights and opportunities for all section of students. Institution maintains zero tolerance to gender discrimination or bias. There are no instances of ragging in and around the College campus.

1. **Counseling:** The College has been organizing orientation programmes at the start of each academic session which serves as a counseling session to the new and existing students to cater to their academic needs as well as to shape their personal well-being.

1. **Common room:** At present the College has arranged separate common room for boys and Girls.

For the management and maintenance of the common room, the College Students' Union has one Secretary for Boys' Common Room and one Secretary for Girls' Common Room.

7.1.3 Alternate Energy initiatives such as:

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

Response: 0

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

7.1.3.2 Total annual power requirement (in KWH)

Response: 22092

File Description	Document
Details of power requirement of the Institution met by renewable energy sources	View Document

7.1.4 Percentage of annual lighting power requirements met through LED bulbs

Response: 51.6

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

Response: 1245

7.1.4.2 Annual lighting power requirement (in KWH)

Response: 22092

File Description	Document
Details of lighting power requirements met through LED bulbs	View Document
Any additional information	View Document

7.1.5 Waste Management steps including:

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

Response:

- **Solid waste management:** Since the College is located near the Village, solid waste generated by the College is collected by the truck arranged by the village authority from the College once a week. Efforts are on to procure separate bins for bio-degradable and non-biodegradable wastes and disposing them safely as per the norms of village authority. College maintains itself as a zero-litter zone and also single-use plastic free zone, as per recent directives of the Khasi Hills Autonomous District Council.
- **Liquid waste management:** The College at present has only one laboratory (*i.e.* Geography laboratory) which hardly produces harmful chemicals; therefore, drainage system has been constructed in such a manner that it seeps to the ground.
- **E-waste management:** The College has too few electronic devices and has not yet generated large amount of e-waste therefore the institution has not come out with any policies to manage e-waste.

7.1.6 Rain water harvesting structures and utilization in the campus

Response:

The College has formally decided to practice rain water harvesting mechanism and also has an ambitious plan to provide the neighbouring households with water from this system. At present, the construction of the water tank on the building-roofs of the College serves as water harvesting unit which enables to store water during rainy season and supply it in time of need . At present, the College is making efforts to obtain sponsorship from State Council of Science, Technology and Environment (SCSTE), Meghalaya, for rain water harvesting.

As is well known, Mawsynram is one of the wettest places in the world. Rain and fog make the place very damp and humid. Yet, we intend to take advantage of this natural phenomenon and make efforts to put in place effective rain water harvesting system that will benefit not only the College but also the community to an extent.

7.1.7 Green Practices

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

Response:

- **Bicycles:** The College is located in the hilly region of Mawsynram village; therefore, it is very difficult for the students to use bicycles as a means of transportation.
- **Public Transport:** Staffs and students stay far away from the location of the College therefore nearly

90% of the students and staffs use Public Transport Facility.

- **Pedestrian Friendly Road:** The College is located at about 0.15 K.M. away from the Main Road. Majority of the staff and students come to the College by foot through the well-constructed road that may be termed as a Pedestrian Friendly Road.
- **Plastic-free campus:** College maintains itself as a zero-litter zone and also single-use plastic free zone, following recent directive of Khasi Hills Autonomous District Council. Cleaning drive and other programmes are carried out by the NSS and the College to address the negative consequences of the plastics' usage.
- **Paperless Office:** ICT facilities in the College are in budding stage and therefore paperless office system is yet to start. With procurement of more computers along with improvement in internet facilities in the area, the paperless office work will hopefully get materialized in near future. At present, institution uses social media to disseminate information and thereby ensures minimum use of paper. This is also in conformity with the SMC (Social Media Champion) concept as per the UGC guidelines/directives.
- **Green Landscaping with trees and plants:** The College is located in the midst of greenery with beautiful surroundings. Efforts are directed to preserve the greenery and the natural environment by organizing programs such as planting of trees, awareness and cleaning drive.

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

Response: 0

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

2018-19	2017-18	2016-17	2015-16	2014-15
0	0	0	0	0

File Description	Document
Details of expenditure on green initiatives and waste management during the last five years	View Document

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

1. Physical facilities
2. Provision for lift
3. Ramp / Rails
4. Braille Software/facilities
5. Rest Rooms

6.Scribes for examination**7.Special skill development for differently abled students****8.Any other similar facility (Specify)****Response:** D. At least 2 of the above

File Description	Document
Resources available in the institution for Divyangjan	View Document
link to photos and videos of facilities for Divyangjan	View Document

7.1.10 Number of Specific initiatives to address locational advantages and disadvantages during the last five years**Response:** 0

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

2018-19	2017-18	2016-17	2015-16	2014-15
0	0	0	0	0

File Description	Document
Number of Specific initiatives to address locational advantages and disadvantages	View Document

7.1.11 Number of initiatives taken to engage with and contribute to local community during the last five years (Not addressed elsewhere)**Response:** 1

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

2018-19	2017-18	2016-17	2015-16	2014-15
1	0	0	0	0

File Description	Document
Report of the event	View Document

7.1.12

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

Response: Yes

File Description	Document
URL to Handbook on code of conduct for students and teachers , manuals and brochures on human values and professional ethics	View Document

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

Response: Yes

File Description	Document
Any additional information	View Document
Provide URL of website that displays core values	View Document

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

Response: Yes

File Description	Document
Details of activities organized to increase consciousness about national identities and symbols	View Document
Any additional information	View Document

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

Response: No

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

Response: Yes

File Description	Document
Provide URL of supporting documents to prove institution functions as per professional code	View Document

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

Response: 2

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

2018-19	2017-18	2016-17	2015-16	2014-15
2	0	0	0	0

File Description	Document
List of activities conducted for promotion of universal values	View Document
Any additional information	View Document

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

Response:

- The College pays attention and reveres the value of our own motherland and contribution of great Indian personalities. In remembrance of the great Indian personalities, the institution organizes programmes to celebrate and observe Independence Day, Gandhi Jayanti (Gandhi's Birth Anniversary), Swachh Bharat Abhiyan, Unity Day (for Sardar Vallabhai Patel), Christmas and other such related programs which will imbibe and inculcate the importance of national festivals and the contributions of great Indian personalities towards our beloved motherland. In addition, there are occasions such as U Tirot Sing Death Anniversary (a Khasi freedom fighter), and local festivals like Behdeinkhlam, Nongkrem Dance, Shad Suk Mynsiem and few others. Appropriate importance is given to national and local festivals and personalities and students are appraised to cultivate the messages of such festivals and take lessons from the life and works of great personalities. College also organises programme on the Foundation Day and pays homage to founder of the College, Shri Shrolenson Marbaniang. Each year, outstanding students in academics are given scholarship on this day.

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

Response:

The institution tries its level best to maintain transparency in Financial, academic, administrative and auxiliary function. External audits are done regularly every year and record is being kept to ensure transparency in financial matters.

The institution also makes clear its priorities through the academic calendar detailing both curricular and Co-curricular activities for the whole academic session to enable all stakeholders to acquire prior information. Besides, general Notice Board of the College serves as a means to disseminate and gather information about different programs, activities and performance of the students. Decisions on academic matters are taken step-wise starting from the departmental level to the academic committee to the general Staff meeting and finally by the Governing Body. This ensures transparency and democratic decentralisation.

Likewise, decisions on administrative matters are also discussed threadbare in the Staff meeting though the Governing Body remains supreme authority regarding final decision. Views of the staff on different matters are communicated effectively by the Principal to the Governing Body and hence administration is participatory and transparent in nature. All auxiliary functions are carried out with the knowledge of the higher authority wherein the members of the higher administration also take part in many activities resulting in confidence building and sense of belonging among the staff.

7.2 Best Practices

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

Response:

Title of the Practice 1

HAVING A GEOGRAPHY DEPARTMENT

Objectives of the Practice

The founding members of the institution right from the beginning understood the uniqueness of the climatic conditions as well as the rich bio-diversity of Mawsynram region and were also aware that

Mawsynram was holding the record of being the wettest place on earth. To ensure the proper understanding of this situation, the founding members has opted Geography as one of the optional subjects in the Undergraduate programme for providing proper and in-depth knowledge of the importance of the environment and its natural phenomenon. Our college is one of the few colleges in the state where Geography is offered as one of the combination subjects in the under-graduate programme. This has helped the students to understand and appreciate the unique geographical conditions of the area vis-à-vis entire geography of earth and hence to enable them to be conscious about the environment and rich bio-diversity scientifically. Being a subject of increasing social and environmental impact, the College also considered that this will open up job opportunity for the successful graduates.

The Context

The College is located in a place which is known to record highest rainfall in the world and hence is regarded as one of the wettest places on earth. With the setting up of Geography Department, it has provided a platform to the students of the college to equip themselves with a thorough understanding and knowledge of the rich biodiversity of the region and elevate them from a layman's perspective to a stage to acquire proper understanding of the climatic condition of the region as a whole.

The Practice

Every year the department is offering and opening the avenues for the new comers to enrol and familiarize themselves to understand the climatic conditions and rich bio-diversity of the region through the curriculum prepared by the University. Students, who enrolled themselves and opted geography as one of the subjects ,are being provided with opportunities to have in-depth the importance of the environment, since the location itself acts as a laboratory for the students to explore the condition of the nature and environment. Students are trained to observe the change in climatic conditions, rainfall patterns, temperature variations and also sustainability of the environment. In addition to this, a distinct contribution of the subject of Geography in the College Curriculum is that it teaches and makes the students aware about the essential knowledge on global warming, climate changes and related issues which are now the host and most relevant around the globe.

Evidence of Success

One of the evidences of success of this practice is that students who opt for Geography as one of the

subjects are able to discern the environmental changes that occur from time to time. Since the area was holding the record of being the wettest place on earth, students are able to study the reality in their own campus where environmental phenomena occur almost on a regular basis. Recently, experts from the University, after understanding the unique characters of this place, visited our college and installed rain gauge and other equipment to measure the intensity of rain and also for studying the climatic conditions of this area. The Geography department of the College has been able to utilise these opportunities in enhancing academic exchange and also encouraging the students to specialise on the subject. Another evidence of success is that every year the final semester students have been able to carry out project work on various geographical issues ranging from physical, social, economic, cultural and political scenario of the region and this practice has enhanced the confidence level of the students.

Problems Encountered and Resources Required

Enrolment is one of the problems that the department is facing since inception. The numbers of students who opt for Geography as their subjects of learning are very less. This may also be due to weak scientific and mathematical background of the students. People from this area require additional motivation to understand the importance of this subject. Another problem encountered by this department is its financial constraint. The department still lacks some lab equipment required for conducting surveys and research as the resources available at present would not be able to meet and accelerate the performance of this department to achieve the required standard. However, despite these problems encountered, the dedicated faculty of this department through their continuous effort have been able to offer their best to strive and to ensure that this department will keep on continuing to serve the people of this entire region.

Title of the Practice 2

Extension Service

Objectives of the Practice

To understand the problems and issues faced by the society, to render service to humanity, to imbibe a sense of leadership among staff and students and to enable both staff and students to resolve theoretical problems practically.

The Context

The benefits of growth and development, as observed in different location of our country and also the state, have hardly reached Mawsynram and its adjoining area. Economic and social conditions of the people are still far from that expected in the present age. The College is aware theoretically of the problems faced by the society from time to time. These problems include issues of environment, sanitation and cleanliness and the like. Having been aware of these difficulties the institution has recognised extension programmes in the form of social services, interaction with community and environment related programmes as one of its best practices. The aim is not only to understand and appreciate the problems but also to involve the local people, to the extent possible, in the process of mitigating the problems.

The Practice

The institution has involved the NSS, NCC and other stakeholders to take programmes on social issues and extend its service to the community, and also to make aware of reasons behind the problems and various issues faced by them. It is a learning experience for the students as well as the teachers also. The practice also involves discussion and hence evolving plausible practical solution to the problems faced.

Evidence of Success

Some of the evidence of Success are:

1. Cleaning drive – Number of programmes has been organized. This has resulted in making the students and the community about the cleanliness, hygiene, health issues and disposal of waste.
2. Tree plantation – This is a practice followed to create afforestation drive and maintaining ecological balance. Students not only participate actively in tree plantation but also take care that the trees planted survive and grow.
3. Construction of Check dam for Washing and bathing at Phlangmawsyrpat – This activity has made the students as well as people of local community in practicing conservation of water, proper usage of water and also diverting water for drinking purpose and washing/cleaning purpose.
4. Involvement in imparting awareness programmes pertaining environmental issues and the repercussion and consequences of Open Defecation.

Problems Encountered and Resources Required

Some of the problems encountered by the Institution to implement these practices are:

1. Financial Constraint.
2. Time Constraint – With semester system in operation, the students and teachers get limited time to do such extensive programmes.
3. Lack of motivation on the part of different stakeholders to fully get involved and participate in the implementation of this practice.

7.3 Institutional Distinctiveness

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

Response:

One of the distinctive performances of the institution characteristic to its vision, priority and thrust is serving the people in the remotest border area of the state. This action is enabling students of the remote border area (bordering Bangladesh) to fulfil their urge for acquiring higher education and become at par with their counterparts elsewhere in the state and the country. Knowledge is fundamental to progress in life and the prime objective of the College, since its inception, has been to empower the students of the area with knowledge and hence application of knowledge acquired in practice to become worthy human being and contribute to the progress of the society.

The College is located in the border area at a distance of 35 kilometres away from Bangladesh and is a rural base Institution. In this context most of the students who come to study in this College are unable to move out and remained deprived of higher education for long time. Only the handful few students belonging to little affluent section could afford to move out to Shillong or other places to satisfy their dream to acquire further knowledge or compete with other students. Thus, Mawsynram Border Area College is a pioneering institution making higher education affordable to most under privileged people of the area.

Remoteness of the area and its climatic condition makes it a challenging job to run the institution. Initially, there was a dearth of qualified teachers which, however, has been taken care of now. There is demanding situation to obtain appropriate financial stability. But the sacrifice, commitment and extreme dedication of the Staff and Management are hallmark of this great institution and we are certain the institution will go from strength to strength with time. The unique feature of the institution is its endeavour to bring the students of the area to acquaint themselves with status of Indian Higher Education and also try making them adapt to emerging situation. Constraints and limitations are inherent given the remoteness of the area and also lack of financial support from various agencies. But these constraints do not deter us but encourages us to look forward to overcome them and contribute significantly to overall progress of society and hence the Nation.

Result of the untiring efforts of the institution is evident from the fact that the local students are taking full advantage of facilities provided by the institution and they need not move out of this place to acquire graduation degree. They are able to pursue their studies while supporting their families. Local community is very appreciative of this hard work. The institution is alive to the demands of the students for more options in the choice of their subjects of study and also demands of opening Commerce and Science stream. Future beacons us to expand and make the institution a multipurpose facility organisation, dedicated for the cause of society.

Problems are generic. Remoteness of the place, chronic communication problem of the area, climatic condition, hilly terrain and being a part of international border with Bangladesh – all these make the functioning of the institution quite testing. However, we are concerned with more of solution than the problems.

Another problem encountered by the College to implement the vision, mission and thrust is its financial constraint. The College has not received any financial assistance from any government agencies so far. The College runs its entire administration out of the fees collected from the students. However, the College has managed these financial constraints in such a manner to ensure that students' aspirations are met.

Most important resource of the College is its extremely committed and dedicated Staff and moderate support of the local community and Village administration. With such formidable resources, we shall move on. Institution expects and requires patronage from the affiliating University, the Government and also the intelligentsia of the State. Support from the central agencies – academic, socio-economic or others are also required. Let Mawsynram does not remain only one of the wettest places in the World in terms of rainfall but also with reference to imparting of higher education to emerging generations of students.

5. CONCLUSION

Additional Information :

The College is located in the border area at a distance of 35 kilometres away from Bangladesh and is a rural base Institution. In this context most of the students who come to study in this college are unable to move out and remained deprived of higher education for long time. Only the handful few students belonging to little affluent section could afford to move out to Shillong or other places to satisfy their dream to acquire further knowledge or compete with other students. Thus, Mawsynram Border Area College is pioneering institution making higher education affordable to most under privileged people of the area. Remoteness of the area and its climatic condition makes it challenging job to run the institution. Initially, there was a dearth of qualified teachers which, however, has been taken care of now. There is demanding situation to obtain appropriate financial stability. But the sacrifice, commitment and extreme dedication of the Staff and Management are hallmark of this great institution and we are certain that the institution will go from strength to strength with time. Knowledge is fundamental to progress in life – there is no dispute on this. The prime objective of this College, since its inception, has been to empower the most disadvantaged students of the area with knowledge and application of knowledge acquired in practice to become worthy human being and contribute to the progress of the society.

On an overall assessment, Mawsynram Border Area College may be credited with following distinctive characteristics:

1. Physical Location – Border region of India and one of the wettest places on Earth.
2. Existence - Only one institution of higher learning existing in the border area for last two decades.
3. Mission and Vision - Possessing holistic mission and vision to serve the most dis-advantaged section of population of the state and lift them up to the level of equal opportunities and competition with their counterparts elsewhere.
4. Access to Resource - Limited financial resources yet the institution continues to serve the people with commitment. Poor technological opportunities in the area along with bottlenecks of communication are the challenges.

Concluding Remarks :

Quality assurance and furtherance of academic programmes are the prime driving force of the College. Despite the resource crunch, the College continuously endeavours to strengthen its academic and co-curricular programmes so as to live up to expectations of the local community and the students. The College is contemplating to introduce new subjects and new courses in the near future. In this regard, it has been felt that the College must get its recognition from appropriate academic statutory bodies which will add further to its credibility.

Thus, to attain necessary credibility and support, the College this time has taken its first step to get accredited to ensure that quality education is being offered to the people of this region. To offer quality education requires the fulfilment of NAAC assessment parameters. The Revised Accreditation Framework offered by the NAAC has enabled the institution to identify its own strength, weaknesses, opportunities and challenges. Though the institution is not able to fulfil all the requirements of the seven criteria at present but initiative have been taken to strive and seeks ways and means to make better the quality of the institution in the near future. A reasonable

level of gradation of the College by the prestigious NAAC will be a source of inspiration to the teachers, management, students and the local community as a whole which will pave the way for identifying the thrust areas and hence to move forward.

Future beacons us to expand and make the institution a multipurpose facility organisation dedicated for the cause of society.

NAAC

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																																								
1.2.1	<p>Percentage of new Courses introduced out of the total number of courses across all Programs offered during last five years</p> <p>1.2.1.1. How many new courses are introduced within the last five years Answer before DVV Verification : 3 Answer after DVV Verification: 93</p>																																								
2.1.2	<p>Average Enrollment percentage</p> <p>(Average of last five years)</p> <p>2.1.2.1. Number of students admitted year-wise during the last five years Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td>242</td> <td>289</td> <td>334</td> <td>421</td> <td>366</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td>101</td> <td>96</td> <td>129</td> <td>197</td> <td>119</td> </tr> </tbody> </table> <p>2.1.2.2. Number of sanctioned seats year-wise during the last five years Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td>975</td> <td>975</td> <td>975</td> <td>975</td> <td>975</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td>325</td> <td>325</td> <td>325</td> <td>325</td> <td>325</td> </tr> </tbody> </table> <p>Remark : As per the HEI statement in the response dialogue box and the attached data corrected as per applicability of the Metric counting only Fresh admissions.</p>	2018-19	2017-18	2016-17	2015-16	2014-15	242	289	334	421	366	2018-19	2017-18	2016-17	2015-16	2014-15	101	96	129	197	119	2018-19	2017-18	2016-17	2015-16	2014-15	975	975	975	975	975	2018-19	2017-18	2016-17	2015-16	2014-15	325	325	325	325	325
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2018-19	2017-18	2016-17	2015-16	2014-15																																					
325	325	325	325	325																																					
2.1.3	<p>Average percentage of seats filled against seats reserved for various categories as per applicable reservation policy during the last five years</p> <p>2.1.3.1. Number of actual students admitted from the reserved categories year-wise during the last five years Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	2018-19	2017-18	2016-17	2015-16	2014-15																																			
2018-19	2017-18	2016-17	2015-16	2014-15																																					

101	96	129	197	119
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Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
101	96	129	197	119

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

2.3.2.1. Number of teachers using ICT

Answer before DVV Verification : 9

Answer after DVV Verification: 00

Remark : As per the HEI statement in the response dialogue box.

2.4.3 Teaching experience per full time teacher in number of years

2.4.3.1. Total experience of full-time teachers

Answer before DVV Verification : 137 years

Answer after DVV Verification: 167 years

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

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

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
0	2	0	0	0

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
0	0	0	0	0

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

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

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
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8	4	3	3	2
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Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
6	6	3	3	2

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

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

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
242	289	20	0	0

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
00	0	0	0	0

Remark : The HEI did not attach any supporting data as proof of the activities. The HEI was requested to attach reports signed by the coordinator and the principal for each of these. Captioned and signed Photographs were requested to be attached mentioning the activity and the date. NSS and NCC activities are not to be included here as these form part of earlier Metric. It was advised that students participating in extension activities with Government Organisations, Non-Government Organisations and programs such as Swachh Bharat, Aids Awareness etc only were eligible. Copy of circular/ brochure/ report of the initiative/ photos of the initiatives/ news report published must be provided. The HEI claim of 66 students participating in Legal Awareness Programme in AY 2018-19 cannot be verified.

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

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

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
1	0	0	0	0

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15

0	0	0	0	0
---	---	---	---	---

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

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

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
1	0	0	0	0

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
0	0	0	0	0

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

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

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
100356	17485	112427	32246	1000

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
1	0.17	1.12	0.32	0

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

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

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
153361	72772	68687	33131	14335

Answer After DVV Verification :

--	--	--	--	--

2018-19	2017-18	2016-17	2015-16	2014-15
1.53	0.73	0.69	0.33	0.14

4.3.3	<p>Available bandwidth of internet connection in the Institution (Lease line)</p> <p>Answer before DVV Verification : 5-20 MBPS Answer After DVV Verification: <5 MBPS Remark : The HEI has provided copy of Broad-Band connection. This provides < 5Mbps bandwidth. The attached data is just numbers and is irrelevant without supporting documents</p>																				
4.4.1	<p>Average Expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component, as a percentage during the last five years</p> <p>4.4.1.1. Expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component year-wise during the last five years (INR in Lakhs)</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="304 824 1046 958"> <thead> <tr> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td>549846</td> <td>529910</td> <td>643967</td> <td>339292</td> <td>208801</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="304 1037 1046 1171"> <thead> <tr> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td>5.5</td> <td>5.3</td> <td>6.44</td> <td>3.39</td> <td>2.09</td> </tr> </tbody> </table>	2018-19	2017-18	2016-17	2015-16	2014-15	549846	529910	643967	339292	208801	2018-19	2017-18	2016-17	2015-16	2014-15	5.5	5.3	6.44	3.39	2.09
2018-19	2017-18	2016-17	2015-16	2014-15																	
549846	529910	643967	339292	208801																	
2018-19	2017-18	2016-17	2015-16	2014-15																	
5.5	5.3	6.44	3.39	2.09																	
5.4.3	<p>Number of Alumni Association / Chapters meetings held during the last five years</p> <p>5.4.3.1. Number of Alumni Association /Chapters meetings held year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="304 1411 1046 1545"> <thead> <tr> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td>3</td> <td>2</td> <td>4</td> <td>1</td> <td>0</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="304 1624 1046 1758"> <thead> <tr> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> </tbody> </table> <p>Remark : The HEI did not attach any photograph of the meetings. The HEI was requested to provide reports & photographs (captioned and signed by the principal) of the meetings along with the Agenda and proceedings the Association proceedings as claimed, signed by the president of the Assoc and the principal. The HEI was also advised to include report on the meetings with photographs. This has not been provided. The HEI was requested to provide Bye Laws of the association and the account number along with statement of accounts for the year 2018-19. No data has been attached.</p>	2018-19	2017-18	2016-17	2015-16	2014-15	3	2	4	1	0	2018-19	2017-18	2016-17	2015-16	2014-15	0	0	0	0	0
2018-19	2017-18	2016-17	2015-16	2014-15																	
3	2	4	1	0																	
2018-19	2017-18	2016-17	2015-16	2014-15																	
0	0	0	0	0																	

6.3.4	<p>Average percentage of teachers attending professional development programs viz., Orientation Program, Refresher Course, Short Term Course, Faculty Development Program during the last five years</p> <p>6.3.4.1. Total number of teachers attending professional development programs, viz., Orientation Program, Refresher Course, Short Term Course, Faculty Development Programs year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="308 472 1046 607"> <thead> <tr> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td>8</td> <td>0</td> <td>4</td> <td>0</td> <td>0</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="308 685 1046 819"> <thead> <tr> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td>6</td> <td>1</td> <td>3</td> <td>1</td> <td>0</td> </tr> </tbody> </table>	2018-19	2017-18	2016-17	2015-16	2014-15	8	0	4	0	0	2018-19	2017-18	2016-17	2015-16	2014-15	6	1	3	1	0
2018-19	2017-18	2016-17	2015-16	2014-15																	
8	0	4	0	0																	
2018-19	2017-18	2016-17	2015-16	2014-15																	
6	1	3	1	0																	
6.5.4	<p>Quality assurance initiatives of the institution include:</p> <ol style="list-style-type: none"> 1. Regular meeting of Internal Quality Assurance Cell (IQAC); timely submission of Annual Quality Assurance Report (AQAR) to NAAC; Feedback collected, analysed and used for improvements 2. Academic Administrative Audit (AAA) and initiation of follow up action 3. Participation in NIRF 4. ISO Certification 5. NBA or any other quality audit <p>Answer before DVV Verification : D. Any 1 of the above Answer After DVV Verification: E. None of the above</p>																				
7.1.4	<p>Percentage of annual lighting power requirements met through LED bulbs</p> <p>7.1.4.1. Annual lighting power requirement met through LED bulbs (in KWH) Answer before DVV Verification : 11400 Answer after DVV Verification: 1245</p> <p>7.1.4.2. Annual lighting power requirement (in KWH) Answer before DVV Verification : 22092</p>																				

2.Extended Profile Deviations

ID	Extended Questions
1.1	<p>Number of courses offered by the institution across all programs during the last five years Answer before DVV Verification : 7 Answer after DVV Verification : 166</p>

2.1	<p>Number of students year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="196 271 986 383"> <thead> <tr> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td>242</td> <td>289</td> <td>334</td> <td>421</td> <td>366</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1" data-bbox="196 461 986 573"> <thead> <tr> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td>242</td> <td>289</td> <td>334</td> <td>421</td> <td>366</td> </tr> </tbody> </table>	2018-19	2017-18	2016-17	2015-16	2014-15	242	289	334	421	366	2018-19	2017-18	2016-17	2015-16	2014-15	242	289	334	421	366
2018-19	2017-18	2016-17	2015-16	2014-15																	
242	289	334	421	366																	
2018-19	2017-18	2016-17	2015-16	2014-15																	
242	289	334	421	366																	
2.2	<p>Number of seats earmarked for reserved category as per GOI/State Govt rule year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="196 775 986 887"> <thead> <tr> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td>101</td> <td>96</td> <td>129</td> <td>197</td> <td>119</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1" data-bbox="196 965 986 1077"> <thead> <tr> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td>276</td> <td>276</td> <td>276</td> <td>276</td> <td>276</td> </tr> </tbody> </table>	2018-19	2017-18	2016-17	2015-16	2014-15	101	96	129	197	119	2018-19	2017-18	2016-17	2015-16	2014-15	276	276	276	276	276
2018-19	2017-18	2016-17	2015-16	2014-15																	
101	96	129	197	119																	
2018-19	2017-18	2016-17	2015-16	2014-15																	
276	276	276	276	276																	
3.1	<p>Number of full time teachers year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="196 1234 986 1346"> <thead> <tr> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td>28</td> <td>26</td> <td>23</td> <td>24</td> <td>23</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1" data-bbox="196 1424 986 1536"> <thead> <tr> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td>28</td> <td>26</td> <td>23</td> <td>23</td> <td>20</td> </tr> </tbody> </table>	2018-19	2017-18	2016-17	2015-16	2014-15	28	26	23	24	23	2018-19	2017-18	2016-17	2015-16	2014-15	28	26	23	23	20
2018-19	2017-18	2016-17	2015-16	2014-15																	
28	26	23	24	23																	
2018-19	2017-18	2016-17	2015-16	2014-15																	
28	26	23	23	20																	
4.3	<p>Total Expenditure excluding salary year-wise during the last five years (INR in Lakhs)</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="196 1693 986 1850"> <thead> <tr> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td>2467573.15</td> <td>2549643.35</td> <td>3253785.35</td> <td>1931209.35</td> <td>1626323.35</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1" data-bbox="196 1928 986 2040"> <thead> <tr> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td>24.68</td> <td>25.50</td> <td>32.54</td> <td>19.31</td> <td>16.26</td> </tr> </tbody> </table>	2018-19	2017-18	2016-17	2015-16	2014-15	2467573.15	2549643.35	3253785.35	1931209.35	1626323.35	2018-19	2017-18	2016-17	2015-16	2014-15	24.68	25.50	32.54	19.31	16.26
2018-19	2017-18	2016-17	2015-16	2014-15																	
2467573.15	2549643.35	3253785.35	1931209.35	1626323.35																	
2018-19	2017-18	2016-17	2015-16	2014-15																	
24.68	25.50	32.54	19.31	16.26																	

NAAC