



# **SELF STUDY REPORT**

**FOR**

**4<sup>th</sup> CYCLE OF ACCREDITATION**

**ST. ANTHONY'S COLLEGE**

ST. ANTHONYS COLLEGE SHILLONG, BOMFYLE ROAD, SHILLONG, 793001

MEGHALAYA, INDIA

793001

[www.anthonys.ac.in](http://www.anthonys.ac.in)

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**NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL**

**BANGALORE**

**December 2021**

# 1. EXECUTIVE SUMMARY

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## 1.1 INTRODUCTION

St. Anthony's College was established by the Don Bosco Society in 1934 in Shillong with the expressed objective of providing quality education within affordable means to youths of the region. Starting from very humble beginnings as an intermediate college St. Anthony's College has grown into a multi-faceted, multi-faculty institution. It is now one of the premier educational institutions in North East India and its pre-eminence in the field of higher education in North-East India has been underlined by repeated offers from the University Grants Commission to become an autonomous institution or a deemed university.

St. Anthony's College offers traditional courses across all streams. It has several undergraduate and postgraduate programmes, a Post-Graduate Diploma Course, several add-on courses and a few Globally Certified Courses. It caters to over four thousand students from different parts of the region, the country and neighbouring countries as well. It has well-established infrastructures, facilities and resources to support all its academic and co-curricular activities adequately. St. Anthony's College boasts of ample opportunities for students to grow into well-rounded individuals.

In the last three NAAC cycles, St. Anthony's College was Graded A consecutively. It is recognized as a College with Potential for Excellence (CPE), by the UGC. It is a recipient of the DBT Institutional Biotechnology Hub and DBT Bio-informatics facilities grants awarded by the DBT, Government of India. At present, it is one of twenty colleges in the state of Meghalaya awarded the grant of RUSA Scheme under the Ministry of Education and one of three institutions in the North East of India receiving grants under the National Initiative for Setting Up of Design Innovation Centres. Under this initiative, it is registered as a Spoke under the North Eastern Hill University (Hub for Design Innovation Centres in North East India). Currently, it has two off-campus lands that are being prepared as extensions for various academic programmes and activities. It also has a leadership training centre in Umiam.

One of the many achievements of the College is the creation of an extension college in Byndihati which recently became a full-fledged independent college with its own governing body.

### **Vision**

Guided by the religious and educational philosophy of St. John Bosco, St. Anthony's College was founded with the vision of *'providing holistic and quality education within the reach of all.*

The Don Bosco Society sees education as an effective and wholesome means of inculcating values and ethics, of imparting sound knowledge and life skills, of transforming and equipping people, especially the young. This understanding permeates the fabric, ethos, and being of St. Anthony's College an educational institution that was established at a time when there were only three colleges in North-East India in the 1920s-30s.

The Don Bosco Society introduced St. Anthony's College in Shillong as a response to the need to provide access to affordable but quality education within the region. The primary objective of the college is to provide education that addressed not just the need for knowledge and skills but to ensure the wholesome development of the individual as a person and a citizen of the country. This required that the curriculum, the co-curricular

activities, and other relevant activities conducted by the college converge to bring out the best in every student who gains admission to the college. Guided by such noble objectives the college ensures that students are provided with instructions, guidance, and support that are tailored made to meet their individual needs and purposes for studying at the college.

The college is just as equally mindful of the fact that providing education of such high quality can be expensive and resource-intensive. Hence, St. Anthony's College ensures that the fee structure is reasonably set to make education accessible to students of all sections of society. In the case of deserving students who earnestly desire to study at its institution, the college explores avenues to create support systems that assist in the payment of fees and/or subsidize the fees substantially. The college also makes it possible for students to pay their dues in installments.

A shining physical manifestation of the vision of the college can be seen in the Evening College that was introduced by the college for students who are academically and financially challenged.

### **Mission**

The college has as its articulated mission the objective *“to mould intellectually competent, morally upright, socially committed and spiritually inspired persons capable of building a more human social order within the context of the nation's plurality of religions and diversity of cultures”*.

Emerging from its vision to which is to provide holistic and quality education to all students at an affordable fee structure, the mission of the college specifies the character and nature that its students must attain by the end of their three-year stay at the college. The mission of the college defines the process, the attitude and the goals of everything that the college introduces or adopts as its activity, be it academic, co-curricular or administrative.

A cursory reading of the mission will reveal that its thrust is in producing young men and women who are wholesome and well-rounded individuals who are equipped with the right attitude, knowledge, ethics, spirituality and cultural sensitivity. Such an individual, the college believes, would become an indispensable agent in society and in the country capable of bringing about positive change wherever they may be and usher in a culture that is based on sound professional ethics, knowledge of relevant fields and moral and spiritual fortitude required to introduce and sustain change and progress in the long run. The college is deeply conscious of the diversity in cultures and religious persuasions in the country and has incorporated this sensitivity into its mission statement. Being guided by it, the college works tirelessly to create an environment in the campus and in all its departments and facilities that is conducive for the growth of stakeholders coming from different cultural and religious backgrounds.

All the programmes, instructions, events and activities are conducted with the utmost respect for cultures, religions and worldviews represented in the campus even though the college was established and supported by a Catholic religious body. The management of the college encourages, exhorts and urges all its stakeholders to honour the differences they find around them and to strive towards establishing healthy relationships and habits always for the benefit of the country at large.

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

## Institutional Strength

- The college has students from diverse socio-economic and ethnic backgrounds and nationalities because of a conducive, multicultural and academic environment.
- The college has been granted the CPE status by the UGC and is a recipient of the RUSA fund of the GOI.
- The college offers many programmes across all streams at the Undergraduate level, and more Postgraduate programmes have been provided.
- The institution has a team of mutually supportive, experienced, sincere, dedicated, qualified, and skilled faculty and staff backed by progressive and cooperative management.
- The excellent infrastructure is comparable to the best in the country. The IT infrastructure is reliable, robust, and secure. All classrooms, laboratories, conference halls, and seminar halls are ICT-enabled and supported by a suitable power backup system.
- The library is wholly digitalised with integrated RFID technology and is equipped with all the necessary facilities. It provides easy access to its extensive collection of books, journals, and e-resources within the campus and off-campus.
- Regular workshops, seminars, conferences, and webinars in different areas, including Research Methodology and Intellectual Property Rights, have been conducted.
- A higher number of faculty with a Ph.D. guide-ship, and the research output has also increased substantially.
- The college has a strong focus on co-curricular and extra-curricular activities for the holistic development of the students.
- The college has organised significant outreach and extension activities such as blood donations, cleaning drives, and others. The college has also received recognition for its regular Blood Donation campaign.
- The Value Education Department and 'Siloam,' a transformation centre, conduct capacity-building programmes for students and staff of the college and other external organizations.
- The IQAC is vibrant. It plans, coordinates, and oversees the execution of quality initiatives of the college.
- A strong alumni association, SACSAA, takes various initiatives to help the weaker sections of society.
- Excellent track record in sports and literary competitions at university, state, national and international competitions.
- A clean, eco-friendly, tranquil, and green campus with a good Air quality index provides an ideal environment for learning and research.
- The college has several active MoU's with various national and international organizations.

## Institutional Weakness

- Being an affiliated college, the college is entirely dependent on the Affiliating University for all curriculum-related matters, which hinders the design and implementation of curricula for Add-ons and skill-related courses.
- The mandate to increase access adversely impacts the student-teacher ratio and imposes immense pressure on the existing infrastructure.
- A uniform mechanism for assessing the learning levels of students across programmes is yet to be formalised.
- The faculty are yet to be trained to implement Outcome-based education successfully. The measurements for the attainment of Outcomes have to be formalised.

- MoUs and collaborations with other institutions, national laboratories, and industries need to be enhanced.
- Despite the innumerable extension activities conducted, the college has received few awards and recognition for these efforts.
- The research facilities require enhancement to increase research activities in the college.
- The outdoor sporting facilities in the college are limited due to space constraints. Furthermore, the absence of a full-time physical trainer has adversely affected students' performance at national-level events.
- The lack of financial assistance from the government for the college-sanctioned teaching post has led to the increase in the fees for such self-financing programmes.
- The few capacity-building programmes on ICTs have not been able to allay the fears of faculty in using ICT-related tools and facilities.
- The student progression and placement records require proper documentation. There were very few coaching programmes for competitive and employment-related exams.
- The documentation process is yet to be fully digitised and automated.

### **Institutional Opportunity**

- Since the NEP 2020 provides more flexibility to institutions in curriculum design and implementation, the college will have ample scope to introduce Add-on and Skills development courses.
- The college rents out its facilities to other organisations, and the revenue generated from such activities can further enhance and improve the facilities and services for staff and students.
- Since there are only a few universities in the state and very few seats for PG programmes in the parent university, there is much scope to increase the number of Post Graduate programmes offered by the college.
- The Department of Education of the college, with the help of experts, can be entrusted with the task of training staff and students on Outcome-based education.
- Senior and retired faculty members are equipped with knowledge and skills to train and conduct FDPs that induct the younger generation of students and faculty into high-quality teaching and learning skills.
- With about 34 % of the current faculty possessing Doctorate degrees, there is ample opportunity to further promote a culture of research among the faculty and students by augmenting research facilities through project funding and college start-up funds.
- Though the affiliating university does not grant guideship to faculty in colleges, more faculty members with Ph.D. can be encouraged and incentivized to apply for guideship from other universities.
- Since the college has a dedicated placement cell, it can work towards increasing the number of training for competitive exams, career counselling, and facilitating placement interviews for different employers.
- There is scope for improving the placement records of the students. By taking advantage of the student's proficiency in the English language, many more employers can be encouraged to approach the college for campus interviews for placement.
- There is room for having more activities with our partner organizations with whom MoUs have been signed.
- Since many students are from weaker sections of society, the introduction of skills development courses can play a determining role in the upliftment and betterment of these students.
- Both the NCC and the NSS are highly vibrant. The various clubs can collaborate with the NCC and the NSS to organize more national and international events and outreach programmes.
- The intense interest in sports shown by students of the region can be translated into better performance in the national and international arenas.

## Institutional Challenge

- One of the challenges is to find ways and means of designing and implementing innovative curriculum to provide students with relevant additional skills within the existing framework of the curriculum.
- To convey the feedback on curriculum from stakeholders to the respective Boards of Studies across all programs so that such feedback can be acted on to bring changes to the curriculum when needed.
- To find ways and means to Introduce new programmes which are self-funded but still accessible to the student community.
- To device process that can help cover the syllabus in a condensed semester schedule.
- To provide training to faculty for full fledge implementation of Outcome-based education in the college.
- To provide ICT training to teachers and students.
- To cater effectively to the students from the socio-economically disadvantaged society and increase the number of scholarships and freeships for them.
- To garner financial resources for developing infrastructural facilities to accommodate a more significant number of students.
- To have more hostels for students to cater to students outside the capital and the State.
- To provide better facilities and platforms to promote sporting excellence among students.
- To establish linkages with industry and collaborations with other reputed institutions.
- Organize many more skill development courses per the National Skills Qualifications Framework (NSQF).
- To translate the English language proficiency into placement opportunities.
- To organise coaching classes for competitive exams for students across all streams.
- To improve the documentation of students' progression to higher education.
- To have more government-sanctioned faculty.

## 1.3 CRITERIA WISE SUMMARY

### Curricular Aspects

The college being affiliated depends entirely on the affiliating University for matters regarding curriculum, academic calendar (which is closely followed), and end semester examination schedules.

To plan the curriculum transaction, the departmental continuous internal assessment and evaluation (tests, seminars, assignments, projects, internships.), and other departmental matters, departments hold a departmental meeting before or at the start of every semester to allocate the duties and responsibilities of faculty.

The examination committee of the college is responsible for the scheduling and conduct of semester sessional tests and the conduct of End Semester examinations. The faculty are involved in paper setting, moderation, invigilation, and evaluation duties for the same.

In all examination matters, the examination policy of the college, as drawn up by the examination committee and approved by the IQAC, is followed.

All faculty participate in all activities related to curriculum development and assessment of the affiliating University.

The college has offered 30 Programmes encompassing 955 Courses since 2016. The courses include a single session of the UG Third Year Annual system coinciding with the second batch of the UG Semester system in 2016.

In addition, a variety of add-on courses conducted by several departments are on offer. These add-on courses do not necessarily coincide with the academic sessions but are immensely beneficial to students who join them.

Experiential learning is an integral part of the Science/Mass Media courses, with every course having a 'practical' component. In addition, Seminars, Projects, Fieldwork, Industry/Institutional visits, and Internships are additional components of specific courses (Science, Music, Mass Media, and BBA) which students have to complete as part of their Undergraduate or Masters Programmes.

Before the covid-19 lockdown, excursions (ranging from a few days to a month) to various places of interest in the country were regularly conducted by departments for their students during winter vacation. Although not a part of the curriculum, these excursions are an excellent experiential learning tool for participating students.

Finally, the soliciting of feedback from the stakeholders (Students, Teachers, Employers, and Alumni) has been completed, and the responses received were analysed. The report was submitted to the Principal.

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

The institution strives to impart quality education affordable to students from diverse sections of society.

The institution offers a wide array of programmes (UG and PG) across the Arts, Science, and Commerce Streams. A robust mechanism of admission to the different programmes is followed, adhering to the regulations prescribed by the government.

Being an affiliated college, the institution follows the curriculum framework and syllabus prescribed by the affiliating University.

The Programme Outcomes/Programmes Specific Outcomes/Course Outcomes are communicated to all stakeholders.

The learning levels of the students are assessed to identify slow and advanced learners based on a comprehensive mechanism. Special activities are organized to cater to their differential needs. Regular classroom teaching is judiciously complemented by various other co-curricular and extra-curricular activities to promote experiential and participative learning among the students.

The optimal use of ICT in the teaching-learning process enhances the effectiveness of the pedagogy. A team of dedicated and qualified faculty complemented by a healthy teacher-student and mentor-mentee ratio helps achieve the institution's goals and objectives. The online teaching mode has also become an integral and

essential method in the teaching-learning process.

A comprehensive mechanism of assessment and evaluation is followed to gauge the learning level of the students and the attainment of the stated outcomes. The Examination Policy of the College serves as the guideline for the assessment and evaluation process.

The evaluation consists of an external component and an internal component. For the final grading of the students, 75% weightage is from the external examination conducted by the affiliating University, whereas 25% weightage is from the Continuous Internal Evaluation.

The average enrolment of students for the last five years is 108 %.

The number of students and teachers during the last academic year was 4629 and 162 respectively, with a healthy Student -Teacher ratio of 28:1.

The average teaching experience of all teachers during the last academic year was 12.2 years with 52 of them having Ph.D.

The average pass percentage of students for the past five years is 84.8 %.

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

One of the main objectives of the college is to enhance its standards in Research, Innovation, and Extension activities. The faculty is encouraged to undertake Faculty Development Program (FDP) to complete their Ph.D. Monetary incentives are also given to teachers on research publications.

Several faculty have published books, book chapters, and peer-reviewed research articles.

Collaboration with other universities allows teachers to act as Ph.D. guides, which was not possible with the affiliating university.

The affiliating university has minimal seats for PG studies. Hence, the PG programmes in the college provide students with the opportunity to access higher education and research, which was difficult in the past.

The college is well equipped with a good infrastructure for research purposes. Research projects funded by DST-SERB, UGC, DBT, and many other funding agencies have led to the up-gradation of existing laboratories and the establishment of new research laboratories.

Through the many MoUs signed, the college has provided an environment for data generation and transfer of knowledge to students, staff, government agencies, and government officials.

The Design Innovation Centre has been instrumental in nurturing the college's in-house talents to promote all forms of innovation and creativity in a multidisciplinary environment. Students and staff are encouraged to participate and compete at many national and international events, which have led to an exchange of ideas and many innovations.

The college's consistent extension activities have been well appreciated by the state government, government agencies, and the community as a whole. The various outreach programs conducted by various college clubs have empowered the underprivileged and needy. Programs like Blood Donation Camps, Workshop on Drug Abuse Prevention, World AIDS Day, and others have helped create awareness among the youth.

Various workshops and training organized by the clubs have enabled students to explore career options in their field of study.

Events of national importance like Kargil Vijay Divas, International Yoga Divas, and others are regularly observed to uphold national integration and nation-building.



## **Infrastructure and Learning Resources**

The college has added new infrastructure to cater to the needs of creating new departments and introducing new programmes.

The college regularly updates and upgrades its infrastructure with state-of-the-art facilities for its student and staff. Care is taken to design physical and academic infrastructures to maximize accessibility and effective teaching-learning.

All classrooms, laboratories, conference halls, and the auditorium are 100% ICT-enabled with LCD projectors and internet and smart-boards in some classrooms and laboratories.

The conference halls, auditorium, and lecture halls are also used for academic seminars, workshops, conferences, and other cultural activities.

There are ample outdoor and indoor game facilities in and around campus.

The greenery in the campus is because of trees around the buildings, a botanical garden, seasonal flowers, and orchids.

About 27% of the total expenditure is utilized to maintain all the physical and academic facilities at the college. However, the proper utilization of different college facilities is governed by policies and procedures that help optimum usage and maintenance.

The IT facilities in the college are supported by a 90 Mbps internet backbone, state-of-the-art network architecture, and OFCs connecting different buildings.

The College Management System developed and maintained in-house is essential to strengthening e-governance and contributing to the college's paperless transactions.

The learning resources, facilities, and services in the Central Library cater to the information needs of the college community and to anyone who wishes to access its resources. The library has a dual mission of providing access to information while ensuring the required standard in preserving its collections.

The Central Library is digitised, and all operations are carried using KOHA, a library management software integrated with RFID technology. In addition to over 40,000 books, the library also subscribes to eBooks, eJournals, e-shodhsindhu, e-shodhganga, NDLI, DelCon consortium, and others.

The 60 internet-enabled PCs facilitate the access of e-resources for users in the library. The e-resources can be accessed by users anywhere from within the campus. Users can also access the e-resources off-campus through a username and password.

## **Student Support and Progression**

The college is committed to offering quality services to the student community in every sphere of student life. The percentage of students availing government scholarships is 28.95 % on average for the last five years. The

college has also sanctioned free studentships to the tune of about Rs.84 lakhs. The college also promotes capacity building and skills enhancement initiatives by conducting various programmes.

The college promotes an atmosphere of participation and inclusion in matters of sports, games, and other extracurricular activities.

In order to hone natural talents, the Sports Committee offers coaching and training for students who are interested in football, cricket, badminton, table tennis, martial arts, arm-wrestling, chess, long-distance running, athletics, and volleyball. It has allowed students of the college to excel in sports at the university and state levels and in the international arena.

In 2016, the college football team won the Runners-up prize at the International Football tournament organised by Kunming University, China.

The college has a transparent mechanism for timely redressing student grievances, including sexual harassment and ragging cases.

The Counselling Cell provides support to students in need of psychological care, while the Anti-Drug Abuse cell aims at protecting students from substance abuse.

The Equal Opportunity Cell (EOC) addresses problems and concerns of students representing different disadvantaged groups of the society, including STs, SCs, OBC, and Persons with Disabilities (PWD).

The college encourages students' participation in various clubs such as the SACMUN Club, Minnova Club, Star Gazers Club, and others to build leadership skills and abilities. The NCC and NSS wings of the college allow students to learn leadership skills while serving the nation.

The Alumni Association SACSAA significantly contributes financially and otherwise. It operates the BA and B.Com. Evening Shift for the socio-economically and academically weaker sections and offer freships by waiving-off fees of these students.

## **Governance, Leadership and Management**

The college has a well-defined mission and vision that helps guide all its decisions for growth. From its inception, it has always been guided the religious and educational philosophy of **St. John Bosco**.

The college has consistently practiced participative management whereby all its staff and key stakeholders are involved in the various cells and committees at different levels of decision-making.

The strategic plan is focused on the key areas that will give impetus in its quest for academic excellence. In addition, it allows the institution to clarify its short-term and long-term goals.

The introduction of two new post-graduate programmes in education and political science and the continuous improvement and enhancements of the teaching-learning and evaluation infrastructure are some of the most apparent achievements of its strategic goals, among others.

Since the last cycle, the college has successfully set up an extension campus with programmes, staff, training,

and handholding during the initial period, which has now become a separate entity.

In keeping with the times, it has actively sought to e-enable its administration, student support, admissions, examination, and finance to offer everyone a much better and user-friendly experience and streamline all procedures.

The college has taken care that whatever welfare measures it can offer for the benefit of its staff are in place.

The institution has consistently provided financial support to its staff to enhance their skills and academic development. It has also conducted meaningful professional and personal development programmes for its staff every year.

The IQAC initiates performance appraisals for staff, and career advancements are as per UGC regulations.

The financial accounts of the institution are audited every year, both internally and externally, to ensure financial transparency and accountability. The college effectively mobilises funding from various governmental and non-governmental agencies for its research, infrastructure, programmes, and related activities and has received substantial funding.

The IQAC, through its various initiatives, has remained committed to pursuing all-around excellence and making itself relevant.

All the recommendations made by the peer team in Cycle 3 have been addressed and, incremental improvements have been made and experienced since the last assessment and accreditation.

### **Institutional Values and Best Practices**

The college's institutional values and best practices are congruent with national policies and priorities.

The college is committed to providing a value-based education that develops students into intellectually competent, morally upright, socially committed, and spiritually inspired citizens. Human values and professional ethics are instilled within the learner through value education classes and various other novel practices.

The institution adopts and adheres to a code of conduct.

Each year, various activities such as institution days, national festivals, cultural and heritage celebrations, the commemoration of socially significant events, and national constitution days are celebrated to promote the spirit of unity and integrity among different communities in the college.

Each year, gender equity and sensitization programs are held to promote women's empowerment.

The college takes initiatives in inculcating a deep consciousness for the environment and the surrounding amongst its stakeholders. The college is equipped to work with alternative energy sources. We conserve energy by utilizing solar energy, sensor-based energy conservation, and energy-efficient lighting and equipment.

In keeping with the college's institutional commitment to environmental stewardship, the college operates a

highly rigorous and environmentally friendly waste management system.

The institution inculcates water conservation practices such as rainwater harvesting, open wells, tanks and bunds, and water body and distribution system maintenance.

Green campus initiatives include restricting automobile access, encouraging bicycle use, establishing pedestrian-friendly pathways, prohibiting the use of plastic, landscaping, environmental promotion activities on and off-campus. The green audit, including the air quality evaluation of the campus, has been completed.

NAAC

## 2. PROFILE

### 2.1 BASIC INFORMATION

Name and Address of the College	
Name	ST. ANTHONY'S COLLEGE
Address	St. Anthonys College Shillong, Bomfyle Road, Shillong, 793001 Meghalaya, INDIA
City	SHILLONG
State	Meghalaya
Pin	793001
Website	<a href="http://www.anthonys.ac.in">www.anthonys.ac.in</a>

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	Albert Longley Dkhar	0364-2223558	9436110437	0364-2222558	principal@anthony s.ac.in
IQAC / CIQA coordinator	Gregory Kharumnuid	-	8974059326	-	greg42sac@gmail.com

Status of the Institution	
Institution Status	Grant-in-aid

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

<b>Recognized Minority institution</b>	
If it is a recognized minority institution	Yes <a href="#">Minority Status Certificate.pdf</a>
If Yes, Specify minority status	
Religious	Religious minority
Linguistic	
Any Other	

<b>Establishment Details</b>				
Date of establishment of the college	13-06-1934			
<b>University to which the college is affiliated/ or which governs the college (if it is a constituent college)</b>				
<b>State</b>	<b>University name</b>	<b>Document</b>		
Meghalaya	North Eastern Hill University	<a href="#">View Document</a>		
<b>Details of UGC recognition</b>				
<b>Under Section</b>	<b>Date</b>	<b>View Document</b>		
2f of UGC	09-01-1980	<a href="#">View Document</a>		
12B of UGC	08-04-1985	<a href="#">View Document</a>		
<b>Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)</b>				
<b>Statutory Regulatory Authority</b>	<b>Recognition/Approval details Institution/Department programme</b>	<b>Day,Month and year(dd-mm-yyyy)</b>	<b>Validity in months</b>	<b>Remarks</b>
AICTE	<a href="#">View Document</a>	30-04-2020	12	

<b>Details of autonomy</b>	
Does the affiliating university Act provide for conferment of autonomy (as recognized by the UGC), on its affiliated colleges?	No

<b>Recognitions</b>	
Is the College recognized by UGC as a College with Potential for Excellence(CPE)?	Yes
If yes, date of recognition?	29-05-2006
Is the College recognized for its performance by any other governmental agency?	No

<b>Location and Area of Campus</b>				
<b>Campus Type</b>	<b>Address</b>	<b>Location*</b>	<b>Campus Area in Acres</b>	<b>Built up Area in sq.mts.</b>
Main campus area	St. Anthony's College Shillong, Bomfyle Road, Shillong, 793001 Meghalaya, INDIA	Urban	8.94	21971.04

## 2.2 ACADEMIC INFORMATION

<b>Details of Programmes Offered by the College (Give Data for Current Academic year)</b>						
<b>Programme Level</b>	<b>Name of Programme/Course</b>	<b>Duration in Months</b>	<b>Entry Qualification</b>	<b>Medium of Instruction</b>	<b>Sanctioned Strength</b>	<b>No.of Students Admitted</b>
UG	BSc,Zoology	36	Class XII passed	English	50	50
UG	BSc,Statistics	36	Class XII passed	English	45	32
UG	BA,Statistics	36	Class XII passed	English	5	0
UG	BA,Political Science	36	Class XII passed	English	120	120
UG	BSc,Physics	36	class XII passed	English	50	47
UG	BA,Philosophy	36	Class XII passed	English	120	120
UG	BA,Music	36	Class XII passed	English	35	35
UG	BSc,Mathematics	36	Class XII passed	English	45	45
UG	BA,Mathematics	36	Class XII passed	English	5	0
UG	BA,Mass Media	36	Class XII passed	English	35	35
UG	BA,Mass Media	36	Class XII passed	English	35	35
UG	BA,Khasi	36	Class XII passed	English	120	111
UG	BA,History	36	Class XII passed	English	120	112
UG	BSc,Geology	36	Class XII passed	English	45	44
UG	BSc,Fishery Science	36	Class XII passed	English	45	43
UG	BA,English	36	Class XII passed	English	120	120



UG	BA,Economics	36	Class XII passed	English	120	115
UG	BSc,Economics	36	Class XII passed	English	5	5
UG	BSc,Computer Science	36	Class XII passed	English	35	35
UG	BCom,Commerce	36	Class XII passed	English	330	330
UG	BSc,Chemistry	36	Class XII passed	English	50	47
UG	BBA,Business Administration	36	Class XII passed	English	35	35
UG	BSc,Botany	36	Class XII passed	English	50	49
UG	BSc,Biotechnology	36	Class XII passed	English	50	50
UG	BSc,Biochemistry	36	Class XII passed	English	50	50
PG	MA,Political Science	24	UG passed	English	25	25
PG	MA,Education	24	UG passed	English	25	25
PG	MCA,Computer Science	24	UG passed	English	25	25
PG	MSc,Biotechnology	24	UG passed	English	25	21
PG Diploma recognised by statutory authority including university	PGDCA,Computer Science	12	UG Passed	English	25	18

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

<b>Teaching Faculty</b>												
	<b>Professor</b>				<b>Associate Professor</b>				<b>Assistant Professor</b>			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	0				37				62			
Recruited	0	0	0	0	24	13	0	37	33	28	0	61
Yet to Recruit	0				0				1			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				64			
Recruited	0	0	0	0	0	0	0	0	23	41	0	64
Yet to Recruit	0				0				0			

<b>Non-Teaching Staff</b>				
	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Total</b>
Sanctioned by the UGC /University State Government				31
Recruited	27	4	0	31
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				49
Recruited	20	29	0	49
Yet to Recruit				0

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

**Qualification Details of the Teaching Staff**

<b>Permanent Teachers</b>										
<b>Highest Qualification</b>	<b>Professor</b>			<b>Associate Professor</b>			<b>Assistant Professor</b>			<b>Total</b>
	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Male</b>	<b>Female</b>	<b>Others</b>	
D.sc/D.Litt.	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	13	9	0	15	16	0	53
M.Phil.	0	0	0	1	2	0	1	3	0	7
PG	0	0	0	10	2	0	41	49	0	102

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

<b>Part Time Teachers</b>										
<b>Highest Qualification</b>	<b>Professor</b>			<b>Associate Professor</b>			<b>Assistant Professor</b>			<b>Total</b>
	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	2	0	2
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	14	10	0	24

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

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	1671	513	0	6	2190
	Female	1622	600	0	1	2223
	Others	1	0	0	0	1
PG	Male	57	17	0	0	74
	Female	84	39	0	0	123
	Others	0	0	0	0	0
PG Diploma recognised by statutory authority including university	Male	9	2	0	0	11
	Female	6	1	0	0	7
	Others	0	0	0	0	0
Certificate / Awareness	Male	0	0	0	0	0
	Female	0	0	0	0	0
	Others	0	0	0	0	0

<b>Provide the Following Details of Students admitted to the College During the last four Academic Years</b>					
<b>Programme</b>		<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>
SC	Male	18	10	11	9
	Female	20	12	8	7
	Others	0	0	0	0
ST	Male	635	617	633	539
	Female	676	636	609	492
	Others	1	0	0	0
OBC	Male	58	35	45	41
	Female	54	44	43	37
	Others	0	0	0	0
General	Male	214	154	177	141
	Female	227	147	169	148
	Others	0	0	0	0
Others	Male	2	4	6	0
	Female	2	8	4	0
	Others	0	0	0	0
<b>Total</b>		<b>1907</b>	<b>1667</b>	<b>1705</b>	<b>1414</b>

### **Institutional preparedness for NEP**

1. Multidisciplinary/interdisciplinary:	The college offers various programmes across various streams, including Humanities, Social sciences, Commerce and management, Physical sciences, and Life sciences. There is ample scope for implementing a multidisciplinary approach to education as envisaged in the NEP2020. The college has adequate infrastructure and qualified faculty to implement an interdisciplinary approach to education. Since we are an affiliated college, there will have to be a revision of the curricula by the parent university to allow this new approach to be implemented in the college.
2. Academic bank of credits (ABC):	The Affiliating university has not implemented the

	<p>Academic Bank of Credits regulation to the affiliated colleges. However, once the parent university adopts the same, the college is ready and remains committed to implementing the Academic Bank of Credits under the new NEP 2020.</p>
<p>3. Skill development:</p>	<p>In the light of NEP, the various departments of the college have the capacity to offer specific skills sets to the students of the college which can be in accordance with skills specified by the NSDF at different levels. Already various skills-oriented certificate courses are being offered in the college which include courses like Cisco Certified Network Associate (CCNA), Tally ERP, System Applications and Products (SAP), Hospitality Management, Introduction to IT, Desktop Publishing, PC building and maintenance, Adobe Photoshop, Adobe Premier, Communicative English, British council English, Short term course in Indian traditional music and others. All these courses are being conducted by the departments to empower students with employable skills, in spite of the fact that there is little scope in the curriculum for their integration. However, with the NEP we believe that we will be in a much favourable position to introduce more skill-based programmes integrated within the curriculum.</p>
<p>4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):</p>	<p>The college already has three Indian language departments including Hindi, Khasi, and Mizo besides the departments teaching humanities. The faculty of these departments are fully equipped to collaborate, design, and implement curricula that integrate the Indian knowledge system in their respective streams. The faculty are also trained to design and deliver content for such courses in an online mode.</p>
<p>5. Focus on Outcome based education (OBE):</p>	<p>Since the implementation of the Learning Outcomes-based Curriculum Framework (LOCF) by the UGC, HEIs have been encouraged to follow the same. At present all programmes offered by the college follow their respective POs, PSOs, and COs for curricula transactions. These are discussed by the faculty in class and they are also available on the college website. The attainment of outcomes is measured from the performance of students in the internal assessments and final term exams. The college however is in the process of fine-tuning the process of OBE since the parent university has yet to</p>

	implement the same.
6. Distance education/online education:	<p>One of the highlights of the NEP is the democratization of education. As part of this effort, distance education and online mode of teaching-learning will have to be strengthened. The covid19 pandemic has shown that online education is becoming an essential learning mode, and it is here to stay. The online mode of teaching-learning is an integral part of the college's pedagogy, which was the only method we employed during the lockdown periods. The infrastructure and IT facilities in the college for operating online classes are adequate. Online learning is also supported by the College central library, which has eBooks and eJournals from various national sources and private vendors that are subscribed for access by the staff and students. Also, the college has been using platforms like Google Suite, Moodle, Zoom, and Microsoft teams for operating the online classes.</p>



## Extended Profile

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### 1 Program

#### 1.1

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

2020-21	2019-20	2018-19	2017-18	2016-17
425	368	336	342	351
File Description		Document		
Institutional data prescribed format		<a href="#">View Document</a>		

#### 1.2

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

2020-21	2019-20	2018-19	2017-18	2016-17
30	30	28	28	28

### 2 Students

#### 2.1

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

2020-21	2019-20	2018-19	2017-18	2016-17
4629	4041	3828	3415	3432
File Description		Document		
Institutional data in prescribed format		<a href="#">View Document</a>		

#### 2.2

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

2020-21	2019-20	2018-19	2017-18	2016-17
1697	1444	1398	1219	1219

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

### 2.3

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

2020-21	2019-20	2018-19	2017-18	2016-17
1363	1057	1068	952	1097

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

## 3 Teachers

### 3.1

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

2020-21	2019-20	2018-19	2017-18	2016-17
162	149	144	142	141

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

### 3.2

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

2020-21	2019-20	2018-19	2017-18	2016-17
163	150	145	143	142

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

## 4 Institution

### 4.1

#### Total number of classrooms and seminar halls

**Response: 74**

**4.2**

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

2020-21	2019-20	2018-19	2017-18	2016-17
873.65	395.4	455.19	334.21	289.48

**4.3**

**Number of Computers**

**Response: 553**

NAAC

## 4. Quality Indicator Framework(QIF)

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### Criterion 1 - Curricular Aspects

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#### 1.1 Curricular Planning and Implementation

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

**Response:**

**The Institution ensures effective curriculum delivery through a well-planned and documented process described below.**

**The Institution ensures effective curriculum delivery through a well-planned and documented process described below.**

The Faculty ensure that the syllabus is completed within the time frame as set in the academic calendar.

In departmental meetings, equitable class distribution among teachers for each semester is arranged.

As per the academic calendar provided by the college/university, the individual teachers prepare their course plan, which is informed to the students in the classroom. Therefore, the lectures are well-planned and delivered with the help of ICT tools and the conventional chalk and blackboard method.

Lectures are accompanied by various methods like case studies, video presentations, and interactions, making the class much more effective and productive. Teachers conduct both graded and ungraded presentations, quizzes, and class tests from time to time.

The departments prepare a semester-wise schedule to conduct internal assessment tests, which all teachers follow. The same is displayed in the departments' notice boards and sent to student groups through online media. The records of the internal assessment tests are maintained centrally by the departments.

The task of question paper setting is discussed and distributed equally among the department faculty.

In addition, continuous evaluations in the form of assignments and presentations are conducted to gauge the student's learning level. Based on this, students are given regular feedback to improve their performance if required. Remedial classes are held for slow learners, and research-based work is assigned to advanced learners. The students are actively guided, and a review of past question papers is discussed with them.

Attendance is taken for every class a student attends. The teachers maintain an attendance register, and a minimum of 75% attendance is required in order for the students to be eligible to appear for the end semester examination.

The practical classes are hands-on, interactive, and supervised. The theory, principle, and procedure for

each experiment are explained and given beforehand so that the students understand the experiment better.

Workshops, seminars, and field trips are organized to supplement the learning done in the classroom.

Departments that have students working on projects assign project supervisors to them. Regular progress presentations are made to monitor the proper execution of the projects. The project supervisors' details and feedback for progress presentations are duly recorded and displayed to the students.

Some departments offer bridge Courses for newly admitted students. The course's main objective is to bridge the gap between subjects studied at the Pre-Graduate level and subjects that they would be studying at the Graduation level.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Link for Additional information	<a href="#">View Document</a>

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

#### Response:

#### The institution adheres to the academic calendar including the conduct of CIE as described below

Since the introduction of the semester system the continuous internal evaluation has been part and parcel of evaluating the student which is inclusive of the student's academic performance, the student's participation in departmental activities and their extra-curricular activities.

At the Institutional level, a routine is prepared whereby it is in turn circulated to the different departments and allotment of teachers per paper is carried out. The time table is prepared semester wise per session. Departments have the liberty to extend this timetable to include additional classes for remedial and extra classes.

One indicator of assessing student learning outcome is through regular class work and internal assessment. The departments evaluate the outcomes of the programs through regular interaction and inquiry regarding student learning outcomes followed by analysis and reflection.

Evaluation of the students' performance is obtained through regular class tests and assignments. Class tests, class work and home assignments are regularly assigned to the students to ensure that they learn and understand the concepts taught within the time frame given by the affiliating University.

Generally, the test schedules include three internal tests for the students. At the end of the semester the best two internal tests are averaged and submitted as the internal assessment of the student. Apart from these, continuous assessment in the form of seminars, lab work, micro project, and others are carried out regularly.

Remedial classes are also taken to address slow learners or revisiting a challenging topic as requested by the students.

The Departments periodically take stock of the progress of the course so that there is an overall adherence to the academic calendar as set forth by the affiliating university.

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

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

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

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

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
Details of participation of teachers in various bodies/activities provided as a response to the metric	<a href="#">View Document</a>
Link for Additional information	<a href="#">View Document</a>

## 1.2 Academic Flexibility

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

**Response:** 100

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

**Response:** 30

File Description	Document
Minutes of relevant Academic Council/ BOS meetings	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

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

**Response:** 78

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

2020-21	2019-20	2018-19	2017-18	2016-17
31	8	15	10	14

File Description	Document
List of Add on /Certificate programs	<a href="#">View Document</a>
Brochure or any other document relating to Add on /Certificate programs	<a href="#">View Document</a>

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

**Response:** 33.97

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

2020-21	2019-20	2018-19	2017-18	2016-17
693	1237	1670	1298	1463

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

## 1.3 Curriculum Enrichment

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

#### **Response:**

These issues are dealt with and taught to students by the Department of Value Education and Department of Environmental Studies.

#### **PROFESSIONAL ETHICS, GENDER, HUMAN VALUES**

Topics dealt with by the Department of Value Education includes different areas of life. The syllabus is a work in progress where changes are made according to feedback taken from different stake holders.

The different topics are taught through PowerPoint, videos, group discussion and introspection through questionnaire.

- In the beginning, Character Building, Goal setting, Attitude and Motivation are included to prepare students in the beginning of their graduation to understand and inculcate in themselves value of positive attitude, a strong sense of self discipline, importance of planning ahead and use motivation whenever needed. Other topics such as Success and Failure, Gratitude, Forgiveness, philosophy for a happy life, lessons from Bamboo are inducted in the first year so as to help students to the importance of acceptance in life, living a life of gratitude, the value of forgiveness for an individual, importance of living a happy life etc., which are important human values that will help us cope with daily life. Other topics such as Independence Day, Constitution, Seven Social Sins is done to help us understand the rich history of the country, the importance of knowing the Indian constitution and the importance of values and coordinating them with principles in life.

Slowly as students move on to different semester main topics are about the importance of life, seeing life as a gift that needs to be taken care and to learn to value of people who have given us life. To reiterate this topic parents love has also been included where students are allowed to express their experiences and feelings. This is also one of the classes where many students have appreciated as they feel that it is one of the issues that is very close to their heart. Other topics such as forgiveness, Impact of social media, substance abuse- impact, pornography, anger management, self-esteem, clean India, social responsibility etc. has been done to help students understand the cause and impact so as to help them make conscious choice.

#### **ENVIRONMENT AND SUSTAINABILITY**

The Department of Environmental Studies course is designed to provide awareness about environmental issues from the perspective of social sciences. It is expected that learners will have a comprehensive idea about the issue areas.

Environment and sustainability are the important components for existence of life on earth. It is the responsibility of each individual to conserve natural resources and protect global ecosystems to support health and wellbeing, now and in the future. Many decisions that impact the environment are not felt immediately, a key element of environmental sustainability is its forward-looking nature.

The major goal of Environment and sustainability is the conservation of natural resources including the



living things. This not only concerns on using such resources in wise manner in order to prevent their depletion, but also on using them in manners that will not degrade their quality for future generations.

File Description	Document
Upload the list and description of courses which address the Professional Ethics, Gender, Human Values, Environment and Sustainability into the Curriculum.	<a href="#">View Document</a>

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

**Response:** 51.68

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

2020-21	2019-20	2018-19	2017-18	2016-17
187	187	187	187	187

File Description	Document
Programme / Curriculum/ Syllabus of the courses	<a href="#">View Document</a>
MoU's with relevant organizations for these courses, if any Average percentage of courses that include experiential learning through project work/field work/internship	<a href="#">View Document</a>

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

**Response:** 2.07

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

Response: 96

File Description	Document
List of programmes and number of students undertaking project work/field work/ /internships	<a href="#">View Document</a>

## 1.4 Feedback System

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

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

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

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

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

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

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

## Criterion 2 - Teaching-learning and Evaluation

### 2.1 Student Enrollment and Profile

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

**Response:** 107.04

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

2020-21	2019-20	2018-19	2017-18	2016-17
1907	1667	1705	1414	1415

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

2020-21	2019-20	2018-19	2017-18	2016-17
1845	1570	1520	1325	1325

#### File Description

#### Document

Institutional data in prescribed format

[View Document](#)

Any additional information

[View Document](#)

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

**Response:** 92.42

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

2020-21	2019-20	2018-19	2017-18	2016-17
1461	1354	1349	1125	1139

#### File Description

#### Document

Average percentage of seats filled against seats reserved

[View Document](#)

Any additional information

[View Document](#)

## 2.2 Catering to Student Diversity

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

#### Response:

St Anthony's College Shillong caters to students from a broad mosaic of society. Being a premier College of the country's North-eastern region, students of the College are from varied backgrounds and cultures. Therefore, the institution needs to cater to students with a wide range of learning and understanding levels. So for an effective teaching-learning process, it becomes pertinent to assess the learning levels of the students to tune the instructional strategies as per their needs.

Following are the primary methods adopted by the institution to assess the learning levels of the students:

- **Performance in Qualifying examinations and entrance tests**

Admission to the different courses is based on the marks secured by the applicants in the qualifying examination or their performance in the entrance tests. It forms the yardstick for identifying the learning levels of the students at the entry level.

- **Continuous Internal Assessments**

The Learning level of the students is continuously monitored based on their performance in the internal assessment tests in the form of periodic tests, assignments, and sessional tests, which are held as mandated by the Examination Policy of the institution.

- **Participation in Co-Curricular activities**

The learning levels of the students are also gauged from their performance and participation in Co-curricular activities. These are in the form of Class presentations, seminar presentations, and others.

- **Interaction and Mentoring**

Teachers are in constant touch with the students, and their level of learning is monitored.

- **Performance in end semester Examinations**

Students' performance in the end-semester examinations forms a significant tool to identify the slow learners and the advanced learners as they progress to successive semesters.

#### **Programmes conducted for Slow Learners**

- Remedial classes, tutorials classes, and extra classes
- Providing additional and relevant reading materials.
- Special guidance on tackling examinations
- Extra assignments and subsequent analysis and feedback

- Individual counselling and help beyond normal classes
- Team-based tasks like seminar presentations to encourage peer learning

### Programmes conducted for Advanced Learners

- Provide opportunities to undertake assignments and projects that promote problem-solving and critical thinking.
- Students' seminar presentations on topics of interests
- Organise Workshops, symposiums, seminars, conferences, and invited talks to provide advanced learners with the required exposure
- Advanced tutorial and coaching classes to prepare them for competitive and entrance examinations
- Hands-on training programs
- Involvement in co-curricular clubs like literary clubs and drama clubs
- Team-based peer learning activities by which advanced learners are encouraged to assist the slow learners
- Encourage participation in internships and summer and winter training programs in other institutions
- Encourage participation in workshops and conferences

### Programs for Both Advanced and Slow Learners

- Communication Skills classes
- Orientation and career counselling sessions
- Value education and environmental studies classes

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Past link for additional Information	<a href="#">View Document</a>

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

**Response:** 29:1

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

## 2.3 Teaching- Learning Process

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

**Response:**

Students are the primary stakeholders of the teaching-learning process in an educational institution. Effective dissemination of knowledge and skills becomes the primary focus of the methods adopted by the institution in the teaching-learning process. To provide ample scope for learning and enhancing the students' learning experiences, the institution incorporates experiential, participative, and problem-solving methodologies into the teaching-learning process.

In experiential learning, students learn from first-hand experiences outside a conventional classroom setting; participative learning makes them undertake the responsibility for their learning by participating in various activities, whereas in problem-based learning, students learn by involving themselves in critically analysing and solving real problems.

The following are a few of the initiatives taken by the institution towards this end.

- Project works and assignments enabling students to learn through the experience of working on specific problems.
- Participation in internships and summer/winter programmes organised by the institution or by other institutions gives students a hands-on experience to develop workable skills.
- Study tours, excursions, and industrial visits give first-hand experiential learning opportunities.
- Invited talks and lectures by eminent personalities and commemorative programmes enable students to learn through participation and experience.
- Participation in conferences and workshops allows students to widen their learning beyond the curriculum.
- Debates, quizzes, group discussions on topics of current interests promote critical thinking and analytical skills.
- Classroom presentations, seminar presentations, and demonstrations by individual or teams of students develop teamwork and promote active learning through participation and experience.
- Observation of significant days of national and international importance like World Environment Day, National Science Day, Hindi Divas, and others with the active participation of the students. These activities develop organizational skills, promote teamwork, and provide students with an opportunity for participatory learning
- Various co-curricular activities like Science Slam, declamation competitions, drama club, literary newsletter, wall magazines, and others provide students ample opportunities to showcase their talents and learn through experience and participation
- Problem Solving and tutorial classes aimed at improving the problem-solving skills of students.
- Coaching classes are conducted to equip students to tackle competitive examinations like JAM, CUCET, MBA, CAT, and others.
- Activities aimed at honing students' problem-solving skills like case studies of organizations, minor research-based projects, programming, electronic circuit designing, etc.
- Active participation of the students in the different activities of the various Clubs and units like the NSS, NCC, Drama Club, Anthonian Youth Club, Cosmic Gazers' Club, SACMUN and Cyber Club, contributes immensely to their overall growth and learning.
- Blood Donation camps are regularly organized in our institution where student volunteers and teachers participate. All these help students inculcate a sense of social responsibilities, obligations, and values, which prepare them to serve the community and the nation in the future.

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

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

#### Response:

The use of Information and Communication Technology (ICT) in the teaching-learning process enhances the students' learning experience. It serves as an invaluable aid in the teaching-learning process making it more effective. It augments the connection and reaches between the teachers and the students beyond the conventional classroom settings and timings.

St Anthony's College Shillong encourages teachers to use an optimum blend of ICT-enabled teaching tools, apart from the conventional chalk and blackboard method. It is aimed at maximizing knowledge dissemination and assimilation by the students.

The following are some features highlighting the use of ICT in the teaching-learning process.

- ICT enabled classrooms fitted with projectors, smart boards, and audio-visual solutions.
- Well-equipped lecture halls, seminar/conference halls, and auditorium.
- Centrally connected UPS system for classroom projectors to provide uninterrupted power supply during classroom presentations.
- Wi-Fi enabled Campus, providing internet connectivity to teachers and students.
- Every department is equipped with Laptops and Desktops for use by the teachers.
- Computer facilities and LAN-based internet connectivity in every department for easy access to online resources.
- Learning Management Systems are used for effective teaching, learning, and evaluation. The college has its own customized Moodle domain. Google suite, Zoom, and Microsoft teams platforms also are widely used for teaching-learning.
- For synchronous learning modes, teachers use platforms like Zoom and Google Meet.
- For asynchronous modes of learning, platforms like YouTube, WhatsApp, Telegram, emails, and Learning Management Systems are used to exchange material and information between teachers and students.
- To create E-learning content, teachers use software like Microsoft Office, Hot Potato, Mysimplshow, Google apps, Chemdraw, Open Broadcaster Software, Handicam, Power Director, Video Compressor Panda, In Shot Video, Cam Scanner, etc.
- Recorded Videos, study materials, and other online resources are shared with students for asynchronous learning.
- Teachers use presentations through multimedia projectors and digital visualizers used in classroom teaching.
- Teachers also widely use presentations during online interactive classes for synchronous learning.
- Google form-based Quizzes and assessments are used to monitor students' learning progress.
- Assignments, tests, and examinations are conducted through Learning management systems.
- The institution has a digitally equipped computerized library with facilities for students to access online resources.

- The college subscribes to e-journal platforms like JGATE, JSTOR, N-List, and DeLCON, which provide students and teachers access to quality online resources.
- The college has a fully equipped and functional Language Lab which enables students to hone their efficiency and fluency in Communicative English.
- The college also has a Bioinformatics Infrastructure Facility, which imparts training and hands-on practice to students of the relevant subjects.
- The college has an Enterprise Resource Planning Software (ERP), which is used for more accessibility and better management of data and resources.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Provide link for webpage describing the ICT enabled tools for effective teaching-learning process	<a href="#">View Document</a>

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

**Response:** 29:1

#### 2.3.3.1 Number of mentors

Response: 162

File Description	Document
Upload year wise, number of students enrolled and full time teachers on roll.	<a href="#">View Document</a>
mentor/mentee ratio	<a href="#">View Document</a>
Circulars pertaining to assigning mentors to mentees	<a href="#">View Document</a>

## 2.4 Teacher Profile and Quality

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

**Response:** 99.33



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

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

**Response:** 31.39

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

2020-21	2019-20	2018-19	2017-18	2016-17
52	50	46	42	42

File Description	Document
List of number of full time teachers with Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt. and number of full time teachers for 5 years (Data Template)	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

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

**Response:** 12.29

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

Response: 1991

File Description	Document
List of Teachers including their PAN, designation, dept and experience details(Data Template)	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

## 2.5 Evaluation Process and Reforms

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

#### Response:

All the departments adhere to the Examination Policy of the College for transparent and robust internal assessment in terms of frequency and mode. The college follows a semester system as per the academic calendar prescribed by the affiliating university. The final evaluation and grading of the students in every semester are done based on 25% weightage to Continuous Internal Evaluation/Assessment and 75% weightage to External Evaluation based on End Semester examinations conducted by NEHU.

The mode, method, and conduct of the Continuous Internal Evaluation/Assessment is as per the ordinance of the affiliating university, which specifies the breakup of marks to be allotted for different components of the Internal Evaluation.

At the beginning of the semester, the students are informed about the schedule of the internal assessments. The continuous internal assessment is based on different components.

The examination committee of the college conducts the mid-semester sessional exams to evaluate the learning progress of the course contents. The college examination committee formulates the guidelines and schedule for the examination.

Apart from the mid-semester sessional examinations, departments continuously assess the students' progress.

Class tests are regularly conducted to test the students' subject concepts, and questions are set in such a manner to discourage note reading and encourage in-depth understanding of the topics and their application. It, in turn, ensures that the students are prepared to tackle problems in the industry and job market.

Assignments on the specific topics prepared by the teacher concerned are given to the students. These assignments encourage students to collect materials from offline and online sources.

Students' seminars are held on topics of their choice and also the concerned teachers give topics on a relevant subject. Students are awarded marks based on their performance in the seminars.

Students undertake projects under the supervision of the teachers, and they have to prepare and present in the department, after which immediate feedback is provided to them.

Group discussions/active learning/class demonstrations are also incorporated into the internal assessment.

Viva and practical evaluations are carried out for subjects with practical components, particularly for honours papers.

Marks awarded by individual teachers are kept confidential until they are moderated and approved by the Departmental Examination subcommittee.

Moderated and approved marks obtained by students in any of the modes of evaluation conducted by Departments are published within 15 days of completion of the Internal Assessment to allow students to seek redressal. Overall grading/marks for the Internal Assessment of students giving due weightage to the different components are published ten days before the final day of class in each semester to allow students to verify their marks and seek final redressal.

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

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

#### **Response:**

St. Anthony's College, Shillong, has adopted a robust Examination Policy to conduct the different examinations and assessments. As per this policy, the students can seek redressal and clarification on their performance by applying the HoD of the concerned department within seven days of publication of the marks for any assessment conducted. On receipt of the same, the departmental examination subcommittee is empowered to act on the grievance at the earliest. If the student is still not satisfied, the student may approach the examination committee of the college, who will look into the matter and settle it after due consultation with the Principal of the college.

There is a structured mechanism to deal with internal examination-related grievances within the department. When an internal examination-related grievance is reported, the subject teacher or the Head of the Department concerned is responsible for answering the raised query. Also, proper clarification or justification is provided to the student's satisfaction. The issue is discussed and resolved within a specific timeframe.

Every department follows a transparent evaluation system, and the students' performance is communicated to them. Students who are not satisfied with their performances in any assessment are free to consult the department's teachers for clarification and corrections. The answer sheet of such a student will be re-evaluated if it is deemed necessary, and corrections, if any, in the total marks or the assessment are done. Nonetheless, suppose the student is not satisfied. In that case, he/she can formally approach the concerned Head of the department, who can intervene and settle the issue after discussions with his departmental colleagues.

There is a provision for students to appear for an improvement in any internal assessment component if he/she is not satisfied with his/her marks. On receiving a formal request, the department concerned convenes a meeting to decide on the improvement mechanism. If the department approves the improvement, the student can appear for an assessment as decided and deemed fit by the department.

Suppose a student cannot appear for an internal examination due to medical or any genuine reason. In that case, the examination is conducted for that student as per norms, provided that he/she applies with proper

documents.

In case students' grievances are not satisfactorily settled at the Department level, he/she can approach the Principal of the College, who gives his decision in consultation with the examination committee of the college.

Whatever decision is taken regarding any grievance raised, the greater interest of the student becomes paramount.

The institution's teachers maintain a cordial relationship with their students, and their problems are handled in all earnestness.

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

## 2.6 Student Performance and Learning Outcomes

**2.6.1 Programme and course outcomes for all Programmes offered by the institution are stated and displayed on website and communicated to teachers and students.**

### Response:

St. Anthony's College, Shillong strives to impart outcome-based education to its students across all disciplines. Every effort is made to structure and mould the teaching-learning and evaluation process. The very first and vital step towards achieving this objective is to make all the stakeholders aware of the Programme Outcomes (POs), Programme Specific Outcomes (PSOs), and the Course outcomes (COs) of the different courses and programs offered by the institution. So every effort is made towards this end.

The Programme Outcomes, Programme Specific Outcomes, and Course Outcomes of all the programs and courses offered by the different departments are displayed on the college website, which enables all the stakeholders to access them as and when needed. It also allows the students to make informed choices before enrolling themselves in any course.

Subject-specific Programme Specific Outcomes and Course Outcomes are displayed in the departmental notice boards and also made known to the students at the beginning of every semester.

At the beginning of all semesters, orientation programs are held for the students at the institutional level. Through these programmes students are made aware of the general attributes they need to acquire after successful completion of a course and their roles and responsibilities as students of the institution.

At the departmental level, teachers brief the students about the expected outcomes of the different courses offered in the Department.

The syllabi of the courses offered by the different departments are also put up on the institutional website.

Apart from the subject-specific outcomes, the institution makes every effort to inculcate in the students the general attributes the Graduates and Post Graduates are expected to possess – the Programme Outcomes - as mandated by the curriculum framework designed by UGC.

Students take part in different co-curricular and extra-curricular activities throughout their stay in the institution. All these are aimed at the overall development of the students – to mould them into responsible and morally upright citizens with critical thinking, problem-solving abilities, and good communication skills capable of working in a team. These give the students the opportunities to know what is expected of them as graduates of the institution and acquire them practically.

Through the various facilities and activities, the institution makes the students aware of the different skills and attributes they need to acquire. Students are made aware of the need to be digitally literate, and the IT facilities in-campus give all students ample scope to be so.

Being a certified Green Campus, the institution imbibes a sense of environmental awareness among all its stakeholders.

The campus is a meeting place of students from different communities and cultures, which makes the teachers and students aware of the need to possess the capability to effectively engage in a multicultural society and interact respectfully with diverse groups. Also, the teachers and students get every opportunity to acquire knowledge of the values and beliefs of diverse cultures.

File Description	Document
Upload COs for all Programmes (exemplars from Glossary)	<a href="#">View Document</a>
Upload any additional information	<a href="#">View Document</a>
Past link for Additional information	<a href="#">View Document</a>

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

#### Response:

Attainment of the stated Programme outcomes and Course outcomes form a primary objective of any academic institution. St. Anthony's College strives to ensure that the stated Programme outcomes and Course outcomes are achieved. The institution in general and the Departments, in particular, undertake various steps to achieve this objective.

Every department ensures that the teaching-learning methodology for every course is designed and executed in tune with the stated objectives and outcomes.

In courses with practical components, theory and practical classes are conducted, so students are encouraged to interact with the teachers. The teachers can gauge the students' learning progress from such

one-to-one interactions during the lessons. It enables the teachers also to modify their instructional strategies as per the needs of the students.

During every course, regular class tests are conducted by the teachers to assess the knowledge gained by the students. The performance-based analysis is done to check for the attainment of the stated objectives and further improvements.

Apart from the class tests, sessional tests are also conducted each semester.

Understanding levels of students on specific topics are also monitored by giving subject-related assignments.

The departments conduct student presentations, seminars, panel discussions, and debates through which the thinking process and the skills and knowledge of the students in the subject are tested.

Dissertation Work and Project Work are carried out by the PG and UG students, respectively, in partial fulfillment of their respective degrees.

Field research/work, institutional visits, and study tours are encouraged. Students are to write a report to be submitted to the concerned department.

Strict attendance is observed in the departments. All students are expected to have a minimum of 75% attendance in all subjects.

Department meetings are regularly held to analyse students' performance and discuss strategies for the successful attainment of all the stated goals and objectives.

The end-semester examinations conducted by the affiliating university are a significant yardstick to gauge the attainment of subject-related outcomes.

The institution also keeps track of the progression and placements of the outgoing students. It gives a measure of the outcome of the teaching-learning strategies followed by the institution.

There is a mechanism of taking formal and informal feedback from the students on attaining the stated outcomes.

Also, the departments' innovative practices with high learning outcomes are shared to motivate the other departments to achieve academic excellence.

If deemed necessary, depending on the performance of each department, remedial measures are suggested by the management.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Paste link for Additional information	<a href="#">View Document</a>

**2.6.3 Average pass percentage of Students during last five years****Response:** 84.82**2.6.3.1 Number of final year students who passed the university examination year-wise during the last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
1266	832	857	842	858

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

2020-21	2019-20	2018-19	2017-18	2016-17
1323	1067	1028	991	1045

File Description	Document
Upload list of Programmes and number of students passed and appeared in the final year examination (Data Template)	<a href="#">View Document</a>
Upload any additional information	<a href="#">View Document</a>
Paste link for the annual report	<a href="#">View Document</a>

**2.7 Student Satisfaction Survey****2.7.1 Online student satisfaction survey regarding teaching learning process****Response:**

File Description	Document
Upload database of all currently enrolled students (Data Template)	<a href="#">View Document</a>
Upload any additional information	<a href="#">View Document</a>

## Criterion 3 - Research, Innovations and Extension

### 3.1 Resource Mobilization for Research

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

**Response:** 65282884

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

2020-21	2019-20	2018-19	2017-18	2016-17
9327942	18868942	14739000	10716000	11631000

**File Description**

**Document**

List of endowments / projects with details of grants

[View Document](#)

e-copies of the grant award letters for sponsored research projects / endowments

[View Document](#)

Any additional information

[View Document](#)

**3.1.2 Percentage of teachers recognized as research guides (latest completed academic year)**

**Response:** 3.09

**3.1.2.1 Number of teachers recognized as research guides**

**Response:** 5

**File Description**

**Document**

Institutional data in prescribed format

[View Document](#)

Any additional information

[View Document](#)

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

**Response:** 17.76

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



2020-21	2019-20	2018-19	2017-18	2016-17
3	4	2	4	6

### 3.1.3.2 Number of departments offering academic programmes

2020-21	2019-20	2018-19	2017-18	2016-17
22	22	21	21	21

File Description	Document
Supporting document from Funding Agency	<a href="#">View Document</a>
List of research projects and funding details	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Paste link to funding agency website	<a href="#">View Document</a>

## 3.2 Innovation Ecosystem

### 3.2.1 Institution has created an ecosystem for innovations and has initiatives for creation and transfer of knowledge

#### Response:

The faculties of the college are encouraged to take up research projects, at individual and collaborative levels, to create knowledge and transfer it in the public domain through research publications. The increase in Research Projects within the College has led to the up-gradation of existing research labs and the establishment of new labs like DBT-Twinning Laboratory, Molecular Phylogenetic Laboratory, and Microbial Biochemistry Laboratory. This has created an environment for research and innovation in various fields.

Research Laboratories: [https://anthonys.ac.in/pages/gallery/glry\\_infrastructure.php?k1=MzM](https://anthonys.ac.in/pages/gallery/glry_infrastructure.php?k1=MzM)

The Research and Consultancy Cell of the College introduced the noble scheme of monetary incentives on research publications in 2017. The college has already disbursed the following amounts in this category from its own budget, despite not having financial allocation under this account from the government departments/agencies. The amount distributed was ₹1,13,000.00 in 2017, ₹1,20,750.00 in 2018, ₹88,758.00 in 2019 and ₹84,251.00 in 2020 respectively.

The College has signed an MoU with The Sasakawa Peace Foundation, Japan and this has led to the creation of The Northeast India AV Archive at the Department of Mass Media. The Archive activities

include Internship, organizing workshops, Launch of Khlam Archive Website to document and collect material relating to the pandemic in Meghalaya, Photographs Contributed to the Chief Electoral Officer, Meghalaya, Curation of Online Photo Exhibition on Gandhi Jayanti 2020, and many others. The Archive which is a storehouse of valuable information has benefitted students, artists, government agencies, and officials.

The Design Innovation Centre (DIC) was set up in the college campus on 4th September 2017, as a 'Spoke Institute' under the aegis and coordination of the 'Hub Institute' of North Eastern Hill University, Shillong, and funded by the Ministry of Education, Government of India. The fundamental objective of the DIC of our college is to nurture the in-house talents of the college for the promotion and inculcation of innovation and creativity in a multidisciplinary environment. The DIC of our college conducts design and innovation courses, namely, product design course and business model course. At the moment, as per the Ministry guidelines, the courses are open to our college students only and, so far, 160 students have enrolled in the courses from different streams. A special paper (optional) for students in Design Innovation is introduced at St. Anthony's College and it is offered twice a year.

DIC centre: [https://anthonys.ac.in/pages/facilities/fclt\\_DIC.php](https://anthonys.ac.in/pages/facilities/fclt_DIC.php)

The college also encourages its students to participate in various national and international competitions in this regard to inculcate the habit and skill of innovations and innovative thinking. Four of our students from the Biotechnology Department (Aushinar Dastidar, Ananya Bhattacharya, Akangsha Chakravorty, and Muskan Singhanian) participated in the Hult Prize, 2021 Impact Regional Summit, Mumbai held on 26th March 2021 to win the runners-up trophy so as to become eligible to take part in the upcoming London Summit and compete with teams from across the globe. The team's prime is to create a good product out of food waste and thereby provide employment in the rural and urban sectors.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

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

**Response:** 355

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

2020-21	2019-20	2018-19	2017-18	2016-17
30	62	93	87	83

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

### 3.3 Research Publications and Awards

<b>3.3.1 Number of Ph.Ds registered per eligible teacher during the last five years</b>	
Response: 1.75	
<b>3.3.1.1 How many Ph.Ds registered per eligible teacher within last five years</b>	
Response: 7	
<b>3.3.1.2 Number of teachers recognized as guides during the last five years</b>	
Response: 4	
File Description	Document
List of PhD scholars and their details like name of the guide , title of thesis, year of award etc	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
URL to the research page on HEI website	<a href="#">View Document</a>

<b>3.3.2 Number of research papers per teachers in the Journals notified on UGC website during the last five years</b>											
Response: 1.67											
<b>3.3.2.1 Number of research papers in the Journals notified on UGC website during the last five years.</b>											
<table border="1"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>42</td> <td>46</td> <td>53</td> <td>46</td> <td>59</td> </tr> </tbody> </table>		2020-21	2019-20	2018-19	2017-18	2016-17	42	46	53	46	59
2020-21	2019-20	2018-19	2017-18	2016-17							
42	46	53	46	59							
File Description	Document										
List of research papers by title, author, department, name and year of publication	<a href="#">View Document</a>										
Any additional information	<a href="#">View Document</a>										

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

**Response:** 0.17

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

2020-21	2019-20	2018-19	2017-18	2016-17
4	5	4	8	4

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

## 3.4 Extension Activities

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

**Response:**

The extension and outreach activities of the college are mainly carried out by the NCC, NSS Anthonian Youth Club, Cyber Club, Jesus Youth and Media Club. The impact of these activities on students is summarised as under:

#### Extension activities of NCC and their impact:

Names of the programmes	Impact assessment (Skills & Values Learnt)
Independence Day Celebration in the College Campus	Desire to protect and uphold the hard earned independence of the country
International Yoga Divas	Spiritual development and well-being
Celebration of Kargil Vijay Divas	Remembrance and gratitude towards national heroes
Republic Day Camps	Sense of national integration
*Combined Annual Training Camps	Discipline, dedication and commitment towards nation
*Army Attachment Camps	
Youth Exchange Programmes	Cultural sensitivity at the global level
Special National Integration (SNIC) Camps	Sense of national integration

#### Extension activities of NSS and their impact:

Names of the programmes	Impact assessment (Skills & Values Learnt)
-------------------------	--

Annual Voluntary Blood Donation Camps	Donate blood and save lives	
Leadership Training Programmes	Acquirement of leadership skills	
Workshop on Drug Abuse Prevention	Awareness to protect self from drug abuse	
National Road Safety week	Road safety measures and etiquettes	
Life skills and Personality development programme	Acquirement of life and leadership skills	
Distribution of Relief Material during COVID-19 Lockdown	Commitment to society in distress and need	
Observance of World AIDS Day	Awareness to protect self and others from STDs	

#### Extension activities of Anthonian Youth Club and their impact:

Names of the programmes	Impact assessment (Skills & Values Learnt)	
Basic Life Support Workshops	Use of first aid skills during emergencies	
World No Tobacco Day Awareness Programme	Awareness to protect self from tobacco abuse	
Outreach Programmes in Various Villages of Meghalaya	Empathise and desire to help the needy	
Cleaning Drive Programmes under Swachh Bharat Mission	Hygienic and cleanliness sense	

#### Extension activities of Cyber Club and their impact:

Names of the programmes	Impact assessment (Skills & Values Learnt)	
Video Competitions	Digital literacy and capacity building	
Basic IT Courses for Students	Computer skills enhancement	
Outreach programmes on IT courses	Empowerment of secondary / senior secondary basic computer (IT) knowledge	
Gaming Competitions	Capacity building for employment and self-employment in a burgeoning area	

#### Extension activities of Jesus Youth and their impact:

Names of the programmes	Impact assessment (Skills & Values Learnt)	
Cultural Exchange Programmes	Broader understanding of different cultures in a setting	
Village Mission Programmes	Sense of compassionateness of a responsible citizen	
Various Training Programmes	Sense of contribution to the development of the various sections	
Visit to Orphanage Centres	Sense of belongingness to the cause of the needy and underprivileged	

**Extension activities of Media Club and their impact:**

Names of the programmes	Impact assessment (Skills & Values Learnt)
Inter College Debate Competition on World Photography Day	Understanding nuances of photography
Workshop on Basic Photography Techniques	Familiarisation with latest photography technology
Workshop on Prospects of Business Journalism	Understanding career prospects of business journalism

**Summative Gain:** These activities have given the participating students a sense of accomplishment of being responsible and committed citizens of the country.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

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

**Response:** 7

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

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

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

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

**Response:** 117

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

2020-21	2019-20	2018-19	2017-18	2016-17
10	41	34	12	20

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

### 3.4.4 Average percentage of students participating in extension activities at 3.4.3. above during last five years

**Response:** 163.45

### 3.4.4.1 Total number of Students participating in extension activities conducted in collaboration with industry, community and Non- Government Organizations such as Swachh Bharat, AIDs awareness, Gender issue etc. year-wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
1026	11641	7119	5506	5485

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

## 3.5 Collaboration

### 3.5.1 Number of Collaborative activities for research, Faculty exchange, Student exchange/ internship per year

**Response:** 82

### 3.5.1.1 Number of Collaborative activities for research, Faculty exchange, Student exchange/ internship year-wise during the last five years

2020-21	2019-20	2018-19	2017-18	2016-17
36	24	9	5	8

File Description	Document
e-copies of related Document	<a href="#">View Document</a>
Details of Collaborative activities with institutions/industries for research, Faculty exchange, Student exchange/ internship	<a href="#">View Document</a>

### 3.5.2 Number of functional MoUs with institutions, other universities, industries, corporate houses etc. during the last five years

Response: 45

#### 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

2020-21	2019-20	2018-19	2017-18	2016-17
15	15	8	4	3

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



## Criterion 4 - Infrastructure and Learning Resources

### 4.1 Physical Facilities

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

##### Response:

The college regularly updates and upgrades its infrastructure such that state-of-the-art teaching-learning facilities are provided to its student and staff. In this regard, the Arts, Science, and Commerce faculty have adequate facilities for teaching-learning for their undergraduate and post-graduate programmes. Each department is provided with facilities like computers, laptops, printers, books, notice boards, and furniture to enable ICT-based teaching. Besides, the college has also subscribed to Google suite, Microsoft Teams, Zoom.us for online teaching-learning and video conferencing facilities. A cloud-based LMS - Moodle is installed in the cloud server and is extensively used by the students and teachers.

All departments are assigned adequate lecture halls for theory classes. The classrooms are equipped with good study desks, writing boards, smartboards, and LCD projectors. Some of the classrooms have computers, and in others, the teachers use their department laptops and cables to connect with the LCD projectors. Internet via Wi-Fi is easily accessible in all the classrooms throughout the campus.

Additionally, smartboards are installed in most science and research labs for experimental demonstrations and interactive teaching. The college has an adequate number of laboratories and studios for conducting experiments and practical courses. The number of labs and equipment varies according to the programmes/courses (UG, PG, or both) offered. For example, the Department of Biotechnology has ten labs (including Microbiology, Plant and Animal tissue culture, Molecular and Cell biology, protein chemistry lab, etc.) equipped with the latest instruments for both its UG and PG students; similar is the Department of Computer Science with eight labs (4 for UG, 2 for PG, 1 for CCNA and one language lab) and a server room. The department hosts three cloud servers, three department servers, and unified threat management (UTM) device used to monitor and control the internet traffic of 90 Mbps (including Wi-Fi) within the college campus. The Bioinformatics facility and the Institutional Biotech Hub also serve as a potential learning platform for simulation, modelling, and testing. Moreover, the number of laboratories in different departments such as Botany, Chemistry, Education, Geology, Mass Media, Music, Physics, and Zoology ranges between two to five equipped with all relevant infrastructure.

Besides, the Departments of Fishery Science, Geology, and Zoology also have museums with an extensive collection of fish specimens, rocks and fossils, and animals, respectively. The Northeast India AV Archive is a public archive instituted by the Department of Mass Media.

Botany Department maintains the Greenhouse and Botanical Garden with a Vermicomposting unit. The Fishery science department maintains five ponds, and all the musical instruments (including traditional, western and classical) are used and maintained by the Department of Music.

The three research laboratories include the Molecular Phylogenetics Laboratory in the Zoology Department, the Microbial Biochemistry Laboratory in the Department of Biochemistry, and the DBT-Twinning Laboratory in the Fishery Science Department. These laboratories have been funded by various departments of the Govt. of India.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

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

##### Response:

The institution is spread over a green landscape of about 9 acres. There are adequate indoor and outdoor facilities available to the staff, faculty, and students for sports, games, and cultural activities in the institute, as described below.

- **Conference Hall** of size, 46 ft by 46 ft, houses a stage, with a seating area of 200 people and two entry-exit points. It is used for cultural activities and other programmes.
- **Executive Conference Hall:** An indoor facility size 33 ft by 57 ft, houses a stage with 171 seats and two entry-exit points. It is used for cultural activities and other programmes.
- **Auditorium:** An indoor facility of 99 ft by 47 ft, including a stage and a balcony with a seating capacity of about 700. There are multiple entry-exit points. The auditorium is used for cultural activities and other programmes throughout the year.
- **Gymnasium**, named Rev. Fr. D. J. Wollaston Memorial Gym, a fully-furnished indoor gym of the institution of size 21 ft by 16 ft. A physical trainer and a physiotherapist manage the gym. Membership is open to staff, faculty, and students of the institution. It is open from Monday to Saturday.
- **Stephen Hall** is the boys' hostel. It has -
  - One Gymnasium of size 21 ft by 16 ft.
  - A room size 28 ft by 16 ft with two sets of table-tennis boards.
  - A room of size 27 ft by 17 ft for one Pool table, three Chess boards, and four Carrom-boards.
  - Other facilities include - One hall, One parlour, One computer lab, and One music room.
  - An outdoor playground size 68 ft by 70 ft is used for football, kabaddi, and other outdoor games.
- **Mama Margaret** is the girls' hostel. It has
  - A recreational hall of size 51 ft by 54 ft with one football, two Carrom-board, and one Chinese checkers indoor games.
  - Outdoor games equipment for volleyball and badminton. Badminton outdoor court of size, 20 ft by 44 ft.
- **Badminton court:** Indoor court of 42 ft by 20 ft in size wooden flooring.
- **Volleyball court:** One outdoor volleyball clay court of 61 ft by 30 ft.
- **Basketball courts:** Two outdoor basketball concrete courts size 28m by 15m.
- **Lawn-tennis court:** One outdoor lawn-tennis concrete court of size, 78 ft by 36 ft.
- **Table Tennis boards:** One in the Boy's common room and another in the Girl's common room. These rooms are 30 ft by 19 ft each.
- **Pool table** in Professor's common room. Open to staff and faculty of the institution. The room is

24 ft by 24 ft.

- A 186 ft by 3 ft walking track outdoor facility is present from the main gate and the botanical garden.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

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

**Response:** 100

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

**Response:** 74

File Description	Document
Upload Number of classrooms and seminar halls with ICT enabled facilities (Data Template)	<a href="#">View Document</a>
Upload any additional information	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

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

**Response:** 9.61

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

2020-21	2019-20	2018-19	2017-18	2016-17
35.04	54.36	46.17	37.49	25.79

File Description	Document
Upload Details of budget allocation, excluding salary during the last five years (Data Template)	<a href="#">View Document</a>
Upload audited utilization statements	<a href="#">View Document</a>

## 4.2 Library as a Learning Resource

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

#### Response:

The college's Central Library resources, facilities, and services fulfill the college community's information need, the scholarly world, and the locals. It has a dual mission of providing access to information while ensuring the required standard in preserving the collections available in the library and its other resources. The Central Library ensures easy access of its services to all stakeholders while implementing optimum standards to ensure efficient maintenance of its resources and facilities. The library is open from 8 a.m. to 7 p.m. on all working days.

**Books and e-resources:** The Central Library maintains a well-stock of over 42,875 titles of books, 26 titles of encyclopedias, 26 print journals/periodicals, and ten newspapers. The library has books under the following section heads:

- Arts and Literature.
- Biology, Botany, and Zoology.
- Bio-Chemistry and Bio-Technology.
- Computer Science and Information Technology.
- Commerce, Economics, and Marketing.
- Environment and Ecology.
- Geology and Fishery Science
- History, Political Science, Education.
- Management and Entrepreneurship.
- Mass Communication, Journalism, Film Production and Advertising
- Mathematics, Physics, Chemistry, and Statistics.
- Sections on vernaculars as Khasi, Garo, Assamese, Bengali, Hindi, etc.
- A special North-East collection is kept in the reference section.

**E-Resources:** The subscription of e-resources from N-List, e-Shodhsindhu, Shodhganga, DeLCON Consortia, J-Gate, and JSTOR provides access to over 10,000+ e-journals and 2,00,000+ e-books. These e-resources are made accessible to the staff and students using the internet browsing facility of 60 desktop computers installed in the library having 90 Mbps bandwidth. Access to these e-resources is not just restricted to the library, but all staff and students can access it in the college LAN and Wi-Fi, and also remotely using their credentials. Besides, the internet-enabled desktops in the library allow students to enroll in online courses from SWAYAM, NPTEL, ePathshala, Coursera, etc.

**Automation:** The Library is RFID enabled, and all the books are tagged, and students are provided with RFID Identity Cards for issuing and returning books. An RFID-enabled entry gate is placed at the entrance. Books are cataloged using the ILMS software and are stored in a dedicated server for the library. The ILMS details are as under –

**Till June 2017:** The ILMS Software used was SOUL 2.0. The library was partially automated in 2010

**From July 2017:** The ILMS Software used was KOHA version 19.05.03.000. The library was fully

automated in 2017.

#### Other Facilities:

- **OPAC:** Using any of the three (3) desktop computers, users can browse the books available in the library through the OPAC system.
- **Reprography:** A total of three photocopying machines are made available to the members for photocopying of materials (at a nominal rate) that cannot be taken out of the library.
- **MoU:** The Central Library recognized the need for information exchange, both physical and digital, between students and staff of institutions. Thus, several MoUs with institutions, namely, Assam Don Bosco University, Guwahati; Sacred Heart Theological College, Mawlai, Shillong; Salesian College, Siliguri, and Meghalaya State Central Library; are functional.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Paste link for Additional Information	<a href="#">View Document</a>

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

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

**Response:** A. Any 4 or more of the above

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Details of subscriptions like e-journals, e-ShodhSindhu, Shodhganga Membership , Remote access to library resources, Web interface etc (Data Template)	<a href="#">View Document</a>

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

**Response:** 19.24

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

2020-21	2019-20	2018-19	2017-18	2016-17
18.89	17.12	25.75	17.96	16.49

File Description	Document
Details of annual expenditure for purchase of books/e-books and journals/e- journals during the last five years (Data Template)	<a href="#">View Document</a>
Audited statements of accounts	<a href="#">View Document</a>

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

**Response:** 27.09

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

Response: 1298

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

### 4.3 IT Infrastructure

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

**Response:**

The IT facilities in the college include resources such as servers, computers (desktop and laptop), and network devices (switch, router, Wi-Fi access point, unified threat management (UTM)). The various IT resources are available in all departments, classrooms, conference halls, the auditorium, laboratories, the bioinformatics centre, library, computer centre, administrative offices, hostels, and guest houses. Besides, the college also uses licensed Microsoft Windows (desktop and server) operating systems, MS Office, MS-Teams and other development applications along with academic licenses of Adobe Master Collection, Oracle databases, Sibelius Music software, Tally, Zoom, Orell Language lab software, etc. which are renewed annually. Additionally, smart boards are also installed in some science laboratories for experiment demonstration and interactive audio-visual classes.

In 2015, out of 474 computers on the campus, 334 desktops were present in the computer labs, 50 systems in the library, and the remaining in the administrative offices and departments. The college used an internet leased-line (ILL) bandwidth of 20 Mbps shared with all the departments, staff, and office. Four servers were used in computer labs for user access and storage, and one each was used in the library, Bioinformatics facility, and the administrative office for official purposes. The optical fiber network

connectivity was installed between the Server Room and the Main building, Stephan Hall (boy's hostel) and Mama Margaret (girl's hostel) to boost internet speed.

In 2016, two rack servers were installed in the college; one each in the Department of Computer Science (CS) and the other in the Bioinformatics Centre. Five (5) new desktops were added in each hostel, and ten desktops were upgraded in the Computer Science Department.

In 2017, ten Macintosh machines were installed in the Design and Innovation (DIC) Lab and two 3-D printers; to be used by the students for their innovative modeling and designing works.

In 2018, internet bandwidth was increased to 30 Mbps, leading to a proportionately increased Wi-Fi speed to 10 Mbps. All the classrooms in the new building were made ICT-enabled by installing projectors and whiteboards.

In 2019, computer labs were upgraded with 95 desktops (33 in PG and 62 in the UG section) and two tower servers. Internet bandwidth was increased to 50Mbps with proportionate Wi-Fi access between 10-20Mbps. Twenty desktops were upgraded in the Bioinformatics Centre, and five each were installed in the two new PG departments. There are two cloud servers, one for hosting the Library KOHA application and the other for MOODLE online classes.

In 2020, two new high-end servers and ten new PCs (for browsing) were installed in the library. Internet leased-line bandwidth was increased to 90 Mbps (50 Mbps from Sify Technologies Ltd. and 40 Mbps from BSNL). Long-range Wi-Fi access points were installed in the various locations of the campus for better internet connectivity.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

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

**Response:** 8:1

File Description	Document
Student – computer ratio	<a href="#">View Document</a>

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

**Response:** A. 750 MBPS

File Description	Document
Upload any additional Information	<a href="#">View Document</a>
Details of available bandwidth of internet connection in the Institution	<a href="#">View Document</a>

#### 4.4 Maintenance of Campus Infrastructure

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

**Response:** 36.95

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

2020-21	2019-20	2018-19	2017-18	2016-17
172.49	179.89	168.74	134.89	121.85

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Details about assigned budget and expenditure on physical facilities and academic support facilities (Data Templates)	<a href="#">View Document</a>
Audited statements of accounts	<a href="#">View Document</a>

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

**Response:**

The college has well-established systems and procedures for maintaining and utilizing physical, academic, and support facilities - laboratory, library, sports complex, computers, classrooms. Laboratory manuals are provided to all students before the commencement of the practical classes, which are to be maintained neatly by them.

Attendance is compulsory during practical classes, and the students are to be present in the lab for the entire duration of the experiment. The apparatus or instrument required for experimenting is by the student collected from the laboratory attendant. In some departments, students must wear lab coats before entering the laboratory. Each lab has at least one laboratory attendant on duty during hours of operation. The attendant is responsible for assisting students in experiments and handling the equipment. In case of



damage or mishandling of the apparatus during the experiment, the concerned student bears the cost of repair or purchase of new apparatus.

Mishandling computer hardware and deleting any software files from the system is strictly prohibited.

Sports and games activities are made available to the students from 6 to 8 A.M., and 4 to 8 P.M. Coaches and trainers for all sports and games are available on ?eld to train the students for intramural and extramural events.

On enrollment at the gym, a one-hour slot is allotted to a user at the user's convenient time.

The Infrastructure policy of the college governs the utilization of sporting infrastructure.

The library policy governs the operations of the Central Library. It opens from 8 A.M to 7 P.M. Library conducts an orientation program for new students to facilitate access to library resources. The policies regarding borrowing, renewing, and returning books are strictly followed. Similar policies are also outlined for fines and charges for lost and damaged books. The policy for access to the library is strictly based on valid ID cards for students and faculty members. The library also issues Library Usage Awards to students with the maximum usage of the library and its facilities. The library also provides a system for an internship outlined in the Library Internship Policy.

Computers and Wi-Fi facilities are made available to students and staff around the campus. The entire IT requirement of the college is strictly adhered to by the IT policy. The IT policies of the college take care of the purchase of hardware, software, installation, networking, and data sharing needs. Besides, taking care of the social media account use, website hosting, e-governance, etc. Additionally, the policy also governs the reduction, reusing, and recycling of e-waste.

Access to academic buildings for teaching, learning, and research facilities is provided to staff and students. Classes are divided into batches and shifts for optimum utilization of resources. Additionally, the classrooms and other facilities such as computer labs are also used by Government agencies and private institutions to conduct their examinations, training, etc.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

## Criterion 5 - Student Support and Progression

### 5.1 Student Support

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

Response: 28.95

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

2020-21	2019-20	2018-19	2017-18	2016-17
1112	1223	865	755	1571

#### File Description

#### Document

upload self attested letter with the list of students sanctioned scholarship

[View Document](#)

Upload any additional information Average percentage of students benefited by scholarships and freeships provided by the Government during the last five years (Data Template)

[View Document](#)

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

Response: 4.12

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

2020-21	2019-20	2018-19	2017-18	2016-17
136	216	200	151	92

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Number of students benefited by scholarships and freships institution / non- government agencies in last 5 years (Date Template)	<a href="#">View Document</a>

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

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

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

File Description	Document
Details of capability building and skills enhancement initiatives (Data Template)	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link to Institutional website	<a href="#">View Document</a>

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

**Response:** 0.53

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

2020-21	2019-20	2018-19	2017-18	2016-17
0	21	17	30	28

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

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

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

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

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

## 5.2 Student Progression

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

**Response:** 2.33

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

2020-21	2019-20	2018-19	2017-18	2016-17
32	21	25	25	26

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Self attested list of students placed	<a href="#">View Document</a>
Details of student placement during the last five years (Data Template)	<a href="#">View Document</a>

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

**Response:** 21.35

**5.2.2.1 Number of outgoing student progression to higher education during last five years**

Response: 291

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

**5.2.3 Average percentage of students qualifying in state/national/ international level examinations during the last five years (eg: IIT-JAM/CLAT/ NET/SLET/GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/State government examinations, etc.)**

Response: 100

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

2020-21	2019-20	2018-19	2017-18	2016-17
25	33	23	2	6

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

2020-21	2019-20	2018-19	2017-18	2016-17
25	33	23	2	6

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

### 5.3 Student Participation and Activities

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

**Response:** 264

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

2020-21	2019-20	2018-19	2017-18	2016-17
2	93	68	62	39

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

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

**Response:**

The college provides ample opportunities for students to involve themselves in the various executive responsibilities. The students are members of various committees in the college.

#### 1. College Association

Among the core committees involving students in the administrative, curricular, and co-curricular activities are the College Association. The student members of the Association are elected at the annual elections held at every department.

The College Association is composed of the following members:

Chairman - The Principal of the College

Staff-Coordinator - A member of the faculty

Supervisors - Three members of the management

Discipline in-charge - A senior member of the faculty

Student Coordinator - Student

Assistant Coordinator - Student

Girl Student Coordinator - Student

Assistant Girl Student Coordinator - Student

Male Marshall - Student

Female Marshall - Student

All members of the faculty

All Department Representatives (CRs) and Assistant Class Representatives (ADRs)

The College Association is involved in animating programmes and events in the college and even outside the campus during the academic year. Programmes such as College Week, Anthony's Feast Day, Kargil Vijay Divas, and others are all animated by the active involvement of the College Association.

## **2. IQAC (<http://anthonys.ac.in/Academics/iqac.php>)**

One Department representative is selected to represent the students' interest in the IQAC. The student representative embodies the views and visions of the student community for the college. The representative also coordinates student feedback on various pertinent student welfare and access matters.

## **3. Mosaic**

Mosaic, the College magazine, also has several student members involved in shaping and modelling the outcome of the College magazine. The students are tasked with magazine cover design, layout, and content. The college magazine offers an excellent opportunity for the students to hone their skills.

## **4. SACMUN ([http://anthonys.ac.in/Students\\_Service/SACMUN.php](http://anthonys.ac.in/Students_Service/SACMUN.php))**

SACMUN stands for St. Anthony's College Model United Nations. It is a simulation of the United Nations. It is a non-profitable organization. Students are involved in activities like debating current issues, public speaking, and others, thereby lending them an open platform for honing their leadership talents.

## **5. Anthonian Youth Club (AYC) ([http://anthonys.ac.in/Students\\_Service/youth.php](http://anthonys.ac.in/Students_Service/youth.php))**

Students founded the AYC to reach out to less privileged students inhabiting the outskirts of the city of Shillong. It also raises awareness about the evils of tobacco use, eco-friendly lifestyles such as recycling,

and the Swachh Bharat Campaign

#### 6. Women's Cell ([http://anthonys.ac.in/Students\\_Service/womenCell.php](http://anthonys.ac.in/Students_Service/womenCell.php))

Female college students are actively involved in all programmes conducted by the Women's Cell of the College.

#### 7. Grievance Redressal Cell - The students

#### 8. Department Clubs ([http://anthonys.ac.in/Students\\_Service/association.php](http://anthonys.ac.in/Students_Service/association.php))

Several departments have clubs such as Minnova Club (Business Administration), Cyber Club (Computer Science), Debate Club (Political Science), Electoral Literacy Club (Political Science), Media Club (Mass Media), which are aimed at allowing students to hone their talents in various areas.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

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

Response: 67

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

2020-21	2019-20	2018-19	2017-18	2016-17
13	130	78	70	44

File Description	Document
Report of the event	<a href="#">View Document</a>
Number of sports and cultural events/competitions in which students of the Institution participated during last five years (organised by the institution/other institutions (Data Template)	<a href="#">View Document</a>

## 5.4 Alumni Engagement

### 5.4.1 There is a registered Alumni Association that contributes significantly to the development of



**the institution through financial and/or other support services****Response:****St. Anthony's College Shillong Alumni Association (SACSAA) 2016-2021**

The SACSAA, which was started in 2005 with the motto - 'make a difference,' aimed to give back to the college and society. The association also encourages a sense of belonging by opening a portal for friends & colleagues to keep in touch, whose journey at St. Anthony's College once crossed paths. There are about 3876 members registered with the association. From 2013 onwards, the registration of outgoing final year students is done every year, paying a one-time membership fee of ₹250.

The Alumni Association provides a strong helping hand to the underprivileged sections of society by starting two courses-

**B.A. Programme (Evening Shift):** The programme was introduced to cater to the needs of the socio-economically weaker students and those with lower marks in the qualifying exams. These students are also offered a vocational skill course at Don Bosco Technical School during the day to help the students gain employable skills.

**B.Com. Programme (Evening Shift):** The association further extended its operation by starting the Evening Shift for those pursuing a degree in Commerce since 2016.

The teachers' salary is met by the SACSAA, freeing the college of the financial burden to pay the teachers. The financial aid by SACSAA also allows the college to charge a small fee of Rs 5000/ per programme only. The fee is reimbursed to the student once they have graduated with a required minimum percentage. The financial assistance translates to a fee waiver of Rs 14,370/- per student.

**The SACSAA also organises various activities in the college**

**General Assembly**, which is organised annually. At these assemblies, the Secretary's report and Treasurer's audited report are presented, followed by dissolution of the present Executive body and election of the new Executive body, followed by game, performances and concluded with dinner.

**Farewell Programme** is organised for outgoing final year students at the end of the academic year. It enables SACSAA to interact with the future alumni of the college and members of SACSAA.

**'Meeting minds guiding lives' Annual Programme:** This is a career counseling programme conducted by the association for the benefit of the college's third-year students. In this programme, experts from different fields are called, and the students are given the opportunity to listen and interact with the experts. The students are given exposure to job openings, prospects in higher education, future career planning, and others.

**Miscellaneous Activities:** The Office bearers of SACSAA from time to time have been involved in the various activities of the college. The association also holds regular executive meetings to discuss and deliberate on the various activities and events that need to be organised.

**'In Touch'** is a newsletter published by the association. The Newsletter aims to continually inform its

members of the association's ongoing activities and upcoming projects and highlight the achievements and contributions of the alumni members each year.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

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

**Response:** A. ? 5 Lakhs

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

## Criterion 6 - Governance, Leadership and Management

### 6.1 Institutional Vision and Leadership

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

##### Response:

Guided by the religious and educational philosophy of **St. John Bosco**, and born of the vision of a Don Bosco Father, Fr. Joseph Bacchiarello, St. Anthony's College was founded in 1934 with the avowed mission of bringing college education within the reach of the common man and woman. Ever since, the college has been nurtured by the Salesians of Don Bosco to be the vanguard of higher education in North-East India.

##### Mission

*"To mould intellectually competent, morally upright, socially committed and spiritually inspired persons capable of building a more human social order within the context of the nation's plurality of religions and diversity of cultures."*

##### Vision

*"Providing holistic and quality education within the reach of all"*

The College emphasizes life-oriented and value-based teaching and nurtures a culture of solidarity.

St. Anthony's College aims to equip students for life, making them not only job-seekers but also job-creators. In keeping with developments in various fields, it has pioneered courses and enhanced others to respond to equip students with a competitive edge that will meet the needs of society and the country.

Education is the primary objective of the College, and its teachers are continually engaged in equipping themselves to stay abreast of the latest developments in their fields.

The college's motto, "Ever More, Better Ever," captures the essence of the college's pursuit for excellence in the field of education and training.

The College believes in a system of governance that empowers faculties and staff in ways that enable them to contribute meaningfully and significantly to the life and activities of the institution. In this regard, the college has put in place a well-defined system and organizational structure comprising the following bodies.

**Governing Body:** An apex statutory decision-making body that formulates the overall policies of the college.

**Internal Quality Assurance Committee:** It was instituted to ensure quality in all aspects, spheres, and levels of the college. It is a crucial part of the process of engendering excellence in the college.

**Council of Heads:** The council is constituted of all heads of departments of the college. It meets regularly to review the transaction of the curriculum, plans the next academic sessions, new programmes, and activities.

**Admissions Committee:** Selected teachers and staff are members of this committee. They meet at the beginning of the academic session to plan the enrollment process for the year and review it to ensure that the admission experience is smooth and efficient.

**Library Committee:** The committee focuses on modernising and upgrading library facilities.

**Research Committee:** It is responsible for promoting research and publications among faculties and provides guidance and support in this area.

One of the key elements of governance is the General staff meet that is held at regular intervals by the management. This meet serves as a platform to disseminate information, invite suggestions and create a synergy for effective implementation of policies.

Another key element is the college's Strategic Plan, which serves as its guide and yardstick in meeting specified targets.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

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

#### Response:

The Management of the college adopts a democratic system of governance in order to maximise the participation of all its stakeholders. Certain matters and activities have been decentralised as a consequence.

The Governing Body is the apex statutory decision-making body which formulates the overall policies of the college.

The Internal Quality Assurance Committee actively plans, implements and monitors various programmes, activities and projects in the college to ensure quality and standard.

The Council of Heads meets regularly to review, plan and implement the curriculum and also think of new programmes and activities for the benefit of the students.

Students are co-opted as members of several committees and cells of the college such as the College Association, Editorial Board of the College Magazines, Grievance Cell and others.

## Case study: Admissions Committee

The Admissions Committee of the college is an excellent example of decentralisation and participative management within the college.

The Admissions Committee comprises select faculties from all the departments offering UG and PG programmes and staffs from relevant offices. These are appointed by the Management. The committee is tasked with streamlining, executing and supervising the entire admission process of the college. In the last two years, due to the pandemic, the Admission Committee successfully conducted the enrolment process through online mode. For the last six years, the college made use of an online platform called HiGrade by developed by Bosco Soft, Chennai<sup>4</sup>. In 2020, the college successfully developed its own ERP which serves multiple purposes including admissions.

Some of the activities of the Admission Committee are:

Publicity of the college programmes

Offering counselling to students seeking admission

Designing, implementing and maintaining of the college ERP related to admissions

Setting up help desks and booths that cater to students' needs during the admission process

Selling of admission forms and prospectus

Receiving and sorting of forms according to a specified process

Short listing students as per the admission policy of the college

Making arrangements for payment of fees to be paid offline or online through the college ERP

Assigning roll numbers and preparing college Identity Cards for students who are admitted to the college.

Outcomes:

The Admission Committee ensures that the process is smooth and student friendly. It works hard to ensure that the stress and anxiety normally associated with the process are significantly alleviated. The committee assists the Management in completing the admission process as early as possible so that results are declared at the earliest. Students are provided with on the spot information, timely assistance and sound and reliable guidance not only on how to apply for seats but which departments or subjects are more suitable for them. Students are also provided with information on the future prospects of each departments and streams. Through the college website, notice boards and display monitors the committee circulates vital information and details regarding the admission process and results as and when decisions are taken. These initiatives have proven effective in providing a seamless flow of the admission process.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

## 6.2 Strategy Development and Deployment

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

#### Response:

The quest to continue providing quality education to the youth is constantly redefined by the nature of the prevailing environments. Any institution that seeks to be relevant to its times and efficient in translating its vision and mission into concrete realities needs to evolve accordingly. One of the many processes of such evolution is the formulation of a strategic plan.

The Management of the college, under the leadership of the Principal, has formulated such a strategic plan at the beginning of the year 2013. The strategic plan covers a period of fifteen years and includes long term and short term goals for the college to achieve.

Some highlights of the current strategic plan are

- Vision and mission
- Core values
- Goals and objectives
- Expansion of campus and creation of assets and infrastructure
- Introduction of new programmes and online courses
- Increasing research through support systems and relevant platforms
- Empowering faculty and staff through various programmes
- Addressing student academic performance
- Strengthening the alumni association

#### Activity successfully implemented based on the strategic plan:

**Introduction of PG Programmes in Political Science and Education and UG programme in Education (Page 3 of strategic plan):-**

**Objective:** To provide students of the region access to Post Graduate studies as well as variety of programmes that will suit their aspirations for personal and academic growth. In line with its mission of making quality education accessible, the college made a conscious decision to introduce new academic programmes and departments.

**Implementation:**

The Management after having made the necessary study placed the matter of introducing new academic programmes before the Governing Body and the concerned departments.

After receiving the required approval from the Governing body, the Management applied to the affiliating university which grants permission to begin the process.

The Management then made the necessary arrangements such as classrooms, books, facilities and began the process of recruiting teachers to the newly created departments.

Publicity drives were conducted to create awareness amongst the public about the new programmes, seats and vacancies.

The affiliating university sent inspection teams to ensure that the college met the required criteria to start new academic programmes.

Following the inspection and successful completion of the process, the college then launches the courses fully as per the guidelines and directions received from the university and the Education Department of the state government.

**Outcomes:**

The process of achieving one of the many key goals highlighted in the strategic plan was achieved within a short span of time is an encouraging achievement that has inspired the college to continue its pursuit of achieving other goals in the plan.

The newly created programmes and departments have seen a remarkable response from students in the state. The ability of the college to ensure the quality and standard of these initiatives which are self-financed has attracted more students to the apply for admissions to the new departments. The college is in the process of apply for new PG programmes soon.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
strategic Plan and deployment documents on the website	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

**6.2.2 The functioning of the institutional bodies is effective and efficient as visible from policies,**

**administrative setup, appointment and service rules, procedures, etc.****Response:**

The college has several institutional bodies set up to assist the Management in many of its administrative matters. These bodies have been designed to ensure the smooth functioning of certain components or activities of the management. These bodies include the Governing Body, Internal Quality Assurance Cell, Research Cell, Council of Heads of departments, College Association, examination committee, admission committee, among others.

Each of these bodies has been given the responsibility to function independently under the supervision of the management and make decisions at their respective level. This ensures proper delegation of authority as well as better participative management.

**Organogram of the institution:**

St Anthony's College is an educational institution established by Salesians of Don Bosco of the Catholic Church. The college is managed and supported by the Salesians of Don Bosco which is its sponsoring body. Directly under the sponsoring body is the Governing Body of the college which was created by the Salesians of Don Bosco. The Governing Body comprises the *Provincial of the Shillong Province*, who is the ex-officio President, and the Principal of the College as the *Secretary of the body*. The other ex-officio members are the Economer of the Shillong Province, the Vice-Principal, the Hostel Warden, the Principal of St. Anthony's Higher Secondary School, the Director of Don Bosco Technical School and two members of the Salesian Society serving in the College. Certain members are appointed from other institutions such as two nominated representatives from the North-Eastern Hill University, one representative from the Government of Meghalaya and two elected representatives from the Faculty of the College.

Next in the organizational structure comes the Vice-Principal and the Heads of Departments.

All policy decisions affecting the affairs of the college are taken by the Governing Body through formal meetings and consultations.

Decisions for implementing the day-to-day programmes and activities of the College are taken at the Council of Heads meetings and General Staff meetings. In consultations with the Principal, the various departments and committee heads/coordinators also take decisions for matters pertaining to their respective departments/committees.

The schedule and manner of conducting of examinations across the institution is under the supervision of the examination committee. Once the principal receives intimation from the parent university, the information is conveyed to the exam committee who will then execute the standard operating procedure specially drawn up by it to ensure a smooth examination process. Several other examinations conducted institution-wide are also handled by the exam committee. The exam committee also handles the internal assessment of students during the semester. The exam committee addresses grievances and issues raised by students.



File Description	Document
Upload any additional information	<a href="#">View Document</a>
Link to Organogram of the Institution webpage	<a href="#">View Document</a>

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

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

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

File Description	Document
Screen shots of user interfaces	<a href="#">View Document</a>
ERP (Enterprise Resource Planning) Document	<a href="#">View Document</a>
Details of implementation of e-governance in areas of operation, Administration etc	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

## 6.3 Faculty Empowerment Strategies

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

**Response:**

The institution has several measures aimed at the welfare of its teaching and non-teaching staff.

- Group Saving Linked Insurance Scheme (GSLI)
- Contributory Provident Fund (CPF)
- National Pension Scheme (NPS)
- Employees' State Insurance Scheme (ESI)
- Death cum retirement gratuity Scheme
- Admission Preference given to children of the staff for admission in the college for its various programmes.
- For more exposure in academic and institutional practices, faculty members have been funded to attend professional development programmes and workshops in other universities and organisations.
- To promote research and publications, the college has incentivised the process so that faculty may be rewarded for such achievements.
- The college has supply of pure drinking water through its RO plant located within campus.
- The college has a thriving Thrift Society known as the St. Anthony's College Employees Mutual Benefit Cooperative Society Ltd., which was formed since 1980 and registered with the Registrar

of cooperative societies. The society grants loans to its members for a minimal interest for medical emergencies, education of dependents, house building, renovation and purchase of flats, purchase of land, home appliances, vehicles and so on. All members have greatly benefited from this society, which has an office within the campus where it conducts its monthly meetings. Its annual general meet is held at the Conference Hall of the college.

- Maternity Leave as per service rules
- Paternity Leave as per service rules
- Other leaves as per service rules
- Separate facilities at the canteen are provided for the staff members.
- In-campus Banking and ATM facility for convenience of staff.
- The college has a first aid room with a trained staff of the college as well. In total there are 3 beds, one in the infirmary, one each in the boys and girls common room.
- There is an ambulance of the college should the need arise. It also has a standing MOU with Nazareth hospital for its students and staff.
- The staff common room has restroom facilities as well as a billiards table.
- The college has a gymnasium facility in campus which can be used by faculty members. In addition, college has organised several programmes aimed at improving the overall health of its staff.

Residences for staff (Limited) on moderate rent including parking facilities.

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

### 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:** 85.85

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

2020-21	2019-20	2018-19	2017-18	2016-17
146	134	26	160	167

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

**6.3.3 Average number of professional development /administrative training programs organized by the institution for teaching and non teaching staff during the last five years****Response:** 2.6**6.3.3.1 Total number of professional development /administrative training Programmes organized by the institution for teaching and non teaching staff year-wise during the last five years**

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

**File Description****Document**

Details of professional development / administrative training Programmes organized by the University for teaching and non teaching staff

[View Document](#)

**6.3.4 Average percentage of teachers undergoing online/ face-to-face Faculty Development Programmes (FDP)during the last five years (Professional Development Programmes, Orientation / Induction Programmes, Refresher Course, Short Term Course ).****Response:** 7.37**6.3.4.1 Total number of teachers attending professional development Programmes viz., Orientation / Induction Programme, Refresher Course, Short Term Course year-wise during the last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
15	16	9	11	4

**File Description****Document**

Details of teachers attending professional development programmes during the last five years

[View Document](#)

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

The college has a performance appraisal system for both the teaching and non-teaching staff.

For the teaching staff, the college has a performance appraisal system as required by the Government of Meghalaya and the UGC. Every teaching staff has to complete the criteria as laid out in the Academic

Performance Index of the UGC and submit the relevant documents as evidence.

The IQAC plays a role by screening and scrutinizing all the information which is then passed to the Head of the Institution. The Principal then convenes the Selection Committee comprising members from the parent university, government of Meghalaya, senior departmental colleagues and college management. After the selection committee has made its examination of all relevant documents and confirms all information with the faculty concerned through an interview, it makes its recommendation. The recommendation is then forwarded to the Directorate of Higher & Technical Education, Meghalaya for career up gradation.

For the college post teaching staff, up gradation to the higher cadre would require of them to complete the same criteria as given for sanctioned posts as well as the criteria stated in the service rules of the college. Similarly, the selection committee will be convened by the principal and after confirming all the information and interviewing the concerned faculty; it will make its recommendation.

The self-appraisal focuses on the following aspects:

- Educational Qualification
- Papers taught at the UG and PG levels
- Number of research scholars guided for MPhil. and Ph.D.
- Orientation and Refresher Courses completed
- Number of Workshops / Conferences attended
- Number of Research papers presented in conferences/seminars
- Number of Research articles and books published
- Extension activities
- Contribution to the College
- Membership of professional bodies

The achievements of the faculty such as publications, awards, honours, etc. are recognized by the College and appreciated through announcements in faculty notice board and newsletters.

Performance appraisal for non-teaching staff of the institution is undertaken as and when promotion is considered. Efforts are made to improve their capabilities and performance through regular training programmes and orientation.

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

## 6.4 Financial Management and Resource Mobilization

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

**Response:**

The college takes utmost care in the manner and procedures for maintaining all of its financial transactions throughout the year. Regular updating of its accounts through its accounting personnel ensures that anomalies, if any, are detected early on and are immediately rectified. The accounts office in constant consultation with the office of the principal ensures that all financial transactions are above board. After preparing all of the financial statements for a financial year, the college will then have its accounts audited.

- Before the final accounts are prepared an internal audit is also carried out by the Provincial and Provincial Economist who are also President and member of the Governing Body respectively during their regular visit to the College.
- Then the Internal financial audit of the college is annually done by a Chartered Accountancy firm viz. Kiron Joshi & Associates.
- The firm is appointed by the Governing Body of the college.
- The latest audit report was prepared for the year 2019-20.
- The external auditor is carried out by the Auditor from the Director of Local Fund Audit, Government of Meghalaya, which is done once in five years, the latest audit report was for the period of 2014-2018.
- The external audit for 2016-17 was done by the auditors from the Office of the Director of Local Fund Audit, Government of Meghalaya.
- At the end of the audit the auditor submits the audit report along with their objections if there are any.

#### **Handling of objections:**

The objections raised by the auditor from their findings are settled either by

- Showing and providing all the facts and figure in a formal letter or
- Are rectified in the following financial year.

The auditor also suggests some point which will make the auditing easier and faster. The college receives and implements such suggestions whenever the situation permits it to do so, without affecting its accounting process.

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

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

**Response:** 55.2

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

2020-21	2019-20	2018-19	2017-18	2016-17
12.28	9.4	14.14	11.3	8.08

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

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

#### Response:

#### Strategies to mobilize financial resources:

The college rents out its infrastructure such as auditorium, conference halls and classrooms, computer laboratories, basketball courts for use by government agencies, non-governmental organizations, public institutions and sports associations for conduct of various programmes and events. It rents out its bus and vehicles to organizations, educational institutions and space for banks, ATMs, stationery shops, canteens.

Conducting short term courses, training and events for institutions and organizations.

Sale of college magazine, prospectus, forms, t-shirts, photocopying, agricultural produce cultivated off campus.

Institutional fee for providing technical support for webinars and online programmes for educational institutions.

Partnering with other institutions in conducting programmes and events where the expenditures are shouldered equally or as per arrangements.

Sponsoring Body of the college extends financial assistance to the college every year or whenever its assistance is required.

Voluntary contribution from alumni through the Alumni Association, individuals and organizations sympathetic to the cause of the college.

Grants and funds from governmental agencies that offer schemes and grants to educational institutions for implementation of academic projects and activities on campus. In this regard, the College has received funding from RUSA, UGC, DST, etc. over the last five years.

Installed Roof Top Solar Panels for generation of electricity. This has substantially reduced financial investment in this area. The electricity generated through the solar panel system is supplied to the state

level grid which reduces the electricity bills of the college significantly.

### **Optimal utilisation of resources**

The utilisation of the financial resources that the college is able to mobilise through its various avenues can be enumerated under two broad heads – major and minor investments.

#### **Major investments:**

The major investments of the college include:

Payment of the salaries of full-time and part-time college post teachers and staff

Create assets and infrastructure and maintenance of the same

Acquire land for creation of off campus farms and infrastructure with the aim of expanding its various programmes

Support the paying of salaries of staffs of a newly launched educational institution adopted as part of the community social responsibility initiative of the college

Depute teachers and staff to attend capacity building programmes and events in different parts of the country.

#### **Minor investments:**

The Minor investments include:

Conduct of skill development training programmes and activities for students which are offered free of cost to them

Students from underprivileged section of society are provided free-ships (institutional full scholarships) to complete their education in the college at par with other students

Teachers are provided incentives to undertake research and/or to publish their research in reputed journals and academic magazines

Faculties and staff are given honorarium for shouldering various administrative responsibilities

Departments are sanctioned a stipulated amount of fund annually to meet various internal expenditures and to conduct small scale academic events and programmes for the benefit of students

The college also undertakes various extension activities in and around the campus and in adopted villages for the welfare of the people in the community.

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

## 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:

Since its formation in October 2006, the IQAC has played an active role in propelling the college towards excellence in all aspects which includes teaching, learning and evaluation. The following two examples are a result of the IQAC initiatives:

#### Practice #1: Service rules for college post teaching and non-teaching staff:

The IQACs fully understands that employees who are informed about their performance expectations will also be able to deliver quality on their jobs. As a result, the IQAC made the important suggestion to the management of the college regarding the framing of clear service rules for teaching and non-teaching staff who are directly employed by the college. This was recorded on the meeting on 26th June 2015.

A committee consisting of senior faculty and management was constituted to set about the task. After several meetings, the service rules were framed and presented to the governing body for its approval. The rules were also presented to the college teachers association to study and make further recommendations.

After all recommendations were taken, the rules were presented again to the governing body for its final approval. These service rules were then introduced in 2019.

Over the years, as the number of sanctioned posts of the government has stagnated, the college had been recruiting personnel on its own to keep up with its requirements. There needed to be clear guidelines for such employees, with respect to their rights and responsibilities within the college. The service rules cover areas related to recruitment, placement, leave rules, workload, responsibilities, ethics, social security, incentives for PhD, MPhil, and pay scale and benefits.

These service rules would also ensure that an environment of equal treatment will be meted out to each employee based on the requirements of the service rules, rather than on any form of favoritism.

#### Practice #2: Additional infrastructure to augment classroom and other utilities:

In pursuit of ensuring that the teaching-learning environment of the college is constantly improved and accessible to its student community, the IQAC gave the management the desired push in this direction at its meeting held on 26th June 2015, where the need to add additional infrastructure and augmentation of current infrastructure was made.

The college management, which has always been keen to constantly update, upgrade and improve, swiftly took up this challenge and went about the task on a war footing.



The new annexe, Wollaston Annexe, which now houses the departments of Commerce, Economics, Business Administration, PG Education and Political Science, along with the Hospitality Programmes and the Design Innovation Centre was completed in record time. The building also has a new and improved conference hall. This has benefited not just the departments mentioned, but has also meant that the space vacated by them can now be utilised by the other departments in the older block, which has meant larger and more spacious classroom, better laboratories, improved facilities for faculty, more robust Wi-Fi infrastructure, more lavatories, new bus for departmental field trips.

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

**6.5.2 The institution reviews its teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals through IQAC set up as per norms and recorded the incremental improvement in various activities ( For first cycle - Incremental improvements made for the preceding five years with regard to quality For second and subsequent cycles - Incremental improvements made for the preceding five years with regard to quality and post accreditation quality initiatives )**

**Response:**

**Incremental improvements made after cycle 3:**

The college has implemented various quality enhancements since completion of cycle 3.

Improvements have been made in the library, laboratories, class room (ICT enabled), staff publications, more staff completing their PhDs and several more undergoing PhD, amenities for staff and students have improved significantly, girls hostel is fully operational, two new PG Programmes in Education and Political Science as well as UG in Education were introduced, certificate courses in hospitality added, communication skills for all classes introduced, design innovation centre with courses in product design and modeling, gross enrolment has gone up, new buildings are friendlier for PwD, older buildings have been upgraded, improved and robust ERP of the college, new building housing several departments completed in record time. The college strives to be more environment friendly through its green campus, clean air, and usage of solar power.

**Example 1: Exam policy**

- The examination committee made up of members from the teaching staff, have strived to improve the process of examination, both at the departmental level as well as institutional level. In fact, it was constituted by the IQAC.
- The outcome of these experiences and feedback has led to a system which is robust with proper checks and balance to ensure proper administration, confidentiality and trust in the system by all stakeholders.
- Recognising the significance of the examination process, especially in the light of the university changing over from the annual system to semester system from academic year 2015, the IQAC at its meeting in the beginning of 2015 stressed upon the need for documentation of the entire

examination process.

- This documentation and consultation subsequently led to a well laid out examination policy for the institution as a whole.
- This policy will ensure smooth planning, management and efficient conduct of all internal assessments as well as end semester university examinations.
- The policy spells out the functioning of the central exam committee as well as the departmental committees in carrying out the process seamlessly.
- The policy provides a robust and streamlined mechanism of continuous internal evaluation. These internal assessments are in the form of periodic class tests, assignments, problem solving sessions, multiple choice questions based evaluation, classroom demonstrations, seminar presentations followed by question answer sessions, viva and practical demonstrations in subjects with practical papers, group discussions among students on specific topics moderated by teachers.
- The roles and responsibilities for staff and students have been clearly defined. Question papers for sessional as well as class tests are set and moderated by departments.
- Evaluation and scrutiny of the answer scripts is done by the faculty of the concerned Department. The Head of the Department is responsible for allotment of evaluation duties amongst the departmental faculty as well as ensuring that the process of evaluation is fair and efficient.
- The departmental exam committee is also responsible for proper tabulation and moderation of the marks and maintenance of other records.
- Transparent and effective mechanisms to address any grievances related to examinations are assiduously defined. Candidates have the option of seeking redress and clarification on their performance by submitting an application to the concerned departmental head. On receipt of the same, the Departmental examination committee is empowered to act on the grievance at the earliest. If the student is still not satisfied, the student may approach the examination committee of the College who will look into the matter and settle it after due consultation with the Principal of the college.

### **Example 2: Enhancement of ICT, laboratory, library and amenities**

- To improve the overall ambience conducive for teaching and learning, the IQAC has suggested several improvements.
- The central library: In addition to stack room, reading and reference rooms, there are thirty web enabled computers for usage by students. The library is automated with RFID. KOHA is the ILMS used. It currently subscribes to e-journals and resources such as NLIST, JGATE and DELCON. The institution has spent a substantial amount on books and hardcopy journals. Reprographic facilities are available at the library. The head librarian is ably assisted by assistants. Students may browse online for books available at the library and can also borrow books by email to the library which then picks up the books and informs students regarding date and time for easy and quick pick up.
- Classrooms and a majority of laboratories are ICT enabled. All projectors are connected to the central power supply (generator) to ensure that all lectures and classes continue in the event of power failure. Departments have been provided with Wi-Fi enabled laptops to be used by faculty in the classrooms.
- Up-gradation of Laboratories: All the Science laboratories in the College have been upgraded with improved facilities and necessary equipment benefitting both students and those interested in further research.
- Amenities: Potable drinking water through Reverse Osmosis (RO) plant has been provided at different locations of the campus. Restrooms for male and female students as well as faculty have

been renovated with adequate facilities.

- **Wi-Fi Facility:** The campus is Wi-Fi enabled. Students and faculty of the College have access to the internet for academic purposes.
- **Facilities for PwD:** Most of the buildings are equipped with ramps. Lift facility is available in one building while installation of a lift in the new building is awaited. Physically Challenged friendly restrooms have been constructed. The College provides wheel chairs to be used within campus.
- **Enterprise Resource Planning:** Implemented ERP software which facilitates e-governance in different areas of its operations such as Administration, Student admission and support and in the Examination Office. For finance and accounts the college uses the Tally 9 ERP software.
- **Environment friendly campus:** Solar panels installed to facilitate generation of green energy and augment green initiative of the College. Solar power lamps used at several key locations around campus. Class rooms are designed to allow proper ventilation and are fitted with LED bulbs to provide better and cost effective lighting. Rain Water Harvesting complements institution water requirements. The botanical garden provides green cover and is home to exotic plants and a vermi-composting unit.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

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

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

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

File Description	Document
Upload e-copies of the accreditations and certifications	<a href="#">View Document</a>
Upload details of Quality assurance initiatives of the institution	<a href="#">View Document</a>
Upload any additional information	<a href="#">View Document</a>
Paste web link of Annual reports of Institution	<a href="#">View Document</a>

## Criterion 7 - Institutional Values and Best Practices

### 7.1 Institutional Values and Social Responsibilities

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

##### Response:

Awareness of gender equity and sensitivity has always been a priority of St Anthony's College. And this is evident from the following information.

1. Curriculum: Gender equity & sensitization is included in most of the college's curricular & co-curricular activities. This is evident in the curriculum of some of the departments such as Education, History and Value Education.
2. Facilities:
  1. Safety & Security: The College has installed a total number of 92 CCTVs on the campus- 15 in Mama Margret Girls Hostel, 12 in Fishery Science Dept, 19 in the library, 5 in Music Dept, 27 in the main building. Apart from the CCTVs, a Logbook is maintained at the entry-exit points of the girls' hostel.
  2. Common Rooms: The college provides separate common rooms for boy and girl students. Because of the unique needs of the female students, the management has installed a sanitary pad dispenser and an incinerator. These two machines provide convenience and ease for female students.
  3. Policy for Transgender: The College has separate policies for transgender whereas anyone with either gender can identify themselves freely without the feeling of being judged. For example, the college application forms have a third gender category.
  4. Women Cell Programmes: The Women Cell of the college has organized several programmes and workshops focusing specifically on Gender sensitization related issues such as Awareness and Motivation Program for 'Empowering Workers', Awareness Program on 'Serious Issues related to Women and Children' and 'Management of Diversity and Equity in universities and colleges. The women cell usually conducts these various programmes in collaboration with other college departments and other external agencies like the Meghalaya State Commission for Protection of Child Rights and State Revenue centre for women, North East Network (NEN), etc. The College has always encouraged its teaching faculty and students to attend and participate in Gender Equity and Gender sensitization programmes organized by other institutes and external agencies.
  5. Counselling: There are separate counsellors for both male and female students provided by the college management through the Value Education department. Counselling is tailored according to the individual's needs. There is flexibility within therapy that allows for a variety of ways to access the service.
  6. The college has always kept separate quotas for students' admissions for both male and female students, thereby allowing both the opportunity to study in this esteemed college. The following is data collected for 2016-2017 till 2019-2020, of the number of students admitted for studies in the college.

1. 2016-2017:

- Males: 1,735
- Females: 1,504

2. 2017-2018:

- Males: 1,725
- Females: 1,574

3. 2018-2019:

- Males: 1,885
- Females: 1806

4. 2019-2020:

- Males: 1,919
- Females: 1,940

5. 2020-2021:

- Males: 893
- Females: 969

File Description	Document
Link for specific facilities provided for women in terms of: a. Safety and security b. Counselling c. Common Rooms d. Day care center for young children e. Any other relevant information	<a href="#">View Document</a>
Link for annual gender sensitization action plan	<a href="#">View Document</a>

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

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

**Response:** A. 4 or All of the above

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

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

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

#### Response:

St. Anthony's College believes in a "Green and Clean campus". The college encourages environment-friendly practices so that our operations have minimal impact on the environment. Recycling of used materials ensures that natural resources are consumed less and judiciously used. Initiatives like the use of renewable energy (solar lamps), rainwater harvesting, no-smoking zone, waste management system etc., have been implemented. Environmental consciousness is deeply rooted in the institution's heart, evident by the Botany department's annual tree plantation drive on World Environment Day. Besides maintaining the aesthetic beauty and green canopy of the college, this drive also provides a compatible atmosphere for academic and non-academic pursuits.

- **Solid Waste Management:**

Students and staff (both teaching and non-teaching) are being sensitized to proper waste management through workshops and lectures to reduce waste generation at our institute. Our college also uses colour-coded bins for appropriate segregation of generated waste. The waste generated on the campus includes papers, glass, metals, plastic etc. Old newspapers are reused during media preparation and autoclaving. Non-biodegradable waste is segregated, thereby reducing the risks as well as the cost of handling and disposal. They are either recycled or disposed off according to the nature of the waste. Recycling of used and broken glassware is taken care of by the glass melting unit of the Chemistry department.

The leaf litter is collected and composted by the vermicomposting unit. This manure is used for the college garden. Apart from dry solid waste, the campus also generates organic waste from the two Hostels (Stephen Hall and Mama Margaret) and the college canteens. This collected waste is used as feed for the piggery of Stephen hall hostel.

- **Liquid Waste Management:**

The liquid waste from the laboratories, the washroom is well connected to the municipal drainage system to avoid groundwater contamination.

- **Biomedical Waste Management:**

St. Anthony's College has signed a memorandum of undertaking (MoU) with Nazareth Hospital Shillong, Shillong whereby all biomedical waste that come as a part of the academic practical experiments at the college, shall be treated and packed as per protocol and dropped by St. Anthony's College at the point designated by Nazareth Hospital, Shillong for further disposal by the government agencies.

- **E-waste Management:**

Electronic items are put to optimum use, minor repairs are quickly set right by laboratory assistants and Teaching staff, and other major repairs are handled by technical staff and reused.

- **Hazardous Chemicals and radioactive waste management:**

Waste generated from experimentation that includes blood samples, body fluids, microbial cultures, animal tissues, animal cell culture, animal carcasses are labelled and handled with utmost care. They are treated with 10% Sodium Hypochlorite prior to disposal. They are then collected in the biohazard bin and appropriately stored, which is then routinely collected by the Shillong Municipal Board waste disposal truck. The use of protective gears for handling waste is mandatory to minimize risks. Apparatus like test tubes are sent to the glass blowing unit installed within the college campus.

File Description	Document
Any other relevant information	<a href="#">View Document</a>
Link for Relevant documents like agreements/MoUs with Government and other approved agencies	<a href="#">View Document</a>
Link for Geotagged photographs of the facilities	<a href="#">View Document</a>

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

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

**Response:** A. Any 4 or all of the above

File Description	Document
Any other relevant information	<a href="#">View Document</a>
Link for any other relevant information	<a href="#">View Document</a>

#### 7.1.5 Green campus initiatives include:

1. Restricted entry of automobiles
2. Use of Bicycles/ Battery powered vehicles
3. Pedestrian Friendly pathways
4. Ban on use of Plastic
5. Landscaping with trees and plants

**Response:** Any 4 or All of the above

File Description	Document
Various policy documents / decisions circulated for implementation	<a href="#">View Document</a>
Any other relevant documents	<a href="#">View Document</a>
Link for any other relevant information	<a href="#">View Document</a>

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

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

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

File Description	Document
Reports on environment and energy audits submitted by the auditing agency	<a href="#">View Document</a>
Link for any other relevant information	<a href="#">View Document</a>

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

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

**Response:** A. Any 4 or all of the above



File Description	Document
Policy documents and information brochures on the support to be provided	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>
Link for any other relevant information	<a href="#">View Document</a>

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

**Response:**

The Institution makes sincere efforts and takes initiatives to provide an inclusive environment and promote tolerance and harmony towards cultural, regional, linguistic, communal, socio-economic, and other diversities through the various programmes organized within and outside the college campus. The organization of Hindi Divas Samaroh and MatriBhasha Divas every year, helps in the popularization of Hindi among the students of the diverse ethnolinguistic communities studying in St. Anthony's College. The observation of Kargil Vijay Diwas, International Yoga Day and Independence Day helps in fostering a spirit of unity and fraternity among students, cutting across cultural, regional, linguistic and communal barriers. The cultural programmes associated with the celebration of such days help students appreciate the distinct cultural practices of different ethnic communities of the region as well as the country. The celebration of Holi and Diwali is another initiative that helps to foster a spirit of harmony and tolerance among the students of the college. The department of mass media would organize and stage street plays on themes that relates to universal values such as Truth, Righteous conduct, Love, Non-Violence and peace. Furthermore, college week, freshers' meet, farewell programmes, musical concerts etc. also contribute to a sense of harmony among students of the college.

File Description	Document
Link for supporting documents on the information provided (as reflected in the administrative and academic activities of the Institution)	<a href="#">View Document</a>

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

**Response:**

Regularly, the institution organizes and conducts programmes to sensitize students of the college and other stakeholders of the society on the importance of being good and responsible citizens in accordance with the Indian constitutional values. In this regard, the National Cadet Corps (NCC), St. Anthony's College unit, the National Service Scheme (NSS), St. Anthony's unit, the Anthonian Youth Club (AYC) and the Value Education Department play a significant role in organizing such programmes and workshops targeted

mainly for the students of St. Anthony's College but, also, for other stakeholders in the society. Here, the Principal of the College, from time to time during assembly, would urge the students to become good and responsible citizens. Apart from that numerous programmes have been organized and some of those programmes are as follows:

- **Workshop on Drug Abuse Prevention:**3rd and 4th March 2017: Workshop on Drug Abuse Prevention. In collaboration with NISD New Delhi and ICSSR (NERC) Shillong.
- **Social Activity at Orphanage:**10th March 2018- Social Service Activity at Anand Bhavan Orphanage and Shanti Bhavan, Shillong. To inspire and motivate students to engage in helping the poor, the aged, orphans and the destitute.
- **Cleaning Drive:**8th, 12th August and 7th September 2019- NSS students took part in the Cleaning drive Organized by The Shillong times and Observance of Swachhta Pawhweda.
- **Anti-drug Campaign:**14th November 2019- NCC organized an anti-drug campaign through a rally within the city of Shillong.
- **National Road Safety Week:**4th -10th February 2019 and 17th January 2020- Observation of 30th and 31st National Road Safety Week by displaying a Road Safety Banner outside the College gate to create awareness and sensitize the public with tips on Road Safety.
- **Swachhata Hi Seva:**1st October 2019-The Department of Zoology, in collaboration with the Anthonian Youth Club organized an awareness programme on account of **Swachhata Hi Seva** on the theme "*Plastic waste-free campaign*".
- **Visits to Orphanages:**15th December 2016 and 14th November 2017- Students from the NSS unit of St. Anthony's College visited orphanages to sensitize and motivate students to engage in helping the poor, the aged, orphans and the needy.
- **Constitution Day:** The Institution observes the annual Constitution Day within the campus whereby students are sensitized about their rights, duties and responsibilities as Indian citizens.
- **Blood Donation Camp:** Every year the NSS conducts a blood donation drive within the campus. Both students and staff are encouraged to donate blood with the aim to save and preserve precious lives.
- **Covid-19 Relief:**During the Covid-19 pandemic, volunteers from both NCC and NSS took an active part in distributing Relief Material to people and households in rural areas of Meghalaya who were affected by the lockdown.
- **Outreach Programme:**3rd September 2018: The Anthonian Youth Club (AYC) conducted an outreach programme for a rural school, Roba Sing Syiem Seng Khasi Secondary School, Mawkliaw village. The highlight of the programme was a talk on Environmental Awareness with Emphasis on Civic Sense.

File Description	Document
Link for details of activities that inculcate values necessary to render students in to responsible citizens	<a href="#">View Document</a>

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

**1. The Code of Conduct is displayed on the website**

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

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

File Description	Document
Details of the monitoring committee composition and minutes of the committee meeting number of programmes organized reports on the various programs etc in support of the claims	<a href="#">View Document</a>
Code of ethics policy document	<a href="#">View Document</a>

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

**Response:**

St. Anthony's College is proud of its standing as a multi-cultural, multi-linguistic and multi-ethnic institution. It has taken pain to promote national integrity and continually encourages the appreciation of the celebration of all the cultural and religious identities of India. In this regard, the college encourages the faculty, both teaching and non-teaching, and all students to participate, celebrate and commemorate the different festivals of India and the important- national and international days of the year.

The following are the various programmes:

- **World Environment Day:** Every 5th of June, the College, under the initiative of the Department of Botany, would celebrate World Environment Day by planting saplings in the Botanical Garden of the College.
- **World Music Day:** The Music Department of St. Anthony's College would celebrate World Music Day every year on the 21st of June. During the pandemic, the department had organized an Online Music Competition for the students of the department.
- **Independence Day Celebration:** On 15th August of every year, as part of celebration India's Independence Day, the NSS and the NCC unit of St. Anthony's College would organize various competitions. The competitions included singing, dancing, drawing, painting and extempore speech. The objective of holding such competitions was to foster patriotic spirit in the students of the College.
- **International Yoga Day:** The National Cadet Corps (NCC) unit of St. Anthony's College observed International Yoga Day on 21st June 2016, 2017, 2018, 2019 and 2020. Observation of this day helps popularise yoga, which focuses on physical and mental well-being and contributes to a spirit of harmony and national integration.
- **Kargil Vijay Diwas:** celebrated on 26th July 2016, 2017, 2018, 2019 and 2020 to commemorate India's victory in the Kargil War of 1999 and honour the different martyrs. The latter sacrificed their lives for the country, including Capt. K.C. Nongrum (MahaVir Chakra) who sacrificed his life in the Kargil War.

- **Republic Day Celebration:** Every year on 26th January, the NCC unit of St. Anthony's College would celebrate Republic Day with the nation. Since 2016, a total number of 20 cadets had participated in the Republic Day March in New Delhi. In the year 2019 and 2020, NSS volunteers had participated in the Republic Day Parade NSS Squad and one volunteer was selected as the Second in command, commander of NSS squad in the Republic Day Parade.
- **World Aids Day:** On 1st December, on World Aids Day, the NSS would organize a programme to create awareness and dispel myths related to HIV and AIDS.
- **World Photography Day:** The Media Club from the Mass Media department would celebrate the World Photography Day through a photo exhibition and other programmes such as inter-college debate competition.
- **Van Mahotsav:** The institution, through the NSS, celebrated the annual one-week tree planting festival, 'Van Mahotsav', whereby students were encouraged to plant tree saplings in different locations of Shillong.
- **Celebration of Festivals:** National festivals like Holi, Diwali, and Christmas are celebrated with zeal within St. Anthony's College campus.

File Description	Document
Link for any other relevant information	<a href="#">View Document</a>

## 7.2 Best Practices

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

#### Response:

#### Best Practice -I

##### 1. Title of the Practice: Learning beyond the Classroom

##### 2. Objectives of the Practice

- To actualise the College's vision, which is to provide holistic and quality education within the reach of all.
- To instil in young minds the importance of human contact with the natural world.
- To contribute to the financial sustainability of the project and the benefits to the local communities.
- To bridge the gap between theoretical and practical learning of students.
- To integrate sustainability of agroforestry products and sustainable rural development.

#### Underlying principles or concepts of this practice

Information based practices/techniques need to be passed on to those who carry the latest technologies. Traditional knowledge and technical aspects of farming, forest management, crop planting, and agriculture should be defined, addressed, valued, and incorporated with scientific farming practices. The study aims to integrate and diffuse the concepts of biodiversity and continuity of land management system and biological

interactions of trees, shrubs, crops, livestock, and soil and water conservation to students and local communities. This very concept was embodied through the successful mitigation of the wildfire in Australia through the idea of “cultural burning” by the aboriginal people. Thus, the integrated agroforestry at Mawthai will be a comprehensive example of indigenous knowledge being combined with science-based agricultural practices.

### 3. The Context

As a Don Bosco institution, St. Anthony's College is very much influenced by the principles and values of St. John Bosco. He, in his lifetime, was well aware of the problems of unemployment and exploitation afflicting young people. To help young people, he established centres for vocational training and recreational services and realised the importance of extra-curricular activities. Hence, St Anthony's College recognised the need to educate students in a holistic way that is well within the reach of all. The College strongly believes that various departments' classroom learning and laboratory experimentations should not end in their respective labs and classrooms but should result in outreach activities to the local communities. Moreover, there is a misconception amongst the present generation of young people that perceives farming and rearing livestock as unimpressive. The College is consciously trying to change that perception and present the benefits and attractiveness of agriculture and its allied practices before the youth.

Another critical issue is to instill the ardent love for the environment into the young minds by being in touch with mother earth through various projects and programs. The limited space and infrastructure within the present campus of the College in Shillong is another constraint that prevents the College from starting new activities, especially those relating to agriculture. Hence, because of the abovementioned factors, the College identified the need to acquire the land at Mawthai, Ri-Bhoi District, Meghalaya as an alternative means to extend and integrate education according to the principles and teachings of St. John Bosco.

### 4. The Practice

St Anthony's College has already initiated numerous activities concerning the integrated agroforestry at Mawthai.

- **Pond construction:** The small water source was tapped to conserve water paving the way for a pond of 100 ft length and 75 ft breadth. The valley was blocked and raised in a constricted area to store water. About 1000 fish were released into the pond. The bank surrounding the pond was planted with fruit trees such as guava, banana, and papaya. In the future, the pond will be extended, and proper dikes will be constructed.
- **Ginger farming:** Three plots of land measuring 9.18 acres, 1.8 acres and 1.16 acres have been used for ginger farming for three years.
- **Orchard farming:** Papaya along with bananas are being cultivated along the pond. About 300 siblings of banana and 50 papayas have already been planted. A Tapioca garden measuring 1.03 acres had also been established. Approximately 0.23 acres of land was used for pineapple farming.
- **Alley cropping:** Thee college had identified the three plots along the roadside, which are flat/plain land. The first plot consists of 1.35 acres, the second 1.65 acres and the third one 3.72 acres. The potential alley crops are maize, pineapple, ginger, chilli, king chilli, turmeric, sweet potato, peas, potato, lemongrass, carrot, cabbage, tomato. The tree rows are chestnuts, pears, black raspberries, plum, pomegranate, mulberry, peach, oranges, mango, and guava.
- **Forest farming:** The vegetation of the land can be classified into two parts. The first part consists

of mixed forests, and the second part of the land contains only pine trees. The mixed forest has a water source, but the second part of the land does not have one. Therefore, the objective of forest farming is to replicate the vegetation of the mixed forest in the second part of the land to absorb and tap water.

- **Salvopasture:** The College is also planning to integrate the rearing of pigs, cows, and chickens. The animals' will be utilised as manure for various plantations and biogas production.

### **Uniqueness in the context of Indian higher education**

The above practices have been integrated along with academics to equip students with multi-disciplinary skills. In this aspect, the 3rd Semester B.Sc Botany Honours students studying Economic Botany have field study experience. It is believed that such a practice will motivate students to venture into entrepreneurship in the future.

The College believes that first-hand exposure to such agricultural practices and the environment will help the students become more mindful of the importance of environmental sustainability and continuity.

Laboratory works from life sciences, and research will be extended to the open field (ex vivo).

### **5. Evidence of Success**

St. Anthony's College has involved the local community of Mawthai in cultivating ginger, pineapple, paddy, sweet potato, maize, pumpkins, papaya, banana, beans, etc. Therefore, the locals, in and around, Mawthai are the main beneficiaries of the land whereby, they learn about the cultivation of new crops apart from paddy and ginger which they were already doing. By getting involved with this agroforestry of the College, the local community has learned to cultivate pineapple, papaya, and banana. The college land has already produced 500kg of ginger during the last three years and became a source of employment for the locals who are into farming activities. The students of the College have been helping the local students through tuition for classes 9-10 and giving awareness of the importance of planting trees and practising crop rotation. The students of the College had planted 600 trees with the participation of the locals. Such activities bring about awareness to the local communities that forest land is to extract resources and add resources for future conservation. The simple knowledge regarding the embankment of a pond to conserve water for the winter utilisation was something new for the local communities. Thus, the local community now are equipped with the knowledge and means of cultivating during the winter months.

These results indicate that the College's land is gearing for many types of training, and the program would be beneficial for the holistic education of St Anthony's college students and the local communities that are being deprived of many aspects of development.

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

The management of the College had faced a lot of problems in getting land that is suitable and conducive for the concept of integrated agroforestry. The College had invested all its resources to acquire this land, which slowed down the process of establishing the vision of the land. Another major problem was the lack

of a good road that leads to the garden. The College had constructed a road, but the village road of about 500 meters is in bad shape. Furthermore, the College had ordered various trees and fruit trees envisaged for alley cropping and forest farming, but everything came to a standstill due to Covid -19 pandemic.

Further, the Covid-19 pandemic brought other hurdles whereby the planned awareness programs and tree plantation for the students of the College could not be actualised. Another issue faced by the College is the distance of the land from the main campus. The land is located in the Ri-Bhoi district, which is about 26 km from the main campus. And the lack of building infrastructure prevents the accommodation of students during the rainy season. And of course, the main issue is the lack of financial resources and workforce required in the land.

## **Best Practice -II**

### **1. Title of the Practice: Holistic and Compassion based Education**

### **2. Objectives of the Practice**

- To provide holistic and quality education within the reach of all in keeping with the vision and mission of St. Anthony's College.
- To provide an avenue to economically impoverished students and the academically weaker sections to access higher quality education.
- To provide higher education to already working candidates if they so deserve it.
- To create employment opportunities for qualified teachers from the state of Meghalaya.

### **3. The Context**

The college was fully aware and conscious of the higher secondary students and the many young undergraduates who cannot pursue their graduation for reasons of financial constraints, poor marks, or who are already employed in low-paying jobs. Most of these youth worked as domestic employees in different households of Shillong and could never afford a daytime study. Hence, the St. Anthony's College Shillong Alumni Association (SACSAA), through St. Anthony's College, came up with the idea and possibility of starting an evening section that offers graduate courses in Arts and Commerce, while also keeping in mind the time flexibility and affordability of these youth. Furthermore, SACSAA decided to provide these courses to economically and academically challenged students free of cost and bear the cost of paying the salaries to the teaching faculty in the evening section.

### **4. The Practice**

Through St. Anthony's College Shillong Alumni Association (SACSAA), St. Anthony's College started the evening section in 2013. Initially, the evening section was started with only one course in the offering, i.e., Bachelors in Arts (B.A) with pass course, which was in conjunction with the curriculum prescribed by the North-Eastern Hill University (NEHU), Shillong.

However, upon introducing the semester system for all undergraduate courses during 2015, the evening

section was mandated by NEHU and had to offer only undergraduate courses with honours compulsorily. Hence, the evening section had to adapt to the changes by providing B.A with honours in Khasi and Philosophy.

The classes are conducted from Monday to Friday daily between 4.15 -7.00 PM. This particular timing was chosen keeping in mind the time flexibility and affordability of the students.

The students who wish to join these courses are selected through series of face to face interviews. The parent(s)/guardian(s) of these candidates were also required to be present during these interviews. The selection committee follows a stringent process to ensure the correct selection and choice of students while keeping in mind the mission and objectives of the evening college.

Most of the students who qualify for these courses are poor academically and are accorded personal attention in the classes. And, to equip them in language proficiency, communication training is provided. Furthermore, Skill-based training in IT, Hospitality etc. have been made part and parcel of the course to make the students better employable.

The evening section started with an enrollment of 61 students in the first batch. Currently, the number of students studying in the evening section is 232. And so far, the total number of students enrolled in the evening section for both Arts and Commerce courses has been 968. As far as the number of teaching faculty employed in the evening section, there were seven (7) faculty members. Upon noticing the success of the Arts stream, a similar venture offering Commerce stream was introduced in the year 2016.

Although the courses offered in the evening section are free of cost, every student has to deposit Rs. 5000 per year, in three installments, fully refundable when they successfully complete the 3-year graduate programme. Also, the students who are given admission have to sign an undertaking at the time of entry declaring their income and the family's economic background. At the beginning of every semester, the college also gives the students an expected target of percentage to be attained in their academics during the course of their study.

The students enrolled in the evening section belong to various demographic backgrounds. The ones who are not employed during the day are encouraged to join Don Bosco Technical School, Shillong, for a Skill-based course. In this regard, St. Anthony's College, Shillong, has signed a Memorandum of Undertaking (MOU) with Don Bosco Technical School, Shillong.

## 5. Evidence of Success

To ensure performance and academic excellence through the years, the following measures have been undertaken:

- 75% attendance is made mandatory through the semesters for all students studying in both the Arts and Commerce stream. Those who maintain class attendance of 80% and above and achieve the academic target of 50% under the NEHU Exam are refunded to them, in total, the tuition fee. Hence, the three years' undergraduate programme is virtually free of cost. Furthermore, refunding of tuition fees is done at the end of every academic calendar year. In the last academic year, i.e., 2020, the following students were refunded their fee upon fulfilling the conditions laid down by the



evening section:

*Elkin Rynniaw*- B.A (Philosophy)- (Secured 1st Division in the NEHU examination)

*Anthony Marbaniang* – B.Com- (Secured 1st Division in the NEHU examination)

*Lalropuia*- B.A(Philosophy)- (Secured 1st Division in the NEHU examination).

- Students from the evening section have pursued their post-graduation upon having achieved a high percentage in their academics. Some have also joined the defence services.
- The various soft skills, communication skills and IT skill training, etc., imparted during their 3-year graduate programme, have benefitted the past pupils of the evening section in helping them to secure gainful employment in various sectors.
- Most of the students in the evening section lack confidence and exhibit stage fear in the initial years. After having gone through the soft skills and communication classes, the teachers have testified that, through the years, they have seen remarkable changes in the students.

## 6. Problems Encountered and Resources Required

Like every other educational institution, the evening section, too, has its fair share of challenges and problems that relate to its functioning and the students. Some of those problems and challenges are as follows:

- During the first year, most newly admitted students find communication and following classes in English difficult. However, this challenge has been, to a great extent, alleviated through the communication training classes.
- Some of the already employed students find it difficult to reach college in time to attend classes daily from their place of work.
- Some of the students who have taken a long break from their studies due to varied reasons lack the confidence and motivation to further pursue the 3-year graduation programme.
- During the lockdown in 2020 and amidst the COVID-19 pandemic, the challenge to reach out to the deserving candidates in rural areas and interior villages was intensely felt due to the lack of communication facilities and proper infrastructure. However, the admission and selection committee tried their best to reach out to the candidates through the telephone.

File Description	Document
Link for Best practices in the Institutional web site	<a href="#">View Document</a>
Link for any other relevant information	<a href="#">View Document</a>

## 7.3 Institutional Distinctiveness

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

#### Response:

Under the leadership of Fr. Joseph Bacchiarello, the Don Bosco society established the St. Anthony's College in 1934 to meet the needs of the state's and region's youths, many of whom had to travel to far-flung areas and other Indian states to pursue and complete their studies. It was founded as a boys' College and later became a co-ed institution during the 1990s. St. Anthony's College is a multi-faceted, multi-faculty institution and is one of the most prestigious educational institutions in North East India.

Guided by the religious and educational philosophy of St. John Bosco, St. Anthony's College was founded with the vision of “providing holistic and quality education within the reach of all”. Accordingly, and guided by this vision, the College has endeavoured to provide quality education for all sections of society, reaching out especially to the socially, economically, culturally and educationally disadvantaged belonging to various parts of the north-eastern region of India.

The soul of St. Anthony's College is found in its unwavering determination to fulfil the commitments made to society in general, and to the youth in particular, in its vision and mission statements of *‘moulding intellectually competent, morally upright, socially committed and spiritually inspired persons capable of building a more human social order within the context of the nation's plurality of religions and diversity of cultures.’* To achieve this goal, the College encourages programmes and club activities that promote leadership, promote career advancement and instill in the students a sense of social justice, responsibility, compassion, sensitivity and concern for the poor and the disadvantaged.

The following are some of the initiatives and activities promoted by St. Anthony's College through the respective departments and Students' clubs.

- Started in 2011, the department of value education aims at inculcating values and ethics in the students studying in St. Anthony's College. The department developed the curriculum for this course to focus on three crucial areas that it felt were necessary for developing the student's person during the course of their three years of study. In the first year, the focus is on Character building. In the second year, the crucial area introduced is Life and relationships. And in the final year, the third critical area introduced is understanding the self and social responsibility. This dwells on topics such as complexes of the person, ego, personalities, self and society etc. The College ensures that the students do not merely attend the classes but also participate in discussions and sharing pertinent and pressing issues.
- With a motto “united we strive to serve society”, the Anthonian Youth Club (AYC) was formed to unite the youth of St. Anthony's College to take a step towards helping the poor and the needy within the society. The thrust area of this club is to help create awareness of education and health among the people in rural areas. It believes in moulding a society where even the underprivileged ones are treated alike with the privileged ones.

- National Cadet Corps (NCC), St. Anthony's College Unit, is attached to the 41 Meghalaya Artillery Battery NCC and 61 Meghalaya Girls' Bn NCC. This national organization has helped in inculcating a spirit of courage, confidence, self-reliance, selfless service, a feeling of patriotism, faith in oneself, power of thought and adjustment, which are essential to make the youth disciplined dutiful.
- The National Service Scheme (NSS) is a voluntary organization of College Students under the Union Ministry of Human Resource Development established during 1969-70 to teach social consciousness and a sense of responsibility, discipline and dignity of labour among the youth.
- The Cyber Club was formed by the computer science students of St Anthony's College in 1996. The members of the club see themselves as a leaven in the College for bringing computer literacy to the rest of the student community while at the same time enhancing their own skills. They also organize seminars, debates, quizzes, essay and software development competitions, etc. Their motto "Learn, Teach, Serve" emphasizes the very philosophy of the club: to become personally proficient to be of service to others.
- The Media Club was set up in 2008 as an extension unit of the department of Mass Media, St. Anthony's College. It was formed to decipher the basic tenets of media education and understanding among the other students in the College and create awareness on media literacy. The core emphasis of the media club has been to foster a media culture and aptitude for the media sector among school and college students. The club promotes reading, critical thinking, analysis etc. and train students in photography and helps produce newsletters/magazines, TV and radio programmes. Media Club activities include a monthly subscription to the newspaper, which is kept in the department lobby for students to read.
- Established in 2008, MINNOVA is a club comprising exclusively of students from the Department of Business Administration, St. Anthony's College. This club provides a platform for the department's students to exercise what they've learnt in the classrooms in the various activities organized on an annual basis. Some of those activities are Corporate Selling and the Hands of Hope programmes.
- The Botany Club was officially formed on the 25th of September 2019 under the umbrella of Botany department of St. Anthony's College. The purpose of the club is to promote the knowledge and share the importance of the environment and its components. The club's motto is "NutrireNaturaeestPignorerFuturae" which translates to "To nurture nature is to ensure the future".
- The SDS (Student Development Services), an innovative initiative of St. Anthony's College, was set up in 1995 under a project sponsored by the All India Association for Christian Higher Education. The SDS conducts Coaching Programmes for various competitive examinations and workshops on Communication Skills. Through a full-time Placement Co-Ordinator, the Placement Cell looks after the job placements of the Students of the College. Many of our Graduates and Post Graduates have got job placements in well-known companies and institutes.

File Description	Document
Link for appropriate web in the Institutional website	<a href="#">View Document</a>
Link for any other relevant information	<a href="#">View Document</a>

## 5. CONCLUSION

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### **Additional Information :**

When the pandemic began to take hold of the lives of people and institutions across the world, St. Anthony's College promptly took concrete steps and measures to provide assistance to its stakeholders and the needy in the state of Meghalaya. It made a generous financial contribution to the Chief Minister's Fund to Combat COVID-19. It supplied essential items to very needy families in far-flung villages of the state and PPEs to hospitals and health workers in the city. When a hospital in the city required more space for patients recuperating from COVID-19, the college promptly made its well-furnished girl's hostel and the institution's ambulance available to the hospital. On the academic front, the college hosted several webinars to acquaint teachers with ICT tools and platforms that they could use to create online content for students to support online education. Teachers were also made aware of opportunities and resources that would enable them to attend professional development programmes online.

With the introduction of the National Education Policy 2020 in the country, the college took the lead in the state during the pandemic to organise webinars on the implementation of the policy to create awareness amongst teachers and principals of colleges in the region. These webinars were further supplemented by discussions in the general staff meeting of the college. Key aspects of the NEP 2020 relevant to colleges were identified and examined to prepare the college for the changes to be introduced at various levels. Elements within the college's jurisdiction and reach have been redefined accordingly to match the requirements raised by the policy.

As an institution, St. Anthony's College firmly believes in the individual worth of every student as a human being whose dignity and identity it endeavours to affirm, enhance and celebrate. Hence, the department of Value Education was established and supported by college funds, with the expressed purpose of giving shape and form to this belief. The department implements a well-designed curriculum in this regard and has full-time faculty members to provide guidance, counselling, and mentoring to students.

### **Concluding Remarks :**

In its 87 years of service to the youths of the region and the country, St. Anthony's College has realized its vision and mission successfully to a large extent. The positive contribution and impact made by the thousands of students in various fields are evident. Spurred by this success, the college introduced new goals and objectives in its Strategic Plans introduced 2013 to enhance further its various programmes, infrastructures, facilities, and human resource to maximise its impact on students' academic and professional development. Of the many objectives stated in the Strategic Plan, the college has achieved certain significant milestones.

A new building has been constructed to create larger classrooms, rooms for specific departments, laboratories, and offices. New assets have been acquired for different departments with practical components in their curriculum. Two plots of land measuring in the acres have been acquired. They are being prepared to develop infrastructure and facilities that will support programmes and activities relevant to the area and the demands of the job market. The postgraduate programmes in Political Science and Education have been introduced in the last five years, and these new programmes are doing considerably well under the prevailing circumstances. Students' internship opportunities have been introduced in collaboration with Internshala and hotels and firms across the country. There has been a noticeable increase in the number of students serving as interns in reputed

institutions. Add-on courses and skill training programmes of the college have significantly impacted students' employability quotient. The faculty and students are encouraged and supported to engage in research and publications in reputed journals.

Various processes, offices, and committees of the college have been streamlined and enhanced to ensure optimal performances to support the academic activities of the college. New UG programmes, including the 4-years, integrated B.A-B.Ed. programmes are already in the anvil and are scheduled to start from the next academic year. St. Anthony's College, in conclusion, is poised to step into a new era of education that is in line with the National Education Policy 2020.

