NER - 2

ANALYSIS OF ANNUAL QUALITY ASSURANCE REPORT (AQAR) OF SIKKIM

Research and Analysis Wing

राष्ट्रीय मूल्यांकन एवं प्रत्यायन परिषद

विश्वविद्यालय अनुदान आयोग का स्वायत्त संस्थान

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

An Autonomous Institution of the University Grants Commission

Post Box No.1075, Nagarbhavi, Bengaluru - 560 072, India

NAAC

VISION

To make quality the defining element of higher education in India through a combination of self and external quality evaluation, promotion and sustenance initiatives.

MISSION

❖ To arrange for periodic assessment and accreditation of institutions of higher education or units thereof, or specific academic programmes or projects;

❖ To stimulate the academic environment for promotion of quality of teaching-learning and research in higher education institutions;

❖ To encourage self-evaluation, accountability, autonomy and innovations in higher education;

❖ To undertake quality-related research studies, consultancy and training programmes and

❖ To collaborate with other stakeholders of higher education for quality evaluation, promotion and sustenance.

VALUE FRAMEWORK

To promote the following core values among the HEIs of the country:

❖ Contributing to National Development

❖ Fostering Global Competencies among Students

❖ Inculcating a Value System among Students

❖ Promoting the Use of Technology

❖ Quest for Excellence

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PREFACE

The National Assessment and Accreditation Council (NAAC) was established by the University Grants Commission (UGC) in 1994 to assess and accredit institutions of higher education in the country. Since its beginning, NAAC has sought to improve the quality of higher education in the country through a systematic process that combines external evaluation and sustenance initiatives. NAAC believes firmly in the centrality that such institutions play in the overall development of the country. It is therefore, noteworthy that the assessment and accreditation process of NAAC has been successful in meeting new challenges and has contributed greatly to quality consciousness among institutions.

Every institution has a specific mechanism for the process of quality assurance and the mantle of this falls on the Internal Quality Assurance Cell (IQAC). In addition, all those institutions accredited by NAAC are expected to submit an annual self-reviewed report called Annual Quality Assurance Report (AQAR), detailing all the tangible outcomes achieved in key areas during that academic year. The report itself is exhaustive and contains two distinct parts : Part-A and Part-B. Part-A contains crucial information related to the overall development of the institution, while Part-B delves into this further thematically, according to the seven criteria defined by NAAC. This current report is based on the AQAR reports submitted by 3 colleges in Sikkim. These reports are key to understand the overall status of an institution.

The preparation of this report was undertaken by the Research and Analysis Wing, NAAC and the team has done a commendable job. I sincerely appreciate the efforts of Dr. Wahidul Hasan and Dr. S. Srikanta Swamy for their hard work. I extend my thanks to all those who have joined in this research venture.

S. C. Sharma

(Prof. S.C. Sharma)
Director, NAAC

ACKNOWLEDGEMENT

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CHAPTER - I

Introduction

Sikkim is located in the Northeastern part of India, in the eastern Himalayas. It is one of the smallest states in India. The state is bordered by the Tibet Autonomous Region of China to the north and northeast, Bhutan to the southeast, the Indian state of West Bengal to the south, and Nepal to the west. The capital is Gangtok, which is in the Southeastern part of the state. Sikkim became a protectorate of India in 1950 and an Indian state in 1975. Its small size not withstanding, Sikkim is of great political and strategic importance for India because of its location along several international boundaries. It has an area of 7,096 Km^2 and has total population of 3,21,661 males and 2,86,027 females and a total population of 607,688. The male and female literacy rates are 87% and 76% respectively (2011).

Historically, Sikkim had many monasteries and education was largely under the purview of the royal durbar. With time, the importance given to higher education increased and from 1922, the Judicial Secretary took care of the duties of the sector. After-independence, a lot of changes were made to this sector with respect to its overall constitution and organisation and in 2004, the Education Department of Sikkim was formally renamed as Human Resource Development Department and the Directorate of Higher Education was formed in 2007. Though the higher education in Sikkim developed rather slowly, a lot of promising changes have happened in the 21st century.

According to the Rashtriya Uchchatar Shiksha Abhiyan (RUSA), the following things are noted:

Table 1.1 – Improvement in Gross Enrolment Ratio in All Categories (2006-2012)

Year	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12
Improvement in GER	13.49	21.9	22.5	24.8	24.2	27.9

The above table indicates that there has been a steady increase in GER between 2006-2007 and 2009-2010; with the GER increasing 62.34% from 2006-07 to 2007-08, 2.74% increase from 2007-08 to 2008-09 and 10.22% increase from 2008-09 to 2009-10. Between 2009-10 and 2010-11, the ratio decreases 2.42%, and so increases next year by 15.29%.
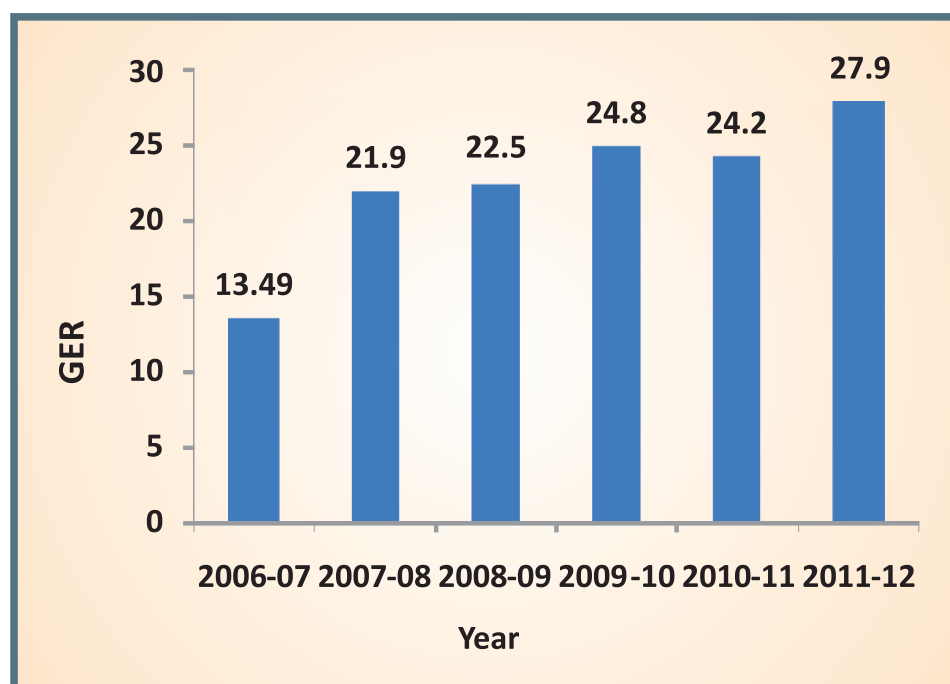
Graph 1.1 - Improvement in GER in All Categories

The same report states that the expenditure (as % of GSDP) on Higher Education was 0.36% during the year 2011-12. The college population index was noted to be 14, while the institutional density was seen to be 11 colleges for 7096 km^2. Teacher-student ratio (all institutions) in regular mode was seen to be 14 and the research output was also seen to be 14. The report details some of the key challenges that the higher education sector in Sikkim faces is related largely to inadequate funding, low employability of students and less focus on research. The report also mentions that there is a lack of adequate infrastructure and equipment and stresses the need to provide marginalised groups and communities access to education.

Sikkim has a total of 6 universities and 19 colleges. Among these, NAAC has accredited 2 universities and 3 colleges. Out of that, only 3 colleges have submitted their AQARs.
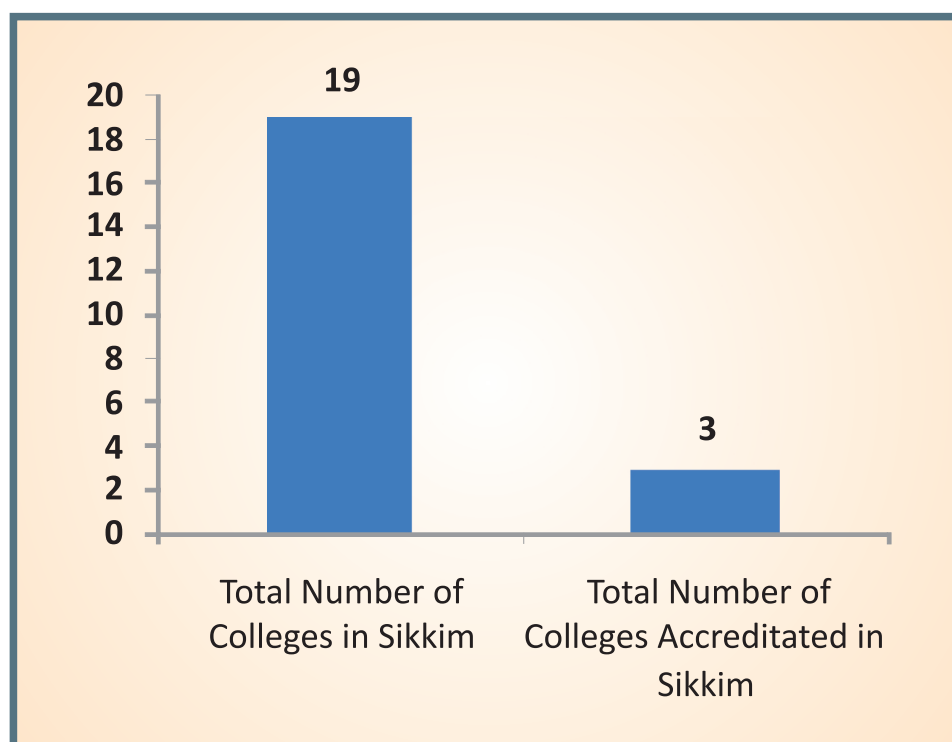
Graph 1.2 - Number of Colleges Accredited in Sikkim
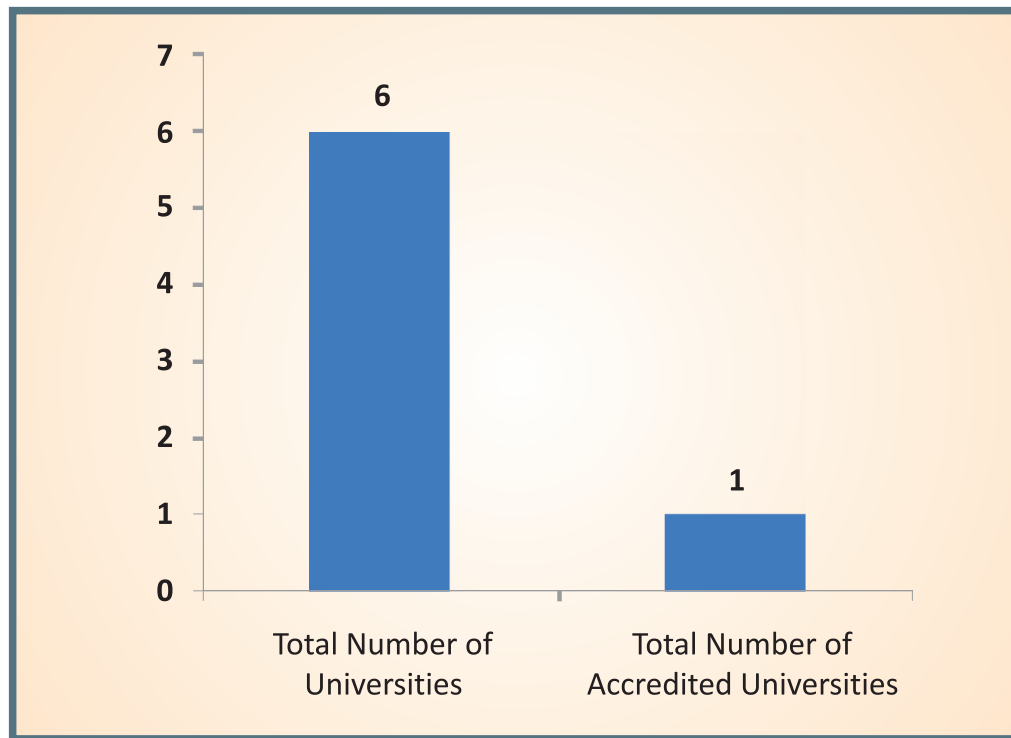
Graph 1.3 - Number of Universities Accredited in Sikkim

The following report is a thorough exposition of the data contained in those AQAR Reports, given in two parts - A and B. The AQAR Report is an important document and serves as the right point of entry into an analysis of quality of higher educational institutions

CHAPTER - II

The Assessment and Accreditation Process

National Assessment and Accreditation Council (NAAC) has been committed to the process of quality assessment and accreditation of Higher Education Institutions since, its inception in 1994. This has been done systemically and over the years, several HEIs have undergone this process. Not only is it concerned about ensuring the smooth functioning of HEIs, but it is also committed to evolving with the times. In line with this, NAAC is in consonance with the overall developments in the field of education (from all over the world). This is precisely why it believes in revising its assessment procedures as per the suggestions of the feedback procured from HEIs and other stakeholders.

NAAC's process of accreditation and assessment has seen several changes over the years. Up to March 2007, seven criteria were considered for accreditation, namely

1. Curricular Aspects
2. Teaching-Learning and Evaluation
3. Research, Consultancy and Extension
4. Infrastructure and Learning Resources
5. Students Support and Progression
6. Organisation and Management
7. Healthy Practices

The total weightage given to these criteria was 100. A major change was introduced with respect to this aspect in April 2007 when the total weightage was increased to 1000. In addition to this, the titles for criteria 6 and 7 were changed to 'Governance and Leadership' and 'Innovative Practices' respectively.

In 2012, NAAC introduced new changes to this. While it was decided to keep the total weightage same, i.e. 1000, the title for the 6th criterion was changed to 'Governance, Leadership and Management', and for criterion 7, it was changed to 'Innovation and Best Practices'. Similarly, the star system of grading the institutions was changed to a 9 point scale grading system and later changed to the 4-point grading system based on Cumulative Grade Point Average (CGPA). In the Revised Accreditation Framework, the grading system was changed to a 7-letter grading system.

Table 2.1 - 7 Letter Grading System of Revised Accreditation Framework

CGPA	Letter Grade	Status
3.51 - 4.00	A++	Accredited
3.26 - 3.50	A+	Accredited
3.01 - 3.25	A	Accredited
2.76 - 3.00	B++	Accredited
2.51 - 2.75	B+	Accredited
2.01 - 2.50	B	Accredited
1.51 - 2.00	C	Accredited
≤ 1.50	D	Not Accredited

Note : Those Institutions who got 'D' grade are considered as 'Not Accredited'.

Accordingly, peer team members will assess these institutions and provide feedback to them to improve their overall quality. Besides giving specific comments for the overall growth of the institution, the members generally emphasize on the need for establishing the Internal Quality Assurance Cell (IQAC) in order to organize various activities. The Higher Educational Institutions are expected to submit the Annual Quality Assurance Reports (AQAR) every year indicating their progress made in ensuring their smooth functioning, with high standards of quality.

CHAPTER - III

Establishment of Internal Quality Assurance Cell (IQAC) and Submission of Annual Quality Assurance Report (AQAR)

In pursuance of its action plan for performance evaluation, assessment, accreditation and quality up-gradation of institutions of higher education, NAAC proposes that every accredited institution should establish an Internal Quality Assurance Cell (IQAC) as a post-accreditation quality sustenance measure. Since quality enhancement is a continuous process, the IQAC will become a part of the institution's system and work towards realisation of the goals of quality enhancement and sustenance. The prime task of the IQAC is to develop a system of conscious, consistent and catalytic improvement in the overall performance of institutions. To achieve this, during the post-accreditation period it will channelize all efforts and measures of the institution towards promoting its holistic academic excellence.

Strategies

IQAC shall evolve mechanisms and procedures for:

❖ Ensuring timely, efficient and progressive performance of academic, administrative and financial tasks

❖ The relevance and quality of academic and research programmes

❖ Equitable access to and affordability of academic programmes for various sections of society

❖ Optimisation and integration of modern methods of teaching and learning

❖ The credibility of evaluation procedures

❖ Ensuring the adequacy, maintenance and functioning of the support structure and services

❖ Research sharing and networking with other institutions in India and abroad

Functions

Some of the functions expected of the IQAC are:

❖ Development and application of quality benchmarks/parameters for various academic and administrative activities of the institution

- ❖ Facilitating the creation of a learner-centric environment conducive to quality education and faculty maturation to adopt the required knowledge and technology for participatory teaching and learning process

- ❖ Arrangement for feedback response from students, parents and other stakeholders on quality-related institutional processes

- ❖ Dissemination of information on various quality parameters of higher education

- ❖ Organisation of inter and intra institutional workshops, seminars on quality related themes and promotion of quality circles

- ❖ Documentation of the various programmes/activities leading to quality improvement

- ❖ Acting as a nodal agency of the institution for coordinating quality-related activities, including adoption and dissemination of best practices

- ❖ Development and maintenance of institutional database through MIS for the purpose of maintaining/enhancing the institutional quality

- ❖ Development of quality culture in the institution

- ❖ Preparation of the Annual Quality Assurance Report (AQAR) as per the guidelines and parameters of NAAC, to be submitted to NAAC

Benefits

The benefits of having an IQAC in the institution are multi-fold, as they will:

- ❖ Ensure heightened level of clarity and focus in institutional functioning towards quality enhancement

- ❖ Ensure internalisation of the quality culture

- ❖ Ensure enhancement and coordination among various activities of the institution and institutionalise all good practices

- ❖ Provide a sound basis for decision making to improve institutional functioning

- ❖ Act as a dynamic system for quality changes in HEIs

- ❖ Build an organised methodology of documentation and internal communication

Composition

IQAC may be constituted in every institution under the Chairmanship of the Head of the institution with heads of important academic and administrative units, teachers, distinguished educationists and also the representatives of local management and stakeholders.

The composition of the IQAC may be as follows:

1. Chairperson: Head of the institution
2. A few senior administrative officers
3. Three to eight teachers
4. One member from the management
5. One/two nominees from local society, students and alumni
6. One/two nominees from employers/industrialists/stakeholders
7. One of the senior teachers as the coordinator/director of the IQAC

(Source – www.naac.gov.in)

Annual Quality Assurance Report

Annual Quality Assurance Report (AQAR) is a yearly report, which should be submitted to NAAC every year by all accredited institutions as per the format prescribed. The report is written for a particular academic year alone and contains data about the institution in two major parts; part-A and part-B. It is a report that minutely captures a comprehensive overview of the institution, defined with respect to the seven criteria identified by NAAC. It also provides systematic data with respect to various improvements implemented by that particular institution.

The seven criteria identified by NAAC are the following:

1. Curricular Aspects
2. Teaching-Learning and Evaluation
3. Research, Consultancy and Extension
4. Infrastructure and Learning Resources
5. Student Support and Progression
6. Governance, Leadership and Management
7. Innovations and Best Practices

NAAC has revised the guidelines for the creation of the Internal Quality Assurance Cell (IQAC) and submission of Annual Quality Assurance Report (AQAR) in accredited institutions from 2018-2019. The revised guidelines came into effect from 1st July 2018. As per the revised guidelines for creation of the Internal Quality Assurance Cell (IQAC), institutions need to submit the AQAR report in NAAC website. The Higher Education institutions which are submitting the AQAR from July 2018 onwards may use revised format which came into effect on 1st July 2018.

The AQAR report needs to be submitted to NAAC within one year of obtaining accreditation. In case the institution is not able to submit the report within that period, they can submit it within six

months after the 1 year period is completed. As per the Revised Accreditation Framework (RAF), the NAAC Accredited institutions need to submit the AQAR online. Once the AQAR is submitted online by the institution, the e-acknowledgement copy will be sent to the institution by the system itself.

Structure of the AQAR Report

The AQAR report consists of two distinct parts Part-A and Part-B. In part-A, the basic details of the college, like name, address, IQAC coordinator, contact details and accreditation details (cycle-wise) are given. Along with that, details regarding institutional status, type of faculty, affiliating status (and name of affiliating university), IQAC composition and their activities are mentioned.

Part-B consists broadly of criterion-wise segregated information regarding the institution. There are 7 criteria, the names of which have already been mentioned in the preceding paragraphs. Under 'Curricular Aspects' (Criterion I) is mentioned the overall details of the institution's academic programme. Under 'Teaching-Learning and Evaluation' (Criterion II), details of faculty members (and their participation in conferences), innovative processes of the institution, examination/evaluation reforms, course-wise distribution of pass percentage and the like are mentioned. In 'Research, Consultancy and Extension' (Criterion III), details regarding the institutions' attitude towards research promotion is assessed. Details of their projects, publications, funds sanctioned, conferences organized, budget, patents etc., are covered in this area. In 'Infrastructure and Learning Resources' (Criterion IV), the infrastructural details of the institution are mentioned. Criterion V 'Student Support and Progression', the institution provides details about student support services, support mechanisms for competitive examination coaching, counseling, career guidance, gender sensitization programmes and overall activities. Criterion VI 'Governance, Leadership and Management' contains details of the institutions quality improvement strategies, specifically in the following area – 'curriculum development', 'teaching and learning', 'examination and evaluation', 'research and development', 'library, ICT and physical infrastructure/instrumentation', 'human resource management', 'faculty and staff recruitment', 'industry interaction/collaboration' and 'admission of students'. Criterion VII details the innovations and best practices of the institution.

(Source – www.naac.gov.in)

CHAPTER - IV

Objectives of the Study

Higher education institutions provide a platform for students to nurture and develop their academic and creative faculties. In this sense, they are integral to the overall development of the nation – socially, economically and culturally. As important establishments, HEIs serve primarily two functions. Firstly, they impart knowledge to students and present an opportunity to students to think about how they can contribute to national development. Secondly (and equally importantly), it helps them reflect upon individual growth and development as well.

In the context of globalisation, there is a greater need to emphasize on quality and it is important for institutions to take initiatives for enhancing quality. In this direction, as per the suggestions of NAAC, each institution is supposed to have an 'Internal Quality Assurance Cell' (IQAC). IQAC may be constituted in every institution under the Chairmanship of the Head of the institution with heads of important academic and administrative units and a few teachers and a few distinguished educationists and representatives of local management and stakeholders. The IQAC is responsible for promoting awareness in the institution regarding quality assurance. To this end, they conduct many activities in the institution. As evidence for all these, they are supposed to submit the 'Annual Quality Assurance Reports' (AQAR).

Hitherto, emphasis given to the analysis of these reports was limited. The Research and Analysis Wing has taken an initiative to analyse these reports since, they offer enormous insight into the functioning of institutions. NAAC receives AQAR reports from institutions from all over the country. This report analyses those reports submitted by Sikkim, a state in the Northeast region of India, keeping the following objectives in mind:

1. To consolidate the data submitted by different Higher Education Institutions of Sikkim.

2. To analyze the information submitted under Part-A of the AQAR Report.

3. To analyze the information submitted under Part-B of the AQAR Report.

4. To highlight the main activities of the institutions in the academic year.

5. To highlight the activities conducted by the institutions with respect to the different criteria identified by NAAC.

6. To suggest recommendations pertaining to the improvement of quality.

CHAPTER - V

Analysis of Part-A of the AQARs

This chapter is a qualitative analysis of the information submitted by the following universities under Part-A of the AQAR Report. The following table is an overall picture of the nature of these colleges and contains details of accreditation, institutional status, type of faculty / programmes, type of institution and the like.

Sl. No.	College Name	Accreditation Details			Institutional Status	Type of Faculty/ Programme	Type of Institution	No of IQAC meetings held	No of Seminars/ Conferences/ Workshops Organized by the IQAC			
		Cycle	Grade	CGPA					International	National	State	Institutional Level
1.	Loyola College of Education	1	B	2.84	Central	TEI (Education)	Co-education	2	-	1	-	11
2.	Sikkim Government College	1	B	2.70	Affiliated	Arts, Commerce and science	Co-education	6	-	-	1	-
3.	Sikkim Harkamaya College of Education	1	B	2.58	Central	TEI (Education)	Co-education	4	-	2	-	13
		2	B+	2.63								

From the above table, it is evident that:

❖ Among all the colleges, only Harkamaya College of Education has entered into the 2nd Cycle

❖ All 3 Colleges has secured B grade but Harkamaya College has secured B+ in its 2nd Cycle

❖ There are two central colleges and one private college

❖ All 3 colleges are co-education colleges

❖ Two colleges are TEI (Education) Institutions and Sikkim Government College has a programme on Arts, Commerce and Science

Sl. No.	College	Themes	Significant Activities and Contributions made by IQAC:
1.	Loyola College of Education	▪ Professional Ability in Teacher Education: Understanding the Self ▪ Politics of Knowledge and Pedagogies of the oppressed: on the role of teachers in enhancing Critical Thinking and Alternative ways of Knowing respectively ▪ The qualities of Effective and Efficient Teachers ▪ Orientation cum visit to the Sikkim Handicrafts and Handloom Institute, South Sikkim ▪ Orientation to the basic Sur and Taal (Performing Arts) by Fr. Edward Arockiaraj S.J. ▪ Importance of the four 'H's in Ignatian Education: Education of the Head, Heart, Hand and Education to the Holy ▪ What Happens to You and What Happens Within You ▪ Right to Education	▪ Sikkim Handicraft and Handloom ▪ Basic Sur and Taal ▪ Fundamental of Drawing Sketch Field Based Activities Planning and Execution (Case Study, Personality Test, Oral History, Life Skills)

Sl. No.	College	Themes	Significant Activities and Contributions made by IQAC:
		▪ Profile of Emotional Intelligent Teacher ▪ History of Arts and Fundamentals of Drawing Sketch	
2.	Sikkim Government College	▪ Teaching-Learning and Evaluation	▪ Request for further recruitment of regular faculty to the State Government ▪ A new Boys Hostel has been added with a capacity of 72 students ▪ An international conference on Gender and Equity related issues was organized by the college ▪ IQAC organized one State-level Conference on Teaching-Learning and Evaluation ▪ Online Admission ▪ Recommendation for extension and renovation of college play ground ▪ Proper fencing of college campus was done ▪ Increase in speed and area coverage of Wi-Fi was achieved by means of dedicated BSNL line ▪ A total of 84 students were recruited by various companies through the college placement cell

Sl. No.	College	Themes	Significant Activities and Contributions made by IQAC:
3.	Harkamaya College of Education	▪ National Level Workshop on the Use of SPSS, Models of Teaching, Education and Globalization, Position of Women in Contemporary Society, Class-room Management, Creative Essay Writing, Culture Integration Programme, School Management Committee and Inclusive Education	▪ Maintenance of QCI and MAS up dation in the website, National Level Workshop on the Use of SPSS, Culture Integration Programme, Remedial Classes for Slow Learners, Academic Syllabus Revision of B.A. ▪ B.Ed and B.Ed Part Time, facility for e-learning, Academic leave for teachers participating in Seminars and Work shops, Organizations of Seminars and Symposia in the college through morning assembly ▪ Feedback of students on revision of important topics, Information and campus selection of teachers, Debate and Quiz, Creative Essay Writing, Waste Management Programme

Conclusion of Part-A

The following are the conclusions based on part-A of the AQAR reports:

- The AQAR report submitted by Sikkim Government College contains general details pertaining to institutional status, including composition, themes and significant activities made by IQAC in the year 2016-2017. According to the report, the college's theme is 'Teaching-Learning and Evaluation'. The college undertook several significant activities such as giving importance to further recruitment of regular faculty and organisation of international and state-level conferences. The campus gave attention to infrastructural facilities. The construction of a new hostel was completed along with the renovation of the playground.

- The AQAR report submitted by Loyola College of Education contains general details pertaining to institutional status, including IQAC composition and significant activities in the year 2015-2016. The college focuses on a number of themes and politics of knowledge and pedagogies of the oppressed. Some of the larger themes that the college focused upon was professional ability in teacher education, efficient teaching and its qualities, history of arts and profile of an emotionally intelligent teacher. According to the report, the college undertook several significant activities such as Sikkim Handicraft and Handloom programme and oversaw the planning and execution of field based activities.

- The AQAR report submitted by Harkamaya College of Education contains general details pertaining to institutional status, including composition, themes and significant activities made by IQAC in the year 2016-2017. The college had many themes, some of which were 'Models of Teaching, Education and Globalization', 'Position of Women in Contemporary Society', 'Class-room Management' AND 'Inclusive Education'. According to the AQAR report, the college conducted many activities like the maintenance of QCI and MAS updation in the website. A National Level Workshop on the Use of SPSS was conducted and a cultural integration programme was organised. Seminars and Symposia were organised in the college through morning assembly.

CHAPTER - VI

Analysis of PART-B of the AQARs

This section is a qualitative analysis of Part-B of the AQAR Report. Institutions provide a range of detail under seven distinct criteria, which are 'Curricular Aspects', 'Teaching and Learning', 'Research, Consultancy and Extension', 'Infrastructure and Learning Resources', 'Student Support and Progression', 'Governance, Leadership and Management' and 'Innovations and Best Practices'.

1. Sikkim Government College

Sikkim Government College was accredited with a B grade by NAAC and a CGPA of 2.70 (first cycle). The college is affiliated to Sikkim University. For the following analysis, the AQAR report submitted in 2016-2017 was considered.

Criterion I – Curricular Aspects

With respect to the nature of their academic programme, the college has 5 undergraduate programmes and 19 postgraduate programmes. These programmes are structured through a semester system. Feedback of stakeholders (comprising of students) was collected manually. The syllabus was revised by Sikkim University in 2016-2017 and it was implemented in the 2017-2018 session.

Criterion II – Teaching-Learning and Evaluation

The college has a total of 44 permanent faculty members. There are 25 assistant professors, 15 associate professors and 4 language resource persons. 21 permanent faculty members hold a doctoral degree and there are 5 guest and 35 faculty members. The college has installed smart classes where faculties take classes using media resources as an innovative practice. It has also organised field trips, industrial visits and educational tours outside Sikkim.

The faculty participation in conferences and symposia was seen to be substantial with members attending international, national and state level conferences. A good number of teachers also presented papers at these conferences and a few of them acted as resource persons at national and state level. Faculty members were involved in curriculum restructuring and syllabus development. They were also involved as member of board of study/faculty/curriculum development workshop. The average percentage of attendance of students is 86%.

To monitor the teaching and evaluation process, the college holds conferences to sensitize faculty members about the recent developments in pedagogy of teaching. It has held one conference of such type titled 'Teaching-Learning, and Evaluation'. It invites students' feedback about their learning experience in the classes and confers with the teachers to make them aware of the problems of students.

In order to facilitate faculty development, refresher courses, faculty improvement programmes, HRD programmes, summer/winter schools/workshops and other type of programmes were held.

Criterion III – Research, Consultancy and Extension

The college encourages and sensitizes important research related issues. Teachers have been requested to write research proposals for projects and to hold academic seminars in the college. They have been also updated regarding RUSA guidelines for fund mobilization. 1 major and 4 minor research projects were undertaken. Research related works were published in international and national journals (both peer reviewed and non-peer reviewed). Some of the publications are conference proceedings. Research funds were sanctioned from various funding agencies like UGC and DBT. Books were published by the college, a majority of which had ISBN number.

Conferences were organized and 15 faculty members served as experts/chairpersons/resource persons. International and national collaborations were undertaken. No collaborations or linkages were made during the past one year. Research rewards were granted to the faculty members. No patents were received.

The following major activities were undertaken during the year in the sphere of extension activities and Institutional Social Responsibility:

- ❖ Initiatives were undertaken towards making the campus green

- ❖ Blood donation camps, cleanliness drive, substance abuse awareness and environmental awareness campus

Criterion IV – Infrastructure and Learning Resources

The campus includes 31 classrooms, 24 laboratory and 2 seminar halls. Equipments worth Rs. 92.03 lakhs were purchased during the current year. The administration and the library are computerized and information is disseminated through the college website. OPAC and INFLIBNET facility is installed in the college.

The library holds 20,767 text books, 2,096 reference books and many Journals. E-books, E-journals and digital database can be accessed through UGC and INFLIBNET.

The college offers the latest technological equipments (134 computes, 2 computer labs, internet facility, 22 browsing centers and 7 offices). The college pays attention to awareness programmes and workshops for technology up gradation. A total of Rs. 101.41 lakhs were spent on maintenance alone.

Criterion V – Student Support and Progression

To enhance awareness about student support services, IQAC has advised the College Website committee to revise the site from time to time. It also coordinates different committees responsible for the upkeep of existing facilities. IQAC encourages the entire student community to actively participate in Campus placement drives, blood donation camps, social forestry, cleanliness drive, and other activities falling under Institutional Social Responsibility.

To track the progression of these activities, timely records were maintained. The data about students' progress is mainly collected from the Alumni Association. Recently, the college had requested the Association to launch their own website so that it becomes a veritable source in the future.

In this year, a total of 3062 UG students, 103 PG students and 2 Ph.D students enrolled themselves in this college. 23 students were from outside the state. The institution provides student support mechanism for coaching for competitive examinations. The Career Guidance and Placement Cell trained and counselled a total of 919 students for various job oriented examinations. 84 students were recruited through campus interview.

There is a Career Guidance and Placement Cell. This year the Cell invited the following companies namely Zydus Health Care, Institution of Company Secretary of India, Indigo Airlines, Thomson Digital, Teach for India, Elements Gangtok. These companies held a number of contact rounds with the students and counselled 919 students. Finally, they selected 84 students as apprentice in their concerns with promise to absorb them in future if found competent. Besides, the Cell makes the students aware about the various national and state level competitive examinations. The Cell is also planning to call more national and multi-national Companies for future placements of the students.

There is an active and functional Gender Sensitisation Cell. The Cell held three day International Seminars using funds given by RUSA under its Equity Component. The Cell also looks after all cases related to eve teasing and harassment of the girls by the boys in the college. The process is two tiered: the matter is reported to the Cell which then sends it to the Disciplinary Committee. The Committee, as per the rules and regulations of the College, decides the appropriate penalty for the erring students.

The college has schemes for the provision of financial support to needy students. Major grievances were addressed.

Criterion VI – Governance and Leadership

Work on the development of a Management Information System (MIS) is currently going on and it is partially functional at present. The following quality improvement strategies were adopted by the institution:

a) Curriculum development: The faculty members actively participate in the periodic revision of syllabus of various undergraduate and postgraduate courses. They are also engaged in the proposed restructuring of all undergraduate courses of the University

b) Teaching and learning: Remedial Classes for weak students were arranged during 2016-17. Smart class room is regularly used for audio-visual and power point presentation. Learning process is augmented by a central library with more than 20,000 text books and about 2000 reference books. Students are also taken for study tour, industrial visits and field trips to various places inside and outside the state.

c) Examination and evaluation: continuous evaluation is done internally and the end term answer scripts are evaluated externally by the university.

d) Research and development: Faculty members are engaged in various minor and major research projects funded by different agencies UGC, DBT, DST etc., and there is a research cell in the college to facilitate/encourage teachers to pursue R and D works.

e) Library, ICT and physical infrastructure: Library is well equipped with a collection of more than 22000 books and subscription of 43 print journals.

f) Human resource management: done by the Human Resource Development Department, Government of Sikkim. At the institutional level, the human resource is managed by the Principal.

g) Faculty and staff recruitment: Recruitment, promotion and transfers are monitored by the Human Resource Development Department (HRDD), Government of Sikkim.

h) Industry interaction/collaboration: Different hydro power projects and pharmaceutical factories established.

i) Admission of students: Merit-based.

Financial assistance is provided to teaching faculty, non-teaching staff and to needy students. The following efforts were made by the college for examination reforms:

❖ For internal evaluations the college follows a transparent system

❖ The students are also made aware of their weaknesses by the concerned teachers who also guide them to improve their academic performance

Criterion VII – Innovations and Best Practices

The following best practices are undertaken by the institution: including provision of ICT facilities, organisation of cultural events, conferences and seminars. Blood Donation camp, plantation drives, Swachh Bharat Abhiyan, yoga camps and many other extension activities are held regularly. The college has two best practices: Semester system of Teaching, Learning, continuous evaluation, online admission system.

Plans of the Institution for the Next Year

The college plans to revamp their recruitment strategy, start new postgraduate courses, establish laboratories for postgraduate courses, organise conferences, establish a language laboratory and start an online feedback system for students. The college also hopes to renovate the existing seminar hall and organise training programmes for non-teaching staff.

Conclusion

In Criteria I-'Curricular Aspects,' the college has conducted relevant activities to support good curricular transaction. In Criteria II - 'Teaching-Learning and Evaluation', the college adopted innovative practices, introduced examination and evaluation reforms and organized learning-centric programmes. The faculty participation in conferences and symposia was seen to be substantial with members attending international, national and state level conferences. A good number of teachers also presented paper at these conferences and a few of them acted as resource persons at national and state level. Faculty development programmes were also initiated.

The college encourages and sensitizes important research related issues. Research projects were undertaken and many works were published in journals and in books. With respect to criterion IV 'Infrastructure and Learning Resources', it is seen that the college has fulfilled all the requirements.

Regarding criterion V-'Student Support and Progression' the college maintains a timely record of the activities of the college. The performance of the college was seen to be satisfactory. With respect to criterion VI, i.e. 'Governance, Leadership and Management' and criterion VII 'Innovations and Best Practices', it is evident that the college has organized sufficient number of programs.

2. Loyola College of Education

Loyola College of Education has been accredited with B grade by NAAC, with a CGPA of 2.84 (first cycle). The college is affiliated to Sikkim University. For the following analysis, the AQAR report submitted in 2015-2016 has been considered.

Criterion I – Curricular Aspects

With respect to the nature of their academic programme, there is an undergraduate programme and one other programme. These programmes are structured through a semester system. The feedback of stakeholders (comprising of students) is collected manually. As per the regulations of NCTE (2014), a two-year B.Ed. Course was introduced. With respect to revision in syllabi, Sikkim University introduced a new curriculum based on the NCTE Framework. While no new departments/centers were introduced, the college did introduce 6 new optional papers.

Criterion II – Teaching-Learning and Evaluation

The college has a total of 8 permanent faculty members, out of which all of them are assistant professors. 4 of these faculty members hold a Ph.D degree. There are 9 guest/visiting/temporary faculty members. The faculty members presented papers at international, national and state level conferences/symposia. The following innovative practices were adopted by the institution in teaching and learning:

- ❖ Analysis of the results
- ❖ Remedial and Peer tutoring
- ❖ Feedback (written and verbal) on Field Based Activities
- ❖ Team Teaching
- ❖ Life Skills in terms of discerning and decision making power
- ❖ Self Management
- ❖ The institution introduced evaluation/examination reforms

Only 1 faculty member was involved in curriculum restructuring, revision and syllabus development. The average percentage of attendance of students was 92%. To monitor the teaching and evaluation process, IQAC conducted periodical evaluation of teaching and learning process.

A written feedback mechanism was introduced for the evaluation of teacher educators. A self-evaluation system was also introduced for them. In order to facilitate faculty development, the college held improvement programmes, orientations, summer/winter schools/workshops and other activities.

Criterion III – Research, Consultancy and Extension

To promote research climate in the institution, IQAC maintains a well furnished library with adequate books on research methodology and national and international journals. Along with providing free internet browsing facilities and free e-resources, IQAC encourages writing research articles in newspapers and journals. A distance guidance programme has been made available to M.A. (Education) candidates.

However, no research projects (major or minor) were undertaken. 2 research papers were published in peer reviewed journals (1 in an international journal and 1 in a national journal) but no research funds were sanctioned to the college for promoting research acumen. No books were published. 1 national-level and 5 college-level conferences were organized. 2 faculty members served as experts, chair persons and resource persons. The college undertook collaborations and created linkages. No patents have been received and no research awards have been granted to faculty and research fellows.

The following major activities were undertaken during the year in the sphere of extension activities and institutional social responsibility:

❖ Annual sports, Community programme, Inter-house debate and Recitation Programme

❖ Community Programme in collaboration with NGO

❖ Swachh Bharat Abhiyan awareness programme on 23rd March 2016

❖ Remedial Coaching classes for neighbouring children from 28th April 2016 onwards

❖ Sharing of play grounds for neighbourhood children

❖ Observation of the World Environment Day and Plantation of more than hundred sapling of different ornamental trees

❖ Observation of International Yoga Day by Yoga Trainer B.K. Sunil from Brahma Kumari Raj Yoga Meditation Centre, Namchi

Criterion IV - Infrastructure and Learning Resources

The campus is spread over 10 acres and has 3 classrooms, 5 laboratories (cum classrooms), 1 seminar hall and other technological equipments worth Rs. 28.54 lakhs. The administration and library is computerized. The library holds 7152 text books, 1407 reference books, 15 journals and 1 e-journal. The college has sufficient technological facilities (46 computers, 1 computer lab and 4 browsing centers). A total of Rs. 55.68 lakhs was spent on maintenance alone.

Criterion V - Student Support and Progression

To enhance awareness about student support services, IQAC organized orientation programmes for students and resource persons were invited for discussion on various topics. Awareness

campaigns regarding diseases and their prevention was given priority. The institution has many systems in place to track the progression of these activities, including feedback collection, social networking, regular meetings and the like.

The college has a total of 50 UG students. 31 of these students are from outside the state. The institution has a student support mechanism for coaching for competitive examinations. Various journals are made accessible to students and extra classes are provided to students. College provides counselling and career guidance to every student every year through personal counselling.

A total of 50 students have benefitted from this facility. The institution does not have an official placement drive. To address the issue of gender sensitization, 1 programme was constituted in the college. The college has schemes for the provision of financial support to needy students and a total of 2 students have benefitted from the same.

Criterion VI - Governance, Leadership and Management

The institution has a management information system. The following quality improvement strategies have been adopted by the institution:

i. Curriculum development: While Sikkim University designs the curriculum, the college believes in going beyond the syllabus. College has its own value based Pedagogy, which is termed as Integrated Pedagogical Paradigm.

ii. Teaching and learning: A wide range of Learning experiences are given to the students by giving assignments, term paper presentations, seminars, projects and the like.

iii. Examination and evaluation: Continuous mentoring of students during the academic year is the outstanding feature of Loyola College of Education. Therefore, provision is there for each student to have his/her own mentor from among the Staff.

iv. Research and development: There is a Research Cell headed by the Principal and all the teachers as its member.

v. Library, ICT and physical infrastructure: A well-stocked library with adequate facilities is present.

vi. Human resource management: Enhancement of qualification of the staff through open mode, encouragement to participate in seminars etc.

vii. Faculty and staff recruitment: Adequate measures are taken to advertise job vacancies in concerned avenues.

viii. Industry interaction/collaboration: the college has collaborated with various institutions, universities, coaching institutes and business organizations.

ix. Admission of students: Admission procedure begins with the notification on the college notice board and college website.

Financial assistance is provided to teaching, non-teaching faculty and students. Examination reforms have been initiated by the university in the form of a systemized internal and external evaluation.

Criterion VII - Innovations and Best Practices

Innovations introduced during this academic year which have created a positive impact on the functioning of the institution:

The college has 4 best practices :

- ❖ SMART Classrooms for teaching and learning

- ❖ Networking with other colleges and participation on National level exchange programme in Teacher Education organised by St. Xavier's College, Kolkata 29th and 30th January 2016

- ❖ Morning assembly with prayer, thought for the day, GK Quiz, daily news and speech by the students and teachers

- ❖ Every year, an orientation programme is conducted on curriculum and scope of the course

Plans of the Institution for the Next Year

The college plans to start new courses, install a solar panel, complete the construction of a new multipurpose hall and give more focus on action research.

Conclusion

According to the AQAR Report submitted by the institution, it is seen that the college has conducted relevant activities to support good curricular transaction. The college adopted innovative practices, introduced examination and evaluation reforms and organized learning-centric programmes under criterion II. The college needs to pay more attention to criterion III 'Research, Consultancy and Extension'. Even though the college has published papers in peer reviewed international journals, no major or minor projects have been taken during the last academic year. In criterion IV 'Infrastructure and Learning Resources', it is seen that the college has fulfilled all the requirements.

The college has a student support mechanism (for coaching the students for competitive examination). However, its performance could be enhanced through an organized placement drive. With respect to criterion VI, i.e. 'Governance, Leadership and Management' and criterion VII 'Institutional Values and Best Practices', it is evident that the college has organized sufficient number of programs.

3. Harkamaya College of Education

Harkamaya College of Education has been accredited with B+ grade by NAAC, with a CGPA of 2.63 (2nd cycle). The college is affiliated to Sikkim University. For the following analysis, the AQAR report submitted in 2016-2017 has been considered.

Criterion I - Curricular Aspects

With respect to the nature of their academic programme, there is 1 undergraduate, 1 postgraduate and 1 Ph.D programme. These programmes are structured through a semester system. The

feedback of stakeholders (alumni, parents, employers, students) is collected online. Revision of syllabi has been done in the past year as per NCTE Regulations 2014. A Ph.D programme was also introduced.

Criterion II – Teaching-Learning and Evaluation

The college has a total of 19 permanent faculty members, out of which 16 are assistant professors and 2 are associate professors. 4 of these faculty members hold a Ph.D degree. There are no temporary faculty members. They attended international, national and state conferences. The following innovative practices were adopted by the institution in teaching and learning:

❖ Enhancing of professional capacities

❖ Simulated teaching

❖ Group discussion

❖ E-learning etc.

Evaluation reforms are conducted according to Sikkim University norms. A total of 20 faculty members were seen to be involved in curriculum restructuring, revision and syllabus development. The average percentage of attendance of students is 90%. To monitor the teaching and evaluation process, measures like remedial classes, NET/SLET/TET tuitions for students, assignments, workshops, internal assessments etc., were conducted. In order to facilitate faculty development, the college held refresher courses, UGC-Faculty improvement programmes, HRD programmes, orientations, faculty exchange programmes etc., were conducted.

Criterion III: Research Consultancy and Extension

IQAC has the following measures to sensitize and promote research in the institution:

❖ Journal publication

❖ College bulletin

❖ Reviewing of journal articles

❖ Writing research articles in national and international journals etc.,

The institution undertook no projects (neither major nor minor). The faculty members are quite research driven and have published papers in peer reviewed international journals and national journals, international e-journals and national conference proceedings. Books were published. Research funds were not sanctioned.

5 conferences were organized at the college. 2 faculty members served as experts, chairpersons or resource persons. Collaborations and linkages were made. 6 major extension activities have been organized in total.

The following major activities were undertaken during the year in the sphere of extension activities and institutional social responsibility:

❖ Community Activities

❖ Blood Donation, Red Ribbon Club

❖ Career Counseling

❖ Programme on RTI, "Mission for Education" Programme

Criterion IV - Infrastructure and Learning Resources

The campus is spread over 0.49 acres and has 2 classrooms, 5 laboratories, 2 seminar halls. Equipment worth Rs. 3.04 lakhs were purchased during this year. The library is computerized. The library holds 5428 text books, 525 reference books, 250 e-books and 20 journals. The college is updated with technology (23 computers, 13 computer labs and 7 internet providing facilities). The college does ICT training to teachers and students. It has smart rooms with adequate facilities. A total of Rs. 20.06 lakhs was spent on maintenance alone.

Criterion V - Student Support and Progression

To enhance awareness about student support services, IQAC organised anti-ragging campaign, health services and oversaw learning processes. Through Alumni Association, the college keeps in touch with students through social media. The college has a total of 146 UG, 35 PG and 2 Ph.D students and there are 74 students from outside the state.

The institution does provide student support mechanism for coaching for competitive examinations, in the form of remedial coaching, free coaching and guidance. To provide student counselling and career guidance, IQAC gives guidance and counseling on elective subjects, method subjects and provides learning materials, conducts group discussions and workshops. A total of 181 students have benefitted from this facility. There is an official placement drive on campus. The institution has adequate gender sensitization programmes. The college has schemes for the provision of financial support to needy students.

Criterion VI - Governance, Leadership and Management

The institution has a management information system in place and it is used in selecting, collecting, aligning and integrating data on academic and administrative issues of the institution. The following quality improvement strategies have been adopted by the institution:

i) Curriculum development: The institution participated in the curriculum updation sessions of Sikkim University and organized internships, workshops and the like. It also invited eminent members for educational meetings and lectures.

ii) Teaching and learning: Active learning process (simulation, projects, internship, practice teaching, group discussion, guidance and counseling, microteaching, programmed instruction, models of teaching etc., is encouraged.

iii) Examination and evaluation: Internal assessment, external evaluation, Practicum – EPC (Enhancing Professional Capacities), field training, seminars, development of learning material, field study, textbook review and analysis, thesis review, case study.

iv) Research and development: M.Ed and Ph.D research guidance, publication of research articles in national and international journals.

v) Library, ICT and physical infrastructure: Library with approximately 6,000 books, journals, magazines, regular newspapers, periodicals, Wi-Fi facilities, ICT etc., Computers, book bank, library manager, digitalization of library etc.,

vi) Human resource management: Faculty development programme, career progression, providing research services, organizing seminars, workshops, provision of study leave, regular payment of salary.

vii) Faculty and staff recruitment: By adopting NCTE and UGC rules and regulations.

viii) Industry interaction/collaboration: IGNOU, SSA, ICSSR, UGC, NCTE etc.,

ix) Admission of students: Admission of students by selection on the basis of their merits as per the NCTE norms, fair admission procedures adopted.

Financial assistance is provided to students, teaching and non-teaching staff. The college so far, has generated a corpus fund of Rs. 1,35,40,279. As a part of examination reforms, the college, has initiated research proposal presentations, end semester examinations, assignments etc.

Criterion VII - Innovations and Best Practices

In order to create a positive impact on the functioning of the institution, the College organized faculty improvement and exchange programmes, various research activities, publications and seminars etc. Adequate measures were taken to enhance infrastructural facilities. The college has two best practices:

1. In the area of Teaching and Learning, the institution offers free coaching programmes for competitive examinations, like National Eligibility Test (NET).

2. In the area of Infrastructure and Learning Resources, a new seminar hall (with an advanced level projector) has been provided to students. The college has also provided a broadband internet connection and has made it available free of cost to members of the staff and students.

Plans of the Institution for the Next Year

With respect to infrastructure, the college plans to open part-time B.Ed courses in Education and increase student intake for its courses.

Conclusion

To ensure quality, the college has implemented several schemes, like conducting good curricular transaction, adopting innovative practices, introducing examination reforms and organising learning-centric programmes. In order to facilitate faculty development, the college held refresher courses, UGC-faculty improvement programmes, HRD programmes, orientations, faculty exchange programmes etc., were conducted.

The performance of the college in criterion III 'Research, Consultancy and Extension' can be improved since no research projects were undertaken. More national and international conferences can be organised. With respect to criterion IV 'Infrastructure and Learning Resources', it is seen that the college has fulfilled all the requirements.

Apart from these, the college spreads awareness about student support services and it has a student support mechanism in place. The institution does provide student support mechanism for coaching for competitive examinations, in the form of remedial coaching, free coaching and guidance. It is evident that the college has organized sufficient number of programs, with respect to criterion VI, i.e. 'Governance, Leadership and Management' and criterion VII 'Institutional Values and Best Practices'.

Conclusion of Part-B

i) Criterion I- Curricular Aspects

a. Colleges were seen to have a range of programmes from undergraduate and postgraduate to self-financing, diploma and certificate programmes.

b. Most colleges had a semester system and the feedback of stakeholders was collected.

c. While in certain colleges, revision and update of syllabi was done, the same cannot be said for all the institutions that have been considered for analysis here. The reason for that is some colleges follow the syllabus set by the university (that these colleges are affiliated to), leaving little to no room for revision.

d. While in certain cases, departments and centres were introduced, one cannot generalise and conclude that all colleges did the same.

ii) Criterion II – Teaching-Learning and Evaluation

a. Admission process and student profile of students are selected as per the rules of the institution. This was found to be systematic and transparent.

b. In most colleges, the teaching faculty members were found to have attended conferences of varying regional capacities (international, national and state). But more effort can be paid to this area as it can significantly contribute to research output.

c. Several innovative practices were adopted by institutions in teaching and learning. For examples, various programmes like field visits, project works, and group activities were initiated.

d. In the institutions, examination procedures are transparent. Not only the exams were conducted regularly, but in certain cases, reforms were also undertaken to restructure them as and when required.

e. Monitoring of the teaching and evaluation process was carried out diligently and faculty development programmes were also initiated.

f. Faculty members should be encouraged to participate in curriculum restructuring and revision as updation of syllabi will encourage students to gain knowledge.

g. Several faculty development programmes were also conducted by the colleges.

iii) Criterion III – Research, Consultancy and Extension

a. Colleges organise academic programmes in order to promote research.

b. Many faculty members have completed major/minor research projects. But this cannot be said for all the colleges that have been taken for analysis in this study. It is imperative that active research be promoted in the institute to nurture research rigour and potential. Hence, institutions should apply for research grants and funds.

c. Research and publication output of the faculties is not consistent with the number of faculties.

d. Collaborative research and consultancy have been strengthened in some universities, while in some others, it is to be initiated.

e. In certain cases, the institution was seen to organise conferences, some even at the international level. But this is not true for all and hence, can be paid attention to.

f. Collaborations and linkages are seen to be integral to promoting the research output of the institution.

g. Various activities were undertaken in the sphere of extension activities and institutional social responsibility.

iv) Criterion IV – Infrastructure and Learning Resources

a. All the institutions performed satisfactorily in this criterion.

b. The general infrastructural facilities seen in these institutions are satisfactory. However, considering the changing need of upcoming career oriented/vocational courses and changing needs of students, it is imperative for continuous up gradation of these facilities.

c. There is a need to enrich the library with more books, reference journals and academic books.

d. It is good to see that most institutions have actively started to computerise the library and other services. Efforts need to be taken to maintain this.

v) Criterion V : Student Support and Progression

a. Most of the colleges organised programmes to enhance awareness about student support services and made sure to track the progression of these activities.

b. A few colleges encouraged a mentoring system and facilitated regular discussions between mentors and mentees. But the same was not noted for all. Since this is a very beneficial activity, it would be better if other colleges also organised something similar.

c. Regarding a support mechanism for coaching for competitive examinations, it was noted that some colleges had a system while others did not. Given the fact that such training would eventually help students in orienting their careers, it is suggested that all colleges ensure the smooth functioning of this system and initiate a career guidance cell to look after the same.

d. Most colleges offer financial support to needy students and this will help reduce social and economic disparities among students.

e. There should be a right balance of curricular and non-curricular activities in the colleges.

f. Linkages with local industries are to be established and in some cases, maintained for hands-on-training and also for facilitating future employment/self-employment /entrepreneurship.

vi) Criterion VI – Governance, Leadership and Management

a. The institutions have done satisfactorily with respect to quality improvement strategies, in the following aspects: 'curriculum development', 'teaching and learning', 'examination and evaluation', 'research and development', 'library, ICT and physical infrastructure', 'human resource management', 'faculty and staff requirement', 'industry interaction/collaboration' and 'admission of students'.

b. Most institutions provide financial assistance to teaching faculty, non-teaching faculty and students through various sources.

vii) Criterion VII – Innovations and Best Practices

a. All the colleges have a range of innovations and best practices.

b. Societal need based new innovative short term courses need to be introduced in institutions.

c. The courses should be designed such that students be sensitised towards some of the pertinent issues of the time.

d. Value education should be imparted through teacher-interaction.

e. Successful innovative practices need to be published, promoted and replicated in other colleges.

CHAPTER - VII

Conclusions and Recommendations

Conclusive Remarks

In this study, the AQAR reports of 3 colleges in Sikkim have been analyzed with respect to their performance in part-B, which includes the following criteria – 'curricular aspects', 'teaching-learning and evaluation', 'research, consultancy and extension', 'infrastructure and learning resources', 'student support and progression', 'governance, leadership and management' and 'innovations and best practices'. The study is completely qualitative in nature.

The colleges were seen to perform well in the 'curricular aspects', 'infrastructure and learning resources', 'governance, leadership and management' and 'innovations and 'best practices'. But the performance in other criteria, like 'teaching-learning and evaluation', 'research, consultancy and extension' and 'student support and progression' needs to be improved.

Among the various curricular aspects that colleges have, one could say that all colleges offer a range of programmes, with timely feedback collected from stakeholders regarding various decisions. With respect to 'teaching-learning and evaluation', it is suggested that colleges pay more attention to increasing research output of its faculty members. Colleges need to look into their performance in 'Research, Consultancy and Extension' and implement measures for further improvement.

In the case of 'student support and progression', most of the colleges organised programmes to enhance awareness about student support services and tracked the progression of these activities. To improve the performance of students in this category, it is suggested that institutions set up a structured mentoring system to facilitate regular discussions between mentors and mentees. It would be prudent for colleges to maintain the support mechanisms that colleges have in place to provide coaching for competitive examinations. The performance of colleges in the criteria 'Governance, Leadership and Management' and 'Innovations and Best Practices' appeared to be satisfactory. But even here, efforts could be taken to sensitise students through value education and innovative practices.

Recommendations

Having done such a comprehensive analysis of the AQAR reports submitted by the colleges in Sikkim, the following recommendations are proposed for the Higher Education Council, the Policy Makers and NAAC.

The analysis will give us a global picture regarding the functioning of Higher Educational Institutions in Sikkim. Most of the colleges analyzed in this report performed poorly in criteria, like 'teaching-learning and evaluation', 'research, consultancy and extension' and 'student

support and progression'. Hence, it is suggested to the concerned officials to pay adequate attention to these areas so that, an overall development can be achieved.

1. A few of the faculty members have not obtained a doctoral degree. Hence, faculty members can be encouraged to complete their Ph.D and thereby, take up research projects and supervision of Ph.D scholars.

2. A lot of innovation is taking place with respect to ICT based teaching and learning. Teachers may be provided adequate trainings in order to be updated with these progressions.

3. It was noted that in certain cases, colleges do not have the freedom to revise and update syllabi as they were affiliated to a university. In these cases, it is suggested to policy makers to update the syllabi of these universities in a timely fashion.

4. Policy makers may also think about whether there could be more financial assistance for students in need.

5. Faculty members may be encouraged to take up research projects and incentives may be provided for the same, like seed money. This can be done through myriad ways, namely through encourage teachers to attend and organize conferences of varying regional capacities, publish papers, take up research projects (major and minor) and undertake collaborative research. There is a need to enrich the library with more books, reference journals and academic books as well.

6. Visiting teams can spend adequate time to verify the quality of the activities under various criteria.

7. The AQAR is submitted by accredited institutions every year to NAAC. But such a comprehensive analysis of these reports has not been undertaken before. NAAC may, hence, undertake more such state-wise analysis of AQAR reports because ultimately these are nothing but a bird's eye view into the functioning of accredited institutions across the country. This will help us predict the future of these institutions. Criterion-wise analyses will also give us the weaknesses and strengths under various criteria.

8. Incentives or appreciation letters may be provided to those institutions that are doing serious work.

Limitations of the Study

1. Only certain activities that appear to be significant to quality assurance have been considered for the purposes of this report.

2. The report is purely qualitative and does not provide any quantitative analyses of the concerned institutions.

For Communication with **NAAC**

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