



SELF STUDY REPORT

FOR

3rd CYCLE OF ACCREDITATION

HAJI ANFAR ALI COLLEGE

HAJI ANFAR ALI COLLEGE P.O.- DOBOKA DIST. NAGAON (ASSAM)

782440

www.haac.ac.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

July 2023

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Haji Anfar Ali College was established in 1986 with a mission to disseminate knowledge of higher education to the students of rural areas of greater Doboka region under Nagaon District of Assam. The college is the first premier higher educational institution in 90 no Jamunamukh Legislative Assembly Constituency of Assam. The college is located at Goroimari Reserve, subsequently inserted at 10 No Ward of Doboka Town, 1 km away from Doboka Police Station and 1 km away from 36 No National Highway connecting Nagaon, Hojai and Karbi Anglong District of Assam. The College since its establishment has been consistently maintaining high academic standards and good institutional social responsibilities. The College is a single stream Arts College, permanently affiliated to the Gauhati University and recognized by the UGC under section 2(f) and 12(b) of the UGC Act.

The College has been accorded grant-in-aid under deficit system in 1998 and subsequently provincialized in 2005 by the Government of Assam. The college for the first time gone for the NAAC assessment and accredited with a prestigious 'C++' Grade in the year 2005. Since its first cycle of assessment by NAAC, the college has been ceaselessly putting efforts for a continuous qualitative growth in its academic, infrastructure and all other relevant areas. The IQAC acted effectively in compliance with the recommendations of the Peer Team in implementing the diverse quality improvement measures during the post-accreditation period and thus brought for the institution the prestigious Grade 'B' in its 2nd Cycle of Assessment and Accreditation by the NAAC in 2016. The college has materialized almost all the recommendations put forward by the NAAC Peer Team during the last cycle of assessment.

Vision

- Generate new values in society without disrupting its heritage in view of the spirit of the place itself.
- Excellence in academic life.
- Attaining knowledge in the proper perspective and rising to the challenges that come along their way.
- Pursue knowledge with focus and perseverance with the aim to become the '*MAN OF MEN.*'

Mission

- To impart and disseminate higher education both in letter and spirit.
- To create an atmosphere of social harmony and amity.
- To popularize the ideals of national integration, secularism and democracy.
- To foster a scientific outlook amongst the youths.
- To encourage leadership qualities amongst the youths.
- To lay special emphasis on teaching, research and extension activities as per the guidelines of the University Grants Commission (U.G.C.)
- To popularize the indigenous arts and crafts.
- To promote work culture with the ethic: '*Service Before Self*'.
- To inspire the students to preserve what is pure in our environment and to educate them to keep it unpolluted.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- The core strength of the college is experienced and qualified teaching faculty members. Most of the teachers are Associate Professors with an average experience of 25 years.
- The college has sufficient land resource potentiality with 27.86 acres of land that can be used as assets for infrastructure development and additional revenue generating sources of the college.
- The Compulsory Basic Computer Education for All (CBCEA) Certificate course is strength of the college.
- E-learning facilities provided to the students through college website.
- The college has sufficient classroom facility for accommodating growing number of students intended to take admission to the college.
- The unique feature and strength of the college is that the female students outnumber the male students not only in admission but also in achieving good results in the examinations conducted by the affiliated University. The college provides full-fledged Women's Hostel facility.
- Green and environment friendly academic atmosphere of the college.
- The college ensures high security provision in the campus with 24x7 CCTV camera surveillance.
- The Central Library of the college is fully automated with SOUL 3.0 software. The college prides itself in having sufficient numbers of books, rare books, journals, newspapers, and e-journals.
- The college has a vibrant IQAC which tries to improve the academic environment and takes initiatives to impart quality education.

Institutional Weakness

- The college needs to generate awareness to increase students' attendance in the daily routine classes. As the majority of the students are from rural, from far-off places, they should be encouraged to avail themselves of the opportunities provided by the college.
- Despite having Research and Development Committee, we need to create research culture among teachers and students.
- The college needs more collaborative activities including faculty and students exchange programmes with industry, business and firm institutions.
- The college needs placement opportunities and consultative services for the students in the campus.
- The college lacks active alumni participation and involvement.
- We need to encourage both faculty members and students to participate in online courses especially through SWAYAM and MOOK.
- Teaching and Non-teaching staff should be trained to use ICT tools.
- The Education department needs to offer Honours course facility as large numbers of students are enrolled in the subject.

Institutional Opportunity

- Scope for using Computer Lab and ICT facilities.
- The college can organise Workshops, Seminars, Conferences, FDPs and other research activity with institutions under MoU signed.

- Proper implementation of e-learning and e-governance facilities.
- More field visits, study tour or educational excursion for students of the college.
- Ample scope for generating extra revenues for the college by proper utilization of its land resource potentiality which can be made a great asset for the development of the college.
- There are scopes to provide career guidance for various competitive examinations held by Central and State Governments.
- There are scopes for utilizing existing sports facilities by the students.
- There has been a great demand for certain certificate courses especially the job oriented courses. If such certificate courses are introduced, it will bring in an employable opportunity for the students.
- Feedback data collected from the students could be used more effectively for the development of the college.

Institutional Challenge

- As an institution of higher education in a rural area, the college has been facing challenges in establishing linkage with industry, firm house, National Institute of repute, Organisation etc.
- Another challenge for the college is financial uncertainty causing tardy progress in the development of infrastructure. For fiscal deficit, a teacher and a few non-teaching staff have been serving with meagre monthly payment.
- As the college is affiliated to Gauhati University, not even a single member is included in the curriculum framing committee, except doing invigilation, evaluation and supervisory duty.
- It is obligatory on the part of the college to abide by the rules and regulations of the affiliated University in terms of delivery of curriculum. The college collects feedback from faculty members on curriculum brings no meaning as the college is bound to implement the prescribed syllabi of the affiliating university.
- To increase the number of students attendance in daily routine classes as 90 percent students of the college are first generation learners with agrarian background. The impact of absence in daily classes affect overall qualitative performance of the absentee students.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

Haji Anfar Ali College is permanently affiliated to Gauhati University and follows the prescribed curriculum of the University. It follows the regulations of semester system of the affiliating Gauhati University and tries to ensure effective curriculum delivery through a well planned and documented process throughout the Academic Session. Apart from Regular and Honours Courses, the College offers Certificate Courses to meet the needs of the students. Besides, the college encourages the students to opt the curriculum of courses having implications for cross-cutting issues such as human values, professional ethics, gender, environment and sustainability.

The College prepares its own Academic Calendar in compliance with the affiliating University. The prescribed syllabus is distributed among the teacher by the HoDs of each Department and the teachers prepare teaching plan for the session. Log books are provided month wise and preserved for academic record. The IQAC of the college ensures effective and timely delivery of curriculum throughout the academic session.

The College emphasizes on co-curricular activities and engages faculty members and students with

extension and outreach programmes with the assistance of NSS Unit. Apart from this, the college celebrates and observes important national and international days to enrich awareness to gender sensitization, environmental issues, human rights and moral values etc.

The feedback collected from the students on curriculum, administration, library and infrastructure are analysed and follow up actions are taken. This provides an ample opportunity to the stakeholders to participate towards the development of the College.

Teaching-learning and Evaluation

The most thrust area of an educational institution is the teaching-learning process. Haji Anfar Ali College adopts student centric method of learning in the academic process. The college maintains a complete transparent method in the admission process. Shortlisted merit list of students are uploaded in the college website and displayed in the Notice Board.

The college follows the standing order and instruction of the Director of Higher Education towards admission of students. Seats earmarked for admission of reserved category of students of SC, ST, and OBC are filled as per Government orders.

Shortly after commencement of classes the college organizes 'Induction' and 'Meet Your Principal' programmes.

The teacher-student ratio in the current session 2022-23 is 1:66.

The college emphasizes on student centric learning methods such as participative learning and problem solving methodologies to enhance the learning experiences of students. Teachers and students are encouraged to use e-learning facilities such as projector, smart boards, computers or laptops with internet connectivity for effective teaching-learning process.

All sanctioned posts are filled up except one in the Department of Economics and one teachers in Non-sanctioned post in Education Department. Out of 17 full time teachers, 6 teachers with Ph.D. 2 with M. Phil. and 1 teacher with SLET as highest qualification.

The College has a well planned mechanism for continuous internal evaluation to assess the performance of students. Practice lecture, unit test, mentoring, field visits, tutorial and remedial classes for slow learners and guidance for advanced learners to pursue higher education.

Teachers and students are well aware of learning programme and learning outcomes. The curriculum and learning outcomes of all programmes are made available in the website of the college. Students are supported and provided required study materials through college portal by concerned teachers of respective departments.

Overall pass percentage of students in the University examination of the last five years is 69.99. The pass percentage in the last examination 2022-23 is 58.16 and 89.7 in the 2020-21 respectively.

The college has conducted online student satisfaction survey and uploaded the same in the college website.

Research, Innovations and Extension

The college has established a Research and Development Committee to foster a research culture within the institution. During the specified period, the college received single grant for a Minor Research Project sponsored by Indian Council of Social Science Research (ICSSR), New Delhi.

The college's mission is to preserve and disseminate India's rich heritage, promoting the Indian Knowledge System (IKS). To safeguard the knowledge base, skills, and practices developed by indigenous and native communities, the college has established an Intellectual Property Rights (IPR) Cell. Additionally, a 'Mini Museum' has been set up in the Department of Assamese. International Yoga Day is celebrated at the college to raise awareness about its importance for holistic development. Yoga training camps and programs have been organized, along with the introduction of a Certificate Course in Yoga for students.

Students are encouraged to choose a regional language as Modern Indian Language and participate in cultural programs within the community, showcasing cultural attire and traditional ornaments. The college organizes programs during the annual college week that focus on traditional Assamese, Karbi, and Bodo tribal cultures. 'International Mother Language Day' is also celebrated, and field tours are arranged to historical sites and indigenous monuments, promoting knowledge in traditional language and culture.

During the specified period, the college organized webinars, workshops, seminars, and conferences amid the COVID-19 pandemic. Although no teachers have published research papers in UGC Notified journals, they have contributed numerous research articles to reputed national and international journals. Faculty members have authored or subscribed to 20 books and contributed chapters to edited books.

To sensitize students to social issues and facilitate holistic development, the college conducted over 44 extension activities and outreach programs in collaboration with the NSS Unit, involving NGOs, government officials, and the local community. While no government awards were received, the college was honored with four awards for its contributions in academic and social activities.

Over the past five years, the college has signed 22 MoUs and agreements with institutions, NGOs, and government offices to promote research work, facilitate teacher-student exchange programs, project collaborations, and cultural exchanges. During the specified period, the college successfully conducted 25 such programs.

Infrastructure and Learning Resources

The College has nine rooms for taking regular classes and has two ICT classrooms and a smart classroom with Digital Interactive Panel Board to facilitate e-teaching-learning process. The College has a Computer Centre with 53 computers with UPS, printing and projector facility. The computers are connected with LAN and WI-FI extending high speed internet connectivity throughout the campus.

The College has a Language Lab with 10 Computers for soft skills development. The college has separate rooms for Micro Zone office, NSS Office, Accounts and Audit Office, IQAC Office and Auditorium Hall.

The college provides games and sports facilities to its students. It has multipurpose indoor stadium with

75x75 feet width and breadth. The college has three lane football play ground for organizing football, cricket and basketball court for the students. The Physical Fitness Centre is equipped with electronic tread mill, weight lifting tools, and special mats for physical exercise.

The College has separate office for conducting Distance and Open learning education under Krishna Kanta Handiqui State Open University (KKHSOU).

The College has Women's Hostel and the entire campus remains under 24x7 CCTV surveillance.

The Central library provides all possible facilities to its visitors and has a spacious reading room to accommodate 100 students. The library is fully automated with SOUL 3.0 version ILMS (Integrated Library Management System). The OPAC is also available in the library system. The library has well-stock of books, journals, periodicals. It has also subscribed e-books and e-journals for the readers. The library has 11510 text books, 5610 reference books, 06 journals and 5 Newspapers. The staff members have registered to INFLIBNET to access e-resources available under N-List.

The college has 77 numbers of computers for student's usage and student-computer ratio is 14:1.

Student Support and Progression

During the last 5 years about 97.96 per cent students received scholarships and freeship benefits provided by Central and State Government under different schemes on students' welfare. The students staying in Women's Hostel are also supported financially by the college. The college has Scholarship Cells to assist the students in applying for scholarship schemes. The reserved category of students - SC, STs, OBC and other are also encouraged to apply for scholarship schemes under Ministry of Tribal Welfare. During the last 5 years, a large number of students have benefited by the Fee Waiver Scheme of the Government of Assam.

The college has conducted a number of programmes to enhance soft skills, Language and communication skills, and life skills such as Yoga and physical fitness of the students. The college has Physical Fitness Centre and Yoga Certificate course for capacity building and skill enhancement of students. The Career Guidance and Counseling Cell provides career counselling guidance. A few students qualified in the recently held TET examination and Police Recruitment by the State Government of Assam. During the period, a number of outgoing students have been admitted to different Higher Educational institutions and undergoing M.A., B.Ed. LLB, LLM.

The students of the college are encouraged to participate in sports events and cultural activities. During the period the students participated in different sports events and brought fame to the college. The student of the college is awarded for winning the Indo-Nepal International Championship, 2023.

The Alumni Association is the brand-ambassadors of the college. The relationship between Alumni and the college is an inseparable part for the advancement of activities of the college. The Alumni support the college in a number of way especially in organizing awareness and community extension activities in the locality. The Alumni Association of the college is yet to be registered.

Governance, Leadership and Management

The Principal of the college serves as the administrative and academic head of the college, playing a significant role in governance. The Principal maintains coordination among staff, students, and guardians, while staying in constant touch with Departmental Heads and the affiliating University. The Governing Body, chaired by the Principal, implements the college's goals and objectives. It holds powers in areas such as finance, developmental plans, and staff promotions.

To decentralize management, the college has established Cells and Committees comprising teaching and non-teaching faculty members. The IQAC focuses on developmental plans and the execution of academic activities for quality education.

The college has a system of participatory management of its academic and administrative activities through decentralisation. The Principal is the academic and administrative head of the College and provide leadership and proper guidance in formulating and executing various planning with the involvement of the teaching and non-teaching staff, library staff and Governing Body of the College.

E-governance facilities are provided for administration, finance, student admissions, and examinations. The college has a Performance Appraisal System, welfare measures, and encourages career advancement for its staff. Performance evaluation reports are prepared annually to measure the performance of the staff.

Teachers receive financial support from the college to attend workshops, seminars, and conferences. The college organizes orientation and training programs, and faculties are encouraged to participate in faculty development programs and short-term courses. In the current academic session, 29 staff members have participated in faculty development programs.

The college utilizes grants from the government, non-governmental organizations, and its own resources, including cultivable land and mobilize available resources. The IQAC of the college maintain coordination among the teachers and students so that the learning process becomes cooperative with social responsibility. The IQAC held regular meetings and adopts quality improve initiatives and arranges for Academic and Administrative Audits of departments. The IQAC collects feedback from the stakeholders and actions are taken as per analysis report.

Institutional Values and Best Practices

The continuous effort of the college is to bring innovation and creativity in the teaching-learning process with an objective to enhance the quality assurance of the college. The college strives for the holistic development of an academic environment conducive for women education. The college conducts Gender Audit and Women Hostel Audit, Green and Energy Audits. On the basis of the audit report the college has adopted action taken measures for the promotion of gender equity and prevention of gender violence, energy conservation, and campus cleanliness drives for conducive academic environment. The college has installed solar lights, LED lights, power efficient generator, ramps for differently abled students, barrier free footpaths, water conservation and management of degradable waste.

The college has conducted a number of activities to create an inclusive environment and celebrate and observe national days of importance such as Constitution Day, National Voters Day, Teachers' Day, Rashtriya Ekta Diwas etc. to inculcate values among the students of the college. Organise awareness programmes in

providing an inclusive environment such as tolerance and harmony towards cultural, regional, linguistic, communal, socio-economic diversities in the society. The college observes international days of importance such as United Nations Day, UN Human Rights Day, World Peace Day, International Women's Day, International Girl Child Day, International Day of Children, International Youth Day, International Mother Language Day, World Environment Day etc.

The college provides community service as part of social extension service through Cells and Committees and organised Covid-19 Awareness Programme by the teaching faculty at Burigaon-the adopted village of the college, provided Covid-19 service by the teachers as Supervisors at Sarupather Transit Camp in 2021, donation to flood victims, organised vaccination camp for Covid patients, celebrated National Girl Child Day, Women's Day, etc.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	HAJI ANFAR ALI COLLEGE
Address	Haji Anfar Ali College P.O.- Doboka Dist. Nagaon (Assam)
City	Doboka
State	Assam
Pin	782440
Website	www.haac.ac.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	Mamun Azam Barbhuiya	03674-299989		-	
IQAC / CIQA coordinator	Adidur Rahman	03674-	7002953202	-	adidurrahman7@gmail.com

Status of the Institution	
Institution Status	Government and Grant-in-aid

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details	

State	University name	Document
Assam	Gauhati University	View Document

Details of UGC recognition		
Under Section	Date	View Document
2f of UGC	21-08-2009	View Document
12B of UGC	21-08-2009	View Document

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

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

Location and Area of Campus				
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	Haji Anfar Ali College P.O.- Doboka Dist. Nagaon (Assam)	Rural	27.86	9631

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BA,Assamese	36	XII	Assamese	800	550
UG	BA,Economics	36	XII	English	550	144
UG	BA,English	36	XII	English	700	464
UG	BA,Education	36	XII	English	700	565
UG	BA,History	36	XII	English	850	765
UG	BA,Mathematics	36	XII	English	250	2
UG	BA,Political Science	36	XII	English	650	477

Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	0				15				2			
Recruited	0	0	0	0	13	2	0	15	2	0	0	2
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				1			
Recruited	0	0	0	0	0	0	0	0	1	0	0	1
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				7
Recruited	6	0	0	6
Yet to Recruit				1
Sanctioned by the Management/Society or Other Authorized Bodies				5
Recruited	5	0	0	5
Yet to Recruit				0

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

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	4	1	0	1	0	0	6
M.Phil.	0	0	0	1	0	0	0	0	0	1
PG	0	0	0	9	0	0	1	0	0	10
UG	0	0	0	0	0	0	0	0	0	0

Temporary Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	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	1	0	0	1
UG	0	0	0	0	0	0	0	0	0	0

Part Time Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/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	1	0	0	1
UG	0	0	0	0	0	0	0	0	0	0

Details of Visting/Guest Faculties					
Number of Visiting/Guest Faculty engaged with the college?	Male		Female	Others	Total
		1	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	530	0	0	0	530
	Female	595	0	0	0	595
	Others	0	0	0	0	0
Certificate / Awareness	Male	530	0	0	0	530
	Female	595	0	0	0	595
	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	15	12	20	22
	Female	8	16	11	23
	Others	0	0	0	0
ST	Male	8	23	30	21
	Female	19	30	22	20
	Others	0	0	0	0
OBC	Male	23	26	110	28
	Female	26	31	81	26
	Others	0	0	0	0
General	Male	554	575	478	487
	Female	543	558	403	545
	Others	0	0	0	0
Others	Male	2	3	1	1
	Female	3	2	1	1
	Others	0	0	0	0
Total		1201	1276	1157	1174

Institutional preparedness for NEP

<p>1. Multidisciplinary/interdisciplinary:</p>	<p>Haji Anfar Ali College is the single stream Arts College permanently affiliated to Gauhati University. The college strictly follows the prescribed syllabi of the affiliated University. The affiliating University has already approved the courses under NEP-2020 and has decided to execute FYUGP from the Academic Session 2023-24. The college will abide by all necessary instructions of the affiliating University for providing multidisciplinary options of courses to its students. In view of this, the college has already convened a meeting of the Principals on 6th May, 2023 regarding the formation of Cluster of colleges of Hojai District for smooth implementation of NEP-2020. The college organised a joint meeting</p>
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	with staff and intended students (newcomers) and their parents on 13th June 2023 to discuss the course structure under FYUGP.
2. Academic bank of credits (ABC):	The link of Academic Bank of Credits (ABC) has already been given in SAMARTH e-Gov Suite for applicants from this Session. Necessary instructions of the affiliating University in regard to NEP 2020 will be followed in toto.
3. Skill development:	Haji Anfar Ali College emphasized providing facilities for development of Soft and ICT skills to its students. The college is committed to continue and provide all kinds of facilities to develop soft skill learning mechanism through curriculum and extra-curricular activities to its students under NEP-2020. More community outreach programmes and training will be organised to facilitate learning soft skills effectively and more efficiently.
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	Haji Anfar Ali College believes in preserving the long cherished rich diverse culture and traditions of our society. The students are encouraged to opt for indigenous languages. The college organises cultural programmes of different local communities wearing traditional attire and ornaments in the Annual College Weeks. The sole objective behind organizing such programme is to disseminate the rich culture and heritage of our society. The students under NEP-2020 will be encouraged to choose courses that glorify traditional knowledge and their preservation.
5. Focus on Outcome based education (OBE):	Haji Anfar Ali College lays stress on student-centred education and learning models. The college websites and prospectus contains details lists of programme and course outcomes. This helps the students to know the prospective outcome of a particular course. Apart from that, the students are counselled before choosing a particular course at the time of admission. At the commencement of classes, the teachers distribute and discuss the curriculum with the students. The other methods such as practice lecture, unit test, assignments, field work and project writing helps a lot allowing the students to feel responsible for their own learning.
6. Distance education/online education:	Haji Anfar Ali College laid equal emphasis on distance and online mode of education. The teachers and students are encouraged to take the opportunity of distance mode of education. Since 2013, the

college has Distance and Open Learning Study Centre under Krishna Kanta Handique State Open University (KKHSOU). The students are provided facilities to take admission in both UG and PG courses. Besides, the college website contains the web link for SWAYAM and KKHSOU. Under NEP-2020, the college shall continue to support distance and online mode of education.

Institutional Initiatives for Electoral Literacy

<p>1. Whether Electoral Literacy Club (ELC) has been set up in the College?</p>	<p>Yes, the college has constituted Electoral Literacy Club (ELC) in the college. The main objectives of the ELC are: (i) Promoting awareness about the importance of elections and citizen participation. (ii) Enhancing students' understanding of the electoral process. (iii) Educating students about the rights and responsibilities of voters. (iv) Creating awareness about electoral reforms and ethical practices in politics. (v) Empowering students to become active and informed participants in the electoral process.</p>
<p>2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?</p>	<p>The ELC of the college is functional and representative in character. It consists of faculty members and students of the college. The coordinating faculty members are appointed by the Principal, while students' coordinator / club ambassador is appointed by the District Administration, Hojai. The student and faculty coordinators also participated in the meeting convened by the District Election Office, Hojai, to chalk out modalities of functions of the ELC.</p>
<p>3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.</p>	<p>The ELC of the college has taken a number of innovative initiatives. They include: (i) Four teachers of the college have been appointed as AERO by Hojai Election District for rationalization of polling stations. (ii) Teachers are appointed and served under Hojai Election District for the enrollment of new voters in the electoral roll. (iii) Seven numbers of teachers of the college have been appointed by District administration, Hoja,i as mMaster Trainer in the last State Assembly election and Election to the Union Parliament. (iv) Recently, Dr. S. Uddin, Associate Professor, Dept. of English is appointed State Level Master Trainers for upcoming General</p>

	<p>Election to the Lok Sabha, 2024 by the District Administration, Hojai under Ref.: Letter received from Jt. CEO, Assam vide ELE.25/COMI2023/21 dated 01.05.2023.</p>
<p>4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.</p>	<p>One of the prime objectives of the college is to contribute for promotion of democratic ideals and values among the students and local community. (I) The college website www.haac.ac.in contains link of National Voters Service Portal to avail facilities like new registration, tracking application status, correction of name in the electoral roll, information about constituency, voter education, polling process, and knowledge of EVM. (ii)The college has organised awareness programme 'Xojag Voters Competition' on 4 January, 2022. On this occasion, a football match and solo dance competition were organised among the students. (iii) The college celebrates National Voters Day every year to create awareness among the students about the values of votes in a democratic country like India.</p>
<p>5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.</p>	<p>The college in association with District Administration, Hojai, organised drives in the college to enroll the students as well as local community in the electoral register. A number of students and local community applied for fresh registration to enroll their names in the electoral roll. The IQAC of the college conducted Students online Voters Registration Survey on 6 December 2022 and many students have registered their names in the Electoral Roll.</p>

Extended Profile

1 Students

1.1

Number of students year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
1125	1201	1230	1157	1174
File Description		Document		
Upload Supporting Document		View Document		
Institutional data in prescribed format		View Document		

2 Teachers

2.1

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

Response: 18

File Description	Document
Upload Supporting Document	View Document
Institutional data in prescribed format	View Document

2.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
17	18	18	18	18

3 Institution

3.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
72.36985	71.02021	73.10106	35.66270	8.05623

File Description	Document
Upload Supporting Document	View Document

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

1.1.1

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

Response:

Haji Anfar Ali College tries to ensure effective curriculum delivery through a well planned and documented process throughout the Academic Session. The College is affiliated to Gauhati University and adheres to the curriculum prescribed by it. Apart from B.A. Honours and Regular courses, the college offers career oriented courses, subject based certificate courses and soft skill learning. It has introduced Compulsory Basic Computer Education for All (CBCEA), a certificate course mandatory for all students. The courses are mainly designed to ensure effective curriculum delivery which requires a lot of consistency and efforts.

- At the commencement of every Academic Session, Academic Committee prepares Academic Calendar and Daily Class Routine in compliance with the Academic schedule of its affiliated University, which are uploaded to the college website and circulated to the departments.
- The teachers of each department prepare the Teaching Plan, which is regularly monitored by the Principal/HoD. The Log Books are provided to preserve for academic records. Of late, the college has digitalized the log book along with students' attendance.
- To assess the learning level of students, each department conducts unit tests, class tests, practice lecture, assignment, educational tours, field visits etc.
- The college has introduced ICT tools as innovative teaching-learning methods. The faculty members are encouraged to use different ICT tools available in the college.
- To cope up with the Covid-19 situation, the college has adopted online method of teaching-learning through platforms like Zoom, Google Meet, Webex, Whatsapp etc. and evaluation of assignment for delivery of curriculum through college website. During the period, the faculty members have extensively used online learning methods replacing the offline.
- The Internal Sessional examination is conducted as per Academic Calendar of the college.
- The IQAC reviews the results of internal examination and assesses the improvement and causes of poor performance of students. Provision for counselling and remedial classes is arranged for the slow learners. After a gap of fifteen days of proper counselling and remedial classes, the special internal examination is conducted for the poor performers.
- Feedback collected from the stakeholders provides ample opportunity to ensure timely completion of the syllabus and the utmost utilisation of library and college infrastructure. Analysis reports of student's feedback on teacher's performance and teacher's feedback on curriculum are promptly are placed by the Governing Body of the college. The feedback reports are executed and action taken reports are uploaded in the college website.
- The affiliating University conducts final examination at the end of each semester.
- The IQAC of the college strives to ensure smooth curriculum delivery by reviewing reports, results and departmental academic activities.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

1.2 Academic Flexibility

1.2.1

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

Response: 06

File Description	Document
List of students and the attendance sheet for the above mentioned programs	View Document
Institutional programme brochure/notice for Certificate/Value added programs with course modules and outcomes	View Document
Institutional data in the prescribed format	View Document
Evidence of course completion, like course completion certificate etc. Apart from the above:	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

1.2.2

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

Response: 100

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

2022-23	2021-22	2020-21	2019-20	2018-19
1125	1201	1230	1157	1174

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

1.3 Curriculum Enrichment

1.3.1

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

Response:

Haji Anfar Ali College has been consistently maintaining high academic standards and good institutional social responsibilities. The goal of the college is to generate new values in society without disrupting its heritage in view of the spirit of the place itself. The college tries its best to impart and disseminate higher education both in letter and spirit to create an atmosphere of social harmony and amity.

In concurrence with the goals and objectives, the college follows the affiliating University prescribed curriculum which tries to integrate crosscutting issues relevant to professional ethics, gender, human values, environment and sustainability into the curriculum. The college encourages its students through proper counseling to choose those courses that inculcate human values and ethics, gender, environment and sustainability. The courses include:

- 1.Environmental Studies, incorporates units such as natural resources, environmental pollution, biodiversity and conservation, environment policies and practices, eco system, human communities and the environment in the second semester. The course ENV-AE-2014 helps the students to acquire knowledge of environment and sustainability.
- 2.Curriculum of Education, ethics, gender and human values contains courses such as-(a) Foundation of Education (EDU-RC-1016), (b) Psychology of Adolescents (EDU-RC-2016), (c) Guidance and Counselling (EDURC- 3016), (d) Continuing Education (EDU-DSE-5016), (e) Human Rights Education (EDU-DSE-5036), (f) Mental Health & Hygiene (EDU-DSE- 6016).
- 3.Curriculum of Economics includes courses on (a) Economics of Health and Education (ECO-HE-5016) for 5th Semester (b) Environmental Economics (ECO-HE-6016) for 6th semester.
- 4.Political Science includes courses such as (a) Introduction to Political Theory (POL-RC-1016), (b) Comparative Government and Politics (POL-RC-3016), (c) Human Rights (POL-DSE-5026) and (d) Human Rights in India (POL-HE-6016). These courses help in inculcating knowledge to the students of human values, rights, tolerance, gender and professional ethics.

Besides, the Women Cell of the college organizes awareness programmes in the nearby communities on women empowerment through participation in the democratic process, child rights and child trafficking. To disseminate long-cherished social values and rights, the Women's Cell celebrates International Women's Day, International Girl Child Day, International Rural Women day as part of its regular activities.

The college organizes 'Meet the Principal' programme every year to enlighten the students about

the ethics, values and code of conduct of the college. The NSS unit of the college incorporates girl students as its volunteer members as part of gender equality. Both girls and boys are encouraged to participate in the NSS activities such as cleanliness drive, NSS camp in nearby villages, awareness campaign in local community.

The college makes continuous effort to instill socio-cultural, moral and spiritual values among the students and encourages them to grow these values by enriching the curriculum by participating in co-curricular activities. The involvement with outreach and extension activities help them to build value education for social cohesion, community welfare and environmental sustainability.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

1.3.2

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

Response: 44.09

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

Response: 496

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

1.4 Feedback System

1.4.1

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

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

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

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

Enrolment percentage

Response: 32.91

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

2022-23	2021-22	2020-21	2019-20	2018-19
447	516	516	498	491

2.1.1.2 Number of sanctioned seats year wise during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
1500	1500	1500	1500	1500

File Description

Document

Institutional data in the prescribed format

[View Document](#)

Final admission list as published by the HEI and endorsed by the competent authority

[View Document](#)

Document related to sanction of intake from affiliating University/ Government/statutory body for first year's students only.

[View Document](#)

Provide Links for any other relevant document to support the claim (if any)

[View Document](#)

2.1.2

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

Response: 71.73

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

2022-23	2021-22	2020-21	2019-20	2018-19
109	103	137	186	150

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

2022-23	2021-22	2020-21	2019-20	2018-19
180	206	206	200	163

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

2.2 Student Teacher Ratio

2.2.1

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

Response: 66.18

2.3 Teaching- Learning Process

2.3.1

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

Response:

The College emphasizes on student centric-learning such as experiential learning, participative learning and problem solving methodologies for enhancing learning experiences through the participation of students.

(A) Experimental Learning: The affiliated University prescribed syllabi contains provisions in most of the programmes to provide the students experiential learning experiences include:

- Departmental study tours are conducted for experiential learning.
- Departments having Skill Enhancement papers prepare reports on the basis of field visits.
- Certificate courses of the college in computer, Stress Management, E-marketing, Assamese in Social Media enable students to acquire skills and experiences raising the chances of employability after graduation.

(B) Problem Solving Learning Methods: Students of the college are encouraged to adopt problem-solving learning methods to acquire knowledge about the society they live include:

- Problem solving learning methods involves active participation of students in groups to find solution to the problems of society.
- Teachers discuss issues and problems facing by the society in the classrooms. Students are encouraged to participate in the programmes such as gender issues, women empowerment, child rights, decentralisation, and welfare of the deprived sections. Women's Cell of the college organises and celebrates International Women's Day, programmes on Girl Child Rights and Gender issues etc.
- The college organises programmes on legal and constitutional issues, health awareness, and environmental issues. The students participate in Constitution day celebration, organise vaccination and blood donation camp, plantation and cleanliness drive, awareness programme on World Environment day i.e, 5th June every year.

(c) Participative Learning: The College encourages students in solving academic and non-academic problems through participatory management.

- Teachers and students are the members of different Cells and Committees which are instrumental in learning by participation. The IQAC of the college includes members from students.
- Students are encouraged to develop innovative knowledge through active participation in the seminar, workshops or talks delivered by invited resource persons.
- Students participates in events and festivals such as Annual College week, cultural programmes, Fresher's Social, Teachers day celebration, Farewell programme of staff members etc.
- Students are encouraged to participate actively in different activities such as Northeast Graduate Congress, Youth festivals, debates and quizzes, essay writing competitions etc. Many students brought fame to the college by participating in activities.

(D) Use of ICT Tools: The teachers of the College are encouraged and trained to use the available ICT tools for enhancing the teaching-learning process and maximize the outcomes.

- Two Numbers of classrooms is provided with smart interactive panel boards, LCD projectors, computers, printers and sound system for effective learning.

- Training programme for using ICT tools are organised such as,

(a) 'Use of Online E- resources' with Assam College Library Association (ACLA) on 22.06.2020.

(b) National Webinar on the Computer Education on 14.09.2020 through Microsoft Team.

(c) Orientation programme on 'e-college cum e-office' on 5.04.2022.

(d) Workshop cum Training Programme on 'ERP Software System' on 06.06.2023.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

2.4 Teacher Profile and Quality

2.4.1

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

Response: 100

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

2022-23	2021-22	2020-21	2019-20	2018-19
17	18	18	18	18

File Description	Document
Sanction letters indicating number of posts sanctioned by the competent authority (including Management sanctioned posts)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

2.4.2

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

Response: 33.71

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

2022-23	2021-22	2020-21	2019-20	2018-19
6	6	6	6	6

File Description	Document
List of faculties having Ph. D. / D.Sc. / D.Litt./ L.L.D along with particulars of degree awarding university, subject and the year of award per academic year.	View Document
Institution data in the prescribed format	View Document
Copies of Ph.D./D.Sc / D.Litt./ L.L.D awarded by UGC recognized universities	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

2.5 Evaluation Process and Reforms**2.5.1**

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

Response:

Haji Anfar Ali College has a well planned mechanism for continuous internal evaluation at the institution level. It strictly follows the instructions of assessment and evaluation process of the affiliating University. Following steps have been taken for making internal and external assessment more transparent in terms of frequency and mode.

(A) Internal Assessment:

- Semester end internal examinations are conducted as per the Academic Calendar of the college. The Vice-Principal of the college as academic in-charge makes arrangement to conducts the internal examination as per Academic Calendar.
- The examination programme schedule, setting of question papers, invigilation duty list of teachers are uploaded in the college website and shared through Whatsapp Group of faculty members and students.

- The evaluated answer scripts are discussed and shared with the students in the classes for clarification of doubt in the marks obtained.
- The college conducts Second Special Internal Examination for the student who carries poor marks in their first attempt as part of continuous internal evaluation. Students are provided guidance, mentoring and remedial classes before appearing the special internal examination.
- Results of internal examinations are notified in the Notice Board and shared with the Whatsapp Groups of students.
- The marks of semester end internal examination are submitted to the Principal for final submission to the affiliating University by HoDs of departments.

As part of continuous internal evaluation, concerned departments conduct class test/unit tests, project work, field visits to assess the learning level of the students. The concerned departments notify the date of class test/unit tests much ahead in the classes. The class test/unit tests are taken during the class hours allotted for a particular class. Utmost care is taken during unit test so that other regular allotted classes are not hampered.

(B) External Assessment: The external examination is held and conducted as per the instruction of the affiliating University.

(C) Grievance Redressal: The College has initiated reforms in making the internal assessment more transparent. The examination related anomalies or grievances of students are redressed by adopting the following steps:

- The Principal is the in-charge of all internal as well as external examination.
- The Vice-Principal is the Academic in-charge and responsible for smooth conducting of internal examinations. Internal examination related anomalies are resolved in consultation with the Principal and HoDs of respective department.
- Departmental HoDs can initiate steps to resolve any grievances relating to evaluation and scrutiny of answer scripts of students. The HoDs try to resolve the grievances of students in consultation with the Principal of the college.
- The Examination Committee is constituted as per instructions of the affiliated University.
- The external examination-related anomalies of students are resolved through correspondence to the Controller of examination of the affiliated University.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

2.6 Student Performance and Learning Outcomes

2.6.1

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

Response:

Haji Anfar Ali College follows the prescribed curriculum of its affiliating University. The college implements the CBCS syllabus approved by the affiliating University. The teachers and students are well aware of the stated programme and course outcomes offered by the college.

(1) Website of the college: The website of the college contains elaborate list of Programme Outcomes (POs) and Courses Outcomes (COs). The website of the college also contains the structure of the courses for all the six semesters. The Under Graduate CBCS Course curriculum is well designed and very promising where the core course helps the students to enrich their subject based knowledge. The generic electives course makes integration among various interdisciplinary courses.

(2) Prospectus of the college: The prospectus of the college contains detailed list of programmes and course outcomes which provide the opportunity to students to select course combination of their choice. The main objective is to apprise the students to acquaint themselves with the objectives of the courses and what is expected from them in terms of learning outcomes.

(3) Admission Committee: The College constitutes Admission Committee in each academic session by the Principal. The Admission Committee helps the students in understanding the courses to be chosen by them so that they can decide the courses that suit them best in the learning process. The Admission Committee works as counseling body for the students at the time of admission.

(4) Teachers: The teachers of the college are well aware of the programme and course outcomes. At the commencement of each academic session, the photocopies of detail syllabus are distributed among the teachers by the HoDs of concerned departments for preparing teaching/lesson plan. Each of the paper prescribed by the affiliating University contains its specific objectives and course outcomes.

(5) Students: The students willing to take admission in courses are given proper guidance and counselling before final registration to the affiliated University. The departmental HoDs and mentors provide guidance to the students to choose the courses of their interest. Apart from that, the students are given option to alter the courses even after admission.

(6) During commencement of classes: At the commencement of classes in each academic session, students are briefed about the POs and COs of the Programmes in which they have admitted by the faculty members of respective departments. During initial classes the distribution and discussion of courses takes place which enable the students to understand the learning outcome of POs and COs.

(7) Induction Programme: The College organizes Induction Programme in as part of its regular student related academic activity. The sole objective of the programme is to apprise the students about course wise expected outcomes and is expected of them to be when they obtain degree.

This obviously helps the students to understand and choose the right courses and to build a carrier in the future after graduation.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

2.6.2

Attainment of POs and COs are evaluated.

Explain with evidence in a maximum of 500 words

Response:

Haji Anfar Ali College has adopted a number of approaches and tries to ensure that the objectives of the Programme and Course outcomes are attained maximum.

- The website of the college contains programme and course codes of each department. The college has its Academic Committee to assess the programme outcomes and course outcomes in every academic session. The in-charge of the Academic Committee is the Vice- Principal of the college with other nominated members. The committee meets regularly to assess the course outcomes especially in the wake of declaration of results of each semester by the affiliating University. The committee discusses the outcomes and suggests measures for their improvement of results.
- The students are admitted for three years programme consisting of six semesters. Keeping in mind the core values, objective and goals of the college, the students are taught to inculcate and nurture the long cherished values of our society and become a responsible citizen of the country. They are encouraged to receive varied exposure not only inside the classroom but also involving them with outside environment as integral part of the society.
- The students of the college are always encouraged to adopt multi-disciplinary approach for solving the societal issues. This helps the students to acquire practical knowledge and learn to adapt with new environment.
- The college organises and conducts programmes inside and outside of the college involving local community people. These activities provides an opportunity to acquire knowledge of ethical values and code of conduct, cooperation, understanding, spirit of team of team work, grow of leadership quality and service for humanity.
- The respective departments distributes syllabus, prepares teaching plan, maintains log book. The teachers maintains time schedule so that the distributed syllabus are covered within stipulated period of time. This helps in ensuring timely delivery of syllabus in a semester. The regular departmental meeting plays a crucial role in implementing the academic related activities of the department.
- The college collects feedback from the stakeholders on administration, curriculum, library, teacher's performance and on infrasture of the college. Actions are taken on the basis of feedback

analysis report. In fact, the feedback mechanism provides an opportunity to the student to share their views and valuable suggestions for the academic amelioration of the college.

- The IQAC of the college is the assisting and assessing body of the college towards the evaluation of programme and course outcomes. The IQAC discusses the academic and extra-curricular activities of the college. The IQAC maintains records of extra-curricular activities and coordinates with different Cells and Committees of the college.

In fact, the college adopts a holistic approach to attain the programme and course outcomes.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

2.6.3

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

Response: 69.99

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

2022-23	2021-22	2020-21	2019-20	2018-19
178	271	243	201	224

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

2022-23	2021-22	2020-21	2019-20	2018-19
306	302	268	396	324

File Description	Document
Institutional data in the prescribed format	View Document
Certified report from Controller Examination of the affiliating university indicating pass percentage of students of the final year (final semester) eligible for the degree programwise / year-wise.	View Document
Annual report of controller of Examinations(COE) highlighting the pass percentage of final year students	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

2.7 Student Satisfaction Survey

2.7.1

Online student satisfaction survey regarding teaching learning process

Response: 3.49

File Description	Document
Upload database of all students on roll as per data template	View Document

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

3.1.1

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

Response: 5

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

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	0	5.00

File Description

Document

Upload supporting document

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

3.2 Innovation Ecosystem

3.2.1

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

Response:

Haji Anfar Ali College has its mission to preserve and disseminate long cherished rich heritage of our country. The college follows the prescribed CBCS syllabus of the affiliated University and tries to promote the Indian Knowledge System (IKS) through the prescribed syllabus. Apart from that, students of the college are encouraged to participate in extracurricular activities for acquiring traditional knowledge and their application at societal level.

- The college has established Intellectual Property Rights (IPR) Cell to protect knowledge base, skills and practices developed and sustained by indigenous and native communities of our societies.
- In order to protect and exhibit the traditional knowledge base of Assamese society, the college has established 'Mini Museum' in the Department of Assamese.
- The college celebrates International Yoga Day to aware the students about the importance of

Yoga for holistic development. A number of Yoga training camp and programme have been organised in the college. Besides, the college has introduced Certificate Course in Yoga for the students.

- The students of the college are encouraged to opt for regional language such as Assamese as Modern India Language at the time of admission.
- The students of the college organise cultural programme in the locality wearing cultural dresses and traditional ornaments. The college has elected cultural secretary form among the students to for organizing cultural activities in the college.
- The cultural programmes organised by the college are part of Annual College Week. In respect of local traditional culture, the traditional Assamese, Karbi and Bodo tribal songs and dances are performed in the cultural programme of the college week.
- The college celebrates ‘International Mother Language Day’ which obviously helps in disseminating the knowledge of our traditional languages among the students of the college.
- Students are encouraged to acquire knowledge of our historical paste and arrange field tours in places of historical importance and indigenous monuments such as Gauhati, Bordurea, Tezpur, Sibsagar etc,
- To explore the knowledge system of the society, the students are encouraged to choose project work related topics especially on the traditional knowledge system of the locality, indigenous socio-cultural life, traditional religious life etc.
- The college has taken initiative for awareness and organizes extension and outreach programmes in the neighborhood areas through forums such as Non-governmental Organisations, self-help groups, district administration, educational institutions, human rights groups etc. The sole objectives behind such activities are to transfer of knowledge and awareness among the people.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

3.2.2

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

Response: 16

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

2022-23	2021-22	2020-21	2019-20	2018-19
6	4	5	0	1

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

3.3 Research Publications and Awards

3.3.1

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

Response: 0

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

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

File Description	Document
Link to the uploaded papers, the first page/full paper(with author and affiliation details)on the institutional website	View Document
Link to re-directing to journal source-cite website in case of digital journals	View Document
Links to the papers published in journals listed in UGC CARE list or	View Document
Institutional data in the prescribed format	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

3.3.2

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

Response: 0.67

3.3.2.1 Total number of books and chapters in edited volumes/books published and papers in

national/ international conference proceedings year wise during last five years

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

File Description	Document
List of chapter/book along with the links redirecting to the source website	View Document
Institutional data in the prescribed format	View Document
Copy of the Cover page, content page and first page of the publication indicating ISBN number and year of publication for books/chapters	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

3.4 Extension Activities**3.4.1**

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

Response:

The college has a commitment to organise more community outreach programme in the locality in collaboration with local community people, District Administration and Non- Government Organizations (NGOs). During the period the college has carried out a number of activities in the neighborhood as part of its social responsibility and humanity.

1. Community service during Covid-19:

- During Covid-19 period the college turned into a Community Quarantine Centre. The teachers and students volunteers of the college provided every possible help to the people quarantined at the college as part of social responsibility.
- The college teachers have carried out Covid-19 awareness programme in the locality.
- Distribution of relief as food item, masks, hand gloves, sanitizers among the Covid-19 affected people by teachers of the college had deeper meaning of humanity and social responsibility.
- District Administration, Hojai organized a "COVID-19 Vaccination Drive" 15th October, 2022. The drive offered booster doses and the 2nd Dose as Covaxin.
- More than 70 percent of the teacher served and engaged as supervisor by district administration at Sarupather Transit camp for Covid-19 patient.

1. Health Awareness Programmes:

- Organised Blood Donation Camp in association with Mobile Blood Bank, Gauhati Medical College on 10 November 2018.
- Awareness programme on Tobacco Control in Assam on 8th April 2019.
- Organised Awareness Programmes on 3rd November 2021 for New India@ 75 sponsored by Assam State Aids Control Society, organised by Red Ribbon Club of the College.
- Organised awareness programme on Drugs Addiction by Hojai District Police Administration sponsored by North East Rural Welfare Society (NGO) on 25th May 2022.
- Organised District Level Training Programme on Leprosy Eradication on 22nd October 2022 by NHM, Hojai District.
- Organised programme on 'Safe Drinking Water' on 4th May, 2023

1. Yoga for Holistic Development:

- Celebrates international Yoga Day and organise programmes Yoga for holistic development.

1. Relief Distribution to Flood Victims:

- The teachers unit of the college had distributed food items and drinking water to the flood victims of Jamunamukh LAC in 2022.

1. Environment Awareness Programmes:

- Celebrate World Environment Day, organise tree plantation programme, cleanliness drives and minimum use of plastics inside and outside of the college. .
- Organised Bicycle Rally to promote pollution free environment on 3rd June, 2023.
- Encouragement on the maximum use of e-resources and minimum use of papers.

1. Cleanliness Drive:

- Organised cleanliness drive activities such as Swacchwa Bharat Abhiyan Mission.
- Conducted fortnight celebration of 'Swacchta Pakhwada' inside and outside of the college from 1-15 August 2018.
- Cleanliness drive initiated by the NSS Unit volunteers of the college inside and outside of the college.

1. Awareness Programmes on Gender Discrimination:

- Organised programme on International Womens Day, International Girl Child Day, programme on rural women etc.
- Organise programmes on gender issues.
- Organised Special Awareness Camps with community people at Burigaoan from 1st April to 5th April, 2019 for women empowerment.

The community outreach activities help the students to grow their leadership quality, management of social problems in organised way and learn lesson- 'service for humanity'.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

3.4.2

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

Response:

Haji Anfar Ali College organizes a number of extension activities in the locality as part of social responsibility. However, the college received no recognition or award from Government or non-government agencies. The extension activities carried out during the period includes:

(1) Extension Activities:

- The NSS unit, Medical Cell and Teachers unit of the college engaged in extension activities in the college and neighbouring areas. During Covid-19 pandemic and subsequent lockdown situation the college itself is turned into a Covid Patient Transit Camp.
- The NSS unit of the college constituted a volunteer group of 15 students for social service inside and outside of the college. The NSS Unit also organised Cleanliness Drive in the locality in the wake of discharge of covid patient from the quarantine centre-the college.
- Keeping in mind the need of Covid vaccine for the people, the college organised Megha Vaccination Camp at the college for the common people.
- During theCovid-19 period as most of the teachers were appointed as supervising officer by district administration and rendered service at the Sarupather camp fo.
- As part of social responsibility, the teacher of the college also distributed food items packets to the needy people in remote village areas. The activities obviously show the responsibility of the college towards community.
- The Teachers unit of the college also distributed food items and drinking water to the flood affected people of Jamunamukh Legislative Assembly Constituency.
- The college also organizes Drug Awareness Programme, Safe drinking water campaign in the locality in association with local NGOs.
- The college has signed a number of MoUs and agreements with educational institutions,organisations, government offices and NGOs.

(2) Recognition and Awards in other areas: The college teachers also received recognition for their valuable service to the society through writings, social service, and involvement with literary organisations.

- The college received best college award in the North East Graduate Congress-2018 organised by

University of Science and technology (USTM), Meghalaya.

- Dr. H. Sultan, Associate Professor, Dept. of English received Kavya Kaumudi International Award in December, 2021.
- Dr. H. Sultan, Associate Professor, Dept. of English received Robindranath Tagore Memorial Certificate Appreciation, May, 2022.
- Dr. H. Sultan, Associate Professor, Dept. of English received certificate of recognition from Scholars Academic and Scientific Society, on 13 May, 2023.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

3.4.3

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

Response: 22

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

2022-23	2021-22	2020-21	2019-20	2018-19
8	4	1	4	5

File Description	Document
Photographs and any other supporting document of relevance should have proper captions and dates.	View Document
Institutional data in the prescribed format	View Document
Detailed report for each extension and outreach program to be made available, with specific mention of number of students participated and the details of the collaborating agency	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

3.5 Collaboration

3.5.1

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

Response: 22

File Description	Document
Summary of the functional MoUs/linkage/collaboration indicating start date, end date, nature of collaboration etc.	View Document
List of year wise activities and exchange should be provided	View Document
List and Copies of documents indicating the functional MoUs/linkage/collaborations activity-wise and year-wise	View Document
Institutional data in the prescribed format	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1

The Institution has adequate infrastructure and other facilities for,

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

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

Response:

The College has adequate infrastructure and physical facilities for teaching- learning such as:

(1) Infrastructure and Physical facilities:

1. **Class Rooms:** The College has nine rooms for taking regular classes. Three of them are big Halls with sitting capacity of 300 students.
2. **ICT and Smart Classroom:** The College has two ICT class rooms and a smart class with LCD Smart Board to facilitate e-teaching-learning process.
3. **Computer Lab:** The College has a computer lab with 65 computers with UPS, printing and projector facility. The computers are connected with LAN and high speed internet connectivity provided by BSNL Broad Band.
4. **Auditorium:** The College has Auditorium Hall with sitting capacity of 300 audiences and used for organizing events and programmes.
5. **Examination and Mico Zone office:** The College has separate confidential examination and Micro Zone office room. The examination related activities are carried out from the examination office.
6. **Accounts and Audit Office:** The College has separate office for keeping accounts and finance.
7. **Distance and Open Learning Office:** The College has separate office for conducting Distance and Open learning education under Krishna Kanta Handiqui State Open University (KKHSOU).
8. **Language Lab:** The College has a Language Lab with computer facility.
9. **NSS Office:** The College has a separate NSS office for conducting its activities.
10. **IQAC Office:** The IQAC of the College has its office with computer, printing, projector, UPS and high speed internet facility.

(2) **The Central Library:** The Central Library of the College extends all possible facilities to its visitors and has a spacious reading room to accommodate 100 students. The library is fully automated with SOUL 3.0 version ILMS (Integrated Library Management System). The OPAC is also available in the library system.

(3) Sports and Games Facilities:

The college has adequate Games and Sports facilities which include:

1. **Indoor Games:** The College has multipurpose indoor stadium with 75x75 feet width and breadth with sports facilities for indoor games such as (i) Badminton (ii) Table Tennis (iii) Carom (iv) chess etc.
2. **Outdoor Games:** The College provides outdoor game facilities to its students including (i) Foot ball. (ii) Cricket. (iii) Volley ball. (iv) Basket Ball. (v) Kabaddi etc. The college has three lane football play ground for organizing foot ball and cricket matches. The college has basket ball court for the students.
3. **Annual College Week:** The college organise Annual College Week every year which includes cultural events, quiz competition, debates, extempore speech etc.
4. **Inter College Sports Competition:** The College also organise Inter-District College competitions in badminton in the indoor stadium.
5. **Physical Fitness Centre:** The Physical Fitness Centre is equipped with electronic running machine, weight lifting tools, and special mats for physical exercise. The facilities are accessible to teaching and non-teaching staff and students of the college.
6. **Yoga Events:** The College observes International Yoga Day every year and organise training camps for yoga practice. The college has also introduced certificate course in Yoga for its students.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

4.1.2

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

Response: 67.95

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

2022-23	2021-22	2020-21	2019-20	2018-19
47.93	46.71	57.08	23.36	1.72

File Description	Document
Institutional data in the prescribed format	View Document
Audited income and expenditure statement of the institution to be signed by CA for and counter signed by the competent authority (relevant expenditure claimed for infrastructure augmentation should be clearly highlighted)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

4.2 Library as a Learning Resource

4.2.1

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

Response:

The Central Library of Haji Anfar Ali College is known as SNB Central Library. The library is automated with digital facilities using Integrated Library Management System (ILMS). The library is optimally used by the faculty members and students of the college.

- The college has implemented the recommendations of the NAAC Peer Team for 2nd Cycle. The Library is automated using Integrated Library Management System (ILMS).
- The Central Library is fully automated with SOUL 3.0 version. Recently the library has been upgraded the software from SOUL 2.0 to 3.0. Books are issued and received by SOUL 3.0 software.
- The OPAC is also available in the library system.
- The Central Library provides e-resource facilities to faculty members and students such as (i) N-List <https://nlist.inflibnet.ac.in/> (ii) NDLI membership- <https://ndl.iitkgp.ac.in/>
- The Central Library has 3 functional computers with internet facility.
- The Central Library has renovated its reading room under RUSA Scheme and provides all possible facilities including Air Condition to its readers. It has a spacious reading room which can accommodate more than 100 students. Apart from that the Central Library has counter facility for visitors.
- The Library maintains its daily attendance register of visitors to the library. The library provides smart library card for both teachers and students. Books can only be issued by using smart library card.
- The Central Library has introduced Online Library Attendance Register with automated scanner installed in the main gate of the Central Library. The Automatic Scanner is Linked with ILMS Soul 3.0
- The Central Library of the College has well-stock of books, journals, periodicals. It has also subscribed e-books and e-journals for the readers. There are 11510 number of text books, 5610

reference books, 6 numbers of journals, and 5 numbers of News Papers.

- A student of Regular Course can receive 2 books and Honours students 3 books at a time. A teaching staff is entitled to borrow 20 (twenty) books for an academic session and is required to return the books on or before 30th June of every year. Member of the Non-Teaching staff also entitled to borrow 5 (five) books at a time.
- Special measure is adopted for lending books to the poor, meritorious, SC, ST and OBC students of the college from the Special Book Bank.
- The consent and approval of the Library Committee of the college is required for purchasing books for the library. The decision of the Principal or the Librarian in respect of library related matters is final in this regard.

Apart from the Central Library, each department has the departmental library with sufficient stock of books. There have been a good number of books on Remedial Coaching, Entry in Services and Career Counseling in their respective cells.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

4.3 IT Infrastructure

4.3.1

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

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

Response:

The Haji Anfar Ali College always considers as its top priority for the development of its IT infrastructure. The college frequently updates and enhances the latest IT facilities to ensure quality education for its students. The college encourages its faculty members and students for maximum utilization of its IT infrastructure facilities. The IT facilities of the college include:

(1) IT facilities: IT infrastructures of the college includes smart class, ICT enables class rooms and IT equipments such as computers, computer lab, library software, CCTV, LCD Projectors, UPS etc.

(2) Bandwidth and Internet facility: The College has Bandwidth of internet connection in the campus and provided BSNL Wi-Fi facilities with internet connections for students and teachers. The Bandwidth of internet connection has 50 MBPS. The internet connections are provided to the Computer Lab, Library, Principal office, Examination office, Departmental Blocks, IQAC office.

(3) Maintenance of IT facilities: IT equipments of the college are regularly maintained by expert Firm Groups- the S.S Technologies, Guwahati, Assam. They help in updating and maintaining IT equipments including computers, computer lab, library software, CCTV, LCD Projectors. The college has annual maintenance contact with the firm for the maintenance of its installed facilities.

(4) Updation of IT facilities: The College expend fair budget for updating IT facilities in order to provide quality education and make them available to teachers, students and office staff of the college. In fact, the college assesses the IT infrastructure facilities at the commencement of every academic session and takes initiative for the upgradation or replacement. The college considers the student-computer ratio while updating the IT facilities.

(5) Computer course and use of IT facilities: The College provides compulsory computer education named 'Basic Computer Education for All (CBCEA)' to its students charging minimum fees from the students. The theoretical and practical classes are taken in the Computer Lab using available IT facilities. Computer classes are held rotation wise as per daily class schedule. The guest faculty teacher of computer helps in maintaining the existing IT infrastructure including installation of UPS, software application and hardware equipments, LCD Projector, internet and Wi-Fi facility for better IT infrastructure management

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

4.3.2

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

Response: 14.61

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

Response: 77

File Description	Document
Purchased Bills/Copies highlighting the number of computers purchased	View Document
Extracts stock register/ highlighting the computers issued to respective departments for student's usage.	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

4.4 Maintenance of Campus Infrastructure

4.4.1

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

Response: 23.93

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

2022-23	2021-22	2020-21	2019-20	2018-19
23.11	23.19	3.46	7.09	5.42

File Description	Document
Institutional data in the prescribed format	View Document
Audited income and expenditure statement of the institution to be signed by CA for and counter signed by the competent authority (relevant expenditure claimed for maintenance of infrastructure should be clearly highlighted)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1

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

Response: 96.26

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

2022-23	2021-22	2020-21	2019-20	2018-19
1111	1178	1227	1149	1002

File Description

Document

Year-wise list of beneficiary students in each scheme duly signed by the competent authority.

[View Document](#)

Upload Sanction letter of scholarship and free ships (along with English translated version if it is in regional language).

[View Document](#)

Upload policy document of the HEI for award of scholarship and freeships.

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

Provide Links for any other relevant document to support the claim (if any)

[View Document](#)

5.1.2

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

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

Response: B. 3 of the above

File Description	Document
Report with photographs on Programmes /activities conducted to enhance soft skills, Language and communication skills, and Life skills (Yoga, physical fitness, health and hygiene, self-employment and entrepreneurial skills)	View Document
Report with photographs on ICT/computing skills enhancement programs	View Document
Institutional data in the prescribed format	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

5.1.3

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

Response: 0.9

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

2022-23	2021-22	2020-21	2019-20	2018-19
29	24	0	0	0

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

5.1.4

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

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

Response: A. All of the above

File Description	Document
Proof related to Mechanisms for submission of online/offline students' grievances	View Document
Proof for Implementation of guidelines of statutory/regulatory bodies	View Document
Details of statutory/regulatory Committees (to be notified in institutional website also)	View Document
Annual report of the committee motioning the activities and number of grievances redressed to prove timely redressal of the grievances	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

5.2 Student Progression

5.2.1

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

Response: 6.71

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

2022-23	2021-22	2020-21	2019-20	2018-19
9	44	9	6	7

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

2022-23	2021-22	2020-21	2019-20	2018-19
178	271	243	201	224

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

5.2.2

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

Response: 0.46

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

2022-23	2021-22	2020-21	2019-20	2018-19
1	4	1	0	1

File Description	Document
List of students qualified year wise under each category and links to Qualifying Certificates of the students taking the examination	View Document
Institutional data in the prescribed format	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

5.3 Student Participation and Activities

5.3.1

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

Response: 1

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

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

File Description**Document**

Upload supporting document

[View Document](#)

list and links to e-copies of award letters and certificates

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

Provide Links for any other relevant document to support the claim (if any)

[View Document](#)

5.3.2

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

Response: 0.8

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

2022-23	2021-22	2020-21	2019-20	2018-19
02	0	0	0	02

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

5.4 Alumni Engagement

5.4.1

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

Response:

The alumni are the most loyal supporters of an institution and are the brand-ambassadors of the college they graduated from. The relationship between alumni and the college is an inseparable part for the advancement of activities of the college. Creating an engaged, supportive alumni network is crucial to an institution's success. If communication stops once graduates leave an institution, their understanding of the University will become stale. In the era of social networking, to connect with their past students doesn't stop with this. Institutions have realized how a strong and a positive relationship with their alumni can benefit them socially, academically and professionally. Likewise even the alumni communities have realized that it is not just a mere nostalgia that they associate their alma-mater with, but it is much beyond that.

The Hajji Anfar Ali College has an Alumni Association and to make it a more vibrant plays a significant role to the development of the college especially with extracurricular and developmental activities including community developmental programme, college week, fresher's social and celebration of important days in the college. The alumni association of the college has its constitution to follow.

The alumni engagement and their role for the academic development of the college include:

- Extend their helping hand towards the construction of infrasture facilities of the college. The alumni extend lot of financial support to college. The canteen of the college is donated by the alumni member in the name of his father.
- The alumni support the college in number of way especially in organizing awareness and community outreach extension activities in the locality.

(i) Organised Free Covid 19 Vaccination Drive at the college on 15 October 2022 by the alumni -Mr Abjal Hussain as medical representative and employee of the Doboka Rural Hospital.

(ii) Mr. Taj Uddin Barbhuyian, an employee of the Assam Government and Alumni of the college helped in signing MoU with Fatima Welfare Foundation, Doboka on 31 March, 2023.

- The alumni of the college are invited to the college events and functions including Fresher's social, Annual College Week and celebration of important days in the college. They provide

guidance, counseling and motivation to the students of the college.

- The alumni of the college held frequent meeting with the teacher in-charge and the Principal and help in the decision making of the college as integral body of the college.
- During Covid-19 the alumni Mr Imran Hussain distributed health sanitary napkin to the girl students of the college.
- Organised meeting on NEP-2020 with Principal and facultyu members and recommended suggestions for clustering of colleges for implementation of NEP-2020.

The Alumni Association of the college is yet to be registered. The registration of the Association is under process.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1

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

Response:

Goals:

‘Excellence in academic life’ and to generate new values in the society without disrupting its heritage, attaining knowledge towards teaching-learning, research, co-curricular activities in the proper perspective with an aim to become the ‘*MAN OF MEN.*’

Objectives:

Impart and disseminate higher education both in letter and spirit and create an atmosphere of social harmony and popularize the ideals of national integration, secularism and democracy. It has objective to foster a scientific outlook and leadership qualities amongst the youths. The college lays special emphasis on teaching, research and extension activities popularize the indigenous arts and crafts and to promote work culture with the ethic: ‘Service Before Self’.

Perspective plan:

The College has short and long term plan to upgrade its infrastructure and invigorate the existing courses. The goal of the college is to produce skilled, competent, socially committed individual with new values. Similarly, college has future plan to introduce Major course in Education and a few value added certificate courses. The college has long term plan to introduce PG Courses in several selective programs, Boys Hostel, Open Air Stage and permanent Student Union Office.

Achievement: The implementation of RUSA Scheme includes:

- (i) Brick Boundary and pond protection wall,
- (ii) Renovation and extension of Central Library.
- (iii) Construction of smart class.
- (iv) Construction of Computer Centre room.
- (v) Renovation of Administrative Building.
- (vi) Purchase of books, computers and sports equipments.

(1) NEP implementation: The College is affiliated to the Gauhati University and has decided to implement the NEP-2020 from the academic session 2023-24. The college is taking all steps for timely implementation of NEP-2020.

(i) Attended workshop on ‘NEP-20’ organised by the Lumding College on 27th February 2023.

(ii) Convened Meeting of the Principal of Hojai District by the Nodal Principal of Haji Anfar Ali college on 6 May 2023.

(iii) Attended Meeting of Nodal Principal for training of Nodal Officer and Module coordinator for SAMARTH e-GOV suite.

(iv) Constituted Task Force for smooth implementation of NEP-20.

(2) Principal as the Administrative & Academic Head: The Principal plays a significant role in the governance of the college. For effective administration, the principal maintain coordination among staff, students and guardians. As the academic head, he maintains constant touch with all departmental HoD and affiliating University.

(3) The Governing Body (GB): The GB is the supreme body responsible for implementing the mission and vision of the college. It consists of Principal as chairperson, President, University representatives and members represented by teaching and non-teaching staff. It possesses powers including financial, developmental plan, approval for the promotion of staff.

(3) Decentralization: Efforts are being made to decentralize the management of the college through different Cells and Committees comprising teaching and non-teaching faculty members. The IQAC chalks out developmental plans and takes initiatives for effective execution of academic activities to ensure quality education.

(4) Participation in the institutional governance: Participatory management is ensured through the engagement of varied activities of teaching and non-teaching staff, representatives of Governing Body, student members of Alumni, Students Union, guardian forums.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

6.2 Strategy Development and Deployment

6.2.1

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

Response:

The Haji Anfar Ali College has a system of participatory management of its academic and administrative activities through decentralisation. The Principal is the academic and administrative head of the College and provide leadership and proper guidance in formulating and executing various planning with the involvement of the teaching and non-teaching staff, library staff and Governing Body of the College.

(1) The Principal follows the circulars and instructions issued by the Director of Higher Education (DHE), Government of Assam regarding appointment, promotion and service rules of its staff. The Principal maintains the service book of the employees and keep under his custody.

(2) Both teaching and non-teaching can avail the benefits of all permitted leaves, GPF, medical benefits, Maternity Leaves, Casual Leaves, Earned Leaves etc.

(3) It is mandatory to get approval and passed of all the appointment of teaching and non-teaching staff, programmes and developmental planning relating to College in the Governing Body. It is the highest body consists of the Principal, University representatives, guardian members, representatives of teaching and non-teaching staff possessed with powers of management of the College, budget approval, planning for development of the college. The Governing Body is the highest decision making body in the College.

(4) The HoDs of the department are the member of the Departmental Promotion Committee for providing recommendation of appointment. The HoDs of all the department and different Cells and Committees works and assists the Principal in implementing different policies and programmes.

(5) The IQAC as coordinating body and monitor the activities of teacher's performance with regard to performance, punctuality, sincerity, teaching quality, involvement with other co-curricular activities.

File Description	Document
Upload Additional information	View Document
Institutional perspective Plan and deployment documents on the website	View Document
Provide Link for Additional information	View Document

6.2.2***Institution implements e-governance in its operations***

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

Response: C. 2 of the above

File Description	Document
Screen shots of user interfaces of each module reflecting the name of the HEI	View Document
Institutional expenditure statements for the budget heads of e-governance implementation ERP Document	View Document
Annual e-governance report approved by the Governing Council/ Board of Management/ Syndicate Policy document on e-governance	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

6.3 Faculty Empowerment Strategies

6.3.1

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

Response:

The College has performance appraisal system, provides effective welfare measures and encourage for career advancement for teaching and non-teaching staff of the college.

(1) Performance Appraisal System:

The IQAC of the College plays an important role in preparing the report in consultation with the Principal for the evaluation of performance of its teaching and non-teaching staff.

- The college adheres to the guidelines of the Director of Higher Education (DHE), Assam for preparing the report of performance evaluation.
- Reports for evaluation of performance are prepared annually and submitted the same to the principal for discussion at the GB.
- Performances are recorded constantly by self monitoring of the departments by the Principal of the college.
- There is a system of assessment of departmental activities by the concerned Departmental HoDs and submit the report to the Principal periodically.
- Student's evaluation reports on teachers are collected through feedback which are analysed in the Governing Body and actions are taken accordingly.
- The Principal also collect information on the functioning of teaching and non-teaching form the visitors to the college including guardians.
- The Principal maintain the service book of the teachers and record their performance. The evaluated performance reports are used for promotion of teaching and non-teaching staff.

(2) Welfare Measures for employees:

The College has taken a number of effective welfare measures for its teaching and non-teaching staff.

- Both the teaching and non-teaching staff members can avail the financial benefits through the Thrift & Credit Society of the College.
- The teaching and non-teaching staff can avail the leave facility including maternity leave by women faculties as per the service rule of the Government of Assam.
- Library facilities are made available including e-journals to teaching staff even during covid-19 period.
- Teaching and non-teaching staff is provided College canteen facilities during day time.
- Both teaching and non-teaching staff are provided Physical Fitness Centre facilities for regular physical exercise.
- The teaching and non-teaching staff of the College is provided sports facilities including badminton, volleyball, basket ball and foot ball play ground.
- Both teaching and non-teaching staff of the College are permitted to join their respective employee's forum.
- Medical Cell of the College assists the employees and students in health related issues.
- The College provides insurance facilities to its employees as per the rules of the Government of Assam including Employees Provident Fund.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

6.3.2

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

Response: 11.24

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

2022-23	2021-22	2020-21	2019-20	2018-19
7	1	0	1	1

File Description	Document
Policy document on providing financial support to teachers	View Document
Institutional data in the prescribed format	View Document
Copy of letter/s indicating financial assistance to teachers and list of teachers receiving financial support year-wise under each head.	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

6.3.3

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

Response: 39.5

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

2022-23	2021-22	2020-21	2019-20	2018-19
21	19	6	1	0

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

2022-23	2021-22	2020-21	2019-20	2018-19
6	6	6	6	6

File Description	Document
Refresher course/Faculty Orientation or other programmes as per UGC/AICTE stipulated periods, as participated by teachers year-wise.	View Document
Institutional data in the prescribed format	View Document
Copy of the certificates of the program attended by teachers.	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

6.4 Financial Management and Resource Mobilization

6.4.1

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

Response:

The Haji Anfar Ali College tries its best to mobilize the available resources. The grants that College receives mainly come from Government, Non-government and its own resources including cultivable land to generate revenues. The college has its specific strategies and planning to mobilize the available resources properly which include:

(1) Mechanism of resource mobilization:

- The funds or grants that college receives come from the Government, Non-Government and its own resources.
- Government grants are utilized as per the instructions and guidelines of the Government.
- Received no non-Government grant during the period.
- The college has been granted RUSA 2.0 grant for the infrastructure development. The amounts sanctioned are utilized as per the instruction of the Mission director-RUSA.
- College generates a lot of revenues by leasing its own land for paddy cultivation.
- College utilize its resources to generate income as it has water reservoir tank (pond) is given on lease for fish farming.
- College canteen is also given on rent adding few revenues to the fund of the college.
- Sanctioned fund and their expenditure are audited internally and externally by Government appointed auditors.
- Different Committees including Building Committee, Purchase committee, Library Committee helps the Principal in the proper utilization of resources.
- Governing Body of the college approves the grants and reports of auditors in its meeting.

(2) Internal and External Audit:

The Haji Anfar Ali College follows the instruction of the Government of Assam in all financial transactions.

- The college conducts both internal as well as external financial audits regularly.
- The internal auditor is appointed by the Principal with the prior approval of the Governing Body of the college.
- The external auditor is appointed by the Government of Assam.
- The accounts of the college are computerized and maintained as per rules of the Government.
- The audited statement of accounts and audit reports are analysed at the Government Body of the college.
- The Government Body approves or disapproves the audit report after comprehensive examination.
- There is mechanism for settling audits objections if raised in the report. For the purpose, the office staff in-charge of maintaining records of financial transactions helps in settling the objections through verifications of vouchers and other expenditure.

During the period 2021, there was no audit of accounts of the college for Covid-19 protocol. However, the college conducted both internal and external financial audits in 2023.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

6.5 Internal Quality Assurance System

6.5.1

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

Response:

The IQAC of Haji Anfar Ali College involves in implementing teaching-learning methodologies throughout the academic year. The IQAC maintain coordination among the teachers and students so that the learning process becomes cooperative with social responsibility. The Cells and Committees of the College work as the wing of academic and non-academic activities with the involvement of local communities. The IQAC helps to achieve the targeted goals through the cooperation of Cells and Committees and active involvement of the NSS unit of the College for extension and outreach programme. The role of IQAC to ensure the quality improvement of the institution includes:

(1) Implementation of online method of learning:

- (a) Introduction of online method of learning through platform like Google Meet, Zoom. During Covid-19 the online method proved effective in imparting education to the students.
- (b) Formation of Whatsapp Groups Semester wise.
- (c) Online evaluation methods through College portal.
- (d) Motivated to organize Webinars, discussion by various departments through Google Meet.
- (e) Implemented online audio, video classes and discussion on important topics through College portal.
- (f) Provided opportunity to the students to ask for requisites notes, discussion on any topic of importance through the College portal i.e. haaconline.org.in. The teachers of respective department respond and try to fulfil the same of the students.

(2) Reformation in the teaching and evaluation method:

- (a) The IQAC discusses and reviews the academic and extra-curricular aspects of the College at its meeting and tries to implement the resolutions taken unanimously.
- (b) The IQAC take initiative to organise 'Meet Your Principal' programme. The motto of the programme is to familiarize the students with the teaching staff of the College, interaction and counseling on the academic and non-academic aspects, and to apprise them about some dos and don'ts and ethical code of conduct to be followed by them during College hours.
- (c) At the commencement of new academic session, the coordinator of the IQAC initiates discussion with departmental HoDs regarding teaching-learning plan, distribution of syllabus, maintenance of log book etc. The IQAC collects teaching plan and syllabus distribution of each department.
- (d) The IQAC plays an important role during mentoring and counseling for poor scorer in the Semester End Internal Examination.
- (e) It IQAC arranges remedial/tutorial classes for untouched or half done topics of syllabus of any departments.
- (f) Apart from that the IQAC take initiative to organise programmes, workshops, seminars, talks, celebration of days of national and international importance.
- (g) The IQAC emphasizes on the use of ICT tools in the teaching-learning methods of using LCD projectors, slides for power point presentation.

(3) Faculty Exchange Programs: The IQAC emphasize on the collaborative quality initiative with other institution. In the wake of Covid pandemic, the IQAC has taken initiatives for more exchange programme in organizing seminar, workshops, webinars, and talks. A number of teachers participated in the faculty exchange programme as part of MoU signed.

(4) Regular Activity: the IQAC organise regular meeting of the IQAC, collect feedback from stakeholders.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

6.5.2

Quality assurance initiatives of the institution include:

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

Response: B. Any 3 of the above

File Description	Document
Quality audit reports/certificate as applicable and valid for the assessment period.	View Document
NIRF report, AAA report and details on follow up actions	View Document
List of Collaborative quality initiatives with other institution(s) along with brochures and geo-tagged photos with caption and date.	View Document
Link to Minute of IQAC meetings, hosted on HEI website	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1

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

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

Response:

Haji Anfar Ali College strives for the holistic development of an academic environment conducive for women education. The College has been playing a vital role in increasing literacy rates among the women folk of the locality. It is to mention that the college has more enrolment of girls' students in comparison to boys. It has initiated the following important steps for the promotion of gender equity:

(1) Gender Audit: To ensure promotion of gender equity, the IQAC of the college has initiated steps in the form of resolution to conduct Gender Audits.

- The college conducted Gender Audit in the Academic Session 2021-22 and 2022-23. On the basis of the report the college has adopted action taken measures for the promotion of gender equity and prevention of gender violence.
- The college has conducted Women Hostel Audit in 2021-22 sessions.

(2) Curriculum and co-curriculum activities: The College follows a policy of zero tolerance on discrimination on the basis of gender. Students are encouraged to participate in curriculum and co-curriculum activities in equal footings irrespective of gender.

- Girls students are encouraged to opt for courses having women right, duties, constitutional and legal protection for acquiring knowledge. For instance, Human Rights DSE papers- Pol-SE-5016 and Pol-SE-6016, adopted by the department of Political Science.
- Every year the college organised awareness programme, such as International Women's Day, International Mother Language Day and International Girl Child day, Vaccination Programme, Blood Donation Camp etc.
- Girl's students are nominated as active volunteer members in the NSS Unit of the college. https://haac.ac.in/upload/c_file/1684688597.pdf
- Girl's students are provided opportunity to participate in democratically elected body of the Student Union. https://haac.ac.in/student_union.php
- Girls are encouraged to participate in celebration on important national days and cultural activities of the college. <https://haac.ac.in/viewvideoalbum.php?id=1>
- Girls participate in co-curricular activities such as debate, symposium, essay competition etc, For instance, Sonom Afruz got prestigious certificate in All Assam Essay Competition on 12th January, 2023.

(3) Cells and Committees:

- The college has constituted Committee Against Sexual Harassment (CASH), Anti-Ragging, and Disciplinary Action Committee to prevent any kind of discrimination against girl students.
- Women faculty members are the members of Committee Against Sexual Harassment (CASH), represented to Governing Body and provided opportunity to represent parent body of teachers association.

(4) Facilities for Women in Campus:

- Separate Women's Hostel is there in the campus and remains under strict control of the hostel warden and Principal of the College.
- The College has separate Girl's Common Room.
- The college provides equal rights to girl's student to contest in the election in any portfolio of the Student Union.
- The college has separate Departmental Block for women teaching staff.
- The Central Library has separate sitting arrangements for girl's students.
- Appointed security guards are there for day-nights security of the campus.
- The College campus is kept 24X7 strict surveillance by CC TV camera.
- The entire college campus is provided security by constructing RCC boundary wall.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

7.1.2

The Institution has facilities and initiatives for

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

Response: A. 4 or All of the above

File Description	Document
Policy document on the green campus/plastic free campus.	View Document
Geo-tagged photographs/videos of the facilities.	View Document
Circulars and report of activities for the implementation of the initiatives document	View Document
Bills for the purchase of equipment's for the facilities created under this metric	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

7.1.3

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

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

Response: A. All of the above

File Description	Document
Report on Environmental Promotional activities conducted beyond the campus with geo tagged photographs with caption and date	View Document
Policy document on environment and energy usage Certificate from the auditing agency	View Document
Green audit/environmental audit report from recognized bodies	View Document
Certificates of the awards received from recognized agency (if any).	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

7.1.4

Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and Sensitization of

students and employees to the constitutional obligations: values, rights, duties and responsibilities of citizens (Within 500 words)

Response:

Haji Anfar Ali College strive to create an inclusive environment of tolerance and harmony towards cultural, regional, linguistic, communal, socio-economic and sensitization of students and employees of the college.

(1) Regarding appointment: The College follows the UGC norms and appointment procedure of the DHE, Government of Assam in the matter of appointment of its teaching and non-teaching staff.

(2) Economic and financial benefits to Faculty members: The college has adopted a number of egalitarian measures for its teaching and non-teaching staff. The sole objectives behind these measures are to grow the professional skill and proficiency in their profession. The welfare measures include- the statutory Welfare Measures are: PF, GIS and HRA facilities. The college provides medical assistance by Medical Cell for health check up and sudden wound by accident during college hours. The college also allows to avail maternity leave for women employees, paternity leave for male employees and study leave to women employees for children appearing in HSLC examination as per the service rule of the Government of Assam.

Apart from that, the college helps for easy loan facility to the employees through the Thrift and Credit Society of the college and financial support to the employees attending official or career related activities.

(3) Opportunities for students: (a) The College provides cent percent admission privileges to SC, ST, OBC, MOBC and differently abled students by relaxation in the entry marks. (b) The Scholarship Cell of the college assist the SC, ST, OBC, MOBC and religious minority students for benefits of Government scholarship schemes. The college provides compulsory computer certificate course to all students.

(4) Social Responsibilities and Community Services: (a) The college provides community service as part of social extension service through Cells and Committees. (b) Organised Covid Awareness Programme by the teaching faculty at Burigaon-the adopted village of the college. (c) Provided Copvid-19 service by the teachers as supervisor at Sarupather Transit camp in 2021 (d) Donation to flood victims (e) organised vaccination camp for Covid patient. (f) Celebrated National Girl Child Day, Women's Day, etc. (f) Awareness programme on Safe Drinking Water, Road Safety, Drug Awareness etc.

(5) Programmes in inculcating Constitutional values, Rights and Duties: Celebrated and observed national days of importance such as Constitution Day, National Voters Day Teachers' Day, Rashtriya Ekta Diwas etc. to inculcate values among the students of the college.

(6) Organise Cultural Programmes: The College organised awareness programmes in providing an inclusive environment such as tolerance and harmony towards cultural, regional, linguistic, communal, socio-economic diversities in the society.

(7) Celebrates International Days: The College celebrates and observes international days of importance such as United Nations Day, UN Human Rights Day, World Peace Day, International

Women's Day, International Girl Child Day, International Day of Children, International Youth Day, International Mother Language Day, World Environment Day etc.

The above programmes and activities organised by the college to promote social responsibilities, leadership qualities, communal and linguistic harmony, Constitutional values and to play the role of a good citizen in the society.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

7.2 Best Practices

7.2.1

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

Response:

BEST PRACTICE-1:

TITLE OF THE PRACTICE-1: E-learning and E-governance

MAIN OBJECTIVES :

- To explore and adopt alternative way of teaching-learning process-online teaching.
- To train the faculty members on online teaching so that they can adapt themselves with new upcoming methods of teaching-learning.
- To encourage the students for maximum effective use of ICT tools in the learning process.
- Streamlining efficiency, transparency and accountability in college administration.
- Effective communication, collaboration and accessibility.

THE CONTEXT:

The need of the hour and the current situation demands that both teachers and students should adapt and acquaint themselves with new methodologies of teaching-learning process. To enhance the quality of teaching, both teachers and students should acquire skills about using ICT tools including audio-video teaching aids through college website. Besides, the e-administration is efficient in saving time and for transparent administration.

THE PRACTICE:

- E-learning facilities through the college website.

- Teaching-process using LCD projector, laptop computers, SMART panel.
- Internet and Wi-Fi networking facility in the campus with Broad Band Connection from BSNL.
- Departments are provided with desktop computers.
- Excellent Computer Center providing Compulsory Basic Computer Course. Students are encouraged for Compulsory Computer Course as the college has computer lab with 65 operational computers.
- The college has introduced online record of class attendance of students and log book.
- The Central Library of the college equipped with latest SOUL 0.3 automation software and access facility to e-resources under N-List.
- The college has implemented various online facilities to facilitate smooth operations and provide convenience to staff, students, and parents.
- Incorporated online admission and fee collection processes by the college.

EVIDENCE OF SUCCESS:

The college has implemented e-teaching-learning process which includes:

- E-classes through college portal during Covid-19.
- Study materials were uploaded in the college portal so that the students can download them at their convenience.
- Audio and video classes through college portal.
- Submission of assignments through the college portal.
- Whatsapp groups created semester wise for easy contact with students.
- Online survey conducted and collected data for analysis on administration, infrastructure facilities, academic and extracurricular activities.
- The students used e-journal and e-book in the period of Covid-19.
- Records of daily class attendance, log book maintenance done online which saves a lot of time for the teachers.

PROBLEMS ENCOUNTERED:

- More training for teachers is required to acquaint them with latest ICT tools.
- For the maintenance of ICT tools, there should be full-time personnel to be appointed.
- Number of computers may be increases to maintain student-computer ratio.

BEST PRACTICE-2:

TITLE OF THE BEST PRACTICE-2: Learning through collaboration and exchange programs:

MAIN OBJECTIVES:

- To broaden level of thinking, communication, and skill management among the students.
- To enhance collaborative learning experiences through research activity, seminar, workshops, webinars and conference
- To exchange ideas among the students about the tolerance of other cultures, traditions, facing unfamiliar social diverse situation, acquaint with new methods of learning etc.
- To promote student-faculty interaction with an objective to strengthen self-esteem and responsibility.

THE CONTEXT:

The college emphasis updating learning levels of both for teachers and students in the rapidly changing society through collaboration and interaction. To enhance the learning level in diverse areas, the college has signed more than twenty MoUs and collaborative agreement with educational institutions, business organisations and NGOs in the locality.

THE PRACTICE:

Memorandum of Understanding (MoU) was signed between Haji Anfar Ali College (HAAC), Doboka and

- Krishna Kanta Handiqui State Open University (KKHSOU). on 28 March 2013
- Sunrise Hastha Silpa Udyog, Start date: 1.07.2019.
- Jamunamukh College, Jamunamukh, 10.01.2019.
- Doboka Municipality Board (DMC):08.09.2020.
- Murazar College (MC), Murajhar, 03.08.2021.
- Lanka Mahavidyalaya, Lanka Haji Anfar Ali College (HAAC), Doboka, 04.10.2021.
- 30 Bedded Doboka Rural Hospital:30.10.2021.
- Ajmal Law College (ALC), Hojai 30.12.2021.
- University of Science and Technology Meghalaya, 28.02.2022.
- North East Rural Welfare Society (NERWS) NGO, 31.03.2022.
- Doboka Senior Secondary School (DSSS), Doboka, 10.06.2022.
- Hojai Girls'College, Hojai, 28.06.2022.
- Thong Nokbe College (TNC), Karbi Anglong:1.9.2022.
- Doboka Girls High School @GHC), Doboka, 13.02.2023.
- Lumding College, Lumding, 27.02.2023.
- Sheeba Health Care Centre (A Yoga and Neurotherapy Centre), Doboka, 26.03.2023.
- Fatima Welfare Foundation (NGO), 31. 03.2023.
- Jagiroad College, Jagiroad, 29.05.2023.
- Mayang Anchalik College, Rajamayang, Morigaon, 29.05.2023.
- ICT Academy, Tamil Nadu, 02.06.2023.

EVIDENCE OF SUCCESS:

The college has successfully organised programmes as part of collaborative activities:

- Activities undertaken-evaluation zone, exam centre, approval of PG classes, medicinal plants with KKHSOU.
- Organized faculty exchange programme with Lanka Mahavidyalaya and Hojai Girls College in 2021 and 2022.
- Organised faculty exchange and awareness programme with North East Welfare Society, Jamunamukh college and Thong Nokbe college in 2022.
- Organised training programme on leprosy and covid-19 vaccination with Doboka rural hospital, 2022.
- Organised workshop with USTM on Agripreneurship and celebrated International day of Women, 2022.

- Observed National women’s Day and organised Bicycle Rally with Doboka Senior Secondary School and Doboka Girls High School, 2023.
- Organised workshop on NAAC Preparation with Mayong Ancholic college, 2023.
- Organised ERP workshop and Training with Murazar college, 2023.
- Organised awareness programme on career opportunities in legal studies with Ajmal Law college, Hojai, Assam.

PROBLEMS ENCOUNTERED:

- Communication problem with other institutions.
- Finance is another problem for undertaking faculty-student exchange programme.
- Different teaching styles and new environment also hinder the students to participate in exchange programme.

File Description	Document
Best practices as hosted on the Institutional website	View Document
Any other relevant information	View Document

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:

One distinctive feature of the college is its continuous effort to impart compulsory computer education to all the students of the college through theoretical and practical classes, learning through innovation and participation. The college is situated in a rural part of Doboka town of the Nagaon district connecting Hill District of Karbi Anglong of Assam. About 95 per cent admitted students are from rural background, and the greater bulk of the students of this region are deprived of the advanced technological education which is deemed essential for the present generation. The college provides a unique opportunity to take up the course so that they can acquire computer knowledge as part of modern education system at a minimum cost. No education is complete in the present-day world without computer education.

Objectives:

The college endorses the compulsory computer education as distinctive to its priority and thrust. The college has chosen the area because of lack of computer proficiency among the majority of students and poor performance of maximum students in computer application due to a non-conducive atmosphere at their home front. The main objectives of the course include:

- To equip the students of the college with the know-how of computer application so that they may stand on their own feet with the knowledge of computer in today's world.
- To make the students skilled in computer education so that after graduation they can get better opportunities for job in private as well as in public sectors.
- To make the students self employable.
- To enable and inspire the students for take the benefits of e-learning methods including ICT tools.

Process:

- The 'Compulsory Basic Computer Education for All' itself implies a course for all students of the college. The college website contains details regarding the course structure.
- Minimum qualification required for admission to the course is 10+2 with a minimum payment of fee paid at the time of Admission. The duration of the course consists of six semesters.
- The Computer Guest Faculty is appointed for both theoretical and practical classes and entrusted the responsibility to work as an instructor for the computer classes.
- Admitted students are divided into distinct groups and classes are taken in accordance with their scheduled class routine. The classes are taken in ICT hub of the college which is well equipped with 65 numbers of desktop with well sitting arrangements. The computer hub is provided with LAN, internet, printing, air condition facilities.
- Semester examinations are held at the end of affiliating University conducted external examination.
- Successfully passed students are awarded with a certificate from the college after completion of the course.
- The college keeps close contact especially by the IQAC with the enrolled students for monitoring to ensuring better technical performances.

Achievements: The introduction of the 'Compulsory Basic Computer Education for All' substantially helped the students especially the poor and marginalized student community of this region. The major achievements of the course include:

- It is an equal opportunity to all students for future career in computer application.
- The students have come to realize the benefit of computer literacy certificate course and growing numbers of students are joining in the course in comparison to the years of introduction of the course in the college.
- It is evident that majority of students are lacking of basic knowledge of computer application. However, after taking admission into the courses the students acquire proficiency in computer application in their teaching-learning process.
- During Covid-19 pandemic period, the students are immensely benefitted for taking e-classes through college website, downloaded study materials, participating in audio-video classes and attending Open Text Book Examination (OTBE) conducted by the affiliating University.
- The course helped the student's folks in creating employability skills and knowledge in multinational companies, jobs in Megha Marts, shops and stores, hospitals, private schools and in private companies. A large number of students are also running their computer shops and they are self employed.

It becomes evident that the 'Compulsory Basic Computer Education for All' launched by Haji Anfar Ali College comes a real boon the largely poor and marginalized student community of this area. Many students of the college have established themselves with the blessing of the Diploma Certificates

awarded upon the successful completion of the Course. It is expected that the practice of the college will help the students in building their future career in the present competitive world.

File Description	Document
Appropriate web in the Institutional website	View Document
Any other relevant information	View Document

5. CONCLUSION

Additional Information :

The College has initiated to implement the NEP 2020 as per instruction of the affiliating Gauhati University from the session 2023-24 under the nomenclature FYUGP and students are admitted through SAMARTH e-Govt suite. It has also undertaken a number of measures to introduce skill-based and value-added courses for the holistic development of the learners. Multidisciplinary approach, e-learning through Swayam, MOOC and multiple entry exit, ABC are the features that students can avail themselves under the NEP 2020.

Concluding Remarks :

The College is deeply committed to various aspects of academic excellence and institutional development, as evident from its focused approach in key areas. The college follows the prescribed curriculum of Gauhati University, incorporating cross-cutting issues and emphasizing human values, professional ethics, gender, environment, and sustainability. The student-centric learning approach, coupled with e-learning facilities, enhances the teaching-learning process.

The college actively promotes research culture through its Research and Development Committee, securing grants for minor research projects sponsored by prestigious organizations like ICSSR. Infrastructure-wise, the college provides well-equipped classrooms, computer labs, a language lab, a fitness center, and a central library, supported by LAN, Wi-Fi, and e-governance capabilities.

Student support and progression are prioritized through scholarships, freeship, and financial aid for diverse backgrounds, with a particular focus on rural students. Career guidance, counseling services, and emphasis on sports and cultural activities contribute to holistic development.

Effective governance, leadership, and management are evident in the college's organizational structure, with the Principal ensuring coordination among staff, students, and guardians. The Governing Body plays a pivotal role in implementing the college's mission and vision.

Institutional values and best practices are deeply ingrained in the college's culture, demonstrated through gender audits, environmental sustainability initiatives, and active participation in national and international observances.

Overall, Haji Anfar Ali College's commitment to providing quality education, fostering research and innovation, and nurturing an inclusive and progressive learning environment reflects its dedication to academic excellence and institutional development.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																																								
1.2.1	<p>Number of Certificate/Value added courses offered and online courses of MOOCs, SWAYAM, NPTEL etc. (where the students of the institution have enrolled and successfully completed during the last five years)</p> <p>Answer before DVV Verification :</p> <p>Answer After DVV Verification :06</p> <p>Remark : DVV has made changes as per the report shared by HEI</p>																																								
2.1.1	<p>Enrolment percentage</p> <p>2.1.1.1. Number of seats filled year wise during last five years (Only first year admissions to be considered)</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>447</td> <td>516</td> <td>516</td> <td>498</td> <td>491</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>447</td> <td>516</td> <td>516</td> <td>498</td> <td>491</td> </tr> </tbody> </table> <p>2.1.1.2. Number of sanctioned seats year wise during last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>550</td> <td>550</td> <td>550</td> <td>500</td> <td>500</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>1500</td> <td>1500</td> <td>1500</td> <td>1500</td> <td>1500</td> </tr> </tbody> </table> <p>Remark : DVV has made changes as per the report shared by HEI</p>	2022-23	2021-22	2020-21	2019-20	2018-19	447	516	516	498	491	2022-23	2021-22	2020-21	2019-20	2018-19	447	516	516	498	491	2022-23	2021-22	2020-21	2019-20	2018-19	550	550	550	500	500	2022-23	2021-22	2020-21	2019-20	2018-19	1500	1500	1500	1500	1500
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3.1.1	<p><i>Grants received from Government and non-governmental agencies for research projects / endowments in the institution during the last five years (INR in Lakhs)</i></p> <p>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)</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	2022-23	2021-22	2020-21	2019-20	2018-19																																			
2022-23	2021-22	2020-21	2019-20	2018-19																																					

0	0	0	5.00	0
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Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	0	5.00

Remark : DVV has made changes as per the report shared by HEI

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

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

Answer before DVV Verification:

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

Answer After DVV Verification :

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

Remark : DVV has made changes as per the report shared by HEI

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
5	6	0	1	8

Answer After DVV Verification :

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

Remark : DVV has made changes as per the report shared by HEI

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
9	12	5	3	15

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
8	4	1	4	5

Remark : DVV has made changes as per the report shared by HEI

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
47.93506	46.71276	68.08603	27.36261	1.72396

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
47.93	46.71	57.08	23.36	1.72

Remark : DVV has made changes as per the report shared by HEI

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
24.43479	24.30745	5.01503	8.30009	6.33227

Answer After DVV Verification :

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

23.11	23.19	3.46	7.09	5.42
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Remark : DVV has made changes as per the report shared by HEI

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
1111	1178	1227	1149	1102

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
1111	1178	1227	1149	1002

Remark : DVV has made changes as per the report shared by HEI

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

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

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: B. 3 of the above

Remark : DVV has made changes as per the report shared by HEI

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

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

Answer before DVV Verification:

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

Answer After DVV Verification :

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2022-23	2021-22	2020-21	2019-20	2018-19
29	24	0	0	0

Remark : DVV has made changes as per the report shared by HEI

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
9	44	9	6	7

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
9	44	9	6	7

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
306	302	268	396	324

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
178	271	243	201	224

Remark : DVV has made changes as per the report shared by HEI

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

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

Answer before DVV Verification:

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

Answer After DVV Verification :

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

Remark : DVV has made changes as per the report shared by HEI

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

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

Answer before DVV Verification:

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

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
02	0	0	0	02

Remark : DVV has made changes as per the report shared by HEI

6.2.2 *Institution implements e-governance in its operations*

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

Answer before DVV Verification : B. 3 of the above

Answer After DVV Verification: C. 2 of the above

Remark : DVV has made changes as per the report shared by HEI

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
29	20	9	1	0

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
21	19	6	1	0

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
7	6	6	6	6

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
6	6	6	6	6

Remark : DVV has made changes as per the report shared by HEI

2.Extended Profile Deviations

Extended Profile Deviations
No Deviations