



# **SELF STUDY REPORT**

**FOR**

**3<sup>rd</sup> CYCLE OF ACCREDITATION**

**TINGKHONG COLLEGE**

TINGKHONG COLLEGE, PO-TINGKHONG-786612, DIST. - DIBRUGARH,  
ASSAM  
786612

[www.tingkhongcollege.edu.in](http://www.tingkhongcollege.edu.in)

Submitted To

**NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL**

**BANGALORE**

**July 2024**

# 1. EXECUTIVE SUMMARY

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## 1.1 INTRODUCTION

The name ‘Tingkhong’ is derived from two words: Ting, meaning ‘high’ and Khang meaning ‘region’, which together means ‘a highland area’. In his writings about Tingkhong, the prominent historian, Dr. S.K Bhuyan refers to the place also as ‘Tungkhong’. He also asserts that the location of the present-day Tingkhong Tea Estate is the same place where the Tungkhungia clan of the Ahom dynasty ruled.

Tingkhong College is located at a distance of 18Km from Naharkatiya Town or alternatively 37Km away from the town of Moranhat at Moran-Naharkatiya Road. The College was established on 1st September, 1972 and was included in 2(f) of the UGC Act in the year 2001. It is the first institution of Higher Education established in the 91 Tingkhong Legislative Assembly Constituency of Assam aiming at offering quality education to its students in fulfillment of all the specifications laid down by the University Grants Commission, Dibrugarh University (the affiliating university), the Government of Assam and the National Assessment and Accreditation Council, Bangalore (NAAC). The college currently has an arts stream with seven departments (Assamese, Economics, Education, English, History, Political Science and Sociology), and a science stream with five departments (Physics, Chemistry, Mathematics, Zoology and Botany). The college has successfully undergone two cycles of NAAC visit and evaluation and is preparing to welcome the third cycle of NAAC evaluation and peer team visit. The vision of Tingkhong College authority and stakeholders is to build up the college as a center of excellence in Higher Education and to equip and empower students with knowledge, skill, competence, and creativity to face the global challenges.

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### **Vision**

The of vision of Tingkhong college authority and the stakeholders is to build up the college as a centre of excellence in Higher Education and to equip and empower students with knowledge, skill, competence and creativity to face the global challenges.

With this vision, the institution sets its befitting mission as follows:

- ? To equip and empower students with relevant knowledge, skill, competence, and creativity to meet global challenges.
- ? To achieve innovations in teaching-learning, research, and extension activities.
- ? To create awareness of value education, cultural heritage, and environment.
- ? To promote the knowledge output for the development of the society.

? To achieve inclusive growth for optimal socio-economic change.

## Mission

- To equip and empower students with relevant knowledge, skill, competence, and creativity to meet global challenges.
- To achieve innovations in teaching-learning, research, and extension activities.
- To create awareness of value education, cultural heritage, and environment.
- To promote the knowledge output for the development of the society.
- To achieve inclusive growth for optimal socio-economic change.

The synergies of the governance and leadership with the college faculties and administration proactively ensure that stated objectives are adhered to. The members of the IQAC work collaboratively with all the departments to periodically assess and ensure that quality remains the defining element of education being imparted. The College authorities ensure that apart from the curriculum, the students are empowered with relevant skill sets that help them to carve a niche for themselves in the society. Furthermore, the educational practices of the college are carried out in a manner that the larger sections of the society are benefitted irrespective of their socio-economic status. The IQAC and other statutory bodies of the college work towards ensuring that the academic environment of the college remains inclusive and holistic. The educational practices lay emphasis on innovative teaching-learning practices. Experiential learning is promoted and encouraged within the College. The feedbacks from all the stakeholders are taken into account for overall development of the college. The needs and grievances of all the students are articulated through the Student Union. The governance and leadership of the college are ready to embrace NEP 2020 and lead its students towards a new journey of enlightenment through education.

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

### Institutional Strength

**1. Availability of Land Resource:** The availability of ample land resources at Tingkhong College provides a strong foundation for future expansion and development initiatives.

**2. Rich Bio-Diversity:** College has a rich floral and faunal bio-diversity including high butterfly diversity, honey bees which indicates the healthy and pollution free campus.

**3. Strong Mentoring System:** The College has a robust mentoring system to guide students and support their overall development. Faculty mentorship also assists married girls, dropout students, and delinquents in continuing their education with renewed vigor.

**4. Active National Service Scheme (NSS) Unit:** One of the strengths of Tingkhong College is its active National Service Scheme (NSS) unit, which instills a sense of social responsibility and community service among students.

**5. Sepak Takraw:** Tingkhong College stands out by promoting Sepak Takraw, offering unique opportunities

for students to excel in this sport and distinguishing itself from other colleges in the region.

**6. Excellence Performance in Academic and Extra-curricular fields:** Students continuously demonstrate outstanding performance in extracurricular activities, especially cultural activities, games and sports, besides excelling in the academic field.

**7.** The Tingkhong College Library is automated with the Integrated Library Management System (ILMS)-SOUL-3.0. Digital library software (D-space) has been installed. Also, N-List has been subscribed to, and a Book Bank for students from economically weaker sections is available.

**8.** Signed 19 MoUs till now with reputed organizations/institutions including 2 MoUs with IAS Tangent, Guwahati, Assam and Academy of Civil Service, Dibrugarh, Assam for providing free coaching on APSC, UPSC and other different competitive examinations.

**9.** Organized conferences, Seminars/Webinar, Workshops, Popular/special Talks.

**10.** Providing skill enhancement courses on Computer Literacy, Vermicompost, Fresh water Aqua Culture and Aquarium Maintenance.

**11.** Seven Add on courses, focused on skill development, Employability and self employment are offered.

**12.** The Students are very enthusiastic to learn.

**13.** Cooperative and devoted Teaching and Non-teaching staff.

**14.** The Alumni Association of Tingkhong College is one of the strength due to its strong network of former students who actively contribute to the college's growth, mentorship programs and community outreach initiatives.

### **Institutional Weakness**

1. Limited Infrastructural facilities
2. Shortage of ICT Classrooms.
3. Limited student support facilities such as Class rooms, Sports Complex, Yoga Center and health care centre etc. due to lack of fund.
4. Dependency on Government funding.
5. Limited industry exposure and internship opportunities for students.
6. Geographic isolation from major urban centers, affecting access to resources and networking opportunities.
7. Limited Laboratory facilities.
8. Limited number of sanctioned posts in teaching and non-teaching cadre.
9. The College is yet to start NCC and PG Programmes.
10. After the implementation of NEP 2020, the Department of Education is considered to be the soul of a higher educational institution. However, despite receiving recognition from Dibrugarh University, the Department of Education has not yet obtained recognition from the Department of Higher Education, Government of Assam.

## Institutional Opportunity

1. Tingkhong College has the opportunity to empower rural students by providing access to quality higher education, thereby bridging the educational gap between urban and rural areas.
2. The college can promote local culture and traditions through specialized programs and community engagement, leveraging its position in a rural area to enhance cultural preservation and awareness.
3. Potential to enhance innovation and research in rural areas and to harness local talents across various fields.
4. Opportunity to introduce need-based vocational courses, add-on courses, and self-employment training alongside degree programs.
5. Opportunity to provide modern infrastructure and facilities for indoor and outdoor games, as well as cultural activities, given that students from this locality have talents in diverse fields.
6. Tingkhong College has the chance to implement and promote sustainable practices, including agricultural research, eco-friendly initiatives, and environmental conservation projects.
7. Tingkhong College has the opportunity to become a regional hub for **Sepak Takraw** by leveraging local interest and talent, fostering community engagement and promoting this unique sport through dedicated training programs and competitions.

## Institutional Challenge

1. **Limited Access to Resources:** Tingkhong College faces challenges in accessing modern educational resources and infrastructure, including advanced laboratory equipment, up-to-date libraries, and technological tools, due to its rural location.
2. **Student Enrollment and Retention:** Encouraging students from rural and economically disadvantaged backgrounds to enroll and stay in college can be challenging, as they may face financial constraints, family responsibilities, or limited awareness of the benefits of higher education.
3. **Connectivity and Technological Barriers:** Poor internet connectivity and limited access to digital technologies hinder the implementation of online learning and digital literacy programs, essential for modern education and global connectivity.
4. **Extracurricular and Cultural Activities:** Providing diverse extracurricular and cultural activities can be challenging due to limited infrastructure and resources, which can impact the holistic development of students and their engagement in non-academic pursuits.
5. There is a **shortage of manpower** (both teaching and non-teaching staff) to effectively manage the day-to-day activities of the college.

## 1.3 CRITERIA WISE SUMMARY

### Curricular Aspects

Tingkhong College ensures effective Curriculum delivery by means of measures like adherence to the Academic Calendar prepared by the Dibrugarh University, conduct of sessional exams on time, preparation of a well planned class routine, preparation of Teaching Plans by different teachers as well as proper mentoring and monitoring of the students and their performance.

Tingkhong College follows the Academic Calendar provided by the Dibrugarh University to conduct internal exams and for Continuous Internal Evaluation. Emphasis is laid on experiential learning and field work to

provide students the opportunity to apply their knowledge to practice. The College has offered a total of 9 certificate courses over the period of five years and maximum students have been benefited from them. The add on courses are also duly approved by the University and hence very beneficial for the students who undertake them. The College has already started its courses under the New Education Policy and all the streams have adhered to the new courses formulated under NEP 2020. This has proved the preparedness that the College had beforehand for implementation of the NEP courses.

The Curriculum of several Courses also touches on issues like environment, human values, gender as well as professional ethics. These help the students to shape themselves as able citizens. The feedback system of the College is digitized and the authorities take effective measures each year to address the positive as well as negative feedbacks of the students and all other stakeholders.

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

Over the past five years, Tingkhong College has made significant strides in enhancing its teaching-learning and evaluation processes. A key indicator of this progress is the substantial increase in the number of full-time teachers, which has doubled from 17 to 34. This growth in faculty has been complemented by a notable rise in the qualifications of the teaching staff; the number of teachers with NET/SLET or Ph.D. qualifications has surged from 10 to 27. These improvements reflect the college's commitment to providing high-quality education and fostering an environment conducive to academic excellence.

The college has maintained a total enrollment percentage of 55.5% over the past five years, indicating a steady interest in its academic programs. Admissions are strictly merit-based, adhering to a transparent and equitable process that also respects reservation policies to ensure inclusivity and diversity.

In line with modern educational practices, Tingkhong College has incorporated Information and Communication Technology (ICT) into its teaching methodologies. ICT-based classes are now a regular feature, enhancing the learning experience by making it more interactive and accessible. Beyond traditional classroom teaching, the college emphasizes experiential learning. Students engage in field trips that provide practical exposure and real-world experience, bridging the gap between theoretical knowledge and practical application.

The academic environment at Tingkhong College is vibrant and dynamic, supported by various initiatives that encourage active participation and critical thinking. One such initiative is the publication of departmental magazines, which allows students to contribute articles, research findings, and creative works, fostering a sense of scholarly community and collaboration. Additionally, group discussions are a staple in the curriculum, promoting peer-to-peer learning and the development of communication and analytical skills.

These multifaceted approaches to teaching, learning, and evaluation underscore Tingkhong College's dedication to holistic education. The college continues to evolve, aiming to equip its students with the knowledge, skills, and experiences necessary to excel in their academic and professional pursuits.

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

Tingkhong College has demonstrated a strong commitment to academic excellence and community engagement through various initiatives and programs. Among their notable accomplishments, the college has organized a

total of 17 workshops. These workshops cover a wide range of topics, providing valuable opportunities for students and faculty to enhance their knowledge and skills in various disciplines. The workshops often feature expert speakers and interactive sessions, fostering a collaborative learning environment.

In the realm of research, Tingkhong College has made significant contributions with a total of 46 research papers published. These papers span across diverse fields of study, showcasing the scholarly efforts of the college's faculty and students. The research conducted at Tingkhong College not only contributes to the academic community but also addresses pertinent issues relevant to the region and beyond.

The college's dedication to knowledge dissemination is further evidenced by the publication of 47 books and book chapters. These publications highlight the intellectual rigor and depth of expertise within the college, covering a broad spectrum of subjects. The books and chapters serve as essential resources for students, researchers, and practitioners, reflecting the college's role in advancing education and scholarship.

Tingkhong College is also actively involved in community service through its National Service Scheme (NSS) extension programs. With a total of 41 extension programs conducted under NSS, the college has made a positive impact on the local community. These programs often include health camps, environmental awareness campaigns, and educational outreach activities, fostering a spirit of volunteerism and social responsibility among students.

Additionally, the college has established 19 functional Memorandum of Understanding (MoUs) with various institutions and organizations. These MoUs facilitate collaborative projects, student and faculty exchanges, and joint research initiatives. By partnering with other institutions, Tingkhong College enhances its educational offerings and provides students with broader learning opportunities.

Overall, Tingkhong College's extensive engagement in workshops, research, publications, extension programs, and partnerships reflects its dedication to academic excellence, research advancement, and community service. These efforts collectively contribute to the holistic development of students and the enrichment of the wider academic and local community.

## **Infrastructure and Learning Resources**

Tingkhong College offers comprehensive physical and academic facilities tailored to meet the needs of students and faculty. It provides HS and UG courses under AHSEC and Dibrugarh University and UG and PG courses under KKHOSU across 12 departments. The campus spans 16,373.57 sq.m, with a build-up area of 6,787.25 sq.m. Facilities include 35 classrooms, laboratories, a computer lab, and department-specific amenities like a museum in Assamese, a handloom learning center in Sociology, and a vermicompost plant in Zoology. Additional features include conference halls, libraries, auditoriums, indoor stadium with sepak-takraw facilities, playgrounds, gyms, and NSS activities promoting community engagement and cleanliness.

Tingkhong College Library, established in 1972, is equipped with SOUL 3.0 for automated management, offering a collection of 16,914 print resources including textbooks, periodicals, and PhD theses. E-resources are accessible via N-List, supporting remote search through Web OPAC and providing Wi-Fi and digital library services. The library operates Monday to Friday from 9:00 a.m. to 4:00 p.m. and Saturdays until 2:00 p.m., facilitating borrowing privileges for undergraduates and faculty. It hosts periodic library committee meetings for decision-making and user-oriented programs, including orientations and Best Reader awards. Features like bar code attendance, digital browsing, and Whats App-based services enhance user convenience and

engagement in library activities.

Tingkhong College maintains a robust IT infrastructure with an allocated annual budget for hardware maintenance and employs outsourced technical staff. The campus-wide WiFi coverage supports electronic communication via email and WhatsApp, minimizing paper usage. Employee attendance is managed through biometric systems, promoting a green campus initiative. Departments utilize Google Classroom, Zoom, and Microsoft Teams for lectures and notes sharing. Financial transactions adhere to the Digital India initiative, exchanging monthly statements online via e-mudra with the treasury office. The library is fully computerized with SOUL 3.0, barcode scanners, and biometric attendance systems. High-speed WiFi is provided free of cost, and the college website, managed by KBQube, offers user-friendly features like online admissions and feedback mechanisms for stakeholders. The student:Computer ration of Tingkhong college is 15.51.

From overall expenditure 30.41% and 17.38% expenses is done for infrastructure augmentation and physical and academic facilities maintenance respectively.

### **Student Support and Progression**

Tingkhong College is deeply committed to the support and progression of its students, offering a wide array of resources and programs to ensure their academic and personal development. One of the most significant aspects of student support at the college is the extensive financial aid available to students. Over 90% of students benefit from various freeships and scholarships provided by the government, the institution itself, and other sources.

The college has implemented an impressive array of capacity-building programs, totaling 76 initiatives aimed at enhancing students' skills and competencies. These programs are designed to equip students with the necessary tools to succeed in their academic and professional lives, covering a range of topics and skill sets that are essential in today's competitive environment.

Student grievances are addressed through a robust system that operates both online and offline, ensuring that students can easily and effectively voice their concerns. This dual-mode grievance redressal mechanism underscores the college's commitment to maintaining a supportive and responsive environment for its students.

Career counseling is another critical component of student support at Tingkhong College. The institution has organized 33 programs under its career counseling initiative, providing students with valuable guidance and resources to help them navigate their career paths. These programs are instrumental in preparing students for the job market and in aligning their academic pursuits with their career aspirations.

Tingkhong College also celebrates student achievements on a national and state level. In recognition of their hard work and excellence, 43 students have been awarded prestigious National and State level Awards. These accolades not only honor individual accomplishments but also enhance the institution's reputation for fostering high achievers.

The college's Cooperative Alumni Association has made significant contributions to the institution's infrastructure and resources. In celebration of the college's golden jubilee, the association donated an impressive 11,28,800 INR, which was used to build Xonali Bhawan. This facility represents the strong ties between the college and its alumni and provides additional space and resources for current students.



Through these comprehensive support systems and initiatives, Tingkhong College ensures that its students have the necessary support to thrive academically and personally.

### **Governance, Leadership and Management**

Tingkhong College is guided by a clear Vision and Mission, evident in its governance structure which emphasizes decentralized participation, particularly involving teachers in decision-making processes. This approach is supported by a well-defined Perspective Plan, under which numerous significant initiatives have been successfully executed. The college operates with precise administrative policies and procedures, ensuring efficient functioning across all departments.

Tingkhong College places significant emphasis on welfare measures for its staff, complemented by structured policies. Financial support is provided to facilitate staff attendance at conferences and workshops, promoting continuous professional development. Moreover, the college has effective governance system in the sphere of providing safe drinking water facility, common room facility etc. for the welfare of the teaching staffs. In essence, Tingkhong College stands out for its robust governance model aligned with its Vision and Mission, supported by proactive policies, effective use of e-governance, and a commitment to staff welfare and professional development.

Over the past five years, the college's faculty members have taken 116 different courses to further their development. The Student Feedback Analysis evaluates the instructional staff's performance.

The Internal Quality Assurance Cell (IQAC) and Principal's Office maintain a symbiotic relationship focused on quality management. The effectiveness of various committees and bodies within the college is underscored by their adherence to comprehensive policies and procedures. Embracing e-governance, the college has streamlined operations in Administration, Finance & Accounts, Student Admission & Support, and Examination, enhancing efficiency and transparency.

Regular internal and external audits are conducted by Tingkhong College for its financial operations. The organization has procedures and a thorough resource mobilization policy in place to guarantee best use of available resources.

The institutionalization of quality assurance techniques has been a constant goal of the IQAC. Two examples of these projects are Community Services and a comprehensive online feedback tool. To provide a high-quality teaching and learning environment, IQAC has frequent meetings. It gathers user input and analyzes it to determine what needs to be fixed. The college has taken part in the AISHE survey on a regular basis and been commended for its initiatives by stakeholders.

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

Institutional values and best practices form the foundation of a college's mission and its commitment to creating a thriving educational environment. These values typically include integrity, inclusive, excellence, innovation, and community engagement.

This criterion is divided into three sections:

1. Institutional Values and Social Responsibilities
2. Best Practices
3. Institutional Distinctiveness

**Institutional Values and Social Responsibilities:** Institutional values and social responsibility involves sustainable practices, community service, and ethical leadership. The college commits to environmental stewardship, encourages active participation in community initiatives, and develops responsible citizens. These combined values and responsibilities create a nurturing, progressive environment, preparing students to positively impact society. Here, the institution has initiated the gender equity & sensitization in curricular and co-curricular activities, facilities for women on campus.

Secondly, the institution has facilities and initiatives for alternate sources of energy and energy conservation measure, management of the various types of degradable and non-degradable waste, water conservation, green campus and disabled-friendly barrier free environment.

Thirdly, environment and energy regularly undertaken by the Institution are confirmed through Environment audit/ Green audit, Clean and green campus initiatives beyond the campus environmental promotion activities.

Fourthly, we describe the Institutional efforts/initiatives in providing an inclusive environment

**Best Practices:** In this section we draw details of two best practices successfully implemented by the Institution as per NAAC format. The best practices of Tingkhong College are Improving the Educational Ecosystem of the Neighboring Community and Promoting Local Agro based Industries. Each practice includes goals, the context, the practice, the evidence of success and problems encountered and resources required.

**Institutional Distinctiveness:** In this section, we portray the performance of the Institution in one area distinctive to its priority and thrust. Here the institution has been working relentlessly to produce information literates by offering career counseling programs from reputed bodies. The goal is enhanced by making easy access to several coaching platforms of civil service examinations (APSC & UPSC) and other competitive examinations.

## 2. PROFILE

### 2.1 BASIC INFORMATION

Name and Address of the College	
Name	TINGKHONG COLLEGE
Address	TINGKHONG COLLEGE, PO- TINGKHONG-786612, Dist. - Dibrugarh, Assam
City	DIBRUGARH
State	Assam
Pin	786612
Website	<a href="http://www.tingkhongcollege.edu.in">www.tingkhongcollege.edu.in</a>

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	Mouchumi Gogoi	0374-279706	9864459929	-	iqacascogn12626@ rediffmail.com
IQAC / CIQA coordinator	Nakul Phukan	0374-279705	9101374163	-	phukannakul@yaho o.in

Status of the Institution	
Institution Status	Government

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

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details	

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

Details of UGC recognition		
Under Section	Date	View Document
2f of UGC	14-09-2001	<a href="#">View Document</a>
12B of UGC	12-11-2012	<a href="#">View Document</a>

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

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	TINGKHONG COLLEGE, PO-TINGKHONG-786612, Dist. - Dibrugarh, Assam	Rural	4.04	6787.25

## 2.2 ACADEMIC INFORMATION

<b>Details of Programmes Offered by the College (Give Data for Current Academic year)</b>						
<b>Programme Level</b>	<b>Name of Programme/Course</b>	<b>Duration in Months</b>	<b>Entry Qualification</b>	<b>Medium of Instruction</b>	<b>Sanctioned Strength</b>	<b>No.of Students Admitted</b>
UG	BA,Assamese,Hons	48	Higher Secondary	English,Assamese	90	60
UG	BA,English,Hons	48	Higher Secondary	English	90	9
UG	BA,Economics,Hons	48	Higher Secondary	English,Assamese	90	22
UG	BA,Education,Hons	48	Higher Secondary	English,Assamese	90	39
UG	BA,History,Hons	48	Higher Secondary	English,Assamese	90	67
UG	BA,Political Science,Hons	48	Higher Secondary	English,Assamese	90	44
UG	BA,Sociology,Hons	48	Higher Secondary	English,Assamese	90	90
UG	BSc,Mathematics,	48	Higher Secondary	English	90	3
UG	BSc,Botany,	48	Higher Secondary	English	90	5
UG	BSc,Chemistry,	48	Higher Secondary	English	90	10
UG	BSc,Physics,	48	Higher Secondary	English	90	9
UG	BSc,Zoology,	48	Higher Secondary	English	90	13

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

<b>Teaching Faculty</b>												
	<b>Professor</b>				<b>Associate Professor</b>				<b>Assistant Professor</b>			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	0				0				31			
Recruited	0	0	0	0	0	0	0	0	13	14	0	27
Yet to Recruit	0				0				4			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				11			
Recruited	0	0	0	0	0	0	0	0	2	9	0	11
Yet to Recruit	0				0				0			

<b>Non-Teaching Staff</b>				
	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Total</b>
Sanctioned by the UGC /University State Government				12
Recruited	4	2	0	6
Yet to Recruit				6
Sanctioned by the Management/Society or Other Authorized Bodies				10
Recruited	7	3	0	10
Yet to Recruit				0

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

### Qualification Details of the Teaching Staff

<b>Permanent Teachers</b>										
<b>Highest Qualification</b>	<b>Professor</b>			<b>Associate Professor</b>			<b>Assistant Professor</b>			<b>Total</b>
	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Male</b>	<b>Female</b>	<b>Others</b>	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	4	5	0	9
M.Phil.	0	0	0	0	0	0	7	7	0	14
PG	0	0	0	0	0	0	13	14	0	27
UG	0	0	0	0	0	0	0	0	0	0

<b>Temporary Teachers</b>										
<b>Highest Qualification</b>	<b>Professor</b>			<b>Associate Professor</b>			<b>Assistant Professor</b>			<b>Total</b>
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	3	0	3
PG	0	0	0	0	0	0	2	9	0	11
UG	0	0	0	0	0	0	0	0	0	0

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

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

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



Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	145	0	0	0	145
	Female	226	0	0	0	226
	Others	0	0	0	0	0

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

Category		Year 1	Year 2	Year 3	Year 4
SC	Male	3	5	3	5
	Female	0	0	1	0
	Others	0	0	0	0
ST	Male	8	11	9	21
	Female	5	6	11	4
	Others	0	0	0	0
OBC	Male	33	65	49	118
	Female	29	53	43	171
	Others	0	0	0	0
General	Male	32	28	72	0
	Female	88	91	96	52
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		198	259	284	371

**Institutional preparedness for NEP**

1. Multidisciplinary/interdisciplinary:	The goal of the national education policy is to develop our country's human resources into globally engaged citizens by offering high-quality education. The main tenets of NEP, like diversity in all curricula
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and pedagogy with creative ideas in instruction and learning, will be introduced and fitted for the learners to promote critical thinking, creativity, and rational decision making. As part of its affiliation with Dibrugarh University, the institute began providing students with electives in multidisciplinary and interdisciplinary courses after redesigning its academic programmes. An inter-disciplinary curriculum that allows students to select their favourite options from the institution's array of programs has been recommended as a means of fostering holistic academic progress in students. Every program is created to give students as much freedom as possible when selecting elective courses. In order to fulfill its objective and realize its vision, Tingkhong College has always aimed for an interdisciplinary and multidisciplinary approach in both its academic and extracurricular activities. The curriculum framework has been created with the NEP principles in mind, integrating learner-centric design, optimal learning environment, and multidisciplinary education. Wider consultations were conducted in this regard through a series of seminars and conferences in order to raise awareness and sensitivities regarding the implementation of NEP-2020. A comprehensive strategy plan has been developed for the implementation of NEP, and its phased execution has produced a multidisciplinary ecosystem. The curriculum has been updated to include outcome-based Program Objectives (POs), Program Specific Objectives (PSOs), and Curriculum Objectives (COs). All undergraduate programs have been reorganized to provide multidisciplinary alternatives. Dibrugarh University has improved experiential learning, and Tingkhong College has followed suit. Extracurricular activities are incorporated into the curriculum, such as yoga, sports, music, performing arts, community service (NSS), and sports. Extension activities are eligible for credits from the university. Value-added courses (VAC), SECs, and AECs are offered for undergraduate programs in environmental science, yoga, health and wellness, and understanding India. Programs under the SEC are implemented in the areas of tourism, mass media, orchid conservation, aquaculture education, and tea management. AECs like regional language, English, Mathematical reasoning etc. are incorporated. Teaching learning

process is transformed in blended mode with emphasis on opting for online MOOC, NPTEL courses up to 40%. The University understands that today the focus is on addressing a problem of social, economic, business, climate, or industrial relevance and the challenge is to assimilate knowledge and skill sets from different domains of knowledge to provide an interdisciplinary or transdisciplinary solution. The College has allowed entry of individuals from different backgrounds in its programs once they have completed certain bridge courses/remedial classes and are deemed eligible for the courses. The internships for the students are open as they can learn any aspect or acquire any skill they are interested about.

## 2. Academic bank of credits (ABC):

The goal of modernizing higher education in India is shared by the Academic Bank of Credits (ABC) and the National Education Policy (NEP) 2020. NEP 2020 seeks to implement extensive changes with a focus on skill development, interdisciplinary learning, and curriculum flexibility. With the help of the ABC credit saving and transfer system, students can earn credits from many platforms and institutions, facilitating interdisciplinary learning and multiple entry-exit points. Such credit-based systems are important, and NEP 2020's goal of supporting digital education and lifelong learning is in line with ABC's integration. When combined, NEP 2020 and ABC present a viable strategy for empowering students, upgrading higher education, and creating a vibrant learning environment. It is a platform focused on the needs of students that makes curriculum framework flexibility seamless and promotes academic mobility between interdisciplinary and multidisciplinary institutions of higher learning (HEIs). Students can create their own learning paths, acquire degrees, certificates, or postgraduate certifications through a variety of entry and departure points, and embrace learning at any time, place, or level thanks to an effective credit transfer mechanism. The University's acceptance of the Academic Bank of Credits (ABC) idea demonstrates its commitment to promoting academic flexibility and student-centric learning opportunities. Tingkhong College has successfully implemented ABC since the Academic Year 2023–2024, making ABC registration a requirement for enrollment. With the help of

numerous initiatives from the University, such as emails, posters, and announcements, 100% of students have registered on the ABC site. The curricular framework for four-year degree programs has been created, covering every aspect of education. Programs include sports, NCC, NSS, and yoga as essential components. With credit transfer from MOOC, NPTEL, and ABC, many entry-exit options are offered at Levels 5, 6, and 7. Many UGC regulations have been adopted for ABC and multiple entry/exit systems. Restructuring of pertinent ordinances has also been necessary for credit transfer under ABC, course registration, etc. The college registered with ABC, and all students were encouraged to register on the ABC portal after being informed about it. The statutory provisions that are required for the implementations have been included. The College is committed to giving students more freedom and possibilities for a well-rounded education, as seen by its proactive attitude and commitment to improving the learning experience through the ABC.

### 3. Skill development:

The National Education Policy (NEP) 2020 prioritizes skill development as a fundamental component of its all-encompassing reforms. The goal of the policy is to give students the transferable skills and competences they need to succeed in the contemporary world. NEP 2020 seeks to build a workforce that is capable of meeting the demands of the twenty-first century and making a meaningful contribution to the country's growth by emphasizing skill development. This project aims to give students opportunities to make money as soon as they enroll in the university, as well as to facilitate real-world experiences and possibilities for skill and capacity building. The institution's significant and effective initiatives, which aim to equip students with real-world knowledge and practical experience, demonstrate its commitment to skill development. Students can choose their preferred SEC topic from a basket of SEC papers supplied by Dibrugarh University. A few of the college's initiatives include producing a range of worthwhile goods, such as electronics, medical diagnostics, vermicompost, and others. In addition to giving kids insightful knowledge about sustainable practices, these activities encourage an entrepreneurial mindset as

they teach them how to make items that can be sold. The College also encourages students to investigate traditional arts and activities like aquaculture, orchid conservation, and tea management. These courses provide specific instruction and training adapted to the needs of the labor market. Through curriculum alignment with industry demands, the College guarantees that its graduates are prepared to explore a wide range of fulfilling professional paths. The College creates an environment that encourages creativity and experiential learning while also providing its students with practical competence through various skill development programs. Students are better equipped for real-world situations and develop a deeper comprehension of theoretical topics when they have opportunities to apply their knowledge practically. All things considered, the College's dedication to skill development is admirable since it aims to generate graduates who are not just academically capable but also skillful, adaptive, and prepared to make a constructive contribution to society. The College sets an example for other educational institutions by adopting a proactive approach to skill development and continual improvement, demonstrating the transformative power of incorporating real-world experiences into students' academic journeys.

4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):

Recognizing the diversity and richness of India's traditional knowledge, the National Education Policy (NEP-2020) seeks to protect and advance it throughout all educational levels. It aims to revive several facets of Indian knowledge, promoting a more profound comprehension of India's cultural heritage and contributions. The strategy promotes a comprehensive and inclusive approach to education by encouraging the use of indigenous and local knowledge in the classroom. NEP 2020 promotes establishments and facilities that serve as archives and research hubs for traditional Indian knowledge. The goal of NEP 2020 is to instill in students a sense of pride and appreciation for India's cultural history through the integration of Indian knowledge systems into the educational system. By incorporating ancient knowledge to answer modern concerns, this integration also fosters innovation, creativity, and critical thinking. The College has implemented a number of value-added courses that are required to be

taken from ancient Indian knowledge, as advised by Dibrugarh University, in an effort to improve the undergraduate programs. These cutting-edge classes, like Yoga and Understanding India, incorporate traditional Indian knowledge into the modern educational framework. In order to support students' overall personality development, the College promotes involvement in a wide variety of extracurricular activities. A key component of the College's aim is curriculum integration of the Indian knowledge system. To ensure that students have a profound understanding of their cultural heritage, each degree program course covers Indian values, culture, history, and origins in relation to the subject matter. The success of this plan is largely dependent on industrialists, academic leaders, successful entrepreneurs, and a suitable ecology. Prior to instructing the students, all staff members have been educated to instill these values through practice. In summary, the College is in line with the principles of the National Education Policy (NEP) 2020 in that it is dedicated to incorporating knowledge of ancient India, encouraging holistic personality development, and cultivating self-reliance. These initiatives seek to build well-rounded people who are ready to contribute to the growth and development of the country, proud of their cultural heritage, and endowed with the necessary skills.

5. Focus on Outcome based education (OBE):

The National Education Policy (NEP) 2020 heralds a transformative shift in India's educational landscape through Outcome-Based Education (OBE). This approach prioritizes clear, measurable learning objectives across all levels of education, moving away from traditional memorization towards a student-centered approach. OBE fosters continuous assessment and cultivates critical 21st-century skills such as problem-solving and critical thinking. Embracing OBE as a fundamental principle, the College has collaborated with Dibrugarh University to comprehensively overhaul its curriculum. This initiative begins with defining precise learning objectives aligned with identified graduate qualities, shaping program and course outcomes accordingly. By focusing sharply on these outcomes, the curriculum gains clarity and direct alignment with educational goals. Courses are structured into units, and examination papers are crafted to assess the

	<p>attainment of various objectives and qualities. To equip educators for effective OBE implementation, the College has developed robust training programs. These programs go beyond conventional teaching methods, delving into the core principles of OBE and practical applications in the classroom. Faculty members are introduced to diverse instructional strategies and assessment techniques that facilitate student achievement of learning objectives. They are encouraged to incorporate real-world applications, case studies, and problem-solving exercises to enhance student engagement and practical learning. Training also emphasizes fostering active learning environments through group discussions, debates, and project-based activities, empowering students to take ownership of their learning journey and develop deeper insights. In parallel, the College has restructured its assessment practices to align closely with OBE principles. Assessments are now designed to directly measure students' mastery of targeted competencies, shifting focus from rote learning to critical thinking and practical application. This approach ensures a holistic evaluation of student progress, supported by timely feedback that aids both students and teachers in identifying strengths and areas for improvement. Students are thereby empowered to monitor their own development and make informed decisions about their learning strategies. By effectively implementing OBE, the College not only elevates the overall quality of education but also equips graduates with essential skills for success in their careers and meaningful contributions to society. This learner-centered approach underscores the College's commitment to providing a transformative educational experience that prepares students for the complexities of the modern world, fostering lifelong learning and personal growth.</p>
6. Distance education/online education:	<p>The college has fully embraced online learning as a revolutionary tool to improve students' educational experiences. The organization has smoothly made the switch to a digital setting by using tools like Google Classroom, which have enabled the creation of an engaging virtual classroom. High-quality video content is being created to enhance the online learning experience. These educational movies cover a wide range of disciplines and themes, helping</p>

students better understand difficult ideas. The efficiency of virtual learning is further enhanced by the integration of multimedia elements.

Understanding the critical role that technology plays in distance learning, the College has significantly upgraded its support infrastructure. Strong Wi-Fi connectivity guarantees constant access to online resources, removing any connectivity barriers from the way students can take part in online learning and conduct independent study. The digital library of the College demonstrates its dedication to providing a wealth of digital resources. With the abundance of e-books, research papers, journals, and other online academic resources available to them, students can promote independent learning and investigation outside of the traditional classroom. Additionally, the College has embraced the idea of study groups and online resource sharing. By utilizing cooperative virtual learning environments, students can exchange study materials, work together on group projects, and have fruitful conversations, removing geographical boundaries and fostering a thriving virtual learning community. Pupils are urged to experiment with digital tools, engage in critical information analysis, and cultivate a discernful attitude toward online materials. In order to maximize learning opportunities, the college has embraced technology-based learning platforms including SWAYAM and NPTEL. Through platforms like Samarth, it offers sufficient technological support to improve educational outcomes and processes. The goals of capacity-building and technology-enabled learning programs are to enhance instruction, assessment, and learning processes. In undergraduate programs, combining traditional instruction with online techniques is recommended. Dibrugarh University has created MOOC programs to evaluate the efficacy of blended learning, and the college has also adapted to it as a component of the university. In relation to NEP 2020, faculty actively engage in the Mentor-Mentee program, Faculty Development Programs (FDP), and Quality Improvement Programs (QIP). It is recommended that departments choose MOOC courses and make them available through a range of programs. Additionally, the college offers a master's program through KKHSOU to support students interested in distant learning. In summary, the College's adoption of online learning via Google



Classroom, the creation of video content, multimedia integration, and a strong support system, all demonstrate its commitment to offering a state-of-the-art, welcoming learning environment. Through the use of virtual sharing, study groups, and online resources, the university establishes a vibrant and cooperative learning environment. Additionally, the College's focus on fostering digital competence gives students the tools they need to successfully and adaptably traverse the digital environment.

### Institutional Initiatives for Electoral Literacy

<p>1. Whether Electoral Literacy Club (ELC) has been set up in the College?</p>	<p>YES. Electoral Literacy Club (ELC) has been set up in the institution in 2019 and is functioning. The member of ELC is Dr. Luhit Buragohain, Asst. Professor, Dept. of History, Tingkhong College who is appointed by Deputy Commissioner of Dibrugarh District, Assam.</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>No. But, the ELC is functioning with the following objectives: 1. Promote Voter Awareness and Education: To educate and inform students about the electoral process, the importance of voting, and their rights and responsibilities as citizens, thereby fostering a culture of informed and active participation in democratic processes. 2. Encourage Ethical Voting Practices: To instill a sense of ethical voting practices among students, emphasizing the significance of making informed and unbiased choices during elections, and discouraging practices such as vote-buying and other electoral malpractices. 3. Engage in Electoral Participation Activities: To organize and conduct various activities, workshops, and simulations that provide hands-on experience and practical knowledge about the functioning of elections, encouraging students to participate actively in both campus-level and national-level electoral activities.</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</p>	<p>The following are the initiatives undertaken by the ELC of institutions 1. Right to Vote-Pledge 2. Right to Vote-Awareness Program in the institution and in nearby villages 3. Right to vote-poster competition to the college students.</p>

<p>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>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>Students of the institution actively participate the Government Programs in Electoral Process.</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 students above 18 years age are cultured to be the registered voter by way of awareness programs and pledge.</p>

## Extended Profile

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### 1 Students

#### 1.1

Number of students year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
636	860	812	814	875

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

### 2 Teachers

#### 2.1

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

Response: 37

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

#### 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
34	20	21	18	17

### 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
107.20	81.02	104.40	127.58	210.45

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

## 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:**

Tingkhong College is affiliated to Dibrugarh University and the entire course curriculum for degree programme is designed by the University. Certificate courses are designed by the institution itself. The planning and documentation is done accordingly.

Prospectus: Tingkhong College prepares and publishes its prospectus every year before the beginning of the year. All the information related to curriculum delivery is included in this prospectus. College printed hard copy of the prospectus till 2019 and since academic year 2020-21, college has been publishing only softcopy of the prospectus.

Academic Calendar: Tingkhong College prepares and follows an Academic Calendar based on the Dibrugarh University Academic Calendar. All the important dates related to curriculum delivery, admission, sessional examination, field visit, seminar, group discussion, examination form fill up, final examination, IA marks notification, result declaration etc. are included in the Academic Calendar. It includes major programmes and activities to be organized by the college.

Class Routine: The routine committee prepares the central class routines considering the syllabus. The departments prepare the Departmental Class Routines and allot classes to the teachers based on the central routine. During the lockdown period, a flexible routine was followed so that students can attend the online classes conveniently.

Orientation: The College organizes orientation programme for the students. The Principal, Vice Principal, IQAC coordinator and HoDs of the departments and Teachers oriented the students about the course, syllabus, different facilities in the college and rules and regulations. Teaching Plan and Syllabus Completion Certificate: Departments prepares semester wise teaching plans for the courses. HoDs monitor the implementation of these. At the end of semester, teachers submit the syllabus completion certificates.

Online Classes: To ensure effective curriculum delivery during the lockdown period, or during restrictions for physical classes, the teachers also used free versions of online conference platforms like Zoom, Google Classroom etc. Online class practices are continued even after lockdown period, to complete the courses on time.

Tutorial and Remedial Classes: College ensures effective delivery of curriculum by conducting Tutorial and Remedial classes.

Monitoring and Mentoring: College monitors the learning of students through class tests, home assignments, group discussions and seminar presentations. Students' progress is monitored and necessary steps are taken for their academic enrichment. College has an effective mentoring system, where teachers of the departments mentor students on different issues related to both academic and non-academic fields.

Assessment and Result: The Examination Committee plans and conducts the Sessional and End semester examinations of the Dibrugarh University. The students have access to the sessional answer scripts. The end semester examination results are declared by the University.

Feedback: College takes and analyses feedback from all the stakeholders. During this period feedback was taken from students, teachers, guardians, alumni and employers. A Student Satisfaction Survey is also conducted and reports are analysed to take necessary action to make curriculum delivery more effective.

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

## 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: 7**

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

#### Other Upload Files

1	<a href="#">View Document</a>
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#### 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: 8.48**

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
197	40	102	0	0

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

### 1.3 Curriculum Enrichment

### 1.3.1

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

#### **Response:**

Tingkhong College has the ideal of providing equal opportunities embedded into the very fabric of its preamble. In its vision and mission, the institution has stated the objective of providing equal opportunities to all the students regardless of their gender, race, caste or creed. The institution also has a Women Studies Cell that takes up different activities to ensure gender equity in the college. The curriculum is also designed in a manner whereby these values of professional ethics, gender and human values, environment and sustainability are integrated. The College is predominantly focused on humanities and as such the design of the syllabi of all the disciplines integrate the values mentioned above. There are certain papers that focus various gender based concepts like the Unit of LGBTQ fiction taught in the BA English honours CBCS course in the Popular Literature paper. Apart from this, the concept of environment and sustainability is inculcated into the syllabus by means of the Compulsory Course AECC3 taught in the 3rd Semester whereby the students learn the important concepts related to the Environment and its sustainability. Further, the Department of Political Science and Sociology also has papers dedicated towards teaching the students basic concepts related to Human Rights and Social Justice. Apart from these, the students are also encouraged to take part in different activities that promote these values and inculcate them into their lives. To sum up, Gender issues are covered in the syllabus of Political Science, History, English and Education; Environmental and Sustainability issues are covered in the syllabus of Economics, Political Science, Botany, Education, History, Zoology; Human Values are covers in the syllabus of Education Political Science, Assamese; and issues related to Professional Ethics are covered in the syllabus of Education and Political Science.

The Programmes and Activities: Tingkhong College integrates cross cutting issues in the curriculum transaction by organizing different programmes and activities also.

Gender Issues: Internal Complaints Committee, Women Studies Cell regularly organize Workshops, Seminars, Popular Talks, Orientation Programme, Postering, Street play, Competitions etc. and observe International Women's Day and National Girl Child Day etc. for promoting gender sensitivity among students.

Environment and Sustainability: IQAC, NSS, Women Studies Cell, Eco Club, Students' Union and Teachers' Unit are actively involved in on campus and off campus activities for orienting students on environmental issues.

Human Values and Professional Ethics: NSS, different cells under IQAC, Students' Union, Teachers' Unit, Women Studies Cell etc. are actively involved in organizing events like International Yoga Day, World Environment Day, Human Rights Day, Independence Day, Road Safety Week, blood donation camps, leadership development camp, health awareness programme etc. which promote human values and professional ethics.



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

**1.3.2**

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

**Response:** 5.66

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

Response: 36

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

**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:** C. Feedback collected and analysed

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

## Criterion 2 - Teaching-learning and Evaluation

### 2.1 Student Enrollment and Profile

#### 2.1.1

##### Enrolment percentage

**Response:** 55.5

##### 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
289	208	204	318	424

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

2022-23	2021-22	2020-21	2019-20	2018-19
640	490	490	490	490

#### 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:** 33.33

##### 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
77	64	45	108	138

### 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
318	243	245	245	245

File Description	Document
Institutional data in the prescribed format	<a href="#">View Document</a>
Final admission list indicating the category as published by the HEI and endorsed by the competent authority.	<a href="#">View Document</a>
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)	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

## 2.2 Student Teacher Ratio

### 2.2.1

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

**Response:** 18.71

## 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:**

Effective teaching at our college is defined by active student engagement in the learning process, underpinned by a commitment to foster deep subject understanding through experiential, participatory, and problem-solving methodologies. Our academic policy prioritizes a student-centric approach, ensuring students benefit from hands-on learning experiences that enhance critical thinking and decision-making skills.

**Experiential Learning:** By immersing students in hands-on experiences and reflection, we bridge theoretical knowledge with practical application. Field trips to botanical, zoological, historical, and environmental sites allow students to observe, photograph, and collect samples, enriching their understanding beyond classroom theories. Additionally, Student Extension Activities empower students to teach at local schools, while participation in summer and winter camps broadens their educational horizons. Distinguished guest lectures from academics and scientists further enrich the curriculum, providing real-world context to academic content.

**Participative Learning:** This approach encourages active student involvement in diverse activities to enhance learning outcomes. Departments organize hands-on trainings where students engage directly with course material. Annual college week and extracurricular competitions provide platforms for students to showcase talents and collaborate with peers. Students contribute actively to various publications like College Magazines and Departmental Magazines, refining communication and critical thinking skills through writing and editorial roles. Peer classes foster motivation and improve communication skills, while science model and poster competitions nurture a scientific mindset and creativity. Certain departments also involve students in book reviews to enhance reading, writing, and critical thinking abilities.

**Problem Solving:** Our curriculum emphasizes practical application through project work supervised by faculty, enabling students to apply knowledge in meaningful, real-life contexts and develop essential problem-solving skills. Group discussions facilitate effective communication, idea generation, and interpersonal skill development.

**Integration of ICT:** Recognizing the digital era's significance, our college integrates Information and Communication Technologies (ICT) extensively into the teaching-learning process:

- Lectures often incorporate PowerPoint presentations in our 12 ICT-enabled classrooms equipped with LCD projectors.
- Each department maintains WhatsApp groups for seamless interaction between teachers and students, facilitating continuous engagement.

- During the pandemic, platforms like Easy Class/Google Classroom were utilized for virtual classes, ensuring uninterrupted learning.
- Access to e-books and e-journals through N-list (INFLIBNET) supports research and enhances resource accessibility.
- Computer laboratories are regularly utilized to ensure practical education.
- ICT is also leveraged for meetings, events, seminars, counseling sessions, and awareness programs, facilitating seamless collaboration among students from diverse locations.
- Email, cloud storage, and instant messaging platforms streamline communication between faculty and students.

Furthermore, our collaboration with AMTRON offers skill development programs (DCA, CCA, ACCO, CCFA, ACDTPA) to empower digital literacy among students, preparing them for a technology-driven world.

In essence, our holistic approach blends traditional teaching methods with modern technological advancements, ensuring students receive a comprehensive education that prepares them for success in their academic pursuits and future careers.

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

## 2.4 Teacher Profile and Quality

### 2.4.1

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

**Response:** 98.21

#### 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
34	20	21	20	17

File Description	Document
Sanction letters indicating number of posts sanctioned by the competent authority (including Management sanctioned posts)	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

**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:** 69.09

**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
27	14	14	11	10

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.	<a href="#">View Document</a>
Institution data in the prescribed format	<a href="#">View Document</a>
Copies of Ph.D./D.Sc / D.Litt./ L.L.D awarded by UGC recognized universities	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

## 2.5 Evaluation Process and Reforms

**2.5.1**

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

**Response:**

The evaluation process at Dibrugarh University's affiliated colleges combines internal assessment and external examinations to ensure comprehensive student evaluation. Internal assessment accounts for 20% of the total marks in each course, distributed as follows:

- First Sessional Examination: 25%
- Second Sessional Examination: 25%
- Seminar/Group Discussion: 25%
- Attendance: 25%

Sessional examinations are conducted either by the examination committee or respective departments, aligning with the university's academic calendar. Faculty members undertake responsibilities such as question paper setting, invigilation, and answer script evaluation. Examination schedules are communicated well in advance through notice boards, websites, and instant messaging groups.

Following examinations, prompt evaluation of answer scripts occurs, allowing students to review their evaluated scripts for discrepancies, which are rectified promptly upon verification. Unresolved grievances escalate through departmental channels to higher authorities.

Departments convene faculty meetings to discuss individual student progress based on evaluation results, subsequently publishing scores on department notice boards. Additionally, Seminars and Group Discussions contribute to student assessment, with results similarly published post-evaluation.

Attendance constitutes 25% of the internal assessment, requiring students to maintain at least 80% attendance to qualify for end-semester examinations. Exceptions are made for students with a minimum 70% attendance due to valid reasons, subject to principal approval and prescribed fees.

At semester-end, departments submit cumulative internal assessment scores. Tingkhong College ensures swift resolution of examination-related grievances through its Grievance Redressal Committee, chaired by the Principal, ensuring transparency and adherence to timelines.

For University examinations, timely resolution of student grievances is ensured, including re-scrutiny and re-evaluation requests according to university norms. Attendance discrepancies are rectified through certified attendance sheets submitted to the University. Mark sheet errors are addressed by the Principal in coordination with the University.



Internal examination grievances are handled directly by subject teachers, with students given opportunities to review sessional examination answer scripts for clarification. The Grievance Redressal Committee, led by the Vice Principal and convened by the Principal, addresses escalated issues through departmental collaboration. Unit test/class test answer scripts are returned to students, with grievances managed at the department level, including through suggestion boxes.

Overall, Tingkhong College maintains rigorous evaluation standards, ensuring fair and transparent assessment processes that support student learning and development.

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

## 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:**

The college adopts a systematic approach to define Course Outcomes, Course Specific Outcomes, and Programme Outcomes prior to each semester, ensuring a coherent teaching-learning process. Programme Outcomes and Programme Specific Outcomes are meticulously designed to guarantee thorough and holistic learning experiences, serving as essential pillars for the future success of students' careers. Programme Outcomes aim to equip college graduates with critical thinking abilities, effective communication skills, social interaction capabilities, and the capacity to become empathetic, ethical, and environmentally conscious citizens. Additionally, they foster a mindset of lifelong learning. The Outcome Based Education (OBE) policy facilitates a more efficient approach to teaching-learning, optimizing resource utilization for both faculty and students.

The College's Programme Outcomes and Programme Specific Outcomes are formulated by the Committee on Curricular Aspects in consultation with the Principal, Internal Quality Assurance Cell, Faculty, and Department Heads. These outcomes undergo regular revisions to align with evolving employment opportunities and real-life scenarios. They are prominently displayed on the college website for students' reference.

Departments formulate Course Outcomes in alignment with Programme Outcomes and Programme Specific Outcomes, tailored to meet the specific needs of each department. These Course Outcomes are also published on the college website and communicated to both teachers and students during orientation programs at the start of each academic session. Additionally, parents/guardians are briefed on Programme Outcomes during Parent-Teacher Meetings.

Moreover, the Internal Quality Assurance Cell (IQAC) arranges orientation programs focusing on Programme Outcomes and Course Outcomes. During the commencement of each semester, faculty members engage in discussions with students regarding the Course Outcomes. This initiative enhances students' comprehension of the program's scope and potential, enabling them to approach their studies with a well-defined objective for pursuing higher education and research.

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

## 2.6.2

*Attainment of POs and COs are evaluated.*

**Explain with evidence in a maximum of 500 words**

**Response:**

The college employs various methods and mechanisms of assessment to gauge the attainment of Programme Outcomes and Course Outcomes. The IQAC thoroughly discusses and analyzes the assessment results, implementing appropriate measures to enhance the teaching-learning process and achieve the desired outcomes.

A comprehensive Policy Guidelines for Assessment of Programme Learning Outcomes has been formulated by the college.

Results from university examinations at the end of each semester are meticulously analyzed by the respective departments and the academic council of the college to understand the status of learning outcome achievement.

Students' performance in regularly conducted class tests, seminars, group discussions, debates, etc., serves as an additional measure to assess their learning levels.

Information regarding students' progression to higher studies in nationally renowned institutions is collected and utilized as a motivational tool to enhance programme outcomes. Their expertise is leveraged to provide guidance to current students.

The performance of students in various clubs, including literary, drama, dance, art and drawing, debate, electronics, and photography, also serves as indicators of learning outcomes.

The college has an effective feedback mechanism in place, gathering input from students, teachers, employers, and alumni on the curriculum. This feedback is utilized to address limitations in achieving learning outcomes and to devise corrective measures.

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

### 2.6.3

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

**Response:** 53.21

#### 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
93	72	109	80	119

#### 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
161	160	176	198	194

<b>File Description</b>	<b>Document</b>
Institutional data in the prescribed format	<a href="#">View Document</a>
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.	<a href="#">View Document</a>
Annual report of controller of Examinations(COE) highlighting the pass percentage of final year students	<a href="#">View Document</a>

## 2.7 Student Satisfaction Survey

### 2.7.1

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

**Response:** 3.67

<b>File Description</b>	<b>Document</b>
Upload database of all students on roll as per data template	<a href="#">View Document</a>

## Criterion 3 - Research, Innovations and Extension

### 3.1 Resource Mobilization for Research

#### 3.1.1

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

**Response:** 0

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

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

#### File Description

#### Document

Institutional data in the prescribed format

[View Document](#)

### 3.2 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:**

Setting up an Intellectual Property Rights (IPR) Cell in colleges involves several key components to effectively manage and promote intellectual property-related activities. The IPR Cell at Tingkhong College has initiated numerous efforts in Intellectual Property Rights (IPR), encouraging students and teachers towards innovation and community development through their innovative ideas and research papers. The **Departments of Botany and Zoology** at Tingkhong College are conducting research on medicinal plants within the college campus. Additionally, they have been invited by the **NSS unit** of Tingkhong College to give a talk on medicinal plants. Although the IPR Cell was established on **June 10, 2023**, no specific programs have been organized through the IPR Cell yet. Also, Tingkhong College encouraging and supporting research initiatives that contribute to the Indian Knowledge System. This could involve interdisciplinary collaboration, funding for research projects, and incentivizing publications in relevant fields. All the teaching staff and Students of Tingkhong College are encouraged to attend the Workshops and Seminars related to Indian Knowledge Systems.

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

**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:** 15

**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
5	8	2	0	0

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

**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

**3.3.1.1 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
6	2	2	1	0

File Description	Document
Link to the uploaded papers, the first page/full paper(with author and affiliation details)on the institutional website	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

### 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:** 0.46

#### 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
11	1	1	2	2

File Description	Document
List of chapter/book along with the links redirecting to the source website	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>
Copy of the Cover page, content page and first page of the publication indicating ISBN number and year of publication for books/chapters	<a href="#">View Document</a>

## 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:**

- 1.Regular cleanliness drives help reduce the spread of diseases by eliminating breeding grounds for germs and pests. Cleaner environments lead to healthier communities with lower rates of illness.
- 2.Cleaning up public spaces such as parks, streets, and neighborhoods improves their appearance.

- This fosters a sense of pride among residents and visitors, encouraging further efforts to maintain cleanliness.
3. Participation in cleanliness drives promotes community bonding and civic responsibility. It raises awareness about the importance of maintaining a clean environment, inspiring individuals to adopt cleaner habits in their daily lives.
  4. The primary outcome of a blood donation camp is saving lives. Donated blood is used in medical emergencies, surgeries, and treatments for patients suffering from various illnesses and conditions, including accidents, surgeries, and chronic diseases.
  5. Blood donation camps help in building and maintaining adequate blood reserves at blood banks and hospitals. This ensures that there is a sufficient supply of blood and blood products available for patients in need, especially during emergencies or when demand surges.
  6. Blood donation camps raise awareness about the importance of voluntary blood donation. They educate the community about the need for regular blood donations and dispel myths or misconceptions surrounding blood donation and transfusion.
  7. outcome of an awareness program on road safety is **reduced incidence of road accidents**.
  8. outcome of an awareness program on "Har Ghar Tiranga Abhiyan" (campaign to encourage every household to fly the Indian flag) could be **increased patriotism and national pride**.
  9. outcome of a field study could be **new insights and discoveries**.
  10. Participants in a drama workshop typically improve their acting, directing, and stagecraft skills.
  11. Drama workshops often emphasize teamwork and collaboration among participants. Working together on scenes, scripts, or improvisations encourages mutual support, idea sharing, and creative problem-solving.
  12. By organizing an awareness program workshop, more individuals are likely to become interested in football and volleyball.
  13. Workshops focusing on football and volleyball provide participants with opportunities to learn and refine their skills and techniques. Coaches and trainers can introduce participants to proper techniques for passing, shooting, serving, and other fundamental aspects of the sports. This hands-on learning experience can enhance the overall proficiency and enjoyment of both novice and experienced players alike.
  14. NSS special camps often involve community service projects such as sanitation drives, health awareness campaigns, educational workshops, and infrastructure development.
  15. Volunteers in NSS camps gain valuable skills such as leadership, teamwork, communication, and problem-solving. Engaging in community service activities fosters personal growth, empathy, and a sense of responsibility towards society. It also enhances cultural sensitivity and understanding by interacting with diverse communities.



16.NSS camps promote a culture of social responsibility among volunteers and encourage active citizenship. By actively participating in community-driven projects and initiatives, volunteers develop a deeper understanding of civic engagement and the importance of contributing positively to society.

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

### 3.4.2

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

##### Response:

	Faculty	Awards/Recognition	Agency	Extension Program	Year
	Mr. Nakul Phukan	Appreciation Letter	Indian Society for Training & Development (ISTD), Guwahati Chapter & "ARHAN"	For Contribution	2021
	Mr. Rupjyoti Borah	Certificate of excellence	of B.P. International Publication	For Peer-Reviewing a Chapter	2023
	Mr. Rupjyoti Borah	Certificate of Acceptance	of IIP Series Conference & Edited Books	For taking responsibilities as an Editor of the Book titled "Futuristic Trends in Physical Science"	2023
	Mr. Rupjyoti Borah	Appreciation Letter	Bornaharani High School	Attending as a Chief Guest at Annual Sport Week	2023
	Mr. Jonardan Hazarika	"	Subhachuk Cluster Resource Centre,	Resource Person on the celebrating the	2023

			Dibrugarh Assam	Childrens Day, 2024	
Mr. Chandopal Saikia	Achievment		Dibrugarh University Research Scholars' Association	All Assam Essay/Poster-Making/Quiz Competition	2024
Mr. Chandopal Saikia	Appreciation Letter		SRIJANAM, Volunteer Organization	aparticipation	2023
Mr. Chandopal Saikia	"		Golaghat Commerce College	Invited as a Quiz Master	2023
Mr. Chandopal Saikia	"		Office of the Golden Jubilee Celebration Committee, Namrup College	Invited as a Quiz Master	2023
Mr. Chandopal Saikia	"		District Organizing Committee, National Children's Science CONGRESS, 2023	Invited as an Evaluator in NCSC, Dibrugarh	2023
Mr. Chandopal Saikia	"		JOYMOTI CHATRI NIVAS, DIBRUGARH	Invited as a Judge for Debating Competition	2024
Mr. Chandopal Saikia	"		Majuli Aouniat Hemchandra MVM School	Invited as a Quiz Master	2023
Mr. Chandopal Saikia	"		Dr. Radhakrishnan of Arts, Commerce & Science	Invited as a Quiz Master	2023
Mrs. Nijumoni Bonia	"		13th Annual Conference, Assam College Teachers's Association, Dibrugarh Zone	Delegate	2019
Mrs. Nijumoni Bonia	"		68th Annual Conference, Assam College Teachers's	Delegate	2024

			Association, Dibrugarh Zone		
Mrs. Nijumoni Bonia	"		Dibrugarh University Alumni Association	Life Member	2022
Mrs. Nijumoni Bonia	"		Asom Sahitya Sabha	Life Member	2019
Dr. Binita Morang	"		Asomiya Sahitya Sanmilanee	Life Member	2018
Dr. Binita Morang	"		Asom Sahitya Sabha	Life Member	2022
Dr. Binita Morang	"		Northeast India Network for Academic Discourse	Life Membership	from 2012
Dr. Binita Morang	"		Dibrugarh University Alumni Association	Life Member	2022
Dr. Binita Morang	"		68th Annual Conference, Assam College Teachers's Association, Dibrugarh Zone	Delegate	2024
Dr. Binita Morang	"		No. 1 Pulungoni Rupjyoti School	External LPEvaluator at Gunotsav	2024
Dr. Binita Morang	"		Ministry of Youth Affairs and Sports Government of India	ANCHOR	2023
Dr. Binita Morang	"		Ratanpur Pragati Jubak Hongha	Speaker	2022
Mrs. Puja Sarmah	Appreciation Letter		National Science Day, 2024, Tingkhong College	Judge	2024
Dr. Jyoti Saikia	Appreciation Letter		National Science Day, 2024, Tingkhong College	Judge	2024
Dr. Luhit Buragohain	Appreciation Letter		Namrup College	Chief Guest	2023
Dr. Luhit Buragohain	Appreciation Letter		68th Annual Conference,	Delegate	2024

			Assam College Teachers's Association, Dibrugarh Zone		
	Mrs. Puja Sarmah	Appreciation Letter	Bigyan Anushadhan: Children's Science Congress, Govt. of Assam	Judge	2024
	Mrs. Puja Sarmah	Appreciation Letter	Batoni Mojolia Bidyalaya	Speaker	2023
	Dr. Nibeddit Dehingia	Appreciation Letter	National Science Day, 2024, Tingkhong College	Judge	2024
	Miss Parinita Devi Nath	Appreciation Letter	Bigyan Anushadhan: Children's Science Congress, Govt. of Assam	Resource Person	2024
	Pahari Gogoi	Miss Ethnic Award	North-East Graduate Congress-2019	participation	2019

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

### 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:** 37

**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
12	16	8	0	1

File Description	Document
Photographs and any other supporting document of relevance should have proper captions and dates.	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>
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	<a href="#">View Document</a>

### 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:** 0

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

## 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:**

Tingkhong College provides sufficient physical and academic facilities as per students' and teachers' needs. The college offers both HS and UG courses under AHSEC and Dibrugarh University respectively while UG and PG courses are also offered under KKHOSU. There are 12 departments in the institute. The departments are Assamese, Economics, Education, English, History, Political Science, Sociology, Botany, Chemistry, Mathematics, Physics and Zoology. The build-up area of the college is 6787.25 sq. m. Total campus area is 16373.57 sq.m. The office of the Principal and Vice Principal is at the foundation building. Along with the IQAC office, the Accounts and Finance office are opposite the principal's office while the student's welfare office is adjacent to it. A healthcare room and daycare centre are on the west side of the foundation building along with the Students' Union room. The Department of Economics, English, Political Science, Education, History, Sociology and Assamese have their own common rooms. The Science stream shares one common room.

There are 57 rooms including 35 classrooms with four laboratories and a computer lab. All the classrooms have proper lighting and ventilation, some with ICT facilities. The Department of Assamese has a museum which displays cultural assets along a handloom learning centre handled by the Department of Sociology by which it offers certificate courses. The Department of Zoology manages the vermicompost plant and the Botany Department looks over the medicinal garden and Orchidarium. The computer laboratory and rainwater harvest project is looked over by the Department of Mathematics. Every department has its library corner and its wall magazines.

The college has a central conference hall located on the Eastern side of the college campus which is a three-floor building. The upper two floors have classrooms. The library is situated on the northeast side of the foundation building and has adequate facilities. The upper floor of the library is used as a classroom with a capacity of 400. There is a three-storied building whose topmost floor was constructed by the Alumni to mark the 50th anniversary of the college. It has 6 classrooms with adequate ICT facilities. The college has separate girl's common room and boy's common room. Both the common rooms have complaints boxes where there is no CCTV coverage.

There are two auditoriums in the college one is located on the northwest side while the other one is attached to the indoor stadium specially built for sepak-takraw situated on the northeast side of the campus. The two auditoriums of the college have capacities of 300 and 600 seats each which provide multipurpose facilities. It is properly equipped with a sound system. The college has a well-maintained

playground of size 959.18 sq. m. which is used by students and facilities. A well-equipped gym is available in the institute with a boxing facility. Besides that NSS also does various activities to promote community engagement, afforestation, Yoga and cleanliness drive when and where possible. Details of all these activities are added in additional information.

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

#### 4.1.2

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

**Response:** 3.47

**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
0.01	0.47	0.86	0.91	19.63

File Description	Document
Institutional data in the prescribed format	<a href="#">View Document</a>
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)	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

## 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 Tingkhong College named Tingkhong College Library is established in the birth year of the college on 1972. The library is automated with SOUL 3.0 (Software for University Libraries). Integrated Library Management System developed by INFLIBNET. The library is well-equipped with a print collection of 16914 which consists of text books, reference books, periodicals, PhD Thesis, etc. The facility of e-resources is provided through the subscription of N-List (National Library and Information Services Infrastructure for Scholarly Content). The library provides facilities such as remote search through Web OPAC, wi-fi, reading room service, digital library service etc. The reading room has a 50+ seat capacity. A manual gate register is maintained to keep track of the user statistics. The library is open from 9.00 a.m. to 4.00 p.m. from Monday to Friday and on Saturdays, it opens from 9.00 a.m. to 2.00 p.m. Undergraduate students can borrow a maximum of 3 books at a time for 7 days and then can renew the same for another 7 days. For the H.S. students, the privilege is 2 books. The faculty members can issue a maximum of 5 books at a time for 30 days. There is a library committee that conducts library meetings periodically and takes decisions and necessary actions related to library management. The new books are purchased with the recommendations of various departments of the college. The library also has a separate suggestion register for purchasing resources according to the user's needs. The Tingkhong College Library conducts a library orientation program as a part of user education and proper instructions are given with an interactive session whenever some new services or facilities are adopted by the library. The library felicitates the Best Reader every year.

The library is automated by facilitating the following features:

**ILMS in the Library:** Tingkhong College Library has been using SOUL 3.0 as an ILMS since 2021.

**Barcode Attendance:** The issue and return of the resources are provided through barcodes printed on the library cards and a separate barcode machine is there for printing of accession numbers for print resources.

**Book Browsing:** The holdings of the library can be searched through Web-OPAC.

**Digital Library:** A digital library using D-Space software has been implemented.

**Wi-Fi-based Library:** The library provides Wi-Fi facilities to its users. **Membership of E-Contents:** The library has a membership of N-LIST with access to 6000+ journals, 1,99,500+ ebooks.

**WhatsApp based circulation:** A student from each department is selected as a Library Representative (LR). The LRs assist the departments in any new activity conducted by the library through a WhatsApp group. Moreover, all the students of the colleges are connected through a common whatsapp group.

**QR Code-based service:** The library provides the QR code facility for easy access of Web OPAC through which the users not only can search the availability of resources.

**ID card Printing and other Services:** The library provides barcode-based library cards for all the members generated through SOUL 3.0.



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

## 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 college has a well-developed and updated information technology infrastructure. The college allocates an annual budget for the maintenance of IT infrastructure to fulfil the needs of students and employees. For maintenance of hardware and IT infrastructure out sourced technical staff are employees. IT facilities and systems are frequently upgraded by the institute. 6 number of classrooms and the seminar hall along with the IQAC is well equipped with ICT facilities. The whole college is covered with WiFi internet coverage. To minimise the use of paper electronic communication methods such as Emails, and WhatsApp are prioritized. Leaves by the employees are applicable only through email while the attendance of the Higher Secondary students taken viva face detection technology of Shiksha Setu. No physical registration is employed for the attendance of the students. The employees are required to give their attendance via a biometric system. Thus, this is done to facilitate to promote a green campus. The departments use Google Classroom, Zoom, and Microsoft Teams for sharing notes and lectures.

Digital India initiative is followed for financial activities and the monthly financial statements are exchanged with the treasury office online via e-mudra. Library facilities such as cataloguing, circulation, accession etc. are wholly computerized. In the library upto date versions of Windows, SOUL 3.0 software, barcode scanner etc facilities are available. State of the Earth biometric system is also used for recording the attendance of library employees. The internet-connected computers are protected by antivirus and the college hires technicians and service providers for any disorders and damage based on the needs. It comes under annual maintenance cost (AMC). The high-speed WiFi facility is free of cost for all the students and employees of the institute. The college website is well-designed and maintained by the webmaster. The programming and network management of the website is handled by KBQube a software company. Every department, cell and faculty member is assigned Google accounts with their emails for smooth information exchange. The website of the college is up-to-date user friendly. It provides various facilities like online admission and a grievance cell. All the relevant data of the bona fide students are electronically stored by the academic branch. The website is also well-embedded with feedback mechanisms for the student's teachers for the student's teacher's parents and alumni to evaluate programs and course outcomes.

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

**4.3.2****Student – Computer ratio (Data for the latest completed academic year)****Response:** 15.51**4.3.2.1 Number of computers available for students usage during the latest completed academic year:**

Response: 41

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

**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:** 0.39**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
0.17	1.44	0.24	0.31	0.31

<b>File Description</b>	<b>Document</b>
Institutional data in the prescribed format	<a href="#">View Document</a>
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)	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

## 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:** 38.93

**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
238	316	315	283	404

#### 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:** D. 1 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)	<a href="#">View Document</a>
Report with photographs on ICT/computing skills enhancement programs	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

### 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:** 50.16

**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
544	808	391	262	0

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

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

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

## 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:** 55.39

**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
50	41	46	49	76

**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
93	72	109	80	119

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)	<a href="#">View Document</a>
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)	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

### 5.2.2

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

**Response:** 16.59

**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
03	02	05	05	20

File Description	Document
List of students qualified year wise under each category and links to Qualifying Certificates of the students taking the examination	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

## 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: 9**

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

2022-23	2021-22	2020-21	2019-20	2018-19
3	0	1	2	3

File Description	Document
Upload supporting document	<a href="#">View Document</a>
list and links to e-copies of award letters and certificates	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

### 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: 3.6**

**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
8	3	4	1	2

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

## 5.4 Alumni Engagement

### 5.4.1



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

**Response:**

**Tingkhong College Alumni Association** is a registered association which has been contributing in financial and other support services. The association periodically organised alumni meet where the discussion about the various upcoming events and steps taken for the holistic development of the college took place. During the time of Golden Jubilee in 2022, the Alumni Association of the College donated the Golden Jubilee Floor namely '**Xunali Bhawan**' which is in the second floor of the new RCC complex of the college. In that year, the alumni of the college donated a huge sum of around Rs. 11,28,800/- for the celebration of the **Golden Jubilee** of the college.

**Other Support Services:** Apart from financial contribution, alumni of Tingkhong College contributed in the holistic development of the college by extending academic supports and other services also. Few Alumni of the College engaged in providing classes to the students on a negligible amount of remuneration given by the college authority. Moreover, the Alumni Association of the college in association with the college authority had been celebrating "**Rongali Bihu**" in every year. Additionally, the various departments of the college have Book Banks, where the outgoing batches and other alumni of the respected department contributed their used or unused books in their departments. On 25t June, 2023 the association organised a poet conference where renown poets, alumni and other interested faculties and students were engaged.

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

## 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:

#### Vision Statement:

The of vision of Tingkhong college authority and the stakeholders is to build up the college as a centre of excellence in Higher Education and to equip and empower students with knowledge, skill, competence and creativity to face the global challenges.

#### Mission Statement

- 1.To equip and empower students with relevant knowledge, skill, competence, and creativity to meet global challenges.
- 2.To achieve innovations in teaching-learning, research, and extension activities.
- 3.To create awareness of value education, cultural heritage, and environment.
- 4.To promote the knowledge output for the development of the society.
- 5.To achieve inclusive growth for optimal socio-economic change.

The institution employs a collaborative approach to governance, involving active participation from all stakeholders in the administrative processes. The Governing Body grants authority to the Secretary and Principal. These leaders then collaborate with different levels of college staff to develop and execute various institutional policies. NEP 2020 was implemented in the year 2023 with a major change in the traditional education system ensuring a better quality education and overall holistic development of students.

Educators play a pivotal role in the institution's decision-making procedures. Department Heads are responsible for both academic and administrative tasks. Additionally, teachers exert influence on decision-making through their representation in various committees and also serve as conveners and members of different Cells and Committees. Moreover, teachers serve as motivators, contribute to admission procedures, and oversee cultural and social activities within the institution, including other activities conducted by the NSS, Women's Cell, Eco Club.

The institution has a clear, long-term plan outlining significant actions required to achieve the objectives outlined in the vision and mission statement.

- 1.Enhancing academic and curriculum advancement by incorporating more digital and ICT-based teaching methods, encouraging student's research through field surveys, project.
- 2.Preparation of Academic Calendar for the upcoming academic session.

3. Academic Audit for the institution
4. Enhancing students' development by expanding orientation on diverse subjects, hosting intra-departmental seminars, inter-college competitions, and acknowledging students' concealed talents through certification.
5. Students' advancement is supported through keeping up with and stepping up financial aid, setting up academic programmes and extracurricular growth, stepping up mentorship help, schemes for placement and progression support.
6. CC camera coverage, increased decentralisation, and e-government are examples of quality governance.
7. By integrating digital competition activities through social media, as well as waste management and campus beautification, innovative and healthy practises are promoted.
8. To Construct a Tribal (ST) Girls Hostel,

The College has a decentralized and transparent mechanism in management, administration, in financial and academic matters. The student union members and various stakeholders are involved in the management level and major decision-making process. The Governing body is the key body in decision making which executes all govt. rules and regulations, distributes powers and responsibilities to various committees. Besides these, the formation of various committees is carried out with specified functions. There are 32 committees working to identify possibilities, planning, organizing, implementing and monitoring all the activities of the college. The College has a Teachers' Unit.

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

## 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:

Tingkhong College has well defined policies and procedures of administrative setup. For Academic matters related to degree programmes, it operates as per guidance of the Dibrugarh University. Directorate of Higher Education is the Statutory Body of the college. It also follows the rules and regulations of the UGC. College receives grants from Government of Assam, UGC, RUSA etc. and NAAC, AISHE etc. are its benchmarking agencies. At college level the Governing Body is the apex body and Principal is the Drawing and Disbursing Authority. There are different committees under the leadership of Principal for overall management of the college. IQAC and Principal Office have reciprocal relation in terms of quality management. Effective functioning of these committees is visible from policies, procedures like service books, appointment and promotion system.

**Governing Body:** The Governing Body is constituted as per the state government rules and provisions. It has 11 members in all. The President is Mr. Jibeswar Mohan, who is an eminent educationalist and social activist. The Principal of the college is the Secretary. Other members of the Body are representatives from different stakeholders.

**Administrative Set Up:** The G.B. President and the Secretary form the nucleus of the college administration. The Principal is the executive head of the college and is the final authority in all financial matters. The Principal implements all the decisions resolved in GB in the capacity of Secretary and also serve as Drawing and Disbursing Officer of the college on behalf of the state government. She carefully examines all financial projects before endorsing the same. The Principal has a dedicated team comprising the IQAC Coordinator, the departmental Heads and the members to assist him in the disbursing the entire administrative works.

**The Functions of Various Bodies:** The college committees like Tender and Purchase Committee, Building Committee, etc. also take important decisions. The Tender and Purchase Committee assesses the quality of purchased items. The Building committee prepares proposals and monitor construction activities. Teachers' unit and Students' Union of the college also play a vital role in policy making and implementation process.

**Service Rules, Procedures, Recruitment and Promotion Policies:** Service rules and procedures are guided by the Department of Higher Education and the State Government as amended from time to time. The recruitment and promotion rules for the teaching staff are as per the UGC eligibility criteria and the non-teaching staff are recruited and promoted as per state government rules.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Institutional perspective Plan and deployment documents on the website	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

## 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	<a href="#">View Document</a>
Institutional expenditure statements for the budget heads of e-governance implementation ERP Document	<a href="#">View Document</a>
Annual e-governance report approved by the Governing Council/ Board of Management/ Syndicate Policy document on e-governance	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

## 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 institution has effective welfare measures for teaching and non-teaching staff. The various welfare measures undertaken are given hereunder:

i) **Employee Welfare Policy:** Tingkhong College has adopted the Employees' Welfare Policy on 2nd May, 2021. The policy document explains the facilities and mechanisms available for the welfare of the teaching and non-teaching staff of the college. This policy states the facilities available in the college like canteen, teachers common room, water purifier facility, financial aids, maternity and child care leave, free Wi-Fi etc.

ii) **Gratitude for accomplishments:** Members of the teaching and non-teaching personnel are consistently commended for their high academic standing and other accomplishments. Teachers are recognized for earning their PhD while still employed.

iii) **Employee Development Mechanism:** The IQAC routinely hosts training sessions and workshops. Recently, a national workshop on Bhupen Hazarika and Assamese language on Digital Platform was held during September, 2023.

iv) **Canteen:** College has a large, Assam type canteen. At reasonable prices, the canteen offers meals and refreshments. Both teaching and non-teaching personnel make full use of the canteen's amenities.

Moreover, health care facilities are provided by conducting camp by the NSS to check the blood sugar, pressure, eye checkup etc.

iv) **Staff Common Room:** The college offers a Staff Common Room with inviting seats.

The performance of the teachers is evaluated by student feedback analysis system. Students anonymously submit feedback which on teachers using online feedback system. The Online feedback system has started from the year 2022 ([https://www.tingkhongcollege.edu.in/college\\_erp/welcome/student\\_feedback](https://www.tingkhongcollege.edu.in/college_erp/welcome/student_feedback)). Previously, the feedback was taken in offline mode using the following criteria:

Sl. No	Quality indicators
1	Communication Skills
2	Interest Generated by the teachers
3	Ability to integrate course material with environment/other issues to provide a broader perspective.
4	Ability to integrate across the course/draw upon other courses.
5	Accessibility of the teacher in and out of the class.
6	Ability to design quizzes/examination/assignments/projects to test understanding of the course.
7	Provision of sufficient timely feedback.
8	Knowledge base of the teacher
9	Sincere/Commitment of the teacher
10	Overall rating

The results obtained are then categorized as follows:

Sl. No.	Range	Performance
1	1-4	Poor
2	5-7	Good
3	8-10	Excellent

Finally IQAC analyzes the values and submits a report to the principal for improvement of teaching-learning process. When a teacher exhibits laxity or flaws, the principal counsels the teacher in issue and encourages him/ her to improve their performance in order to provide better services.

Annual Performance Indexes of teaching staff are considered at the time of promotion of teachers. Teachers' performance are assessed based on their annual performance in three categories- Category-I: Teaching, Learning and Evaluation Related Activities, Category-II: Co-curricular, extension, professional development related activities and Category-III: Research, Publications and Academic Contributions by the teacher. At present, none of the faculties are Associate Professor (Grade III to IV). However, the college has 3 teachers in the senior grade (I to II) and 5 teachers in the selection grade (II to III).

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

**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:** 5.45

**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
05	0	0	0	01

<b>File Description</b>	<b>Document</b>
Policy document on providing financial support to teachers	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>
Copy of letter/s indicating financial assistance to teachers and list of teachers receiving financial support year-wise under each head.	<a href="#">View Document</a>
Audited statement of account highlighting the financial support to teachers to attend conferences / workshop s and towards membership fee for professional bodies	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

**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:** 23.16

**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
19	7	7	4	7

### 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
16	16	16	16	16

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

## 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:

Every year, Tingkhong College conducts internal and external audits of all of its financial operations through a framework in place. Both internal and external audits are performed on the books of accounts, including the cash books and pass books, as well as the supporting documentation. Purchase procedures are followed correctly. We upload quotations and do a price comparison. For this reason, the organization established a Tender and Purchase Committee. Every financial transaction is entered into the cashbook on a daily basis. Cheques or bank transfers made online are used for all transactions. Transactions in the government agency-funded accounts are conducted via PFMS. Along with the bills, vouchers, and supporting documentation, the expenses incurred under each heading are accurately



documented.

Tingkhong College conducts two types of audits: **i) Internal Audit** **ii) External Audit**. One is done by the Director of Audit, Assam, under the existing rules laid-down in the 'Assam Accounts and Audit Act-1930'. Another year-wise external audit is carried out by external auditors. Mr Harsh Agarwal CA from RM Kothari & CO, conducted the external audit from 01-04-2016 to 31-03-2021. Besides these, for the fund received from different agencies - UGC, RUSA, etc, the external audit has also been conducted by registered Chartered Accountants from time to time,. The auditors verify Cashbook, Bank accounts, Ledgers, Stock Registers, Purchase Orders, Bills, Vouchers, Statements of Cash Position and Cash Flow physically on the heads of various accounts, balance dates, and postings. The auditors did not find any serious irregularities in the financial matters of the college. The general observations of the Audit Report stated that accounts/records gave a true and fair view of the receipts, and hence, maintenance of accounts/records was found to be satisfactory. Minor irregularities found were settled in due course of the Audit.

The institution seeks to mobilize government and non-government grants for infrastructure and resource development to the relevant authorities such as UGC, Assam State Government, Department of Higher Education, RUSA, Oil and Natural Gas Corporation etc. It reaches out to local organizations including banks, corporate houses and civic bodies for empathetic patronage. It welcomes donations, memorial prizes and endowments from different stakeholders.

The institution mobilizes its human resources by visualizing, designing and implementing academic and co-curricular activities. It encourages all staff members to reach their personal and professional growth goals by cooperating with their career development imperatives.

#### **Procedures for Resource Mobilization:**

The types and methods of resource mobilization are discussed in IQAC meetings, Staff meetings, Finance Committee meetings, Guardian meetings, and Alumni meetings and are approved by the Governing Body of the college.

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

## **6.5 Internal Quality Assurance System**

### **6.5.1**

**Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes. 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 has consistently striven to institutionalize quality assurance strategies.

**Students' Feedback on teachers, non-teaching staff, and administrator and campus amenities:** The institution strongly believes that Students' Feedback on teacher makes the teaching-learning process more student-centric. It is also a process of self-evaluation and self-correction.

**Online Feedback from teachers, parents, alumni:**

Currently college has an online feedback mechanism. Online feedback mechanism has now been extended to teachers, whereas offline feedback mechanism has been generated for parents and alumni on course and curriculum. College also conducts online Students Satisfactory Survey regularly among students.

On the basis of the observations on the feedback results, regularly report is prepared which is submitted to the principal. The principal of the college takes necessary actions based on the report and suggestions.

**Community Services**

IQAC's Extension Committee has been actively engaged in providing services to the community. A significant portion of the community comprises of SC, ST, and minority individuals who face socioeconomic and environmental challenges. By participating in outreach welfare programs and field studies, students are exposed to social issues and gain practical knowledge through their involvement in community programs. There are outreach initiatives carried out in the villages . Teachers' Unit, Women Cell, NSS, and Students' Union all actively participate in community extension projects.

IQAC has been actively involved in reviewing the teaching learning process. For this, IQAC has developed a strategic curriculum delivery process, which is

**A.Strategic Planning:**

- 1.**Academic Calendar:** Academic Calendar is prepared regularly through which the whole teaching–learning activities of the year is planned.
- 2.**Prospectus:** The Prospectus Committee prepares a prospectus which includes all the courses and programmes to be conducted for a year in detail.
- 3.**Class Routine:** Central routine is developed for each semester for effective delivery of the Curriculum.
- 4.**Teaching plan, Lesson plan, Syllabus Distribution:** Teaching plans and lesson plans are prepared and syllabus are distributed in advance for effective curriculum delivery.

**B.Implementation**

**1. Orientation Programme:** Orientation programmes are regularly organized to orient the student about the course, syllabus, exam, different facilities and rules and regulations, code of conduct, etc.

**2. Assessment and Monitoring:** It is done through sessional exams, home assignments, seminars,

project activities, community services and group discussions etc.

**3. Syllabus Completion Certificate:** Syllabus Completion Certificate is issued by HODs after timely completion of syllabus.

1. **Class Records:** Teachers, HODs regularly record their class and other activities in the Diaries.

#### **C.Review process:**

**Feedback System:** IQAC regularly conducts Students Satisfaction Survey and takes feedbacks from as students, teachers, parents, alumni and employers regarding the teaching-learning process .

**Perspective Plan:** IQAC has developed a perspective plan to uplift and enhance the teaching learning process. IQAC is also working on a revised Perspective Plan towards NEP and post-Covid 'New Normal'.

**Teaching-learning policy:** The IQAC has developed a teaching-learning policy to make the curriculum delivery process more stringent and efficient.

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

1.Regular meeting of Internal Quality Assurance Cell (IQAC); Feedback collected, analysed and used for improvements

2.Collaborative quality initiatives with other institution(s)

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

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

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

## 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:**

The Women cell of the college works constantly for the promotion of gender equity, the cell observes International Women's Day on 8th March every year.

The Women cell organized different counseling programmes one of them is in collaboration with TUSTI Foundation organized a Career counseling orientation programme to provide career guidance for the students of Tingkhong College on 8th October 2021. The programme was presided over by the chairman of **TUSTI foundation**, Prasenjit Chakraborty. He informed the students about different career options that they can opt for, the students were greatly affected by this programme.

Additionally, on the Occasion of Tingkhong College Golden Jubilee 2022, the Women cell played a Major role by carrying out an extension activity involving Women of nearby villages like Raidongia, Betoni etc in making 5000 Assamese traditional sweets to cherish the successful completion of 50th years of the college.

And in the year 2023, The Women's Studies Cell with Tingkhong The institute believes in the equal upliftment of both genders for the growth of a society which in turn will lead to the development of a nation. The college made sure that everyone, even female employees and students, could feel comfortable and secure in the campus. It has security guards on duty who keep an eye on and log visitor entry and departure in order to guarantee safety and security.

The institute adopts certain measures for the promotion of gender equity which are discussed below.

**CCTV** cameras are installed at specific locations inside the college campus.

Two complaint boxes are installed in the college premises, one is present outside the Gym Khana and the other is near Assamese Museum. Secondly, The Anti-Ragging committee and Students Grievance Redressal Cell ensure gender safety by disposing grievances related to gender discrimination and to account other problems of the students.

Sports association Celebrates Children's Day in an adopted School "Raidongia Primary School, Tinkhong" involving all the students of the School and our college students.

There are separate common rooms for both Boys and Girls. A separate common room is also provided for the ladies staff of Tingkhong College.

Both Boys and Girls are enrolled in NSS Unit in the College in which they are given equal opportunities to participate in various activities.

The college has made sure that all female stakeholders have access to the most basic facilities and it contains Girls' Common Room and a Women Cell Office. The College has 4 toilets for the use of women and has a Vending Machine in girl's common room.

The college has arranged various programs pertaining to women's education, health and hygiene, and empowerment and has several organizations, including the Women's Studies Cell, the NSS, the College Students Union body, and the Teacher's body, to help make these activities a reality.

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

**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

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

### 7.1.3

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

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

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

<b>File Description</b>	<b>Document</b>
Report on Environmental Promotional activities conducted beyond the campus with geo tagged photographs with caption and date	<a href="#">View Document</a>
Policy document on environment and energy usage Certificate from the auditing agency	<a href="#">View Document</a>
Green audit/environmental audit report from recognized bodies	<a href="#">View Document</a>

### 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:**

Tingkhong College, has always been at the forefront in cultivating awareness regarding constitutional obligations. From the admission of the students, to their participation in different events and activities, the college celebrates equality regardless of the caste, class, gender, race, religion of the students. In fact, the division of work among the employees has always been supportive of a comfortable environment instead of emphasising superior and subordinate kind of a relationship. The college uniform, and library privileges, celebrates equality. Again, the Students' Grievance Cell, and Women Cell of the college become the voice of the students by emphasizing right to speak and gender equality.

To cultivate the democratic spirit among the students, the college observes Republic Day, Independence Day, and National Voters Day. The celebration of such days promotes unity. The goal is enhanced through Add-on courses named *Gender Studies*, *Human Rights*, etc. However, the following co-curricular activities has been conducted to inculcate moral values, and to spread awareness:

- NSS Unit organizes- Awareness programme entitled "Gender Sensitization and Need for Self-Defense for Girls' Unit on 24th September, 2022, Unity Run on August 2022, Beyond the Cleanliness Drive in 2022, Road safety awareness Programme organised in collaboration with DSP Namrup on 21st January, 2022, HAR GHAR TIRANGA Abhiyan on 4th August, 2022, Awareness Generation Programme Campaign and Career Counselling Session by Manalisa Medhi, Assistant Professor, Dr. R.K.R. Law College, Dibrugarh organised by Nehru Yuva Kendra Dibrugarh in collaboration, on 3rd April 2023, Traffic and Road Safety awareness Drive on 12th July, 2022.
- National Yoga Day Celebration on 21st June, 2023.
- One Day National Workshop on the Importance of Assamese Language in Digital Platform to celebrate the birth anniversary of Dr. Bhupen Hazarika, 2023.
- Special Talk on fulfilment of life goals and personality.
- Awareness Programme on Nasha Mukta Bharat Abhiyan with the help of Brahma Kumari on 14th August 2023.
- Plantation Drive on 17 September, 2023.
- Celebration of Wildlife Work on 7 October, 2023.
- Anti-Ragging Awareness Program on 12 August, 2023.
- Department of Assamese, Tingkhong College in collaboration with Department of Assamese, Naharkatiya College celebrated Rabha Divas at Tingkhong College, 2023.
- Environmental Awareness Programme on the occasion of World Environment Day, 2023 at a school of the adopted village.
- Awareness Programme on Banking & Financial Literacy on 17 November 2022.
- Cultural rally and programme in 2022.
- Thirteen days Football and Handball Coaching is organised in collaboration with Directorate of Sports & Youth Welfare, govt. Of Assam from November to December, 2021.
- Celebration of Rangali Bihu in the adopted Village on 20th April, 2023.
- Counselling Programme organized by Women Studies Cell on 6th March, 2020.
- Career Counselling Orientation Programme Sponsored by Oil India limited and Implemented by TUSTI Foundation, 2021.
- 10 days drama workshop organised by IQAC, Tingkhong College and Women Studies Cell from 17 December to 31 December 2021.
- Children's Day celebration by Women studies Cell and Tingkhong Sports Association in an adopted school, 2023.



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

## 7.2 Best Practices

### 7.2.1

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

**Response:**

The best practices of Tingkhong College are **Improving the Educational Ecosystem of the Neighbouring Community** and **Promoting Local Agro based Industries**.

#### **BEST PRACTICE-I**

1. **Title of the Practice:** *Improving the Educational Ecosystem of the Neighbouring Community.*

2. **Goal:** The objective of this practice are to:

- Improve the quality to education in the neighbouring schools whereby there is a deficit of teachers.
- Encourage the students in those schools to pursue higher education in different fields.
- Create a congenial academic atmosphere.
- To help the teachers of the College understand the ground reality of the schools from which their students pass out to pursue higher education in Tingkhong College.
- Enhance students' involvement in teaching-learning and co-curricular activities.

3. **The Context :** An educational institute cannot operate in isolation. In order to be truly successful, it should also work towards the upliftment of the educational institutes that are situated in its neighboring areas. Being situated in a remote location, Tingkhong College shares the responsibility of uplifting the schools in the surrounding areas by providing classes that help them to aspire for higher studies and also provide these students with all the necessary career guidance.

4. **The Practice:** The faculties provide educational assistance to the students of the neighbouring schools from time to time. Different wings of the College like the NSS and Women Studies Cell as well as different departments take initiatives on the occasion of different events like World Environment Day etc by organizing competitions and functions. From time to time, the teachers of the College take extra classes and counselling programs in the surrounding schools.

5. **Evidence of Schools:** The success of this practice is evident in a number of areas ranging from less drop out ratio to higher rate of enrollment in the higher studies. Further, the neighbouring schools have also performed well in Gunotsav (School Evaluation). The students have also shown renewed interest in

academic activities like taking part in competitions and science exhibition that the College organizes from time to time.

**6. Problems Encountered and Resources Required:** The following are the problems encountered in the implementation of the practice:

- There is a higher percentage of absentee students in the schools that are predominantly situated in tea garden areas and the students are not aware about the need for regular attendance.
- Overburdening of the faculties also lead to their inability in attending these practices that consume a lot of time and effort.

## **BEST PRACTICE-II**

**1. Title of the Practice :** *Promoting Local Agro based Industries*

**2. Goal: The Objectives of this practice are to:**

- Incorporate practical training, workshops, and industry visits to provide hands-on experience in agricultural practices, processing techniques, and entrepreneurship.
- Establish demonstration farms or greenhouses on campus to showcase innovative agricultural practices and technologies.
- Cultivate an entrepreneurial mindset among students interested in agro-based industries.
- Establish demonstration farms on campus to showcase innovative agricultural practices and technologies.

**3. The Context:** Promoting local agro-based industries within a college setting involves harnessing academic resources, student enthusiasm, and community engagement to foster innovation, sustainability, and economic growth in agriculture. Colleges play a pivotal role as hubs of learning and research, where diverse disciplines converge to address the challenges and opportunities in the agricultural sector.

By integrating agro-based industry promotion into the college agenda, institutions can enrich their educational offerings, empower students with practical skills, and support local economic development. This initiative typically involves enhancing curricula to include courses on agro-processing, sustainable farming practices, and entrepreneurship in agriculture. Hands-on training through workshops, field trips, and practical projects allows students to apply theoretical knowledge and gain insights into real-world agricultural challenges.

**4. The Practice:**

- The College Organize workshops on Agriculture, Natural Farming and Handmade tea production. Establish partnerships with local farms and processing units for hands-on learning experiences.
- The daily organic waste in the campus gets generated with the accumulation of leaves in a

particular dumping ground . To make use of this waste for Vermicomposting. This not only solves the problem of organic debris, but also generates rich compost for the campus garden. Whatever organic fertilizer gets generated, it gets inspected on a weekly basis, the quality is inspected and once the quality inspection is done then on a trial basis the very fertilizer gets used in the college flower garden orchard and Kitchen garden. There after the very vermicompost has been rolled out for commercial sale.

- Provide Hand-on Training on Vermicomposting.
- Practice Vegetable farming within the College Campus.

**5. Evidence of Success:**

- This practice has helped the student to recycle organic waste in a productive way.
- Many of the pass out students starts their own entrepreneurship in agriculture and farming.
- Though little but College produced vegetables are organic and free from harmful pesticides .

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

- Colleges may face a shortage of faculty with expertise in agro-based industries.
- Securing sufficient funding for establishing and maintaining agricultural initiatives is challenging.
- Colleges lack adequate infrastructure and processing facilities needed for efficient practical training and research in agro-based industries.

Therefore the required resources are Funding agencies, Faculty Development and Infrastructure Development.

File Description	Document
Any other relevant information	<a href="#">View Document</a>
Best practices as hosted on the Institutional website	<a href="#">View Document</a>

**7.3 Institutional Distinctiveness**

**7.3.1**

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

**Response:**

In an era of myriad opportunities and diverse professions, it becomes difficult for students to get direction towards their passionate profession. This is where Tingkhong College stands for students in the advancement of their career by guiding them in what to choose, how to choose, and in which platform.

Along with the formal education through prescribed curriculum, the college sets up its vision to show the suitable path for students while taking steps in their career. Being in a rural area, and carrying most of the students from economically weaker section, the institution faces a lot of hindrances such as digital divide, inculcating higher ambitions among the students, and many more. Therefore, the institution has been working relentlessly to produce information literates **by offering career counseling programs from reputed bodies. The goal is enhanced by making easy access to several coaching platforms of civil service examinations (APSC & UPSC) and other competitive examinations.**

The college has entered in this mission long ago. In the session, 2021-22, one of the faculty members Dr. Jatindranath Konwar, Dept. of History, Tingkhong College has donated 1 lakh rupees to conduct an orientation program in the college for civil service aspirants and the session is delivered by renowned personalities from this field. A sum of remaining donated amount has been invested with Academy of Civil Service (ACS), a significant civil service coaching centre in Assam. With the clauses of MoU (Memorandum of Understanding) (link: [https://tingkhongcollege.edu.in/wp-content/uploads/2024/04/2023\\_ACS.pdf](https://tingkhongcollege.edu.in/wp-content/uploads/2024/04/2023_ACS.pdf)) done with Tingkhong College, ACS agrees to offer coaching in online mode to 30 selected students from the college with one single subscription. The students are enrolled through entrance examination conducted under the supervision of one of the faculty members of the college with similar interest, who has been appointed by the college as a coordinator of the same. The sessions are provided after 2 p.m. every day. Moreover, the faculty members working on a contractual basis in Tingkhong College, who shows interests in this field, are given special entry without sitting in the entrance. Further, in view of the lower economic background of the students, the college has decided to bear the material cost to the aspirants. Further, the ACS conducts separate entrance examination for all the alumni of colleges with whom they have signed a MOU. The participant, who secures rank 1 in the entrance, is provided free coaching for civil service examinations in Dibrugarh district.

The next significant initiative in this case is adopted through the MOU done between Tingkhong College and IAS Tangent, a tutorial hub of academic excellence in Assam ( MoU link: <https://tingkhongcollege.edu.in/wp-content/uploads/2024/06/tangent.pdf> ). IAS Tangent not only provides coaching for examinations of Assam Public Service Commission (APSC), but a coaching centre for other competitive examinations such as Assam Direct Recruitment Examination (ADRE). According to the conditions signed in the MOU, IAS Tangent is providing coaching to the students with a subscription of per student but at a nominal rate. In exchange to this relaxation of subscription fee, the college provides a helping hand in their promotional activities, i.e. a platform or a place where online coaching can be provided. All the ICT based tools are supplied from the college. There is no limitation of participants in this case and along with the college students the outsiders are also embraced in the entire batch. The academy provides coaching in both online and offline mode. Further, some bonus facilities carried out by IAS Tangent from a definite interval of time such as providing orientation to the engineering and medical students. Moreover, along with the coaching, free career counseling is provided by the same. While providing career counseling, IAS Tangent keeps a track of number of participants, their interest levels in different fields and then the data has been sent to the college. It helps the college to see a crystal clear picture of the students' interests and capabilities and accordingly, policies can be determined to extract the best from the students' minds. Tingkhong College keeps the vision to cultivate the required input to mould human wealth in the entire process of teaching learning, and being able to keep a track of students' interests is just a cherry on the top.

For constant improvement in this mission of showing the students a clear gateway in their career so that

they can fly with their dreams, Tingkhong College has established sound connection with other prominent bodies too. One such knowledge hub is SPM Academy in Assam. The Principal of Tingkhong College has engaged herself as the member of Assam College Principal's Council (ACPC) with whom SPM Academy has signed a MOU. As a result, SPM Academy conducts an entrance examination among all the college students of whom the Principals are a part of ACPC. The academy selects top 10 among all the candidates and provides them free coaching for civil service examinations i.e. APSC and UPSC. Further, at a regular interval of time, the academy provides soft copies of free study materials. Regular evaluation has been done among the selected students to track their improvement and also to analyse whether they fit for administration or not.

In today's world, information is the key to success. Through these best practices, Tingkhong College aspires to provide timely, up-to-date, and relevant information and ensures that the students make the best use of them. In this case, the college library being an information centre, has been providing CAS (Current Awareness Service) and other e-resource databases to connect with the global world. CAS service includes subscription of periodicals related to this field such as *Drishti*, *Banking Service Chronicle*, *Current GK*, *Pratiyogita Darpan* etc. In the last few years, the alumni of the college are seen to be on track in cracking several competitive examinations on different levels. However, the goal is to highlight the name of the college in every possible scenario on state, national, and international levels, and the college will be constant in practicing the same.

File Description	Document
Any other relevant information	<a href="#">View Document</a>
Appropriate web in the Institutional website	<a href="#">View Document</a>

## 5. CONCLUSION

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### **Additional Information :**

1. Tingkhong College stands out by promoting Sepak Takraw, offering unique opportunities for students to excel in this sport and distinguishing itself from other colleges in the region.
2. Tingkhong College also offers Higher Secondary education in both Arts and Science streams.
3. Tingkhong College offers distance education programs (both UG & PG) under Krishna Kanta Handiqui State Open University (KKHSOU), providing flexible learning opportunities for students.
4. Tingkhong College also offers distance education through the Assam State Open School, providing flexible learning opportunities to a diverse students.

### **Concluding Remarks :**

Tingkhong College, situated in the serene rural areas of Dibrugarh, Assam, exemplifies the harmonious blend of traditional values and modern educational practices. Despite its rural location, the college stands as a beacon of academic excellence and innovation, committed to implementing the New Education Policy (NEP) 2020. The NEP 2020's emphasis on holistic and multidisciplinary education is reflected in the college's dynamic curriculum and pedagogical strategies, ensuring that students receive a well-rounded and future-ready education.

The college offers quality education across 12 diverse departments, ranging from humanities and social sciences to natural sciences. Each department is staffed with highly qualified faculty members dedicated to fostering an engaging and supportive learning environment. The recent increase in the number of full-time and highly qualified teachers further underscores the college's commitment to academic excellence and student success. The faculty's efforts are complemented by state-of-the-art facilities and resources, including ICT-based classrooms and experiential learning opportunities.

A hallmark of Tingkhong College is its eco-friendly campus, which not only provides a tranquil and conducive atmosphere for learning but also instills a sense of environmental responsibility in its students. The campus is designed to minimize its ecological footprint, featuring green spaces, energy-efficient buildings, and sustainable practices.

The college's student support and progression programs are robust and comprehensive, addressing both academic and personal development. With over 90% of students receiving financial aid through freeships and scholarships, the college ensures that higher education is accessible to all. Various capacity-building and career counseling programs further enhance students' skills and employability, preparing them for successful careers. The strong alumni network, exemplified by the generous contributions to the college's infrastructure, also plays a crucial role in supporting and mentoring current students.

In conclusion, Tingkhong College is a shining example of how a rural institution can deliver high-quality education while embracing modern educational reforms and sustainable practices. By providing a nurturing and inclusive environment, the college empowers its students to achieve their full potential and become responsible,

well-rounded individuals. As Tingkhong College continues to evolve and implement NEP 2020, it remains dedicated to its mission of academic excellence, holistic development, and environmental stewardship.

## 6.ANNEXURE

### 1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																				
1.2.1	<p><b>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)</b></p> <p>Answer before DVV Verification :</p> <p>Answer After DVV Verification :7</p> <p>Remark : DVV has made changes as per prescribed format shared by HEI and values have been downgraded due to repetitive names</p>																				
1.2.2	<p><b><i>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</i></b></p> <p>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</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>197</td> <td>112</td> <td>0</td> <td>0</td> <td>0</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>197</td> <td>40</td> <td>102</td> <td>0</td> <td>0</td> </tr> </tbody> </table> <p>Remark : DVV has made changes as per prescribed format shared by HEI</p>	2022-23	2021-22	2020-21	2019-20	2018-19	197	112	0	0	0	2022-23	2021-22	2020-21	2019-20	2018-19	197	40	102	0	0
2022-23	2021-22	2020-21	2019-20	2018-19																	
197	112	0	0	0																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
197	40	102	0	0																	
1.3.2	<p><b>Percentage of students undertaking project work/field work/ internships (Data for the latest completed academic year)</b></p> <p>1.3.2.1. <b>Number of students undertaking project work/field work / internships</b></p> <p>Answer before DVV Verification : 64</p> <p>Answer after DVV Verification: 36</p> <p>Remark : DVV has made changes as per supporting documents shared by HEI and values have been downgraded. We have considered a completion certificate shared by HEI.</p>																				
1.4.1	<p><b><i>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</i></b></p> <p>Answer before DVV Verification : B. Feedback collected, analysed and action has been taken</p>																				



and communicated to the relevant bodies

Answer After DVV Verification: C. Feedback collected and analysed

Remark : DVV has made changes as per supporting document shared by HEI and option C has been selected as we have received the documents pof feedback collected and analysed

**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**

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
77	64	46	109	140

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
77	64	45	108	138

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
332	255	254	254	254

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
318	243	245	245	245

Remark : DVV has made changes as per prescribed format shared by HEI and values have been downgraded due to excess of seats in reserve category

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
31	16	16	16	16

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
34	20	21	20	17

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

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

**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**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
5	8	2	2	0

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
5	8	2	0	0

Remark : DVV has made changes as per supporting document's shared by HEI and input value "0" has been considered for 2019-20 as there are no appropriate supportings nor geo-tagged photographs have been shared for that year.

**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
21	17	7	1	0

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
6	2	2	1	0

Remark : DVV has made changes as per supporting documents shared by HEI and values have been downgraded as we have considered publication under UGC care and has followed the calendar year (JAN-DEC)

**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
18	20	1	6	2

Answer After DVV Verification :

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

Remark : DVV has made changes as per prescribed format shared by HEI and values have been downgraded as we have considered Publications with ISBN number only and has followed calendar year (JAN-DEC)

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
16	16	8	0	1

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
12	16	8	0	1

Remark : DVV has made changes as per supporting documents shared by HEI and values have been downgraded as we have excluded days celebration and National festivals like World environment day , National Unity Day , Har Ghar Tiranga etc

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

Answer before DVV Verification :

Answer After DVV Verification :0

Remark : DVV has made changes as per the report shared by the 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
9.095	10.92	29.435	71.995	70.356

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
0.01	0.47	0.86	0.91	19.63

Remark : DVV has made changes as per audit 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
15.06	9.793	5.231	7.983	71.557

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
0.17	1.44	0.24	0.31	0.31

Remark : DVV has made changes as per audit 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
688	889	906	583	650

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
238	316	315	283	404

Remark : DVV has made changes as per supporting document 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: D. 1 of the above

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

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**

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 the 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
9	10	14	0	10

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
3	0	1	2	3

Remark : DVV has made changes as per supporting documents shared by HEI and value have been downgraded as we have excluded inter college awards

5.3.2	<p><b>Average number of sports and cultural programs in which students of the Institution participated during last five years (organised by the institution/other institutions)</b></p> <p><b>5.3.2.1. Number of sports and cultural programs in which students of the Institution participated year wise during last five years</b></p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="306 389 1046 524"> <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>21</td> <td>15</td> <td>13</td> <td>1</td> <td>7</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="306 602 1046 736"> <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>8</td> <td>3</td> <td>4</td> <td>1</td> <td>2</td> </tr> </tbody> </table> <p>Remark : DVV has made changes as per prescribed format shared by HEI and values have been downgraded as events under same date has been counted as one</p>	2022-23	2021-22	2020-21	2019-20	2018-19	21	15	13	1	7	2022-23	2021-22	2020-21	2019-20	2018-19	8	3	4	1	2
2022-23	2021-22	2020-21	2019-20	2018-19																	
21	15	13	1	7																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
8	3	4	1	2																	
6.2.2	<p><b><i>Institution implements e-governance in its operations</i></b></p> <ol style="list-style-type: none"> <li><b>1. Administration</b></li> <li><b>2. Finance and Accounts</b></li> <li><b>3. Student Admission and Support</b></li> <li><b>4. Examination</b></li> </ol> <p>Answer before DVV Verification : A. All of the above  Answer After DVV Verification: C. 2 of the above  Remark : DVV has made changes as per the report shared by the HEI</p>																				
6.3.3	<p><b><i>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</i></b></p> <p><b>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</b></p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="306 1655 1046 1789"> <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>19</td> <td>7</td> <td>7</td> <td>4</td> <td>7</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="306 1868 1046 2002"> <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>19</td> <td>7</td> <td>7</td> <td>4</td> <td>7</td> </tr> </tbody> </table> <p><b>6.3.3.2. Number of non-teaching staff year wise during the last five years</b>  Answer before DVV Verification:</p>	2022-23	2021-22	2020-21	2019-20	2018-19	19	7	7	4	7	2022-23	2021-22	2020-21	2019-20	2018-19	19	7	7	4	7
2022-23	2021-22	2020-21	2019-20	2018-19																	
19	7	7	4	7																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
19	7	7	4	7																	

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

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
16	16	16	16	16

Remark : DVV has made changes as per IIQA

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**

Answer before DVV Verification : A. All of the above

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

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

## 2.Extended Profile Deviations

### Extended Profile Deviations

No Deviations