



# **SELF STUDY REPORT**

**FOR**

**2<sup>nd</sup> CYCLE OF ACCREDITATION**

**KAKCHING KHUNOU COLLEGE**

**KAKCHING KHUNOU, UMATHEL, KAKCHING DISTRICT, MANIPUR  
795103**

**<https://kakchingkhunoucollege.edu.in>**

**Submitted To**

**NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL**

**BANGALORE**

**May 2022**

# **1. EXECUTIVE SUMMARY**

---

## **1.1 INTRODUCTION**

The Kakching Khunou College was established on the 12th July, 1981 to serve the specific needs of the remote and backward areas of the southern periphery of Manipur. The college is situated at a distance of 65 Km from the state capital Imphal in the southern part of Manipur along the state highway known as Indo-Myanmar Sugnu Road.

The college has a big campus measuring an area of approximately 12.98 acres with a built-up area of 6553 Sq.m. The Manipur University granted permanent affiliation to the college in Arts and Science streams in the academic session 1993-94. The college was also included in the 2(f) and 12(b) of UGC. Act. 1956 in 1996. The college was extended recurring grant-in-aid by the Government of Manipur vide order no. 6/1/87-S/SE dated, 29th September 1987. The college was assessed by NAAC and accredited at grade 'B' with points of 2.27 in the CGPA in 2016. Recently the College was converted into a full-fledged Government College by the Government of Manipur in 2019. Finally, the college has been approved as a Model College by RUSA in 2019.

The students of the college mostly belong to Scheduled Caste, Scheduled Tribe and Other Backward Classes. The institution is co-educational. The College has three NSS Units of which one Unit is only for Girl Students. The College is currently running courses in nineteen subjects at undergraduate level under Science and Arts streams. The college has started B.Voc. in Fishery, Yoga & Nature cure under UGC and Diploma Course in Food Processing and Preservation Technology as an Add-on-Course under RUSA.

The college has served the needs of the students of southern part of Manipur in particular and the state of Manipur in general for the last forty years and will remain as the only institution of this kind in the years to come. Thus the college is giving a yeoman's service to the neglected and unprivileged section of the students of this far-flung area of Manipur.

### **Vision**

In order to open up the doors of higher education in the region with a view towards matching national and global competency by optimum utilization of available resources, the college puts the following visions.

- To equip the students with the best knowledge and skills through academic programmes as per curriculum.
- To expose the students to competitive spirit, matching their counterparts at the national and international levels.
- To identify available resources and utilize them towards productive ones.
- To accelerate learning resources by optimising library facilities.
- To take care of the ST/SC/OBC/Minority/PWD students for academic competency through infrastructure facilities.

- To enhance interdepartmental faculty improvement programmes.
- To introduce new job-oriented skill courses such as IT, fishery, rural development, horticulture, dance and music etc.

### **Mission**

- To promote ideas and concepts from the global environment in order to augment quality content of the students and take up activities to promote human values among the students
- To accelerate multi-disciplinary faculties, quality enhancement in learning process and research by upgrading the facilities and infrastructure.
- To stimulate a healthy academic environment.
- To imbibe self-confidence, a sense of responsibility and accounting ethical values among the students and faculty members to bring out a healthy relationship with the society.
- To provide new ideas by improving quality teaching, learning and research by innovating recent techniques and exchange programmes.
- To elaborate cognitive environment among the students and teachers for developing a brighter institute.

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

### **Institutional Strength**

1. The college has a good infrastructure consisting of Auditorium, a Multipurpose Hall, Indoor Stadium, Library Building, Computer Centre, Women's Hostel, Class Rooms, Teachers' Common Room, Departmental Rooms, Administrative Block, Science Block, B. Voc. Block, Students Union Building, Girls Common Room, Boys Common Room, Car Park, Two Wheelers Shed, Canteen, Waiting Shed, Swimming Pool, Basket Ball Court etc. besides a Fishery Pond and Spacious Playground.
2. The college has enough teaching and non-teaching staffs.
3. The college has a well-equipped library.
4. The college opens both Science and Arts streams including Physical Education in undergraduate level.
5. The enrolment of students in the current session 2020-21 is 1239.
6. The college has ICT enabled classrooms.
7. The college has been approved as a Model College by RUSA.

### **Institutional Weakness**

1. Due to limited number of classrooms, Honours and other tutorial classes are attached to the small departmental rooms.
2. Shortage of infrastructure like laboratory equipment, smart board, projectors etc.
3. Due to rural background, many students are engaged in agricultural works besides their study.

### **Institutional Opportunity**

1. As the college is located in the peripheral boundary of four districts: Chandel, Churachandpur, Kakching and Bishnupur Districts, the institution affords facilities of higher education to the students of these districts.
2. Kakching Khunou is a Scheduled Caste village with historic and geographic importance providing avenues for study and research..
3. The college has a big campus measuring 12.9 acres and has access to the state highway, Indo-Mynmar Sugnu Road.
4. The college affords higher education to different communities like S.C, ST, OBC and minorities like Muslim and Nepali.
5. Due to the advantage of location of the college, the college is best suited to become an ideal model college.

### **Institutional Challenge**

1. As the institution is in a remote and rural area, some of the meritorious students of the area prefer to join in better equipped Higher Education Institutions in the urban areas.
2. There is a transportation problem for the students and teaching staffs as the college is located in a remote and rural area.
3. Students aspiring for higher professional courses seek coaching/study centres in urban areas which is lacking in rural areas.
4. Being in a remote and rural area the institution faces lack of opportunity for access to corporate houses.
5. Poor connectivity of internet facility in the area affects in e-learning process.

## **1.3 CRITERIA WISE SUMMARY**

### **Curricular Aspects**

Planning and implementation of the curriculum are done most effectively by the college through various committees. The college uses the curriculum provided by Manipur University as the college is affiliated to Manipur University.

The Principal as the head of institution along with the members the of the Academic Committee maintains a congenial academic environment and academic calendar is prepared with the active involvement of the teachers.

General routine for both Science and Arts are prepared by the Routine Committee and thereafter each department prepares departmental routine for allotment of classes among teachers.

Large number of faculty members also uses various ICT modern tools and other innovative teaching strategies.

In order to enhance academic growth of the students, the teachers prepare their own academic and teaching plan with great effort.

The college follows continuous evaluation process by conducting periodical unit tests and internal examinations. Various extension and co-curricular activities are also conducted to enlighten the students and make conscious of the social, cultural, economic and environmental realities.

## **Teaching-learning and Evaluation**

Teaching learning and evaluation play a key role for the development of any educational institution. This criterion deals with the efforts of an institution to serve students of different backgrounds and abilities through effective teaching learning experiences. It also probes into the adequacy, competence and continuous professional development of the faculty. The efficiency of techniques used to evaluate the performance of teachers and students is also a major concern of this criterion.

The college adopts appropriate strategies to bring a value based education. The admission committee monitors fair and transparent admission process and also conducts counselling of students. All the activities of the college are organised according to the Academic Calendar prepared by the academic committee. All 85 faculty are permanent and full time teachers. Out of 85 teachers 13 have completed Ph.D. Teachers adopt interactive techniques of teaching through the use of interviews, group discussions, presentations, practical experiments and application of ICT to make the process of teaching learning interesting.

The college has a robust and transparent evaluation system under the examination committee. This committee monitors the evaluation procedure to ensure effective implementation of the internal assessment, unit test etc. Tutorial extra class and personal counselling are organized for slow learners in some subjects. Advanced learners are motivated to participate in intercollegiate competitions and are provided with guidance for more challenging tasks such as higher studies and research works. Co-curricular and extracurricular activities are also promoted for improvement of students. Evaluation process adopted by the college includes oral tests, unit tests, internal assessments and home assignments etc. Students are allowed to report any discrepancies in the process of evaluation before final marks are submitted to the university.

## **Research, Innovations and Extension**

The research output of the college has increased in some areas since the last assessment of the college in 2016.

As an encouragement of Internships and field trips to strengthen experiential learning, Departments of Anthropology, Home Science, Geography, Botany, Zoology and Education have arranged their field trips.

Two National and three state level Webinars were organized by the IQAC in association with Research Forum and different Departments.

As a result of the encouragement and initiatives by the Research Forum, five teachers were recently awarded Ph.D and some are also currently pursuing PhD programme.

Four Research Journals were so far published for the College.

Extension activities were organized by IQAC along with NSS units in the campus of the college and adopted Tokpaching village.

In order to remove bridge gap with the changing scenario of IT sector, KKC offers Add- On Certificate Computer Courses in collaboration with NEILIT, Akampat and Ibohal Polytechnique, Imphal.

## **Infrastructure and Learning Resources**

The Kakching Khunou College is a higher educational Institute in the southern part of Manipur covering about sixty villages. The institution has been making a continuous effort to enhance the quality of teaching learning process and stimulate a healthy academic environment by upgrading and developing the infrastructure.

The college has spacious and well-furnished classrooms and science laboratories provided with necessary equipment, tools, chemicals etc.

The institution has a computer centre providing internet facility and uninterrupted power supply round the clock.

The college library which is under the process of full automation has a collection of 12103 books and subscribes 18 journals.

The institution has adequate infrastructure and facilities for games and sports, cultural activities, YOGA, body fitness and other co-curricular and extra co-curricular activities.

The institution has its own system and procedure for maintaining and utilizing its infrastructure and facilities.

## **Student Support and Progression**

The Kakching Khunou College is a Government Model College situated in the southern part of Manipur. The majority of the students are ST, SC and OBC who belong to rural and hill areas. These students get various state and central scholarships.

The college has effective enhancement and development schemes such as career counseling, softskilled deelopment, remedial coaching, yoga etc. which are highly successful in the development of knowledge and confidence of the students.

The college has an active and transparent mechanism of timely redresal of students grievances.

A number of students have progress for higher studies.

The College facillated atudents representation and engagement in various administrative and co-curricular activities through a elected students union.

The institute collects feedbacks on support services from the final year students as well as the students representative in order to improve the academic performance.

Students actively participates in extension activities through NSS.

The students also participate various indoor and outdoor games in state and national events.

The college has a registered Alumni association which engages in the development of the college.

## **Governance, Leadership and Management**

The vision of Kakching Khunou College is to provide quality and affordable education through holistic and sustainable initiatives.

The mission of the institution is to mould intellectually competent, morally upright, socially committed, academically inspired persons capable of building a more humane social order.

The institution has an effective strategy for delegating authority and providing operational autonomy to all the stakeholders.

The college has been approved as a model college by RUSA with necessary funding.

The institution provides various welfare measures for the teaching and non-teaching staff members.

It also has an appraisal system for the faculty and non-teaching staffs so that they can develop themselves.

In the recent years the college has made commendable efforts to develop the skills of the teachers and non-teaching staffs in the use of ICT tools.

During the COVID-19 Pandemic the teachers are trained for online teaching using different online platforms.

The IQAC, the Academic Committee and various other committees take commendable roles in the overall development of the college.

The accounts of the college are also audited regularly; external and local fund conducted.

Efforts are also being made to raise fund since the students fee alone cannot meet the expenses of the college.

The students are allowed to form an elected Students Union for every academic year so that they can engage themselves in the activities of the college.

## **Institutional Values and Best Practices**

As a social responsibility, the college conducted several programmes of gender equity during the last five years to bring gender equality in the institute. For environmental consciousness and sustainability, the college uses LED bulbs for energy conservation. The college also adopts different measures to minimize the waste generated and reuses any reusable waste. Different types of dustbins are used for solid waste management. To reduce the use of paper the college uses Whatsapp Groups for communication among the teachers, Support staff and students. Liquid waste management is done by segregation into organic and inorganic waste, neutralized before disposal. Rain water harvesting is also done for water conservation. The institution responds the need of differently abled persons by constructing Ramp, disabled friendly washroom and providing wheelchair. For green campus initiative, the college planted many plants; restricted entry of automobiles and ban on use of plastics. Different cultural and sports activities are organised to promote harmony towards each other. The NSS cell of the college organised several awareness programmes and various social service camps for cleaning the campus. The college also observed several occasions and events of national and international significance to educate the students about the history and tradition of the country.

Our best practices “Development of sustainable Environment” give us to conserve and enhance our resources. The college had planted many plants, herbs and shrubs. Thus green and sustainable environment enables to conserve natural resources like water, plants, and biodiversity. The herbal medicinal garden which takes priority in planting indigenous herbal and shrub medicinal plants promotes indigenous culture and also saves the indigenous plants from being endangered.

NAAC



## 2. PROFILE

### 2.1 BASIC INFORMATION

Name and Address of the College	
Name	KAKCHING KHUNOU COLLEGE
Address	KAKCHING KHUNOU, UMATHEL, KAKCHING DISTRICT, MANIPUR
City	Kakching Khunou
State	Manipur
Pin	795103
Website	<a href="https://kakchingkhunoucollege.edu.in">https://kakchingkhunoucollege.edu.in</a>

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal(in-charge)	Shougaijam Manitombi Devi	03848-266443	9366058779	03848-266443	principal@kakchingkhunoucollege.edu.in
IQAC / CIQA coordinator	Khumukcham Amujao Singh	03848-266311	7005256704	03848-266443	caskas123@gmail.com

Status of the Institution	
Institution Status	Government

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details	
-----------------------	--

Date of establishment of the college	12-07-1981
--------------------------------------	------------

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

State	University name	Document
Manipur	Manipur University	<a href="#">View Document</a>

**Details of UGC recognition**

Under Section	Date	View Document
2f of UGC	02-02-1996	<a href="#">View Document</a>
12B of UGC	22-03-2014	<a href="#">View Document</a>

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

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

**Details of autonomy**

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

**Recognitions**

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

<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	KAKCHING KHUNOU, UMATHEL, KAKCHING DISTRICT, MANIPUR	Rural	12.98	6553

## 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,Anthropology	36	Higher Secondary exam.	English + Meitei\Manipuri	60	49
UG	BA,Economics	36	Higher Secondary exam.	English + Meitei\Manipuri	60	60
UG	BA,Education	36	Higher Secondary exam.	English + Meitei\Manipuri	120	120
UG	BA,English	36	Higher Secondary exam.	English + Meitei\Manipuri	60	54
UG	BA,Geography	36	Higher Secondary exam.	English + Meitei\Manipuri	120	118
UG	BA,History	36	Higher Secondary exam.	English + Meitei\Manipuri	60	60
UG	BSc,Home Science	36	Higher Secondary exam.	English + Meitei\Manipuri	60	19
UG	BA,Manipuri	36	Higher Secondary exam.	English + Meitei\Manipuri	60	53
UG	BA,Mathematics	36	Higher Secondary	English + Meitei\Manipuri	60	36

			exam.	uri		
UG	BA,Philosophy	36	Higher Secondary exam.	English + Meitei\Manipuri	60	40
UG	BA,Political Science	36	Higher Secondary exam.	English + Meitei\Manipuri	180	174
UG	BA,Sociology	36	Higher Secondary exam.	English + Meitei\Manipuri	120	120
UG	BSc,Statistics	36	Higher Secondary exam.	English + Meitei\Manipuri	60	16
UG	BSc,Botany	36	Higher Secondary exam.	English + Meitei\Manipuri	120	98
UG	BSc,Chemistry	36	Higher Secondary exam.	English + Meitei\Manipuri	60	48
UG	BSc,Geology	36	Higher Secondary exam.	English + Meitei\Manipuri	60	16
UG	BSc,Physical And Health Education	36	Higher Secondary exam.	English + Meitei\Manipuri	60	27
UG	BSc,Physics	36	Higher Secondary exam.	English + Meitei\Manipuri	60	52
UG	BSc,Zoology	36	Higher Secondary exam.	English + Meitei\Manipuri	60	60

### 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				0				98			
Recruited	0	0	0	0	0	0	0	0	56	29	0	85
Yet to Recruit	0				0				13			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
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						33
Recruited	20		7		0	27
Yet to Recruit						6
Sanctioned by the Management/Society or Other Authorized Bodies						0
Recruited	0		0		0	0
Yet to Recruit						0

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

#### Qualification Details of the Teaching Staff

<b>Permanent Teachers</b>										
<b>Highest Qualification</b>	<b>Professor</b>			<b>Associate Professor</b>			<b>Assistant Professor</b>			<b>Total</b>
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	1	0	1
Ph.D.	0	0	0	0	0	0	4	9	0	13
M.Phil.	0	0	0	0	0	0	7	6	0	13
PG	0	0	0	0	0	0	45	16	0	61
UG	0	0	0	0	0	0	0	0	0	0

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

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

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

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	656	0	0	0	656
	Female	583	0	0	0	583
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years					
Category		Year 1	Year 2	Year 3	Year 4
SC	Male	125	117	128	139
	Female	93	107	104	134
	Others	0	0	0	0
ST	Male	86	92	99	94
	Female	113	82	82	93
	Others	0	0	0	0
OBC	Male	226	250	208	219
	Female	156	147	180	173
	Others	22	28	23	17
General	Male	70	57	70	72
	Female	27	27	34	34
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		918	907	928	975

### Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	As of now the Kakching Khunou College is running nine subjects in arts stream and ten subjects in science stream apart from B.Voc programme in Fishery, Yoga and Nature Cure, a diploma course in
---	---



	<p>food processing and preservation technology and computer courses through a computer centre in collaboration with NIELIT and Ibohal Polytechnique. The College is also trying to open other vocational skill courses like carpentry, make-up, tailoring etc. A system is also in the initial stage of planning to maximally utilize teachers of different subjects to teach students in other subjects wherever necessary according to the syllabus.</p>
2. Academic bank of credits (ABC):	<p>The Kakching Khunou College is an affiliated college under the Manipur University. As of now the National Education Policy 2020 is not implemented in any of the affiliated colleges of Manipur University. As soon as NEP 2020 is implemented in the state, necessary initiatives including the registration of the college under ABC via National Academic Depository (NAD) will be done.</p>
3. Skill development:	<p>It is essential that an identified set of skills be incorporated in each stage of learning from pre-school to higher education as envisaged in the NEP2020. Students are encouraged to improve their soft skills like communication, group discussion, debate, elocution, symposium etc. They are also taught the use of ICT tools and vocational skills.</p>
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	<p>The college uses English and Manipuri as a medium of instruction. The Language Society of the College encourages students in translation works from English to Hindi, Manipuri, Urdu, Arabic and other tribal dialects of the state. Cultural activities focusing the Indian culture and the rich cultural heritage of Manipur are performed every year in a cultural function organized by the Students Union of the College. As of now, no online course is open in the college. However online teaching has been successfully used during the Covid-19 pandemic and post pandemic.</p>
5. Focus on Outcome based education (OBE):	<p>Outcome Based Education is an educational theory that bases each part of educational system around goals(outcomes). By the end of the educational experience, each student should have achieved the goal. The role of the faculty adapts into instructor, trainer, facilitator, and mentor based on the outcomes targeted. The college has started mentor –mentee system from the academic session 2020-21.</p>
6. Distance education/online education:	<p>Distance Education also known as distance learning</p>

is the education of students who may not always be present physically at the college. This usually involved correspondence courses wherein the students corresponded with the college via mail. Today it usually involves online education. It may be completely distance learning or blended or a combination of distance learning and traditional classroom instruction. So far the college has not applied for opening any course in distance education. However all the faculty members have been encouraged to use different platforms for online teaching.

NAAC

# Extended Profile

---

## 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
233	213	213	213	213
File Description		Document		
Institutional data in prescribed format		<a href="#">View Document</a>		

### 1.2

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

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

## 2 Students

### 2.1

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

2020-21	2019-20	2018-19	2017-18	2016-17
1249	918	907	928	975
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
625	459	453	464	487

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
231	249	230	248	285

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
85	85	97	98	98

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
98	99	99	99	99

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: 30**

**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
85.03	76.95	71.24	57.40	77.75

**4.3**

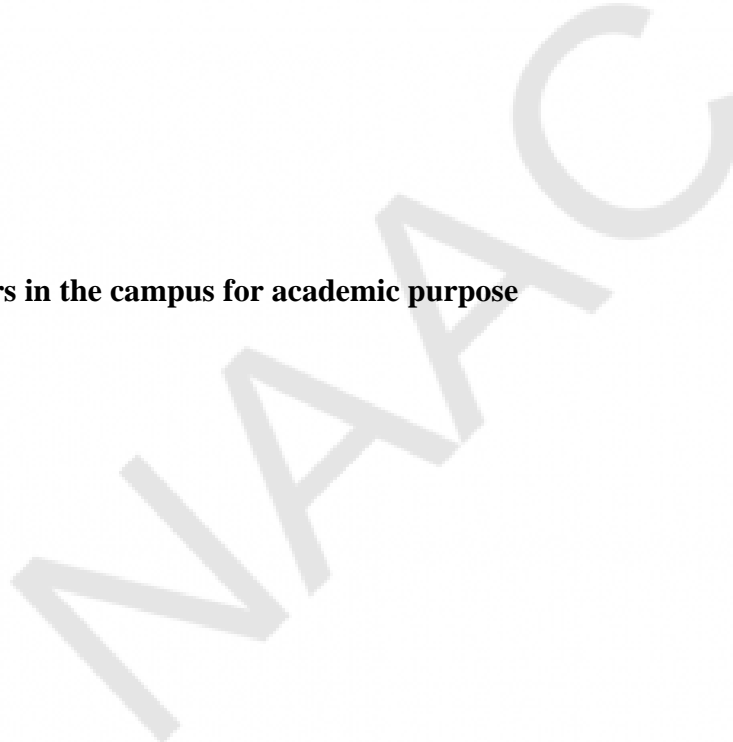
**Number of Computers**

**Response: 43**

**4.4**

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

**Response: 33**



## 4. Quality Indicator Framework(QIF)

### Criterion 1 - Curricular Aspects

#### 1.1 Curricular Planning and Implementation

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

###### Response:

Kakching Khunou College offers BA, BSc. General and Honours Courses since 1993. Recently, B.Voc. Programme (Fishery and Yoga) and Diploma course on Food Processing and Preservation Technology (under RUSA) have also opened in the college. The college has its own planning for enrichment of effective measures. The college is affiliated to Manipur University, so it follows the rules and regulations of the university as well as the curriculum and syllabus of the university. The institution has its own academic committee. With the help of these committees it prepares its own academic calendar in compliance with the academic scheduled (conducting semester examinations, evaluation and declaration of results etc.) of Manipur University. The academic process is streamlined with time tables, workloads and other supporting administrative task prepared well in advance of teaching session.

For every academic year, on the eve of the academic year principal of the college calls academic committee meeting participating all the respective HODs. The meeting discusses all the academic activities to be undergone in the year to come and approves the activities to be done. In consultation with the academic committee as well as in compliance with Manipur University Syllabus, Time Table Committee prepare and reviewed the time table of the year. Such prepared and reviews time table is also approves in the said academic meeting. At the beginning of the year time table and academic calendar are distributed to the faculty members through their respective HODs. Besides the conventional class room teaching, faculty members also use various ICT modern tools and other innovative teaching strategies like online teaching through various plate forms such as Moodle, whats App, zoom and webex etc. These tools and plate forms are so effective during the covid pandemic.

In order to enhance academic growth of the students and to ensure completion of curriculum and syllabus of the university the teachers prepare their own academic and teaching plan with great effort. Periodical unit tests and internal examinations are organised for each semester. As the part of quality enhancement the faculty members work hard for higher qualification. During this period of re accreditation, 5 faculty members have completed Ph.D another 8 members have registered for Ph.D and undergoing study. 30 members have attended orientation and Refresher courses. More than 500 workshops/Seminars/short term courses have been attended by the faculty members of the college. The college also encourages teachers to attend programmes organized by other institutions and also supports its teachers by providing adequate infrastructures in the form of computers, multimedia, wi-fi connectivity and departmental library besides main library. Seminars and other training programmes are organized to give better exposure to students and teachers.

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

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

**Response:**

Kakching Khunou College is affiliated to Manipur University, therefore the college adheres to the academic calendar for conduction of continuous internal evaluation systems as per the guidelines of Manipur University. Accordingly, the academic calendar specifies information regarding the date of admission, students' induction programme, commencement of session, schedules of examinations including internal and university semester examinations etc. It also mentions the dates of the practical examinations but in case of any change in the university schedule, some changes happen. These changes are informed to the students well in advance and time tables are prepared and implemented accordingly. The teachers prepare teaching plans by proper distribution of syllabus according to the academic calendar.

As the part of smooth conduct of CIE, the academic committee strictly monitored the time line scheduled in the academic calendar. On the basis of that calendar, departmental or subject wise test and assessment are decided by the departments concerned. Dates of departmental internal assessment are decided by the HODs in consultation with Faculty members concerned. For internal assessment, question papers are set by the concerned teachers of every department for all programmes being offered. Students are frequently assessed on the basis of class assignment, class test etc.

Departmental study tour/field trips/project works and related activities are conducted by the respective departments in consultation with the principal.

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:** D. Any 1 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>

## 1.2 Academic Flexibility

<b>1.2.1 Percentage of Programmes in which Choice Based Credit System (CBCS)/ elective course system has been implemented</b>	
<b>Response: 0</b>	
<b>1.2.1.1 Number of Programmes in which CBCS/ Elective course system implemented.</b>	
File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>

<b>1.2.2 Number of Add on /Certificate programs offered during the last five years</b>											
<b>Response: 10</b>											
<b>1.2.2.1 How many Add on /Certificate programs are offered within the last 5 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>1</td> <td>0</td> <td>1</td> <td>2</td> <td>6</td> </tr> </tbody> </table>		2020-21	2019-20	2018-19	2017-18	2016-17	1	0	1	2	6
2020-21	2019-20	2018-19	2017-18	2016-17							
1	0	1	2	6							
File Description	Document										
Institutional data in prescribed format	<a href="#">View Document</a>										
Brochure or any other document relating to Add on /Certificate programs	<a href="#">View Document</a>										

<b>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</b>	
<b>Response: 4.78</b>	
<b>1.2.3.1 Number of students enrolled in subject related Certificate or Add-on programs year wise during last five years</b>	



2020-21	2019-20	2018-19	2017-18	2016-17
17	0	30	52	133

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:

With a view to achieve the vision and mission of the college and to upgrade the students towards national and international competency, the college has taken up considerable efforts by optimum utilization of available resources.

Efforts made by the college to integrate the cross cutting issues such as Professional Ethics,Gender, Human Values, Environmental and sustainability etc. into the curriculum.

- \* Organisation of Social Service Camps
- \* Organisation of Environmental Awareness Programmes
- \* Organisation of get together programmes of the students of all categories to bring about integration
- \* The college frequently observes cleanliness programmes like Gandhi Jayanti

(National cleanliness day) Irabot Day, (state cleanliness day) and Swachh Bharat

Mission of the Government of India.

- \* Educational field trips, field visits, hands on training are organised
- \* For upgradation of experimental learning the college conducted laboratory practical classes

on the basis of prescribed University syllabus

- \* Organisation of inter college competition, seminars, workshops, conferences,

gender rights, legal rights of woman etc.

Professional ethics based courses are there in the syllabus under Manipur University in the B.A.2nd semester of Philosophy

Human rights and Gender studies involve the basic concept of human rights , classification of rights and humanitarian law. This also includes the human rights movement in India. Students also come to know about various movements, gender rights, legal rights of woman, gender and society, women’s empowerment and domestic violence etc. They also learn about the contemporary issues like dowry problem and female infanticide. In unit three of BA 3rd semester political science, the topic of Women’s Empowerment is elaborately learned.

Environment Studies, students learn about ecology, natural resources, conservation, biodiversity, management of the environment, human population, social issues, etc. General Foundation Course, the Manipur University Syllabus of B.A/B.Sc 4th semester elaborates all the basic information of Environment and its related factors. Further, 6th semester Botany and 5th semester Geography also deals environmental issues like environmental pollution, climate change, global warming and importance of biodiversity

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

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

**Response:** 7.38

#### 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
16	16	16	16	16

File Description	Document
Programme / Curriculum/ Syllabus of the courses	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Any additional information	<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:** 7.29

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

Response: 91

<b>File Description</b>	<b>Document</b>
Institutional data in prescribed format	<a href="#">View Document</a>
Any additional information	<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:** C. Any 2 of the above

<b>File Description</b>	<b>Document</b>
Any additional information (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

<b>File Description</b>	<b>Document</b>
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:** 93.71

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

2020-21	2019-20	2018-19	2017-18	2016-17
440	358	325	348	339

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

2020-21	2019-20	2018-19	2017-18	2016-17
500	360	360	360	360

#### File Description

#### Document

Institutional data in prescribed format

[View Document](#)

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

**Response:** 89.93

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

2020-21	2019-20	2018-19	2017-18	2016-17
596	394	400	408	449

#### File Description

#### Document

Institutional data in prescribed format

[View Document](#)

Any additional information

[View Document](#)

## 2.2 Catering to Student Diversity

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

#### Response:

The College is situated in a remote and rural area and most of the students belong to Scheduled Castes, Scheduled Tribes and Other Backward Classes having different skill levels. Students seeking admission in the college generally get average or below average marks at the entry level i.e. 12th standard. The college gives admission to the students at the minimum percentage of marks i.e. pass marks for Arts and 40% marks in Science. If the identification of slow and advanced learners is based on the marks they secured at their entry level, then most of the students who are admitted in the college may be categorized as slow learners. However, the College identifies slow and advanced learners on the basis of their performance in the semester exam. Students securing less than 60% marks in Science and 50% marks in Arts are identified as slow learners whereas those securing more than 60% in Science and 50% in Arts are recognized as advanced learners. Accordingly, teachers organize special programmers for the slow and advanced learners.

#### Programmes for Slow learners and Advanced Learners:

##### These programmes had been taken up with following objectives:

- To improve the basic knowledge of slow learners.
- To improve the performance in the internal and university examinations.
- To reduce the drop out rate of slow learners.
- To raise the confidence level of the students.
- To motivate and encourage the advanced learners.

#### Activities for Slow Learners:

- Tutorial extra classes are given to slow learners.
- Individual guidance and counseling by the subject teacher.
- Solving question papers of previous university examinations.
- Conducting separate unit tests, class tests and home assignments.
- Communication with the parents about the performance of their wards.

#### Activities for Advanced learners:

- They are motivated to participate in various quiz programmes, debate and essay competitions and A.I.R. talent hunt programme.
- More facility in the library.
- Encouragement for them to write articles in the college magazine.
- Involvement in various cells/committees of the college to co-ordinate or participate in the activities organized by the cells.
- Separate Counselling given by teachers to motivate their creative mind.

These programmes brought positive results to both slow learners and advanced learners. They showed improvement in the concerned subjects and scored better marks in the University examinations.

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

**Response:** 14.69

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:**

The College puts the vision to equip the students with the best knowledge and skills through academic programmes. Accordingly teachers encourage the students to get an experience of what they are exactly studying in books. The college strives to enhance the learning experience of students through various interactive and participatory approaches apart from traditional teaching. These approaches help in creating a feeling of responsibility in the students and makes learning a process of construction of knowledge. The College conducts various student centric activities under experiential learning, participative learning and problem-solving methodologies

**Experiential Learning:**

- Students in the Subjects with practical classes such as Physics, Chemistry, Anthropology, Botany, Zoology, Geography, Geology etc. get a practical laboratory experience of what they study in their Theory papers. This method is used to acquaint the students with the facts through direct experience. They verify the facts and laws of the subject with the help of experiments.
- Departments of Anthropology and Geography organized excursion and field visits at different places to acquire first-hand knowledge on the subjects.
- Departments of Botany and Zoology conducted Field Study Tours at places like Loktak lake (a Ramsar site), Keibul Lamjao National Park, Manipur Zoological Garden and other sanctuaries. The students observe the importance of the conservation of endangered plants and animals and understand the ecological significance.

**Participative Learning:**

- Students participate actively in each and every departmental event such as seminar, workshop, group discussion etc. where they can use their skills. They also participate in activities of various committees, youth festivals, sports and cultural events and competitions.
- Students are actively engaged in social and community service through NSS and Students' Union. Internship is organized in the form of NSS Special camp where NSS volunteers participate and spend 100 hours doing cleaning job in the selected villages.
- NSS also conduct activities like AIDS Awareness Campaigns, Tree plantation, De-addiction Drives, Swachh Bharat Abhiyan etc. in order to make the students responsible citizen.
- To imbibe social values among students various days like Teachers' Day, World Environment Day, International Women's Day, International Day of Yoga, etc. are celebrated.
- To promote creativity, the students are encouraged to publish articles in the college magazine. They are also assigned to work on the editorial board.

**Problem-solving Method:**

- Regular assignments are given to help students build up their critical thinking skills based on facts.
- Group learning method is adopted to allow the slow learners to develop problem solving and presentation skills.
- Students are advised to record laboratory note book of the practical experiments they performed on the spot.
- Students are encouraged to identify and classify the specimens collected during the field study tour. They are also asked to prepare the report and submit it to the department.
- Department of Mathematics adopts black board presentation method. In this method, each student is given a certain question/problem and a student has to solve this problem in the black board. The solved problems are analyzed by the teacher.

**2.3.2 Teachers use ICT enabled tools for effective teaching-learning process.****Response:**

Today, digital resources for learning have become quite popular and this makes learning more creative and dynamic. ICT can enhance the quality of education by increasing learner motivation and teacher training. Moreover the Covid-19 pandemic has significantly changed the way students are taught. Physical classes have been replaced by online sessions at home and smart phones have taken the place of books. Accordingly the college follows ICT enabled teaching combined with traditional classroom education. Thus the blended mode of learning is largely implemented in the college. Out of 85 teachers about 70 teachers are using ICT tools and resources available in the college. Efforts are being made to provide e-learning atmosphere in the classroom.

### **ICT Tools and their use:**

- Desktops and Laptops are arranged in Computer centre and in all departments.
- Projectors are available in selected classrooms and labs.
- Printers, Photocopier machines and scanners are installed in important rooms.
- Other ICT tools include digital camera, pen drives, interactive white boards etc.
- One seminar hall is equipped with smart board. Based on the need, the smart board is used by all the faculty members. It is very convenient for the faculty as well as the students.
- Library is regularly updated with online resources, Inflibnet membership is regularly upgraded and N-list and allied e-resources are provided free of cost.
- Faculties are encouraged to use power point presentations in their teaching by using LCD Projectors. They also use video clippings, you tube links and other online sources to provide advanced knowledge to the students.
- Reliance JioLease Line Internet connection is installed to function all the devices speedily.
- College has conducted training programmes for teachers on Googleclass, Moodleclass etc. to strengthen their knowledge
- During lockdown, teaching was fully conducted in online mode. Teachers use Google Meet or Moodle to deliver lectures, and also to conduct tests. e-assignments were also given through Moodle. Thus Moodle enables monitoring of students' learning process through online quizzes, submission of online assignments etc. It helps our students in blended learning.
- WhatsApp groups had been used as platforms to communicate, make announcements, address queries and share information.
- The language departments use to screen films of adapted novels, dramas or short stories.
- The institution encourages teachers to attend training programmes, workshops, seminars and conferences related to ICT use or innovation in teaching learning.

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

**Response:** 14.69

#### **2.3.3.1 Number of mentors ?????????????? ???????**

**Response:** 85



<b>File Description</b>	<b>Document</b>
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

<b>2.4.1 Average percentage of full time teachers against sanctioned posts during the last five years</b>	
Response: 93.71	
<b>File Description</b>	<b>Document</b>
Institutional data in prescribed format	<a href="#">View Document</a>

<b>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)</b>				
Response: 0				
<b>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</b>				
2020-21	2019-20	2018-19	2017-18	2016-17
00	00	00	00	00
<b>File Description</b>	<b>Document</b>			
Institutional data in prescribed format	<a href="#">View Document</a>			

<b>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)</b>	
Response: 28.79	
<b>2.4.3.1 Total experience of full-time teachers</b>	
Response: 2447	
<b>File Description</b>	<b>Document</b>
Institutional data in prescribed format	<a href="#">View Document</a>

## 2.5 Evaluation Process and Reforms

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

#### Response:

The college is affiliated to Manipur University and hence follows its rules and guidelines regarding the assessment and evaluation process. The present semester system for undergraduate courses was introduced by the university in the year 2012-13. By that time, internal assessment was not mandatory and the marks secured by the students in such tests were not added to the semester-end exam marks sheets. However, from the academic session 2019-2020, the University started a new system in which 30% marks in both Theory and Practical are reserved for internal assessment.

Internal assessments are conducted to evaluate the performance of students. It helps in upgrading students' academic success. The college has a standard and transparent process of internal examinations. Academic calendar is prepared at the beginning of each session. This calendar includes internal assessments, unit tests and university semester examinations. There are at least one or two internal exams per semester. In addition to this, a teacher has to take unit tests which may be in the form of written test, black board presentation or quiz etc. on the subject.

A schedule is prepared as per the University guidelines and displayed on the departmental notice boards and also sent via WhatsApp groups of the classes. The exam committee monitors and conducts the internal assessment in a very meticulous manner. All the teachers are instructed to submit the question papers with model answers to the exam committee. Each teacher prepares question paper by keeping in mind the ethical values and academic integrity. Questions are set in the University question pattern with MCQ, very short answer questions, short answer questions, etc. to make the students more familiar with the University Exam pattern.

The assessment work is carried out by the concerned subject teacher within three days from the date of examination. The marks of internal tests are shown to the students in the classroom for their observation and verification. If there is any difference or discrepancy, it is immediately corrected by the concerned teacher. To encourage regular attendance some extra marks are assigned to the students with highest attendance. The internal assessment marks are submitted to the University within a time bound limit.

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

#### Response:

The college conducts internal assessments and unit tests to assess the performance of students. It has established a transparent, time bound and efficient mechanism to deal with examination related issues. There is an examination committee under the chairmanship of the Principal with some senior faculty and non-teaching staff as members. The college follows strictly the guidelines and rules issued by the affiliating university while conducting internals and semester-end examinations. At the beginning of the semester, faculties inform the students about the various components in the assessment process during the

semester. The internal assessment schedules are prepared as per the university guidelines and the students are communicated well in advance. Students and faculty members are made aware of the transparency to be maintained in the system of assessment to enhance rapport between faculty and students.

Conduct of internal examination is done by the examination committee in consultation with HODs. After completion of the test, the solution of the questions asked along with question wise marking scheme is displayed on the departmental notice board to maintain transparency and uniformity in the assessment of the test. The concerned faculty evaluated the papers within a week's time. The evaluated answer sheets are shown to students in the class for personal verification. The students go through the answer books and know their performance and techniques of writing answer scripts. If any discrepancy like mistakes in question paper, mark allocation, marks missed or repeated corrections is noticed, the concerned teacher will resolve it and necessary correction is made. If a student is not satisfied with the marks awarded to him even after the teacher resolved it, he may complain to the HOD concerned. All such complaints are taken positively and are redressed in time. However, such cases are very rare and no serious grievances are raised by the students since it is an internal evaluation. Instead students co-operate in a very positive manner.

Parents are informed about their ward's performance through SMS or telephone calls. Remedial classes are conducted for students who have failed in the examination. Re-test is conducted for students who remain absent from internal exams only on genuine grounds to reduce stress and anxiety in the students.

Final marks of internal exams are submitted to the university within a time bound period and once this process is completed, no further changes are entertained.

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

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

#### **Response:**

The College is affiliated to Manipur University and follows the Programs that the University has designed. The University has clearly stated learning outcomes of the programs and courses. Program outcomes (POs) are broad statements that describe the professional accomplishments which the programs aim at and these are to be attained by the students by the time they complete the program. Each Programme has specific objectives and the overall design of the course ensures a certain set of skills and competence that the

students graduating from the institution should gain at the end of the program. Some of the key attainments that are expected from students are knowledge, skill development, good communication skills, creative thinking, discipline, inculcation of moral and ethical values, ability to work in teams, and critical thinking.

The course outcomes (COs) are direct statements that describe the abilities that students should possess and the depth of learning that is expected upon completion of a course. The course outcomes are prefaced to each syllabus and shared with students and faculty. All the courses/programs offered by the institution emphasize on academic quality. In general, the course outcomes of the institution focus on empowering the student for higher studies, research, employment/entrepreneurship and preparedness for competitive examinations.

Program Specific Outcomes (PSOs) are the specific skill requirements and accomplishments to be fulfilled by the students at the end of the program.

The Programme Outcomes (POs), Program Specific Outcomes (PSOs) and Course Outcomes (COs) are framed by the department offering the concerned program after consultation with all faculty and stake holders. These are communicated to teachers and students through various means. The following mechanism is followed to communicate the learning outcomes to the teachers and students.

- Program Outcomes are described to the Students in the beginning of every academic year by teachers and during Principal's address at student induction program.
- Hard copy of Syllabi is available in the library and also in the departments for ready reference for students and teachers.
- Soft copy of curriculum and program outcomes and Course outcomes are uploaded on the College website for reference.
- The importance of learning outcomes has been communicated to the teachers in every IQAC Meeting and other committee Meetings.
- Teachers introduce the subject to the students for a clear cut idea of the subject.
- Learning outcome of the programs and courses are discussed with students at the end of each topic.
- HODs, faculty and mentors emphasize the need to attain the POs and COs.
- Students are also communicated about POs and COs through tutorial meetings.
- In all the interactions with the students, awareness on POs and COs is promoted.
- Learning outcomes of the Programmes and Courses are observed periodically.

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

#### **Response:**

The College offers undergraduate Programmes and Courses under the faculties of Arts and Science. The Programme Outcomes (POs), Programme Specific Outcomes (PSOs) and Course Outcomes (COs) are evaluated by the College.

Programme Outcomes (POs) include creating and developing among students the skills, aptitudes or ability for

- Higher education and Research

- Employment
- Critical thinking
- Social awareness and interaction
- Political consciousness
- Social ethics and responsible citizenship
- Women empowerment and inclusive education and
- Awareness of and sensitivity to environment and sustainability.

Programme Specific Outcomes (PSOs) and Course Outcomes (COs) include developing among students

- Knowledge and skill of the subject
- Awareness of local, national and global problems related to socio-political issues, gender, environment and discriminatory and exclusionary practices.
- Interest and capability for research and
- Employment capability.

The programme outcomes and programme specific outcomes are assessed with the help of course outcomes of the relevant courses. Course outcomes are measured through the performance of students in the theoretical and practical classes, internal evaluations and external evaluations. Students are also measured continuously based on their regularity, their receptiveness, participation in class discussions, their answers to questions asked by the teachers and overall quality of their conduct. Their performance in the internal examinations provides the initial indication of their learning outcome.

Programme specific outcomes are measured through the performance of students in the internal and external examinations, in the practical classes, participation in class activities and in departmental activities. Students are also encouraged to take part in competitions, seminars, workshops, etc. Their performance within and outside the college in various events provide another index of their learning levels.

Internal tests are conducted for the following purposes:

- To ensure that students have achieved desired level of competencies and
- To evaluate whether corresponding COs are achieved or not.

Marks of unit tests are recorded in a register and that of internal assessments are sent to the University. Knowledge and skill that students acquire in their subject and also their capacity for critical thinking are evaluated through internal evaluation, end semester external examinations and personal interactions. Attainment of these Outcomes is promising with high pass percentage of students. Drop out rate is also low.

Attainment of COs are calculated using direct assessment (Internal assessment 30% weightage and external examination 70% weightage). Attainment levels are finalized at college level and conveyed to IQAC through examination committee. The attainment level of each CO is computed by setting weights as follows:

Weight	Benchmark
1	Number of students securing below 45%
2	Number of students securing 46-60%
3	Number of students securing 60% and above

The awareness and sensitivity level of students is good as measured from the appreciable student participation in activities like Debates, Quiz, etc. Active participation of students in NSS activities serves as evidence of their sense of ethical and responsible citizenship. Level of attainment of political consciousness is proved by notable participation of students in the Students' Union elections. Achievement of women empowerment and inclusive education is excellent considering the large percentage of women students in the last five years.

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

**Response:** 86.73

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

2020-21	2019-20	2018-19	2017-18	2016-17
216	222	189	209	239

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

2020-21	2019-20	2018-19	2017-18	2016-17
231	248	230	247	285

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

## 2.7 Student Satisfaction Survey

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

**Response:** 3.28

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

NAAC

## Criterion 3 - Research, Innovations and Extension

### 3.1 Resource Mobilization for Research

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

Response: 0

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

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

#### File Description

#### Document

Institutional data in prescribed format

[View Document](#)

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

Response: 0

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

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

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

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

#### File Description

#### Document

Institutional data in prescribed format

[View Document](#)



### 3.1.3 Number of Seminars/conferences/workshops conducted by the institution during the last five years

Response: 4

#### 3.1.3.1 Total number of Seminars/conferences/workshops conducted by the institution year-wise during last five years

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

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

## 3.2 Research Publications and Awards

### 3.2.1 Number of papers published per teacher in the Journals notified on UGC website during the last five years

Response: 0.04

#### 3.2.1.1 Number of research papers in the Journals notified on UGC website during the last five years.

2020-21	2019-20	2018-19	2017-18	2016-17
02	00	01	00	01

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

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

Response: 0.09

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

2020-21	2019-20	2018-19	2017-18	2016-17
2	3	0	2	1

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

### 3.3 Extension Activities

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

**Response:**

The college organizes various extension activities at the adopted village and surrounding communities through NSS, Women’s Grievance Cell, Eco Club etc. with extension programmes to make a good relation between the college and neighbourhood. These activities will inculcate a strong bond of humanity and awareness to the surrounding people. The extension activities encourage and sharpen their leadership quality, organizational work and effective communication skills that make a good citizen. Brief descriptions of some of the activities of the students to the society are as follows:

National Service Scheme (NSS), aims to develop the overall personality of the volunteers through community service and to make them a good and responsible human being.

Womens Grievance Cell (WGC) brings about knowledge of awareness and sensitivity to the students and instil the desire to work for equality, safe and secured society for women through various activities.

Eco Club works to promote for preservation and protection of environment and also increases a feeling of responsibility for a better, greener and cleaner environment through initiatives like tree plantation, cleaning the campus and surrounding by making Botanical and Medicinal plant gardens. The club also initiates making zones of plastic free, no horn, no vehicle etc. inside the campus.

During the Covid outbreak as Community services given to the suffering people of the surrounding, the college also offered its premises and building as a Community Quarantine Centre. Students are also encouraged for Covid vaccination to prevent from the severe and dreaded Pandemic.

Other programmes/Activities/Observations:

- Teachers Day
- YOGA Day
- Environment Day
- Independence Day
- Republic Day

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

**Response:** 0

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

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

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

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

**Response:** 11

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

2020-21	2019-20	2018-19	2017-18	2016-17
03	02	04	02	00

<b>File Description</b>	<b>Document</b>
Reports of the event organized	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>

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

**Response:** 14.05

**3.3.4.1 Total number of Students participating in extension activities conducted in collaboration with industry, community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC**

etc., year-wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
163	114	121	292	00

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

### 3.4 Collaboration

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

Response: 2

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

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

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

**3.4.2 Number of functional MoUs with national and international institutions, universities, industries, corporate houses etc. during the last five years**

Response: 0

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

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

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

NAAC

## 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 institution has adequate infrastructure and physical facilities for teaching and learning to provide quality education and ensure all-round development of the students. The institution has entered the 40th year in its journey from a humble beginning towards a measurable achievement in the field of higher education in the Southern part of Manipur located in a rural area. The institution was established to serve the specific need of the remote backward area. The Campus area of the institution is approximately 12.98 acres and it has a built-up area 6553 sq.m. consisting of Administrative Block, one auditorium, a multipurpose Hall, Indoor stadium, a computer centre, Girls Hostel, swimming pool etc.

The institution has spacious and well-furnished classrooms. There are 29 classrooms of which three are smart classrooms. Above these, the 19 departments have one classroom each attached in the departments, science departments have laboratories with necessary equipments, tools, running pipe water, chemicals etc. The college has a computer centre providing internet facility and an uninterrupted round-the-clock power supply. All the students and faculty are encouraged to make maximum use of IT facilities available in the college. All the departments have a computer installed in the departments with free internet facilities.

The college library which is under the process of full automation has 6543 textbooks, 5560 reference books 18 Journals & 3 local news papers, besides facilities of e-resources and NLIST programmes. The Vocational Block houses B. Voc. Programme in Fishery, Yoga and Nature Cure and Diploma Course in Food Processing and Preservation. A museum is attached to the Department of Anthropology. A multi-gym is also made available to the students and faculty in the premises of the college.

File Description	Document
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 college has adequate infrastructure and facilities for Games and Sports, cultural activities, Yoga and Gymnasium. It has an Indoor stadium which is used in several events like Badminton, table tennis, carom, chess, Yoga etc. It also has equipments for varied indoor games as well as outdoor games. The indoor games like chess, carom etc. are also played by the students in the Girls and Boys Common Rooms.

The institution has a large playground sufficient for the outdoor game such as Football, Volleyball, cricket, athletics archery etc. There is also a Basketball Court in the campus. The institution holds its annual sports

meet every year. It also hosts Manipur University Intercollege sports events from time to time. The college also has a multi gym for the students and teachers and a Ladies fitness centre. The multipurpose hall is used as Yoga classroom and practice centre. The Sivananda Memorial Hall is used for the performance of cultural events.

<b>File Description</b>	<b>Document</b>
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:** 10

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

Response: 3

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

**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
0	0	0	0	0

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

**4.2 Library as a Learning Resource**

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

**Response:**

The Kakching Khunou College Library has a total collection of 12103 books. Among these 6543 are textbooks and 5560 are reference books. The college library has been subscribing 18 journals and 3 local newspapers. The library has a seating capacity of more than 50 users in its reading room. The library has subscribed NLIST programme under NMICT of INFLIBNET since 2011 under NLIST, the staff and users of the college have access to 6000+ e-journals and more than 8 lakhs e-book. The college library has 4 computers with internet facilities.

The college library was earlier installed with SOUL 2.0 version ILMS software. However in 2018, the library computer system having SOUL 2.0 server and client crashed due to unfortunate technical problems and the system could not be backed up. Further due to some internal college problems and COVID situation, the college could not purchase new computer server.

In 2020 new ILMS software KOHA was installed again in a new computer system. Before using the ILMS software for Library automation, Color classification (CC) scheme was used for classifying the books in the college library. But now as the need of the hour, conversion of classification scheme from CC to DDC is in first speed. OPAC is also available inside in library system.

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

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

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

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

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

**Response:** 0.47

**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
0.55	0.10	0.61	0.31	0.76



<b>File Description</b>	<b>Document</b>
Institutional data in prescribed format(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 latest completed academic year**

**Response:** 0.52

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

Response: 7

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

### **4.3 IT Infrastructure**

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

**Response:**

The College updates its IT facilities including the connectivity and Wi-Fi.

At present the institution has 43 computers, 3 smart boards out of these 21 computers are in the Computer Centre, 4 in library office, 5 in Administrative Block and remaining computers are in the different departments involving practical.

Internet and Wi-Fi connectivity in the college was linked with BSNL by optical fiber cable. But the service was not good. So, one private internet service provider “Kshetri Network” was linked again. The service is also not working. Now-a-days, we subscribe an internet service from “Reliance Jio Infocomm Limited, North East India. There is possibility of SWAN connectivity under the guidance of Directorate of higher Education, Govt. of Manipur in the near future.

To develop ICT skill for staff and students many programmes were organized by the college. The Computer Centre conducts the CCC (Course on Computer Course), DCA (Diploma on Computer Application) and Certificate Courses in collaboration with National Institute of Electronics & Information Technology (NIELIT).

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

**Response:** 37.85

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

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

**Response:** D. 5 MBPS – 10 MBPS

File Description	Document
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:** 12.03

##### 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
7.02	2.56	2.38	18.09	10.67

File Description	Document
Institutional data in prescribed format(Data template)	<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 Institution has its own procedure for maintaining and utilizing its physical, academic and support facilities. There is a system for maintenance and upkeep of all infrastructure and support facilities in the institution. The established procedure and policies for maintaining and utilizing for Laboratory, Library, sports complex, computers, classrooms etc. are as follows.

Laboratory maintenance: Laboratories of science subjects are provided with necessary equipment, tools, chemicals etc. as per requirements. HODs with the help of faculty members of the department including the Lab Assistant do the maintenance works of the Labs. The Principal with IQAC members pays regular visits to the Labs from time to time to look after the Laboratories.

Library maintenance: The Librarian and the subordinate staff members look after the Library to ensure smooth running and maintenance of the college Library. The Library Advisory Committee under the guidance of the principal looks after for overall development of the Library including maintenance. Every year necessary books, journals, magazines are purchased under the advice of the Library Advisory Committee.

Sports facilities maintenance:

The various Sports facilities in the college are looked after by the Sports Committee chaired by the principal with a professor in-charge of the Games & Sports Secretary of the Students Union. The Sports and Physical Education Department of the college takes a key role in the maintenance and functioning of the Sports facilities.

Computer Maintenance:

The institution has a Computer Centre which is looked after by IT Nodal Officer, and in-charge of the centre, with the assistance of two faculty members and one attendant. The maintenance of the computers and updation of hardware and software is done annually under the supervision of the IT Nodal Officer.

Classrooms Maintenance:

The classrooms are kept neat and clean under the supervision of the Academic in-charge with the help of grade IV employees and class monitors. The principal and IQAC members check the classrooms regularly.

## 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: 37.6

##### 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
407	356	347	338	409

#### File Description

Institutional data in prescribed format

#### Document

[View Document](#)

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

Response: 0

##### 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
0	0	0	0	0

#### File Description

Institutional data in prescribed format

#### Document

[View Document](#)

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

##### 1. Soft skills

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

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

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

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

**Response:** 0

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

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

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

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

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

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

## 5.2 Student Progression

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

**Response:** 0.28

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

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

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

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

Response: 13.85

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

Response: 32

File Description	Document
Upload supporting data for student/alumni	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>

### 5.2.3 Average percentage of students qualifying in state/national/ international level examinations during the last five years (eg: JAM/CLAT/GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/State government examinations)

Response: 0

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

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

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

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

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

### 5.3 Student Participation and Activities

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

**Response:** 8

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

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	2	3	3

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

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

**Response:**

The Kakching Khunou College is a government model college situated in the southern part of Manipur. The majority of students admitted are from rural and hill areas. Various state and central scholarships for SC,ST,OBC are available to the students. A number of students have availed the scholarship from the college. The college has effective enhancement and development schemes. The schemes are successful in the development of knowledge and confidence of the students. These schemes are career counselling ,soft skill development, remedial coaching, Yoga and personal advices. The Kakching Khunou College has an active and transparent mechanism of timely redressal of students grievances issues. A number of students have progressed for higher studies. The college facilitates students representation and engagement in various administrative and co curricular activities through a formal student union body that is elected annually by active participation of all students. The institute collects feedback on support services from all the final year students as well as the student representatives in order to improve the academic performance.

File Description	Document
Upload any 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:** 3.4

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

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	1	9	7

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Report of the event	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>

## 5.4 Alumni Engagement

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

**Response:**

The Alumni Association of Kakching khunou College was established on 23rd May, 2016 and registered under the section 7(i) of Manipur Societies Registration Act, 1989 vide Registration No. 87 of 2016-17 dated 3rd September 2016.

The contribution made by the Alumni Association for the academic for all round development of the college in the last five years are as the following

1. Career Counselling & guidance to the students.
2. Promotion of best practices in different areas of social life for the benefit of the society.
3. Implementation of welfare programme with the objective of self-reliance.
4. Participation of Alumni in the extension activities.
5. Motivation of students for participation in social services , cultural and sports activities and national integration programme.



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

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

**Response:** E. <1 Lakhs

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

NAAC

## Criterion 6 - Governance, Leadership and Management

---

### 6.1 Institutional Vision and Leadership

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

**Response:**

**Vision:**

To provide quality and affordable education through holistic and sustainable initiatives.

**Mission:**

To mould intellectually competent, morally upright, socially committed and academically inspired persons capable of building a more humane social order within the context of the nation's plurality of religious and diversity of culture.

The college was governed by Governing Body consisting of Principal, Local Educationists, Guardians Representatives, Teachers' Representatives, Donor, University nominee and Government nominee till its taking over by the government as a full-fledged Government College vide order No. 31/3/AIDED-COL/CONVSN/HE-16 dated 22-12-2019.

Since then the college is being governed in tune with the rules and regulations of the Education Department Government of Manipur, the Principal is the chief administrator and academic head of the institution. She takes chair of most of the committees/bodies. However teachers and non-teaching staffs are provided ample opportunity in decision making, administration and academic activities. The Academic Committee looks after the academic activities of the institution under the Academic in-charge who is one of the seniormost faculty members. The designing and implementation of quality policy and plans are done by the IQAC and Academic Committee. The administration of the institution is decentralized to ensure smooth functioning by constituting various committees/bodies represented by teachers and non-teaching staff members, students and other stakeholders. Heads of Departments with faculty members are empowered and given freedom to take decision for the constructive growth of the departments.

The IQAC creates short term and long term Perspective Plan(s) in consultation with various stakeholders. The recommendation made by the Peer team based on their visit to the institution in 2016 are also taken into consideration for the formation of strategic plan. The IQAC is in charge of monitoring the overall progress of the implementation. The perspective plan is reviewed every year by the IQAC and management to ensure its appropriateness and any changes as necessary are incorporated into it after taking necessary approvals.

Some of the areas identified in the strategic plans are digital campus, building students' ability, research, green campus, sports, infrastructure and opening vocational courses. In line with the perspective plan the institution also created quality policy in order to ensure holistic development of students.

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 principal is the administrative and academic head of the institution. However the institution has an effective strategy for delegating authority and providing operational autonomy to all the departments, committees, society, forums, cells etc. to work towards decentralised governance. The academic committee and IQAC formulates the working procedure and delegates academic and operational decisions. HODs along with the faculty members are empowered and given freedom to take decision for constructive growth of the departments. Purchase committee is empowered to procure various items as required by the institution. Library committee is empowered to take decision and purchase up to a certain amount. The Academic Committee and IQAC collect information regarding academic and infrastructure requirements.

Students are allowed to form the Students Union for the promotion of Leadership quality and participation in Governance and administrative matters. They are also nominated in various committees in rotation for a period of one academic year.

The management of the college is in tune with the rules and regulation of the Education Department, Government of Manipur under the leadership of the Principal. However participative management is ensured by involving the faculty members, non-teaching staffs, alumni and all stakeholders in all activities of the institution including decision making.

## 6.2 Strategy Development and Deployment

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

#### Response:

After the implementation of the RUSA in the state of Manipur in 2013, the college applied and sent proposals for various developmental programmes under this scheme in 2013. An Infrastructure and building construction Committee under RUSA for the implementation of RUSA sponsored projects in respect of Kakching Khunou College was constituted with the Principal as Chairman, the nodal officer as member secretary, two staff members, a government nominee, and a PWD architect as members.

#### Achievements:

1. In the year 2020, 9(nine) classrooms and administrative block of the college were renovated from

the RUSA scheme.

Fund Released: Rs. 15858407 released vide letter no. F. No: 38/SPD-RUSA/2017 dated 11TH September2020

1. Purchase of Equipment:

Fund Released: Rs. 1982301 released vide letter no F.No: 38/SPD-RUSA/2017 dated 11TH September2020

1.New construction of 8(eight) rooms.

Fund Position: Rs20000000 (yet to be released)

File Description	Document
Upload any 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, service rules and procedures, etc.**

**Response:**

The principal is the chief administrator and academic head of the institution. All the committees are under her chairmanship. Administrative staffs headed by a Head Clerk supports the principal to perform all administrative activities including communication with the government, UGC etc. The academic committee looks after the academic activities under an academic in charge who is one of the seniormost faculty members of the college. The IQAC functions to ensure the planning and effective implementation of programmes charted out for every academic year and prepares the AQARs. The designing and implementation of the institution's quality policy and plans is done by a coordination of the academic committee and IQAC.

The college also constituted a Student's Union and registered Alumni Association to manage and support various activities of the college. Prior to the conversion of the college as a full-fledged Government College, the Governing Body which is the top policy making body frames the action plan with regard to physical and academic development and budget estimate. Now the college is under the state Government and hence it adheres to Government policy, and University and UGC guidelines for the appointment and promotion of faculty and staffs. The institution also encourages career advancement of faculty and staffs under a Research Forum.

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:** E. None of the above

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

## 6.3 Faculty Empowerment Strategies

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

**Response:**

Welfare Measures for:

Teaching	Non-Teaching
<ul style="list-style-type: none"> <li>• Leave facility: Casual leave, duty leave and earned leave</li> <li>• Maternity leave: Women employees can avail of maternity leave for 6 months.</li> <li>• Teachers Association: A teachers' welfare association looks after the welfare of teaching faculty.</li> <li>• Faculty Development Programmes from time to time.</li> <li>• Canteen Facility: Canteen facility is available in order to provide hygienic and nutritious food.</li> <li>• Parking facility: Parking facilities for four wheelers, two wheelers and bicycles are provided.</li> <li>• Staff recreation room: Recreation rooms are provided for gents and ladies separately.</li> <li>• Gymnasium facility: The institution provides gymnasium facility to maintain health and fitness of employees.</li> </ul>	<ul style="list-style-type: none"> <li>• Leave facility: Casual leave, duty leave and leave</li> <li>• Maternity leave: Women employees can avail of maternity leave for 6 months.</li> <li>• Non-Teaching Staffs Association: A Non-Teaching Staffs association looks after the welfare of Non-Teaching Staffs.</li> <li>• Career Development Programme from time to time</li> <li>• Staff members are encouraged to pursue for higher studies for office management.</li> <li>• Canteen Facility: Canteen facility is available in order to provide hygienic and nutritious food.</li> <li>• Parking facility: Parking facilities for four wheelers and two wheelers and bicycles are provided.</li> <li>• Staff recreation room: Recreation rooms are provided for gents and ladies separately.</li> <li>• Gymnasium facility: The institution provides gymnasium facility to maintain health and fitness of employees.</li> <li>• Ladies Fitness Centre: A separate fitness centre for ladies is also provided.</li> </ul>

- Ladies Fitness Centre: A separate fitness centre for ladies is also provided.

File Description	Document
Paste link for 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: 0**

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

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

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

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

**Response: 0**

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

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

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

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

**Response:** 9.24

**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
12	09	08	12	01

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

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

**Response:**

The institution has a performance appraisal system for the teaching and non-teaching staffs. For the teaching staffs an appraisal system is in place where feedback is taken about every faculty in the form of self feedback. The report is forwarded to the principal by the IQAC and appropriate action is taken as necessary.

Self-Appraisal Form for Teachers:

It is compulsory for every faculty members to furnish the self-appraisal form which provides the annual performance of teachers which includes curricular, co-curricular and extra co-curricular and research activities. The form is then reviewed by the principal and IQAC.

Student Evaluation on Teachers: Feedback from students are collected to evaluate the performance of the teachers. The IQAC evaluates the performance and forwarded to the principal. The principal analyses the evaluation report and hands over it to the teacher concerned. Monitoring of Teacher Profile:

The Academic Committee evaluates the Teacher Profile prepared by the individual and suggest measures for improvements, recommendations and suggestions are also given for further improvement.

Appraisal for Non-teaching Staffs:

The appraisal system for the non-teaching staffs based on the punctuality, execution of duties, pro activeness and general demeanour Routine reports are being taken from HODs regarding non-teaching staffs assigned to the respective departments. The principal also checks the departments, classrooms and labs and other facilities on a routine basis and necessary actions taken for proper maintenance Appraisal

forms of non-teaching staffs are collected through which the principal reviews their performance.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Paste link for 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 accounts of the college are audited regularly; external and local fund audit conducted by the financial audit but internal audit is not done as there is no internal finance audit system for the college.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Paste link for 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: 0**

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

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

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

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

**Response:**



Revenue generated from the students' fee can't meet the financial need of the college. So the college is making plans to receive grants and funds from Government, nongovernment agencies, individuals etc. The college is also trying to use some centres of the college viz. Swimming pool, Gym, Playground, Indoor stadium etc. to generate some revenue.

## 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:**

Regular IQAC meetings are conducted to discuss the academic and administrative activities. At the beginning of each academic session, the IQAC, the Academic Committee and HODs hold a joint meeting to coordinate the work allotment of teachers. Teachers with specialised skills in some departments are utilized in other departments so as to benefit students.

Implementation of online teaching learning and using ICT tools and teaching aids:

The IQAC always motivates and encourages the teachers to constantly update their teaching methodology and skills. Teachers are also made aquitant with ICT tools and teaching aids. The IQAC also organizes faculty enrichment and faculty development programmes for teachers so as to enhance their teaching learning skills. During the COVID-19 pandemic the IQAC in coordination with the IT cell of the college and the Directorate of Higher Education organized a training programme for three days to train the teachers the skills of online teaching.

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

1. Implementation of blended learning:
  - Formation of WhatsApp groups
  - Implementation of online teaching through online platforms like Google Meet, Zoom, Moodle etc.

- Online tests and assignments.
- 2. Sensitizing and training faculty members through Seminars, Faculty development programmes and Workshops etc.

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

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

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

File Description	Document
Upload e-copies of the accreditations and certifications	<a href="#">View Document</a>
Institutional data in prescribed format(Data template)	<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:**

Kakching Khunou College gives utmost importance to bring gender equality between men and women among students as well as teachers and staffs. Gender sensitization is a prime concern and the college initiates several co-curricular and extra-curricular programmes that highlight the importance of gender concerns. The college educates young people in transforming the patriarchal society into a society where there is gender equality between men and women.

##### **Safety and Security**

The college is a co-educational institution and its primary motto is "Knowledge, Humanism and Patience". However gender sensitivity is fine lining, the college authority analyses the roles, responsibilities, constraints, opportunities and need of women in all areas in any given social context. The college has women's cell to address woman-specific grievances and facilities in matters related to health and hygiene, safety and security. The college observes International Women's Day on 8th March as well State Women's Day (Nupi Lal) on 12th December every year. On these days, events, seminars, symposia, discussions, essay competition, recitations etc. are organised to understand and bring positive changes to the life of women. In connection with the protection of women's rights, equity and development, college organised spot paintings, recitation and many cultural programmes. Discussions on Domestic Violence Act 2005 which is an Act enacted to protect women from domestic violence are also conducted by the college. It educates women to save themselves from domestic violence. The College also ensures that there is zero tolerance of gender-based discrimination and the devaluing and objectification of women. College has a well-defined policy and guidelines regarding handling of violence against women in the college campus. The college has Women's Grievance Redressed cell which provide a convenient opportunity to girls to voice their problems and also monitors all activities and programmes such as legal rights of women, Cyber-crime etc. The College also conducted workshops and seminar on Self-Defence training for women, and sensitization programme on crime against women and children.

##### **Counselling**

The college has formed Carrier Counselling & Guidance Cell (CCGC) which conducts counselling for all the students. Counselling is mandatorily conducted by the CGC at the beginning of every new session for the new students.

Mentoring system is also introduced in the academic year 2020-21. An appropriate number of students are assigned to a faculty member. The main object is monitoring the welfare and growth of the students. The mentor and the students communicate regularly through Whatsapp group where new information and activities of the college are updated in the group. Mentor provides a personal touch to the students to make them feel comfortable to share their problems and grievances if they are reluctant to speak up. It also provides an opportunity for students to discuss their career-related questions with the mentor and the mentor guides them equally.

## Common Room

The college has a girls' common room. It provides the girl students with an opportunity for engaging in recreational activities like indoor games, reading magazines, cultural practices and other hobbies of interest.

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

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

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

File Description	Document
Geotagged Photographs	<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:**

Kakching Khunou College adopts different measures to minimise the waste generated and reuse any reusable waste. College adopted the following measures to manage the waste generated from the college.

#### **Solid waste management:**

The college uses environmental friendly locally made bamboo dustbins for collecting solid waste like papers, cardboards, packaging materials and dry leaves etc. The fallen dry leaves are transferred to the vermiculture pit and converted into compost and used for the plants grown in the campus. The college has developed practice among the teachers and students in reducing the use of paper by sending communication and notice through the college WhatsApp group. It has drastically helped in managing paper waste which is one of the major wastes generated in institutions. Dust bins are labelled with different colors to identify different types of waste. Yellow, red, green and black dustbins are used for the awareness

on segregation of waste. Yellow and red bins are used for animal waste, anatomical waste, tube and gloves etc. Black bin is used for solid waste such as broken glass, tubes, rubber, etc. Green bins are used for disposing wastes generated from Botany laboratory department. Such wastes are transported to local bodies or municipal dump to be recycled or disposed off.

Solid food wastes are also gathered in bins and the local people who practise animal husbandry collect them and feed to the animals.

#### **Liquid waste management:**

The chemicals which are used in practical labs are diluted before discarding in the washbasin. Students are educated on how to dispose of chemical liquid wastes during practical classes. Glassware used in the laboratories is washed and rinsed with minimum water and placed in the liquid waste container. The liquid wastes of the laboratories are segregated into organic and inorganic waste. Inorganic wastes are neutralized before disposal by using sodium bicarbonate. With this technique, harmful substances from the inorganic waste are removed. The organic waste yield is treated with cow dung for decomposition due to the action of bacteria and micro-organisms.

Liquid food wastes are disposed of safely in different bins and local people use them for feeding the animals.

#### **E-waste management:**

E-waste like used battery sets, discarded computer items, electric wires, boards, etc. is collected and transported to the agent of the supplier. All kinds of electronic waste, non-functional computers and useless electronic devices are given away to the scrap dealers for recycling. Cartridges of laser computers are refilled outside the college campus. Compact discs and DVD wastes are used by students for the decorative purpose which helps in building the creativity of the students as well. Awareness programmes are conducted on e-waste management. Low configured computers are reconfigured with higher configurations so that the computers are upgraded and the waste is minimized.

#### **Hazardous chemicals and radioactive waste management**

College does not generate any hazardous chemicals and radioactive materials.

<b>File Description</b>	<b>Document</b>
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:** D.1 of the above

<b>File Description</b>	<b>Document</b>
Geotagged photographs / videos of the facilities	<a href="#">View Document</a>
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:** C. 2 of the above

<b>File Description</b>	<b>Document</b>
Geotagged photos / videos of the facilities	<a href="#">View Document</a>

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

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

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

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

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

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

<b>File Description</b>	<b>Document</b>
Policy documents and information brochures on the support to be provided	<a href="#">View Document</a>
Geotagged photographs / videos of the facilities	<a href="#">View Document</a>
Details of the Software procured for providing the assistance	<a href="#">View Document</a>
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:**

Kakching Khunou College believes in inclusion of diversities and values inclusionary practices at different levels starting from admission programme and various activities conducted every year.

Different cultural and sports activities are organized to promote harmony towards each other. Every year cultural programme is organized by the college where students from different cultural background participate to showcase their unique culture and tradition. This serves as a platform for the students to learn and respect the different cultures and communities that exist in the college. The college also organizes Annual Sports Meet for the students to build teamwork, discipline and social skills. This gives an opportunity for the students with cultural differences to interact and respect one another. Also, at the time of admission, the college encourages people with different cultural or regional diversities which will help in bringing communal harmony between the students. The college also started from the Academic year 2020-21 induction programme for freshers to give awareness to the students from different regions and communities about the rules and regulations of the college. It is also intended to welcome the freshers and make them feel comfortable and familiar in the college as they joined newly.

The College strictly follows the reservation policies laid down by the Indian Government during the hiring of faculties (both teaching and non-teaching staff), and also during the admission of students. The College grants concession fee and waive-off of admission fees and tuition fees every academic session for students with disability (PWD) on proving disability certificate. College also looks after the PWD students to provide equal opportunity and assist them as and when needed.

The college adopts a bi-lingual mode while teaching (both Manipuri and English), and that helps the students to cope with linguistic challenges and enhance their performance in academic activities.

The College also assigns a mentor for every 5 students and regular meetings are held between the mentor and mentees. Students are encouraged to share their problems whether related to academic or personal challenges with their mentors. Mentor and mentees have a dedicated Whatsapp group so that they can share their issues virtually and this has helped the students to be in touch with their mentors even during the times of Covid when colleges are not open.

During the last 5 years, the college had organized excursions and study tours (except during the times of Covid-19 for students to learn about the cultural differences that exist in different parts of Manipur, and also give time for the students from different cultural and socio-economic backgrounds to meet and bond among them. It also gives an opportunity to bond between the teachers and students outside of their academic activities.

The college has 3 NSS units headed by the teacher in charge and camps are organized every year by the NSS units. In the last 5 years, the college had organized 7- days' camp which focussed on resolving the issues related to regional, linguistic, communities, cultural, socio-economic and other diversities.

**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:**

Kakching Khunou College believes in educating and applying the core values, rights, duties and responsibilities not only during college hours but also instilling them in our day-to-day activities. Apart from the academic curriculum that teaches the fundamental rights, constitutional values and rightful duties of citizens, various other activities are also organized every year to strengthen the constitutional values of being an Indian citizen.

The college undertakes different initiatives by organizing various activities to sensitize students and employees to the constitutional obligations. Every year, Republic day is celebrated on the 26th of January. On this day, the Principal of our college hoists the national flag and highlights the importance of the Indian Constitution. Independence Day is also celebrated on the 15th of August every year to commemorate the nation's independence and highlight the struggle of freedom fighters to achieve independence from the British. A special seminar on "India's Freedom Struggle" in connection with the celebration of 75 years of Independence (Azadi ka Amrut Mahotsav) was organized for the faculties on the 12th March 2021 and various activities like essay writing competition were also organized for the students on the theme "India's Freedom Struggle".

As a responsible citizen, the NSS cell of the college organized rallies to spread awareness on Swachh Bharat Abhiyan or Clean India Mission. Under Swachh Bharat Abhiyan, college also organised cleanliness drives like Swachhta Bharat Internship Programme, Swachhta Pakhwada and Swachhta Hi Seva. The college gives utmost importance to maintaining a clean and green environment, and a plastic-free zone. This is achieved by organizing a tree plantation programme and various social service activities for cleaning the college campus by the college students and staff members. The college campus also has garbage bins for the safe disposal of garbage.

The college educates the students on road safety and traffic rules and regulations. Students are informed about the dangers of not following traffic rules, dangers of drunk and driving, and instil the importance of safeguarding human lives by following traffic rules and regulations.

The college also organized disaster management programmes to protect human lives and college property



during disasters. Our college invites professionals from National Disaster Response Force (NDRF) to give awareness and perform mock drills to educate the faculties and students on how to manage and handle situations in times of disaster.

The College spreads legal rights awareness among students to be aware of their constitutional rights. Student Union elections are conducted every year to elect the secretaries of the student union and it ensures a free and democratic space for the students to voice their opinions and concerns. Thus, the college practises the democratic rights of the Indian constitution.

File Description	Document
Any other relevant information	<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:** D. 1 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:**

Kakching Khunou College honours the great heritage of India by commemorating the days, events and festivals of national importance. The college takes pride in celebrating and honouring the momentous contributions made by the great historical figures and freedom fighters. KKC observes several significant occasions and events both national and international to educate our youth on the history and tradition and inspire them to engage and participate in various events.

- **Republic Day:** On the 26th of January Republic Day is celebrated to commemorate the adoption of the constitution. On this day various programmes such as flag hoisting, march-past of the

students and constitution awareness programme are conducted.

- **International Women’s Day:** On the 8th March International Women’s Day is celebrated. Various activities like recitation, essay writing, debate competition based on the theme of Women’s Day are organised. Successful people from various fields like lawyers, doctors give a speech to the students to inspire them to achieve great heights in their career and also educate them on women’s health and safety.
- **International Yoga Day:** On the 21st of June International Yoga Day is celebrated. Yoga has been practised in India widely and spread across the world as it has various benefits on healing mental, spiritual and physical health. Students and faculties are educated on the benefits of yoga and a practice demo session is organized every year on this day, even during the Covid pandemic through an online video session. NSS unit of our college conducted this programme where faculties and students participated and learn some basic yoga postures.
- **Teachers’ Day:** Our College celebrated Teacher’s Day every year on the 5th September, as an attribute to Dr. Sarvepalli Radhakrishnan, second president of India and a great academic and philosopher. On this day teachers and students give speeches about the relationship between teachers and students and the role of teachers to mould the students.
- **Independence Day:** On the 15th August Independence Day is celebrated by the college every year. It is celebrated with a flag hoisting ceremony and the lectures deliver on the remembrance of the struggle of freedom fighters to achieve independence.
- **World Environment Day:** World Environment Day celebrated on the 5th June to give importance to the protection of the environment. The programme is conducted by the Botany Department and the NSS unit of our college. It is celebrated by the planting of various trees on the college campus. During the Covid pandemic, a webinar was conducted on the 5th June 2021 on the topic “Ecosystem Restoration” in relation to World Environment Day.
- **Gandhi Jayanti:** Gandhi Jayanti is celebrated on the 2nd of October every year as a remembrance of the birth anniversary of the Father of Nation Mahatma Gandhi. Our college also organises social service activities on this day and the college campus and surroundings are cleaned by the students and faculty.
- **Ekata Divas:** It is celebrated on the 31st of October to commemorate the birth anniversary of Dr. Sardar Patel. It is celebrated as National Unity Day and students and faculties take pledge on this day to stand for unity amongst citizens of our nation.

File Description	Document
Geotagged photographs of some of the events	<a href="#">View Document</a>
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:**

**Title: Automation of Library Management**

## **Objective of the Practice:**

Automation of Library Management refers to the conversion of library procedures from traditional and manual ways to a computerized and integrated library system. The main objective of library automation is to save time and energy for the librarians and library staff in the administration and management of the library and it contributes in a more meaningful way to spread knowledge and information. It aims to reduce the human intervention in the operation of a library by keeping a common database of books, documents and performing all basic functions of a library. The basic housekeeping operations include acquisitions, management, Serial Control, cataloging and circulation. Some objectives of Library Automation are –

- To saves the time of users, librarians and library staff
- Integrating different functions, processes and activities of the library
- Provide efficiency and effectiveness in library activities and management
- To improve the level of library services
- To fulfill the needs that cannot be achieved through traditional manual systems
- To enable sharing of resources, documents and library networking among the students seamlessly.

## **The Context:**

Automation means the use of automatic data processing equipment such as computers or other labour-saving devices. The exponential growth of information technology has made the traditional system of library management redundant necessitating the need for computerized information storage and retrieval of information from computers. Computers are not only used for data processing, but also for storing information in the database, accessing and retrieval of information. Effective and efficient management of huge information is only possible through computers. With the use of computers, there are added advantages like data being highly accurate, and timely which adds value to information. Manual operation of the library is prone to human errors, repetition of work in different activities and is a time taking process. Hence, automation of libraries has become an essential part of college management and functioning.

## **The Practice**

The Kakching Khunou College started developing library practices and management in the past recent years and has shown tremendous improvement in library operations. Careful planning is required to select the correct software which is to be used for automation, as plenty of software is available in the internet. Initially the college library used integrated library management software SOUL 2.0. However, due to the huge resources, the software crashed frequently and hence college has adopted automation using software known as KOHA. The main advantage of this software is that it is an Open source integrated library system (ILS) and it provides most of the features expected in an ILS such as tagging, comment, barcode printing, online circulation, customizable search etc. It also provides high performance with huge volume of data. The college library also implemented OPAC, which is an interactive search module of an automated library management system. Any bibliographic record can be looked up directly from a link to the database of the library or remotely through networks.

## **Evidence of Success**

- College library has been able to successfully maintain catalogues of some of the subject materials, namely Education, Economics, Mathematics and Chemistry. The remaining subjects are still under

implementation.

- Librarians and library staff can look up documents/books easily and also it provides faster Speedy processing of information and its retrieval.
- Students have also better access to collections of the library and can easily access the materials through the systemized database. It provides easy access to the students to digitally access the catalogues online through OPAC system.
- It saves time for the library users as the searching is sped up by the advanced search option.
- It provides a better interface with the library users.
- Automation also facilitates the generation of a number of reports for better decision-making in the effective management of the library. It is highly beneficial for keeping track of the database in the library.

### **Problems encountered and resources required**

- Library automation is effective and useful only if the staffs are familiar in handling automated operations and software. Hence staff training is required and there is lack of professional staff.
- With the right choice of software selected, there is a need to upgrade the hardware. Hence, hardware resources are required to be upgraded to handle the latest and most efficient software.
- Power outage is another concern to successfully operate the automated library system.
- It takes time and effort for librarians and library staff to enter materials and documents into the systemized database for the first time.
- It takes massive time and effort to catalogue the documents and books into OPAC.

### **Title: Development of Sustainable Environment**

#### **Objective of the Practice:**

Sustainable development represents the practices and development to transit from today's society to a more environmentally friendly one. The aim of a sustainable environment is to balance our environmental needs to preserve the environment without compromising the ability of future generations to meet their own needs. Its main objective is to protect the natural balance of the planet, while limiting the impact of human activities on the environment and to maintain an ecological balance. It also aims to provide a clean and safe environment, waste-free, pollution-free, healthy and eco-friendly environment in the college campus. It also aims to educate the students on environmental sustainability to carry and pass on the practices to future generations.

#### **Context:**

Sustainable environment encourages us to conserve and enhance our resource base by gradually changing the ways in which we develop and use technologies in this modern era. Economic growth is also important and is a basic need for human development, but it must change and lean towards becoming less environmentally destructive. The challenge of sustainable development is to put into practice, and changing our unsustainable ways into more sustainable ones. The Kakching Khunou College had planted abundant plants and trees from many years ago and it also has abundant sunlight in the campus. The college has implemented various development activities to provide a sustainable environment through waste management and production of compost for its use in the college lawns and gardens. A green and

sustainable environment enable the institution to conserve natural resources like water, plants and biodiversity, optimize the management of waste, and it also imparts knowledge to the students on the awareness of conservation of the environment for a better future. The college has implemented proper waste management so that it doesn't harm the environment and surrounding areas.

### **The Practice:**

The Kakching Khunou College is committed to preserving the environment and providing a more sustainable environment for a better future for the generations to come. To provide a sustainable environment, the college has implemented the following practices on the college campus –

- **Vermicompost Unit:**

Vermicompost is to be the most suitable form of composting for a college environment. The college has built a vermicompost unit where students and staff regularly dispose of environmental wastes like dry leaves and vegetables in the vermicompost pit. The college keeps a close monitor in checking the vermicompost conditions and the outcome of the vermicompost is used in growing plants, flowers and vegetables in the college surroundings and thus helps in keeping the environment clean and lively. The excess vermicompost output is also distributed to the localities for their farming purpose.

- **Green Campus initiative:**

The Kakching Khunou College has a green and vehicle-free campus. The college has implemented practices to reduce energy consumption, minimize consumption of water, and implement responsible waste management.

- To reduce energy consumption, LED bulbs are installed in all the classrooms and laboratories. Students and faculties are encouraged to take responsibility to switch off the lights and fans in the classrooms, laboratories and conference/staff rooms when not in use.
- To minimize consumption of water, good quality taps and pipes are installed and signboards are displayed in washrooms to consume water wisely.
- To minimize waste, the college had implemented many practices including vermicompost to dispose environmental waste, minimize the use of chemical fertilizers and depend on natural organicfertilizers; eliminate the practice of polythene and plastics, etc. The College also installed different types of bins with different colours to indicate wet and dry waste. Electronic items and batteries are discarded in the e-waste bins.
- The college has about 1000 trees, 325 shrubs and more than 1000 herbs planted inside the college campus and surrounding.

- **Herbal medicinal garden**

A herbal medicinal garden is maintained in the college premises and different types of medicinal plants are planted which provides a healthy environment and lively ambience in the college campus. College takes priority in planting the indigenous herbal and medicinal plants to promote indigenous culture and also to save the indigenous plans from being endangered.

- **Rainwater Harvesting**

The college has implemented conventional rainwater harvesting practices by storing the rainwater in water reservoir. Rain water flowing down the hillock is collected in a pond and not wasted by runoffs. Rain water from the college rooftop is collected in water tanks.

**Evidence of Success:**

- **Increased awareness among the students and faculties** – The College has been able to create awareness among the students and staff on the importance of creating and developing a sustainable environment. They have been made aware of the challenges we face in the current society with regards to environmental issues and the impacts it may cause due to the unsustainable practices that we follow in many places due to overgrowing technological advancement in the modern era.
- **Use of LED bulbs** – The College has been successfully able to replace all the traditional bulbs which used to consume a lot of power into a more sustainable energy saving LED bulbs. Students and faculties take responsibility to switch off lights, fans and devices when not in use.
- **Reduction in electricity bill** – With the use of LED bulbs, power saving computers and devices, and the responsibility of the staff and students to switch off the devices when not in use, there is a considerable fall in the electricity bill.
- **Use of rainwater in washrooms and labs** – As a result of rainwater harvesting, the washrooms never run out of water even when there is a shortage of supply from water PHED, department.
- **Reduced carbon footprint** – The College has considerable reduced carbon footprint that occurs because of traditional and conventional sources of power generation.

**Problems encountered and resources required:**

- **Lifestyle modifications** – Lifestyle needs to be modified to promote sustainable ways of living through the judicious use of energy sources. It does not restrict only in the college campus, but it also requires people to practise even during outside of college campus to instil the development of environment sustainability.
- **Cost and investment** – Implementing and shifting to renewable resources from non-renewable resources is expensive initially. So, it requires support from college management and government in terms of financial assistance.
- Natural calamities, like earthquakes, tremors and floods can present a danger to sustainability because they can affect the flow of water and even cause damage to infrastructure.
- **Challenges to motivate people’s mindset** – While many of the students and staff have been educated and made aware of the sustainable environmental practices in the college campus, continuous efforts are being made to shift the general mindsets of some students and staff to practise sustainable development in their day to day lives.

File Description	Document
Best practices in the Institutional web site	<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:

The Kakching Khunou college constantly thrives to achieve its vision and mission through distinctive approaches. The college has comparatively large number of Scheduled Caste and Scheduled tribe students and it has played a crucial role in providing educational opportunities to the under-privileged schedule Caste and Schedule Tribe students. The Institution provides them ambience of creativity, innovation, discipline and good learning experiences. This is achieved because we give admission to all SC and ST students in undergraduate programs if the applicants meet the minimum eligibility criteria. Moreover, there is no entrance test for admission. Our policy is first come first serve in giving admission. It ensures justice and equity among all meritorious and average students seeking admission in the college. If they are denied admission, naturally students drop out rate will increase in higher education. In the long run, this will become a hurdle in the Scheduled Caste and Scheduled Tribes.

About 24% of the students belong to Scheduled Castes and 20% belong to Scheduled Tribe during the last five years. Many of them are first generation learners belonging to the lowest stratum of society. The college has been most instrumental in changing the socio-economics scenario of this area. Most of the graduates in this area have been produced by the college. Thus, the college has imparted higher education to hundreds of poor rural students belonging to Scheduled Caste and Scheduled Tribes.

To achieve the goal of uplifting the under privileged students, the college is offering:

- Nineteen undergraduate programmes in Arts and Science.
- A well-equipped gymnasium and fitness centre.
- A partially digitalized and fully equipped library having access to e-resources through NLIST membership.
- Active and vibrant units of NSS to provide platform to the students for their personality development.
- Career guidance and counseling cell.
- Visits to adopted villages to inculcate the value of social responsibility.
- Online classes and webinars (during lockdown) to bridge the gap in their learning process and also to keep them updated with educational and social perspective.

## 5. CONCLUSION

---

### **Additional Information :**

2019 was a landmark year in which the Kakching Khunou college became a fullfledged Government college. The same year the institution was also approved as a Model College by RUSA.

The institution was assessed by NAAC and accredited at grade B in 2016.

The college started B. Voc. Course in Fishery, YOGA and Nature Cure under the UGC in 2020

The Institution has 23 committees which actively engage for overall development of the college.

The College has three units of NSS of which one unit for girl students was opened in 2019.

A registered Alumni Association works for the welfare of the students and College.

The college takes up necessary steps for energy and environmental conservation from time to time.

The Institution has a system of feedback collection from the students on the curriculum and teaching learning process.

### **Concluding Remarks :**

In forty years of its journey, the college has thrived in many ways than one. As of date the college is running undergraduate courses in Arts and Science streams in 19 subjects besides a diploma course in Food Processing and Preservation under RUSA.

The college has so far published four volumes of Research Journals contributed by the faculty members of the college.

The college has set up three smart classrooms to facilitate teachers and support the students in conducting interactive classes. The teachers are also encouraged to use ICT tools to deliver their lecture using audios, videos and PPTs.

The average pass percentage of the students of the college has been comparatively high so far. A number of students of the college has topped the University Examination in different subjects.

The college has so far successfully delivered higher education in this remote and rural area of the southern part of Manipur to fulfill its vision and mission.



## 6.ANNEXURE

### 1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																				
1.1.3	<p><b>Teachers of the Institution participate in following activities related to curriculum development and assessment of the affiliating University and/are represented on the following academic bodies during the last five years</b></p> <ol style="list-style-type: none"><li>1. Academic council/BoS of Affiliating university</li><li>2. Setting of question papers for UG/PG programs</li><li>3. Design and Development of Curriculum for Add on/ certificate/ Diploma Courses</li><li>4. Assessment /evaluation process of the affiliating University</li></ol> <p>Answer before DVV Verification : D. Any 1 of the above Answer After DVV Verification: D. Any 1 of the above Remark : No supporting Document provided by HEI.</p>																				
1.2.2	<p><b>Number of Add on /Certificate programs offered during the last five years</b></p> <p>1.2.2.1. How many Add on /Certificate programs are offered within the last 5 years.</p> <p>Answer before DVV Verification:</p> <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>1</td><td>0</td><td>1</td><td>2</td><td>6</td></tr></tbody></table> <p>Answer After DVV Verification :</p> <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>1</td><td>0</td><td>1</td><td>2</td><td>6</td></tr></tbody></table>	2020-21	2019-20	2018-19	2017-18	2016-17	1	0	1	2	6	2020-21	2019-20	2018-19	2017-18	2016-17	1	0	1	2	6
2020-21	2019-20	2018-19	2017-18	2016-17																	
1	0	1	2	6																	
2020-21	2019-20	2018-19	2017-18	2016-17																	
1	0	1	2	6																	
1.2.3	<p><b>Average percentage of students enrolled in Certificate/ Add-on programs as against the total number of students during the last five years</b></p> <p>1.2.3.1. Number of students enrolled in subject related Certificate or Add-on programs year wise during last five years</p> <p>Answer before DVV Verification:</p> <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>17</td><td>0</td><td>30</td><td>52</td><td>133</td></tr></tbody></table> <p>Answer After DVV Verification :</p> <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>17</td><td>0</td><td>30</td><td>52</td><td>133</td></tr></tbody></table>	2020-21	2019-20	2018-19	2017-18	2016-17	17	0	30	52	133	2020-21	2019-20	2018-19	2017-18	2016-17	17	0	30	52	133
2020-21	2019-20	2018-19	2017-18	2016-17																	
17	0	30	52	133																	
2020-21	2019-20	2018-19	2017-18	2016-17																	
17	0	30	52	133																	
1.3.2	<p><b>Average percentage of courses that include experiential learning through project work/field</b></p>																				

**work/internship during last five years**

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
76	64	64	64	58

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
16	16	16	16	16

Remark : As per supporting documents.

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

**1.3.3.1. Number of students undertaking project work/field work / internships**

Answer before DVV Verification : 91

Answer after DVV Verification: 91

Remark : Supporting Document are not as per SOP.

**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**

Answer before DVV Verification : B. Any 3 of the above

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

**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**

Answer before DVV Verification : C. Feedback collected and analysed  
 Answer After DVV Verification: C. Feedback collected and analysed  
 Remark : As per HEI.

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

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
1239	918	907	928	945

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
440	358	325	348	339

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
1500	928	928	928	928

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
500	360	360	360	360

Remark : As per supporting documents.

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

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
1192	821	823	824	869

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
596	394	400	408	449

Remark : As per supporting documents.

2.3.3	<p><b>Ratio of students to mentor for academic and other related issues (Data for the latest completed academic year )</b></p> <p>2.3.3.1. <b>Number of mentors</b> ?????????????? ???????</p> <p>Answer before DVV Verification : 85</p> <p>Answer after DVV Verification: 85</p> <p>Remark : As per HEI.</p>																				
2.4.2	<p><b>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)</b></p> <p>2.4.2.1. <b>Number of full time teachers with <i>Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt.</i> year wise during the last five years</b></p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="306 750 1046 884"> <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>13</td> <td>12</td> <td>8</td> <td>8</td> <td>8</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="306 965 1046 1099"> <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>00</td> <td>00</td> <td>00</td> <td>00</td> <td>00</td> </tr> </tbody> </table> <p>Remark : No Ph. D certificates provided.</p>	2020-21	2019-20	2018-19	2017-18	2016-17	13	12	8	8	8	2020-21	2019-20	2018-19	2017-18	2016-17	00	00	00	00	00
2020-21	2019-20	2018-19	2017-18	2016-17																	
13	12	8	8	8																	
2020-21	2019-20	2018-19	2017-18	2016-17																	
00	00	00	00	00																	
2.4.3	<p><b>Average teaching experience of full time teachers in the same institution (Data for the latest completed academic year in number of years)</b></p> <p>2.4.3.1. <b>Total experience of full-time teachers</b></p> <p>Answer before DVV Verification : 28.78</p> <p>Answer after DVV Verification: 2447</p> <p>Remark : As per data template.</p>																				
2.6.3	<p><b>Average pass percentage of Students during last five years</b></p> <p>2.6.3.1. <b>Total number of final year students who passed the university examination year-wise during the last five years</b></p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="306 1776 1046 1910"> <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>222</td> <td>228</td> <td>221</td> <td>238</td> <td>211</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="306 1991 1046 2080"> <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></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	2020-21	2019-20	2018-19	2017-18	2016-17	222	228	221	238	211	2020-21	2019-20	2018-19	2017-18	2016-17					
2020-21	2019-20	2018-19	2017-18	2016-17																	
222	228	221	238	211																	
2020-21	2019-20	2018-19	2017-18	2016-17																	

216	222	189	209	239
-----	-----	-----	-----	-----

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
244	257	238	286	292

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
231	248	230	247	285

Remark : As per Documents Provided by HEI.

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

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

Answer before DVV Verification:

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

Answer After DVV Verification :

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

**3.1.2.2. Number of departments offering academic programmes**

Answer before DVV Verification:

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

Answer After DVV Verification :

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

Remark : As per HEI.

**3.1.3 Number of Seminars/conferences/workshops conducted by the institution during the last five**

years

**3.1.3.1. Total number of Seminars/conferences/workshops conducted by the institution year-wise during last five years**

Answer before DVV Verification:

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

Answer After DVV Verification :

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

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

**3.2.1.1. Number of research papers in the Journals notified on UGC website during the last five years.**

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
9	7	5	6	6

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
02	00	01	00	01

Remark : As per supporting documents.

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

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
2	3	0	2	1

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
2	3	0	2	1

3.3.3	<p><b>Number of extension and outreach programs conducted by the institution through NSS/NCC, Government and Government recognised bodies during the last five years</b></p> <p>3.3.3.1. <b>Number of extension and outreach programs conducted by the institution through NSS/NCC, Government and Government recognised bodies during the last five years</b></p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="304 389 1046 524"> <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>4</td> <td>4</td> <td>6</td> <td>8</td> <td>1</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="304 602 1046 736"> <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>03</td> <td>02</td> <td>04</td> <td>02</td> <td>00</td> </tr> </tbody> </table> <p>Remark : Number of extension activities excluding day celebration.</p>	2020-21	2019-20	2018-19	2017-18	2016-17	4	4	6	8	1	2020-21	2019-20	2018-19	2017-18	2016-17	03	02	04	02	00
2020-21	2019-20	2018-19	2017-18	2016-17																	
4	4	6	8	1																	
2020-21	2019-20	2018-19	2017-18	2016-17																	
03	02	04	02	00																	
3.3.4	<p><b>Average percentage of students participating in extension activities at 3.3.3. above during last five years</b></p> <p>3.3.4.1. <b>Total number of Students participating in extension activities conducted in collaboration with industry, community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., year-wise during last five years</b></p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="304 1133 1046 1267"> <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>4</td> <td>4</td> <td>6</td> <td>8</td> <td>1</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="304 1346 1046 1480"> <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>163</td> <td>114</td> <td>121</td> <td>292</td> <td>00</td> </tr> </tbody> </table> <p>Remark : Number of students participating in extension excluding participation in day celebration activities.</p>	2020-21	2019-20	2018-19	2017-18	2016-17	4	4	6	8	1	2020-21	2019-20	2018-19	2017-18	2016-17	163	114	121	292	00
2020-21	2019-20	2018-19	2017-18	2016-17																	
4	4	6	8	1																	
2020-21	2019-20	2018-19	2017-18	2016-17																	
163	114	121	292	00																	
3.4.1	<p><b>The Institution has several collaborations/linkages for Faculty exchange, Student exchange, Internship, Field trip, On-job training, research etc during the last five years</b></p> <p>3.4.1.1. <b>Number of linkages for faculty exchange, student exchange, internship, field trip, on-job training, research etc year-wise during the last five years</b></p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="304 1879 1046 2013"> <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>1</td> <td>0</td> <td>0</td> <td>0</td> <td>1</td> </tr> </tbody> </table>	2020-21	2019-20	2018-19	2017-18	2016-17	1	0	0	0	1										
2020-21	2019-20	2018-19	2017-18	2016-17																	
1	0	0	0	1																	

Answer After DVV Verification :

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

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

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

Answer before DVV Verification : 3

Answer after DVV Verification: 3

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

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

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

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

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

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
55484	10168	61120	30940	75596

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
0.55	0.10	0.61	0.31	0.76

Remark : As per HEI.

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

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

Answer before DVV Verification : 7

Answer after DVV Verification: 7



4.3.3	<p><b>Bandwidth of internet connection in the Institution</b></p> <p>Answer before DVV Verification : D. 5 MBPS – 10 MBPS          Answer After DVV Verification: D. 5 MBPS – 10 MBPS          Remark : As per HEI.</p>																				
4.4.1	<p><b>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)</b></p> <p>4.4.1.1. <b>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)</b></p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="306 712 1046 844"> <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>702948</td> <td>256480</td> <td>238398</td> <td>1809124</td> <td>1067158</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="306 922 1046 1055"> <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>7.02</td> <td>2.56</td> <td>2.38</td> <td>18.09</td> <td>10.67</td> </tr> </tbody> </table> <p>Remark : As per HEI.</p>	2020-21	2019-20	2018-19	2017-18	2016-17	702948	256480	238398	1809124	1067158	2020-21	2019-20	2018-19	2017-18	2016-17	7.02	2.56	2.38	18.09	10.67
2020-21	2019-20	2018-19	2017-18	2016-17																	
702948	256480	238398	1809124	1067158																	
2020-21	2019-20	2018-19	2017-18	2016-17																	
7.02	2.56	2.38	18.09	10.67																	
5.1.1	<p><b>Average percentage of students benefited by scholarships and freeships provided by the Government during last five years</b></p> <p>5.1.1.1. <b>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)</b></p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="306 1496 1046 1628"> <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>407</td> <td>356</td> <td>347</td> <td>338</td> <td>410</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="306 1706 1046 1839"> <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>407</td> <td>356</td> <td>347</td> <td>338</td> <td>409</td> </tr> </tbody> </table> <p>Remark : As per HEI Input.</p>	2020-21	2019-20	2018-19	2017-18	2016-17	407	356	347	338	410	2020-21	2019-20	2018-19	2017-18	2016-17	407	356	347	338	409
2020-21	2019-20	2018-19	2017-18	2016-17																	
407	356	347	338	410																	
2020-21	2019-20	2018-19	2017-18	2016-17																	
407	356	347	338	409																	
5.1.3	<p><b>Capacity building and skills enhancement initiatives taken by the institution include the following</b></p>																				

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

Answer before DVV Verification : B. 3 of the above

Answer After DVV Verification: E. None of the above

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

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

Answer before DVV Verification:

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

Answer After DVV Verification :

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

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

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

Answer before DVV Verification : 31

Answer after DVV Verification: 32

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

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

Answer before DVV Verification:

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

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	2	3	3

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

**5.3.3.1. Number of sports and cultural events/competitions in which students of the**

**Institution participated year-wise during last five years**

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	0	37	97

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	1	9	7

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

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
31	24	19	24	6

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
12	09	08	12	01

Remark : Total number of teacher attending professional development program, No validate certificates are given.

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)**

Answer before DVV Verification : C. 2 of the above

Answer After DVV Verification: D. 1 of the above

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

1. **Solar energy**
2. **Biogas plant**

	<p>3. <b>Wheeling to the Grid</b>  4. <b>Sensor-based energy conservation</b>  5. <b>Use of LED bulbs/ power efficient equipment</b></p> <p>Answer before DVV Verification : D. 1 of the above  Answer After DVV Verification: D. 1 of the above</p>
7.1.4	<p><b>Water conservation facilities available in the Institution:</b></p> <p>1. <b>Rain water harvesting</b>  2. <b>Borewell /Open well recharge</b>  3. <b>Construction of tanks and bunds</b>  4. <b>Waste water recycling</b>  5. <b>Maintenance of water bodies and distribution system in the campus</b></p> <p>Answer before DVV Verification : D.1 of the above  Answer After DVV Verification: D.1 of the above  Remark : As per HEI.</p>
7.1.5	<p><b>Green campus initiatives include:</b></p> <p>1. <b>Restricted entry of automobiles</b>  2. <b>Use of Bicycles/ Battery powered vehicles</b>  3. <b>Pedestrian Friendly pathways</b>  4. <b>Ban on use of Plastic</b>  5. <b>landscaping with trees and plants</b></p> <p>Answer before DVV Verification : B. 3 of the above  Answer After DVV Verification: C. 2 of the above</p>
7.1.6	<p><b>Quality audits on environment and energy are regularly undertaken by the Institution and any awards received for such green campus initiatives:</b></p> <p>1. <b>Green audit</b>  2. <b>Energy audit</b>  3. <b>Environment audit</b>  4. <b>Clean and green campus recognitions / awards</b>  5. <b>Beyond the campus environmental promotion activities</b></p> <p>Answer before DVV Verification : C. 2 of the above  Answer After DVV Verification: E. None of the above  Remark : Supporting documents are not as per SOP.</p>
7.1.7	<p><b>The Institution has disabled-friendly, barrier free environment</b></p> <p>1. <b>Built environment with ramps/lifts for easy access to classrooms.</b>  2. <b>Divyangjan friendly washrooms</b>  3. <b>Signage including tactile path, lights, display boards and signposts</b>  4. <b>Assistive technology and facilities for Divyangjan accessible website, screen-reading software, mechanized equipment</b></p>

**5. Provision for enquiry and information : Human assistance, reader, scribe, soft copies of reading material, screen reading**

Answer before DVV Verification : C. 2 of the above

Answer After DVV Verification: D.1 of the above

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**

Answer before DVV Verification : B. 3 of the above

Answer After DVV Verification: D. 1 of the above

Remark : As per supporting documents.

**2.Extended Profile Deviations**

ID	Extended Questions																				
1.1	<p><b>Number of courses offered by the Institution across all programs during the last five years</b></p> <p>Answer before DVV Verification:</p> <table border="1"> <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>215</td> <td>195</td> <td>195</td> <td>195</td> <td>190</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <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>233</td> <td>213</td> <td>213</td> <td>213</td> <td>213</td> </tr> </tbody> </table>	2020-21	2019-20	2018-19	2017-18	2016-17	215	195	195	195	190	2020-21	2019-20	2018-19	2017-18	2016-17	233	213	213	213	213
2020-21	2019-20	2018-19	2017-18	2016-17																	
215	195	195	195	190																	
2020-21	2019-20	2018-19	2017-18	2016-17																	
233	213	213	213	213																	
1.2	<p><b>Number of programs offered year-wise for last five years</b></p> <p>Answer before DVV Verification:</p> <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>22</td> <td>20</td> <td>20</td> <td>20</td> <td>19</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <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>21</td> <td>20</td> <td>20</td> <td>20</td> <td>20</td> </tr> </tbody> </table>	2020-21	2019-20	2018-19	2017-18	2016-17	22	20	20	20	19	2020-21	2019-20	2018-19	2017-18	2016-17	21	20	20	20	20
2020-21	2019-20	2018-19	2017-18	2016-17																	
22	20	20	20	19																	
2020-21	2019-20	2018-19	2017-18	2016-17																	
21	20	20	20	20																	
2.1	<p><b>Number of students year-wise during last five years</b></p> <p>Answer before DVV Verification:</p> <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></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	2020-21	2019-20	2018-19	2017-18	2016-17															
2020-21	2019-20	2018-19	2017-18	2016-17																	

2020-21	2019-20	2018-19	2017-18	2016-17
1239	918	907	928	975

Answer After DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
1249	918	907	928	975

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
613	454	449	459	483

Answer After DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
625	459	453	464	487

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
209	227	202	216	273

Answer After DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
231	249	230	248	285

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
85	93	95	95	95

Answer After DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
85	85	97	98	98

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

Answer before DVV Verification:

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

97	99	99	99	99
----	----	----	----	----

Answer After DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
98	99	99	99	99

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

Answer before DVV Verification : 29

Answer after DVV Verification : 30

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
8593083	7695553	7124054	5740665	7775633

Answer After DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
85.03	76.95	71.24	57.40	77.75

**4.3 Number of Computers**

Answer before DVV Verification : 43

Answer after DVV Verification : 43

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

Answer before DVV Verification : 31

Answer after DVV Verification : 33