



# **SELF STUDY REPORT**

**FOR**

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

**DONYI POLO GOVERNMENT COLLEGE, KAMKI**

PO/PS- KAMBA, WEST SIANG DISTRICT, ARUNACHAL PRADESH PIN- 791001,

INDIA

791001

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

Submitted To

**NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL**

**BANGALORE**

**September 2024**

# 1. EXECUTIVE SUMMARY

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## 1.1 INTRODUCTION

The founding of this college was a giant leap for the people of west siang district towards the ever changing dynamic world of higher education. Before its establishment, students from this district had to move out of the state or district to access even basic graduation, leave apart the professional degrees like engineering and medicine. Therefore, the college's establishment was a great relief to this district, especially the economically weaker rural folks. Established on 22nd July 1996, Donyi Polo Government College, Kamki has completed 28 years of existence.

Adhering to its original objective of bringing higher education to the remote doorstep of the people of west siang district in Arunachal Pradesh, the college is expanding its wings and embracing several new parameters that align with the changing dynamics of time and are essential to a Higher Education Institute. Having secured a NAAC grading of 'B' in both the first cycle (2006) and second cycle (2014) of NAAC accreditation, the college demonstrates its steadiness and commitment. Although in a limited way, even being far-flung, the college continuously renders higher educational values.

Starting modestly with MIBT buildings with just five faculty members and about 190 students, the college now boasts a promising concrete structure with a strength of 1000 students. Geographically located at 28°16'30 N latitude and 94°41'08°E longitude, the college is 25 km north of Aalo town, the district headquarters of west siang district, Arunachal Pradesh. The college campus is exactly 1.5 km from the main road that passes through Kamba town towards Menchuka and is quietly situated by the bank of the Yomgo (Siyom) River, a major tributary to the mighty Siang River, which becomes the Brahmaputra after reaching the plains of Assam, leaving behind the hilly terrains of Arunachal. The serene and picturesque location provides a true academic ambiance to the college.

### **Vision**

The college envisages a clear-cut vision i.e. to place Higher Educational Values even to the peripheries at a time when the focal point, in most of the cases, is the centre.

The motto of the college is "SA VIDYA YA VIMUKTYE", which means "knowledge brings freedom". This premier institution aims to nurture and develop the young learners of the society in terms of intellectuality and spirituality. It aims to inbuilt a healthy mind and soul among the learners through knowledge. The college aims to develop human resources required at different levels of the society and to make them self-reliant in their life and society.

### **Mission**

1. To fulfill the aspirations of the people in general and the intellectual requirements of the students in particular.
2. Being the only government institutions of higher learning in the region, the basic objective behind the establishment of this college is to facilitate the opportunities of higher education to economically

backward students of rural tribal area.

3. To train, guide and direct the abilities, energies and potentialities of the students in acquiring better knowledge and skills.
4. Emphasis on women empowerment and their participation at all levels.
5. Continuous and consistently marching towards the ultimate goal of nation building.
6. To provide affordable and quality education to students of all sections of the society.
7. To prepare students with adequate knowledge and skills required at different levels of society to compete in the present employment opportunities.
8. To develop work culture and promote dignity of labour.
9. To sensitize students towards Environment, Human Rights and Social Justice.
10. To promote personality development through community services.

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

### Institutional Strength

1. Placing higher education at the door step of village.
2. Representation in All India Survey on Higher Education (AISHE) annually.
3. Fourth largest college in the state in terms of Students enrollment.
4. Far from pollution and noise.
5. Complete eco-friendly campus.
6. Co-existence of Arts & Commerce streams.
7. Good Result in University Examination every year.
8. 103 acres of open plain land.
9. Separate academic and administrative blocks.
10. Well-maintained playground.
11. Accommodation for teachers, staff and students.
12. Healthy campus Lives for the teachings, non-teaching staffs and students.
13. Visionary and dynamic management having tremendous trust in the society.
14. Multipurpose auditorium and students activity centre.
15. Presence of computer laboratory which provides opportunities for vocational computer courses to the students.
16. Reaccredited with B Grade in 2014 (2nd Cycle) and DPGC is the only Government college in West Siang District.

### Institutional Weakness

1. Lack of institutional autonomy.
2. Disproportionate Teacher-student Ratio.
3. Inadequate infrastructure, teachers, and supporting staff.
4. Problem of remoteness.
5. Connectivity problem.
6. Absence of good schools for teaching and non-teaching staffs school going children.

### Institutional Opportunity

1. Large campus area gives a vast scope of future development.
2. Ideal location to explore the environmental aspects.
3. Facilitating IDE(Institute of Distance Education) Study Centre of the affiliated University for Distance Learning.
4. Scope for more professional courses.
5. Scope for establishment of Agro sciences and its allied subjects like Horticulture, Fishries, Animal Husbandary etc.
6. Scope for launching government programme such as PMKVY, Aayeshman Bharat, Ek Bharat Shreshta Bharat, Vigyan Jyoti, Skill India Programme, etc.
7. Scope for Kitchen Gardening.
8. Increase Recognised Research Centres.
9. It can be a hub of Leadership Development Programs, Entrepreneurship and innovation, Professionals Development Workshops and Training.
10. Scope for Career Counselling and Guidance for other institutes.
11. Scope for increasing more Water Conservation Programs.

### **Institutional Challenge**

1. Implementation of NEP 2020 as per the laid down guidelines especially the multidisciplinary approach.
2. Lack of sufficient funding.
3. Proper digital connectivity in the campus.

## **1.3 CRITERIA WISE SUMMARY**

### **Curricular Aspects**

Donyi-Polo Government College Kamki follows Rajiv Gandhi University's syllabi and has a robust curriculum planning process. The college convenes faculty council meetings to plan and execute the curriculum, with department heads and faculty deciding on implementation. The IQAC documents curriculum implementation records and evaluates course delivery, teaching methods, and student progress.

The college offers a diverse curriculum, including vocational courses, co-curricular and extracurricular activities, and socio-cultural programs. It has adopted the CBCS pattern and implemented separate curriculum delivery mechanisms for the semester and CBCS systems.

During the pandemic, the college adopted academic flexibility, using digital platforms for teaching and learning. The college has taken steps to integrate cross-cutting issues like professional ethics, gender, and human values into its curriculum.

The college collects feedback from stakeholders, including students, teachers, employers, and alumni, and

makes action taken reports available on its website. The department of geography conducts fieldwork, involving over 100 students, to gather feedback and improve the academic experience.

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

Donyi-Polo Government College Kamki has an enrollment percentage of 58.34%, with a total of 359 seats filled in the last academic year. The college has a student-full-time teacher ratio of 37.24, with a total of 931 students and 25 full-time teachers. The college employs student-centric methods, including experiential learning, participative learning, and problem-solving methodologies, and utilizes ICT-enabled tools and online resources to enhance the learning experience.

The college has a transparent and time-bound grievance redressal system in place, and has implemented a comprehensive continuous assessment program to regularly evaluate student performance. Programme Outcomes (POs) and Course Outcomes (COs) are clearly stated and displayed on the college website, and are evaluated through a combination of internal and external assessments. The college uses sessional tests, end-semester examinations, and remedial teaching to assess student learning and performance.

Overall, the college emphasizes experiential learning, active engagement, and problem-solving, and has a range of measures in place to support student success. The college's commitment to quality education and student-centered learning is evident in its teaching methods, assessment procedures, and grievance redressal system.

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

The institution has created an ecosystem for innovations and Indian Knowledge System (IKS), promoting cultural understanding and awareness about Intellectual Property Rights (IPR). It has established an IPR cell, incubation center, and other initiatives for knowledge/technology creation and transfer. The institution offers subjects like Hindi, Education, Geography, and History that draw upon Indian knowledge systems and promotes cultural understanding. It celebrates diverse festivals, promotes traditional attire, and organizes cultural events to foster cultural tolerance and acceptance. The institution has published research papers in UGC CARE-listed journals and has outcomes of extension activities in the neighborhood community, sensitizing students to social issues for their holistic development. It has received awards and recognitions for extension activities from government-recognized bodies. The institution has conducted extension and outreach programs through NSS/NCC, involving the community, and has functional MoUs/linkages with institutions/industries in India and abroad for internship, on-the-job training, project work, student/faculty exchange, and collaborative research. The NSS unit and departments have organized programs addressing social issues like peace, cleanliness, community service, health, blood donation, and mask distribution, and have commemorated significant national and international days. The institution's initiatives promote holistic development, character formation, community engagement, selfless service, leadership, and discipline among students, and have a broader impact on the surrounding community.

### **Infrastructure and Learning Resources**

The institution has adequate infrastructure and facilities for teaching, learning, and extracurricular activities. It has two academic blocks, 29 classrooms, a seminar hall, separate labs for geography and computer studies, and ICT-enabled facilities like smart classrooms and a Learning Management System (LMS). The college also has facilities for cultural and sports activities, including a yoga center, gymnasium, auditorium, basketball court, badminton courts, volleyball courts, and multipurpose areas for track and field, football, and cricket.

The institution has invested in infrastructure development and augmentation, with a total expenditure of INR 44.66 lakhs in 2022-23. The library is automated with digital facilities using an Integrated Library Management System (ILMS) and has adequate subscriptions to e-resources and journals.

The college has updated its IT facilities, providing sufficient bandwidth for internet connection and Wi-Fi connectivity campus-wide. The student-computer ratio is 1:15, with 870 students and 58 computers available for student use in the latest completed academic year.

The institution has incurred expenditure on maintenance of physical facilities and academic support facilities, excluding salary component, with a total expenditure of INR 44.66 lakhs in 2022-23. The college has a proposal for establishing an on-campus server for online exams and admissions, aiming for implementation in the academic year 2024-25.

Overall, the institution has made significant investments in its infrastructure and facilities to provide a conducive learning environment for its students.

### **Student Support and Progression**

The institution offers various scholarships and freeships to its students, with a significant percentage of students benefiting from these initiatives. In the last five years, the number of students benefited by scholarships and freeships has been consistently high, with a total of 931 students in 2022-23. The institution also organizes capacity development and skill enhancement activities to improve students' capabilities, including soft skills, language and communication skills, life skills, and ICT/computing skills. Additionally, guidance for competitive examinations and career counseling is provided to students, with a significant number of students benefiting from these services.

The institution has a robust mechanism for redressal of student grievances, including sexual harassment and ragging cases, with a zero-tolerance policy. The institution implements guidelines of statutory/regulatory bodies, organizes awareness programs, and has mechanisms for submission of online/offline students' grievances. Timely redressal of grievances is ensured through appropriate committees. The institution also has a strong placement cell, with a significant percentage of outgoing students placed or progressing to higher

education. In the last five years, the placement percentage has been consistently high, with 65% of outgoing students placed or progressing to higher education in 2022-23.

The institution has a registered Alumni Association that contributes significantly to its development through financial and/or other support services. The Alumni Association was founded in 2006 and has been actively engaged in various initiatives, including infrastructure development, academic activities, and mentoring. The association serves as a networking tool, allowing alumni to engage on projects that benefit both the college and society as a whole. Recently, an alumnus, Adv. Kembom Bagra, participated in the Campus Mopin Celebration and interacted with students, sharing his experience and student life. His presence motivated the students, and his visit exemplified the giving-back support mechanism to the institute.

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

The institution's governance and leadership are aligned with its vision and mission, ensuring effective decision-making and implementation of quality policies. The College Development Committee (CDC) and Internal Quality Assurance Cell (IQAC) play crucial roles in shaping and implementing quality policies across teaching, research, governance, and extension activities. The institution's decentralized approach involves various committees in planning, decision-making, and execution, fostering open communication and inclusivity.

The institution has a well-defined perspective plan, which is effectively deployed and functioning. The plan aims to achieve excellence in academics and infrastructure through strategic planning, and its implementation is overseen by steering and regulatory committees. The institution has made notable progress in developing its infrastructure, including a new academic block and auditorium, and increasing ICT equipment and library resources.

The institution has implemented e-governance across its operations, encompassing administration, finance, student admissions, support services, and examinations. It also has a performance appraisal system, effective welfare measures for teaching and non-teaching staff, and avenues for career development/progression. The institution provides financial support to teachers to attend conferences/workshops and towards membership fees of professional bodies, and encourages participation in faculty development programs, management development programs, and professional development/administrative training programs.

The institution has strategies for mobilization and optimal utilization of resources and funds from various sources, including government and non-government organizations. It conducts financial audits regularly, including internal and external audits, to ensure financial transparency and accountability. The Internal Quality Assurance Cell (IQAC) contributes significantly to institutionalizing quality assurance strategies and processes, reviewing teaching-learning processes, structures, and methodologies of operations, and learning outcomes at

periodic intervals.

The institution's quality assurance initiatives include regular meetings of IQAC, academic and administrative audits, collaborative quality initiatives with other institutions, participation in NIRF and other recognized rankings, and quality audits/accreditations recognized by state, national, or international agencies such as NAAC and NBA. These initiatives ensure continuous improvement in various activities and maintain the institution's commitment to quality education.

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

The institution has initiated various measures to promote gender equity and sensitization, including observing International Women's Day, conducting seminars on women writers, and appointing female judges for competitions. The institution has also strengthened security measures on campus, including CCTV surveillance and a well-protected boundary wall. Counseling services are provided to female hostel residents, and an Internal Complaint Committee has been established to address grievances.

The institution has implemented various initiatives for environmental conservation, including energy conservation measures, management of degradable and non-degradable waste, water conservation, and green campus initiatives. The institution has also conducted quality audits on environment and energy regularly.

The institution has made efforts to provide an inclusive environment, promoting tolerance and harmony towards cultural, regional, linguistic, communal, socioeconomic, and sensitization of students and employees to constitutional obligations. The institution celebrates cultural and linguistic diversity and has introduced a uniform dress code to promote harmony.

Two best practices successfully implemented by the institution are Digital Economic Literacy in Kamki and Green Initiative and Sustainable Development in Campus. The Digital Economic Literacy program aimed to make the rural population acquainted with the growing digital world, develop communication through technology, and develop social awareness among students. The Green Initiative and Sustainable Development program aimed to conserve water, promote oxygen concentration in the campus, and teach students the importance of environmental conservation.

The institution's performance in one area distinctive to its priority and thrust is its commitment to providing higher education to rural tribal youths. Despite lacking autonomy, the institution has established a reputation for delivering meaningful higher education to remote regional youths. The institution offers various undergraduate programs, short-term courses, promotes sports, and preserves traditional culture and practices. The institution's campus life promotes students' interest in sports, defying gender stereotypes, and organizes routine sports events, competitions, and intercollegiate tournaments. The institution serves as an epicenter of traditional and cultural preservation and continuation, demonstrating its commitment to excellent education, co-curricular



activities, experiential learning, and internships.

## 2. PROFILE

### 2.1 BASIC INFORMATION

Name and Address of the College	
Name	DONYI POLO GOVERNMENT COLLEGE, KAMKI
Address	PO/PS- KAMBA, WEST SIANG DISTRICT, ARUNACHAL PRADESH PIN- 791001, INDIA
City	KAMKI
State	Arunachal Pradesh
Pin	791001
Website	<a href="http://www.dpgc.ac.in">www.dpgc.ac.in</a>

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	Dr. Gindu Borangg	03783-7085116453	9402645429	-	dpgckamki@gmail. com
IQAC / CIQA coordinator	Nyaglen Gadi	-	7085116453	-	kalengadi@gmail.c om

Status of the Institution	
Institution Status	Government

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details	

State	University name	Document
Arunachal Pradesh	Rajiv Gandhi University	<a href="#">View Document</a>

Details of UGC recognition		
Under Section	Date	View Document
2f of UGC	31-03-2004	<a href="#">View Document</a>
12B of UGC	04-07-2023	<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	PO/PS- KAMBA, WEST SIANG DISTRICT, ARUNACHAL PRADESH PIN- 791001, INDIA	Rural	103.7	18658.2

## 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,English Honours,English	48	Class XII Passed	English	50	49
UG	BA,Hindi Honours,Hindi	48	Class XII Passed	Hindi	50	42
UG	BA,Political Science Honours,Political Science	48	Class XII Passed	English	200	170
UG	BA,Economics Honours,Economics	48	Class XII Passed	English	50	21
UG	BA,Geography Honours,Geography	48	Class XII Passed	English	100	90
UG	BA,History Honours,History	48	Class XII Passed	English	100	52
UG	BA,Education Honours,Education	48	Class XII Passed	English	50	0
UG	BCom,Bcom Honours,Commerce	48	Class XII Passed	English	50	11

**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				2				27			
Recruited	0	0	0	0	1	1	0	2	17	10	0	27
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			

<b>Non-Teaching Staff</b>						
	<b>Male</b>		<b>Female</b>		<b>Others</b>	<b>Total</b>
Sanctioned by the UGC /University State Government						23
Recruited	14		9		0	23
Yet to Recruit						0
Sanctioned by the Management/Society or Other Authorized Bodies						0
Recruited	0		0		0	0
Yet to Recruit						0

<b>Technical Staff</b>				
	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Total</b>
Sanctioned by the UGC /University State Government				1
Recruited	0	1	0	1
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	1	1	0	5	5	0	12
M.Phil.	0	0	0	0	0	0	3	1	0	4
PG	0	0	0	0	0	0	8	5	0	13
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	1	0	0	1
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	1	8	0	9
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>
	2		8		10

**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	485	16	0	0	501
	Female	419	19	0	0	438
	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	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
ST	Male	178	270	230	192
	Female	150	187	204	155
	Others	0	0	0	0
OBC	Male	8	0	5	2
	Female	13	0	0	2
	Others	0	0	0	0
General	Male	0	11	0	0
	Female	0	5	0	1
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		349	473	439	352

**Institutional preparedness for NEP**

1. Multidisciplinary/interdisciplinary:	After the implementation of NEP-2020 under the aegis of the affiliating university and the state government, the college is exploring dynamics to make the implementation more viable and effective.
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	<p>However, in a remote college like this, which is fraught more with obstacles than with facilities, the question of a multidisciplinary or interdisciplinary approach faces many hurdles. But Still. To implement NEP 2020, the college has made several efforts at the preparatory level. The Department of Education, in collaboration with IQAC of the College, organized a one-day state-level workshop on " National Education Policy 2020: Opportunities and Challenges" in the College auditorium on 24th February, 2023. The faculties of the college have participated in seminars, discussions, and also input sessions, which have been instrumental in preparing the ground for the Implementation of NEP 2020. Being an affiliated college, the college follows the guidelines of the affiliating Rajiv Gandhi University. Accordingly, the college has implemented the CBCS (Choice Based Credit System) from the academic year 2021-2022 at the Undergraduate level, as per the guidelines of the affiliating University. Environmental Studies (EVS) paper has been taught as a multidisciplinary subject as per the mandate of UGC and the affiliating university. Care has been taken to give maximum flexibility to the students in the choice of Generic Elective Courses under the CBCS pattern. This is but a small step towards implementing the multidisciplinary interdisciplinary approach.</p>
2. Academic bank of credits (ABC):	<p>The system of ABC has been started properly in the college. Mr. Duli Ete, Assistant Professor, Department of History has been appointed as the Coordinator, ABC (Academic Bank of Credits). The faculty of the college has been exposed to the concept of ABC (Academic Bank of Credits). The college has come under the ambit of Choice Based Credit System and all necessary mechanisms are in place regarding implementation of the credit system, such as class schedule and internal and external assessment. Since the affiliating University is already taking steps to maintain such Bank of Credit, the College will participate in this exercise and also contribute to the proper implementation of the Academic Bank of Credit.</p>
3. Skill development:	<p>The college has taken many steps for the skill development of the students and employee. This is a step through which the skill development of the students and teachers can be improved. Many</p>

	<p>programs were conducted in the college through which students were helped in mental development. Certificate Courses in Computer Applications, Remote-Sensing, Personality Development, Interaction Programme and Communicative English, Career counseling programmes, etc. have been delivered to the students and staff for career and skill enhancement. A part of this college has organized a Financial Awareness camp in collaboration with SBI Aalo and a one-day departmental seminar on "Sahitya, Sanskriti aur Samaj" organized by the Hindi Department for the staff and students. In addition to the above, the college has meticulously followed the university guidelines on introducing Skill Enhancement Courses and Discipline Specific Electives, and Generic Elective Courses through CBCS.</p>
<p>4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):</p>	<p>Subjects such as Hindi, Education, Geography, and History have references to the Indian Knowledge systems. The College has contributed towards the integration of the Indian Knowledge System and culture in so far as it is included under the CBCS curriculum. Topic selection for Fieldwork or Dissertation is made keeping in mind the possibility of gaining knowledge from local areas or practices. On a wider level, days of significance to our Indian Culture and Heritage are observed and celebrated college-wide, with special emphasis on the importance of the day with posters, awareness programmes, cultural activities, etc. To implement NEP 2020, the college has made several efforts at the preparatory level. Department of Education, in collaboration with IQAC of the College, organised a one-day State level workshop on " National Education Policy 2020: Opportunities and Challenges" in the College auditorium on 24th February 2023.</p>
<p>5. Focus on Outcome based education (OBE):</p>	<p>As a college associated with Rajiv Gandhi University (RGU), DPGCK has developed its Programme Specific Objectives (PSOs), Programme Outcomes (POs), and Course Outcomes (COs) in accordance with the University's criteria. Both interested parties and all stakeholders can view the same information on the college website. The college makes sure that POs and COs' degree of achievement is consistently assessed. This is accomplished through a combination of university-mandated external exams</p>

	and internal assessments that are defined by the organization. End-of semester examinations (ESE) administered by the university serve as the external evaluation mechanism, and sessional tests and assignments, projects, presentations, and departmental seminars serve as the continuous internal assessment (CIA). POs are additionally renewed annually. While the university administers end-of-semester examinations (ESE) for external evaluations, departmental seminars, projects, tests, and assignments serve as continuous internal assessments (CIA). The annual evaluation of POs also takes into account the student's advancement to advanced coursework.
6. Distance education/online education:	A distance learning center connected to IDE RGU is operated by the college. During the pandemic, the college provided students with a learning management system, specifically Google Classroom. Even after the in-person classes started again, people kept using the LMS. The center has seen several students finish several courses with success.

### Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	Yes, The college as an Electoral Literacy Club duly set up on 25th January 2018 by the District Election Officer, West Siang District, Aalo in pursuance to Election Commission of India's instruction vide No.491/ECI/LET/SVEEP/EL/ELC/2017 dtd. 3rd November, 2017).
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?	Yes, (The DEO has allotted code No.1 to the college Literacy club and it is headed by a Faculty as Nodal Officer and two more faculties as Mentor and Ambassador along with six students representatives as Executive Members).
3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under	A few weeks before the General Election 2024 (Lok Sabha as well as Vidhan Sabha for Arunachal Pradesh), the ELC made awareness campaign on working of EVM and VVPAT for the new voters of the college. The DEO, ERO, EAC, staff members of DEO, principal, District Master Trainer and nodal officer collectively explained the students about the importance of election in democracy, value of votes,

<p>privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.</p>	<p>important role of the voter and the purpose of NOTA button on the Ballot Section of the EVM. Significantly, the ELC organizes voter awareness programmes on the occasion of National Voters day on 25th January, which coincides with the foundation day of Election Commission of India, every year. During such programme, efforts are made to aware the voters of the college and motivate them to participate in the electoral process regularly as the election is the lifeline of democracy.</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>The college participated in SVEEP programme undertaken by District Election Office. The ELC as well as NSS volunteers carried awareness campaign for increasing voters' participation in electoral process and ethical voting. In this exercise the ELC organized quiz and essay competition among the students. Further, the institution uses the SVEEP materials provided by the District Election Office for spreading awareness among the students.</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 institution as well as its ELC continuously tried to identify and motivate the left out students in the electoral role of their respective polling station/constituencies. The institution encouraged the students (prospective voters) to register themselves in the electoral role through national voters' services portal and provided the relevant link in the college website.</p>

## Extended Profile

---

### 1 Students

#### 1.1

Number of students year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
931	1023	945	1202	870

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: 30

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
25	24	26	25	29

### 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
44.66094	00	00	00	50

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:**

Donyi-Polo Government College Kamki adheres to Rajiv Gandhi University's syllabi. With a commitment to excellence, the college convenes faculty council meetings to plan a robust curriculum. Department heads and faculty collectively decide on curriculum execution. The IQAC documents curriculum implementation records. It evaluates course delivery, teaching methods, library use, field trips, and projects. Co-curricular and extracurricular activities, along with vocational courses, enhance curriculum diversity. The curriculum fosters socio-cultural activities, sports, and NSS programs. These platforms showcase student talents. Lectures, conferences, and seminars ensure comprehensive learning and development.

From the academic session 2021-22, the university adopted CBCS pattern. As a result, the college also started implementing the curriculums of both the semester system and CBCS system. It has planned curriculum delivery mechanisms separately for the CBCS as well for the ongoing semester system. The Time Table Committee prepared the Master Time Table for all the classes of both odd and even semesters and circulated it among the HoDs of various departments. Accordingly, the HoDs prepared progressive curriculum plan which was implemented through a time table for ensuring effective teaching learning process in different subjects/disciplines. The individual teachers also maintained curriculum progress/ process of curriculum implementation. The individual departments comprising of the faculty members met to evaluate the progress and suggest means for overcoming hurdles if any in achieving optimum output.

During the pandemic, the college adopted academic flexibility, in conformity with the SoP of the State Government and the academic calendar of the University. Blended mode of curriculum delivery was undertaken. The teaching learning process was continued through digital platforms like Google classroom, Zoom, WhatsApp and Telegram. Relevant study materials were shared to the students using these platforms. The college has done its best for curriculum delivery, implementation and assessment.

In case of continuous internal assessment, the college customizes a bit as per the need of the classroom delivery and system. Within the broader framework of the guidelines of the University, sometimes the college has taken liberty in assessing the internal scores of the students. Many other parameters that were laid down in the University framework were also used as tools of assessment.

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:** 01

File Description	Document
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>

### 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:** 3.78

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
114	41	33	00	00

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:**

**Response:**

Being an affiliated college, the institute does not have any role in integrating these cross-cutting issues. The curriculum is designed by the University and prescribed to the college, thus, the college remains choiceless in matters of curriculum designing, specifically, as per the norms mentioned herein. But the perusal of the prescribed syllabi shows that many courses of different disciplines do already include these crosscutting values and the college becomes a medium of integrating these crosscutting issues. The following delineation gives the required description.

**Professional Ethics:**

Professionalism is a virtue that is most learned practically. Without being engaged in any practical activity, professional ethics will be hard to be inculcated. But still, there are some specific papers in certain subjects that particularly mention minutely the tactics and intricacies of professional ethics. These papers directly instill the concept of professionalism in the learners. The courses fostering the value of professionalism are:

- a) Business Organization and Management (COM-C-124) – B.Com I Semester
- b) Public Administration (BPOL 508) – B.A. V Semester (Political Science)
- c) Business Ethics and Human Values (COM-D-323 D) – B.Com VI Semester

**Gender:**

Besides the subject matter, the following courses teach the value of gender and make them gender sensitive. Being sensitive to gender is a required virtue in the society. Through the following courses, the issue of gender is thoroughly amplified. These courses are:

- a) Literary Criticism (ENG-D-314Aa)—B.A.V. Semester (English)
- b) Women's Writing (ENG-C-311) B.A.V. Semester (English)
- c) Hindi Alochna (HIN-C-222) – B.A. III Semester (Hindi)
- d) Feminism: Theory and Practice (POL-G-124) – B.A. II Semester (Political Science)
- e) Foundations of Education (EDU-C-121)—B.A. II Semester (Education, Core Paper)

f) Foundations of Education (EDU-G-123) – B.A. II Semester (Education, Generic Paper)

#### Human Values:

Needless to state, the concept of Human Values is embedded in all academic courses; from schools to Universities as the foundation of knowledge system itself is built on the basic principle of human value. But still, there are some courses run by the college, where the idea of Human Values is apparently obvious. These courses are:

- a) Foundations of Education (EDU-C-121) – B.A. II Semester (Education, Core Paper)
- b) Foundations of Education (EDU-G-123) – B.A. II Semester (Education, Generic Paper)
- c) Business Ethics and Human Values (COM-D-323 D) – B. Com VI Semester
- d) Tourism in Arunachal Pradesh (BHIS-404) – B.A. IV Semester (Skill-Based Course)

File Description	Document
Upload 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:** 0

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

Response: 00

File Description	Document
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

File Description	Document
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:** 58.34

##### 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
338	439	460	300	359

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

2022-23	2021-22	2020-21	2019-20	2018-19
650	650	650	650	650

#### File Description

#### Document

Institutional data in the prescribed format

[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:** 70.23

##### 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
316	422	447	282	359

### 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
520	520	520	520	520

File Description	Document
Institutional data in the prescribed format	<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:** 37.24

## 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:**

Our college employs a diverse range of teaching methods beyond traditional lectures, emphasizing

experiential learning, active engagement, and problem-solving. Faculty act as guides, nurturing skill development and fostering participation. Here's how we approach learning:

**Experiential Learning:**

- Students lead discussions and competitions to boost critical thinking.
- Practical applications include research surveys, industry visits, and quizzes.
- Students undertake data analysis, mini-projects, and seminars.
- Case studies and research tasks promote problem-solving.
- Additional courses enhance experiential learning.
- Platforms like Google Classroom aid in presentations and videos.

**Participative Learning:**

- Group activities like debates and tree planting promote involvement.
- Participation in events and seminars is encouraged.
- Projects and exhibitions encourage collaboration.
- Google Classroom facilitates knowledge sharing.

**Problem-Solving Methods:**

- Focus on analytical skills through practical approaches.
- Workshops cover interview techniques and personality development.
- Attendance monitoring ensures engagement.
- Certificate courses provide practical skills.
- Seminars and immersion program[s bridge theory and practice.
- Field visits offer real-world insights.
- Home assignments reinforce learning and presentation skills.

File Description	Document
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:** 100

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

2022-23	2021-22	2020-21	2019-20	2018-19
25	24	26	25	29

### 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:** 100

#### 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
25	24	26	25	29

#### **File Description**

#### **Document**

List of faculties having Ph. D. / D.Sc. / D.Litt./ L.L.D along with particulars of degree awarding university, subject and the year of award per academic year.

[View Document](#)

Institution data in the prescribed format

[View Document](#)

## 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 college has implemented a comprehensive continuous assessment program to regularly evaluate students' academic proficiency. Right from their induction and initial orientation, students are informed about the internal assessment procedures. The schedules for internal assessment components such as tests, seminars, assignments, and viva voce are communicated well in advance. This continuous assessment includes sessional tests and attendance, ensuring ongoing evaluation of learning. Each paper typically involves two sessional tests and one assignment, with the timetable circulated at least two weeks prior. Detailed information about the evaluation process is available in the college handbook and website. Every semester, students undergo two internal tests, assignments, and seminars, with individual feedback provided to identify areas of improvement and strengths. At the semester's end, students' overall performance in these assessments determines their marks. Activities are designed considering the varying abilities of both slow and advanced learners, with weightage given to attendance, sincerity, and participation. Participation records are meticulously maintained, and students have avenues to address any concerns or complaints about assessment results through the Heads of Departments. Notices are displayed prominently for all students, ensuring transparency throughout the process to facilitate equal and fair performance opportunities for all.

The college has a grievance redress cell as well as an examination cell. All examination-related grievances are tackled by these two cells. Grievances related to university examinations are communicated to the office of the controller of the examination, Rajiv Gandhi University, Itanagar via mail, Phone, and post. Regular follow-up is taken of the same. Grievances of the students related to internal evaluation are tackled by the examination cell. All class teachers and subject teachers play vital role to resolve the grievances of the students. The examination cell works in coordination with all teachers and office administration. Due to the pandemic both internal and university evaluation was conducted through online mode. The nature of grievances was rather new and unexpected. The technical assistance was provided to students. Student Facility Centre helps students to register their grievances as well as addresses the same. The written complains of the students are discussed and resolved under the guidance of the principal. The principal orients teachers about the conduction of the exams in ideal manner and alerts them about the examination related lapses regularly in his meetings. Quick and timely response is given to complaints of the students.

## 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 course outcomes for each programme are developed according to the authorized curriculum. a. Each Department drafts the programme and course outcomes as per the UGC LOCF guidelines. This is done through a collaborative effort between the department heads, and other faculty. b. The same is presented



to the IQAC for approval. c. Each Department introduces the course and the program and course outcomes to the students in the introductory class. d. The same is reiterated at periodic intervals to the students. The head of the department discusses the POs and COs in departmental meetings well before the commencement of each semester. The required co-curricular and extra-curricular activities are planned accordingly. The course outcomes of add on courses and skills courses are made available to students in pdf form. The POs, PSOs, and COs are communicated to students through induction programs, staff notice boards, circulars to the staff, student bulletin boards, regular departmental meetings, the college website, and social media platforms such as WhatsApp groups and classroom interactions.

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:**

**2.6.2 Attainment of Pos and Cos are evaluated. Explain with evidence in a maximum of 500words**

**Response:**

The level of accomplished POs, PSOs, and COs is measured and evaluated using a combination of internal assessments set by the institution and external assessments provided by the university.

These are done as specified below:

\* Sessional tests: Sessional tests are conducted on monthly basis for internal evaluation and assessment. As the University mandates the average of three tests, for three months these tests are conducted. The mode of test varies from subject to subject and teacher to teacher. Some employ written tests while some gives assignments and projects. Sometimes classroom presentation is also employed as a tool for assessment. In this way, through various modes employed in the conduct of sessional test, Continuous Internal Assessment is carried. An average of 20% is calculated from these three sessional tests and reserved as internal assessment score, which will be appended to the final score of external assessment. Out of this 20% marks, a student has to get a minimum score of 8% marks otherwise s/he will be disqualified from sitting in the End Semester Examination. So, the internal assessment also acts as the screening gate or qualifying round for the students.

\* End Semester Examinations (ESE): Whereas sessional tests are tools of internal assessment, End Semester Examinations are tools of external assessment. The external assessment carries more weightage in terms of 80% of marks. As 20% marks are already kept for internal assessment, the End Semester

Examination is conducted for 80% marks only. The score of the external assessment is added to the score of the internal assessment and calculated as the final score.

\* Announcement and Publication of Student Performance in examinations through the Staff and the Student Bulletin Boards: After every sessional test, the score is published and displayed in the notice board for the students to assess their own performance.

\* Personal Conference with the students by the Principal and Vice Principal with students who have performed poorly in the college level examinations: The students who have fared poorly in the sessional tests are personally attended for redemption.

\* Remedial Teaching: As corrective measure, remedial teaching is also imparted.

The data on the learning outcomes are collected through the following means:

\* From University circulars and website (ESE/Annual Exam results).

\* CIA Results (assignments/sessional tests)

\*Mentoring sessions

\* Counselling sessions

\* Discussions at Staff Council Meeting.

In terms of assessing/evaluating a student's learning and performance, the institute believes in Continuous Assessment, coupled with and culminating in the Internal- and End-semester examination as a comprehensive index of student performance.

### 2.6.3

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

**Response:** 76.33

#### 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
201	142	151	277	245

#### 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
253	216	253	324	285

File Description	Document
Institutional data in the prescribed format	<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:** 3.41

File Description	Document
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:**

The institution proudly offers a range of subjects, including Hindi, Education, Geography, and History, that draw upon Indian knowledge systems and promote cultural understanding. The College library boasts a unique repository showcasing literature from diverse indigenous writers across India and the world, fostering a sense of unity and respect among different cultures.

Through various initiatives, we encourage cultural tolerance and acceptance among our students. During college week cultural events, students are invited to perform songs, dances, and other artistic expressions from diverse cultures and languages. In line with the state government's directive, we promote traditional attire on the 15th of every month, embracing our cultural heritage.

The institution celebrates the rich cultural and linguistic diversity of its students and stakeholders through vibrant festivals like Mopin and Solung, highlighting the importance of cultural tolerance. This core value remains our top priority, guiding us to create an inclusive and harmonious environment for all.

**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:** 0

**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
00	00	00	00	00

**File Description****Document**

Institutional data in the prescribed format

[View Document](#)

**3.3 Research Publications and Awards****3.3.1**

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

**Response:** 0.03

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

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

**File Description****Document**

Institutional data in the prescribed format

[View Document](#)

**3.3.2**

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

**Response:** 0.27**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
01	04	01	02	00

**File Description****Document**

Institutional data in the prescribed format

[View Document](#)**3.4 Extension Activities****3.4.1****Outcomes of Extension activities in the neighborhood community in terms of impact and sensitizing the students to social issues for their holistic development during the last five years.****Response:**

The college's NSS unit and Department of History organized a variety of programs addressing social issues like peace, cleanliness, community service, health, blood donation, and mask distribution. These initiatives included awareness programs, camps, rallies, street plays, talks, and village treks both on campus and in neighboring communities. Additionally, significant days such as Constitution Day, Gandhi Jayanti, International Yoga Day, National Sports Day, National Voter's Day, Swachh Bharat Abhiyan, World AIDS Day, and World Anti-Tobacco Day were commemorated. These efforts were done in partnership with college cells, associations, local bodies, and government departments. They aimed at fostering holistic development, character formation, community engagement, selfless service, leadership, and discipline among all students, particularly the NSS volunteers. Moreover, the Department of Geography conducted an annual village survey, while the NSS unit organized a three-day special camp in nearby villages on a yearly basis.

**3.4.2****Awards and recognitions received for extension activities from government / government recognised bodies****Response:**

The college has been actively promoting social awareness and community engagement through a variety

of programs organized by its NSS unit in collaboration with Geography and History Departments. These initiatives address a wide range of social issues, including peace, cleanliness, community service, health, blood donation, and mask distribution. The programs go beyond theoretical knowledge, involving practical applications that directly impact both students and the surrounding community. Throughout the academic year, the college has hosted several programs aimed at raising awareness and encouraging active participation in social causes. These initiatives include awareness campaigns, camps, rallies, street performances, lectures, and village excursions, conducted both on the college campus and in nearby areas. Through these activities, students gain insights into social issues and contribute to their resolution, fostering a sense of responsibility and community spirit. In addition to these ongoing efforts, the college also enthusiastically commemorates significant national and international days. Events such as Constitution Day, Gandhi Jayanti, International Yoga Day, National Sports Day, National Voter's Day, Swachh Bharat Abhiyan, World AIDS Day, and World Anti-Tobacco Day are marked with various activities. These observances provide students with opportunities to learn about and reflect on important historical and social milestones while promoting health, hygiene, and civic responsibility. The programs are organized in collaboration with various cells and associations within the college, as well as local authorities and government departments. This collaborative approach ensures that initiatives are well-coordinated and have a broader impact. The involvement of external bodies also provides students with a wider perspective on the issues at hand, helping them develop essential skills for their future careers. A key objective of these programs is to promote the holistic development of students. Participation in these activities allows students, particularly those involved in the NSS, to develop important life skills such as leadership, discipline, and teamwork. These experiences contribute to character building and foster a sense of altruism and community involvement. The emphasis on selfless service is especially important in today's world, where there is a growing need for individuals committed to the welfare of others. The Geography Department plays a significant role in these initiatives by conducting an annual village survey, which provides valuable insights into the living conditions and challenges faced by rural communities. This hands-on experience offers students a real-world understanding of the issues they study in the classroom. Additionally, the NSS unit organizes a three-day special camp in nearby villages each year, which is a highlight of the NSS calendar. During the camp, students engage in community service projects, such as cleaning public spaces, organizing health camps, and conducting awareness drives on issues like hygiene and sanitation. These activities not only improve the living conditions in the villages but also deepen students' understanding of rural challenges. Through these varied programs and observances, the college's NSS unit and all the departments encourage students to actively address social issues while developing essential life skills. These initiatives exemplify the college's commitment to holistic education and the development of responsible, socially aware citizens.

### 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:** 16

**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
09	02	03	02	00

  

File Description	Document
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>

### 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:** 07

File Description	Document
Summary of the functional MoUs/linkage/collaboration indicating start date, end date, nature of collaboration etc.	<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:

The college boasts ample physical facilities and infrastructure, including two academic blocks (old and new), twenty-nine classrooms, and a seminar hall with a seating capacity of 150. Additionally, it features separate labs for geography and computer studies, equipped with projectors and Wi-Fi. The classrooms are outfitted with ICT facilities to enhance the teaching-learning experience, complete with sufficient furniture, whiteboards, notice boards, and four classrooms designed as smart classrooms with projectors. Furthermore, laboratory upgrades are carried out annually to align with syllabus requirements; ensuring students have access to modern and conducive learning environments.

The college optimizes its campus space to facilitate games, sports, and cultural activities, capitalizing on its secluded setting and undulating terrain. It has developed various amenities, including one basketball court, two badminton courts, five volleyball courts, and multipurpose areas suitable for track and field, football, and cricket. Additionally, indoor game rooms in both the college and hostel offer facilities for table tennis, carrom, chess, and more.

Spanning 6500 square meters, these sports and gaming facilities serve both local residents and college students. The college's auditorium features a stage for cultural events, providing opportunities for students to showcase talents in acting, dancing, singing, and other artistic expressions. An annual Art, Literary, Cultural, Sports, and Games tournament is a highlight during Annual Day Celebrations, along with cricket tournaments like the Principal's Trophy and Inter-Block tournaments for hostel residents. The college also observes significant occasions such as NSS Foundation Day, World Poetry Day, and Teacher's Day, fostering a vibrant campus life enriched with diverse activities.

File Description	Document
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:** 0

**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
00	00	00	00	00

**File Description**

**Document**

Institutional data in the prescribed format

[View Document](#)

## 4.2 Library as a Learning Resource

### 4.2.1

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

**Response:**

The college has submitted a proposal to the state government for the automation of its library using an Integrated Library Management System (ILMS). This system aims to modernize and streamline library operations, enhancing accessibility and efficiency for students, faculty, and staff. With ILMS, tasks such as cataloging, circulation, inventory management, and user services will be automated, allowing for smoother workflows and improved user experience. Additionally, ILMS facilitates online access to the library catalog, digital resources, and e-books, enabling remote learning and research. By embracing library automation, the college seeks to stay abreast of technological advancements and meet the evolving needs of its academic community.

## 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's IT facilities have undergone substantial upgrades to meet the increasing demands of its academic community. Initially introduced in 2018, Wi-Fi connectivity has been a cornerstone, offering students and faculty internet access campus-wide. Over time, regular enhancements have been made to bolster network reliability and speed. By 2020, the Wi-Fi infrastructure underwent an upgrade to accommodate the surging number of users and devices, ensuring uninterrupted connectivity for both academic and administrative tasks. Beyond Wi-Fi, significant progress has been made in digitizing the library and academic cell, marking a shift towards a more digital environment. Plans are in motion to extend internet access further, aiming for full functionality by the academic session of 2022-23. Additionally, a proposal has been forwarded for establishing an on-campus server dedicated to facilitating online exams and admissions. This proposal is earmarked for implementation in the academic year 2024-25, promising streamlined administrative processes and heightened efficiency. These advancements underscore the college's dedication to furnishing contemporary IT infrastructure, pivotal in supporting effective teaching, learning, and administrative endeavors

**4.3.2****Student – Computer ratio (Data for the latest completed academic year)****Response:** 22.71**4.3.2.1 Number of computers available for students usage during the latest completed academic year:**

Response: 41

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

**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:** 102.11**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
46.66094	00	00	00	50

<b>File Description</b>	<b>Document</b>
Institutional data in the prescribed format	<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:** 54.64

**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
917	923	876	00	00

#### 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](#)

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

#### File Description

#### Document

Institutional data in the prescribed format

[View Document](#)

**5.1.3**

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

**Response:** 2.41

**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
120	00	00	00	00

**File Description****Document**

Institutional data in the prescribed format

[View Document](#)

**5.1.4**

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

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

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

**File Description****Document**

Details of statutory/regulatory Committees (to be notified in institutional website also)

[View Document](#)

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

[View Document](#)

**5.2 Student Progression****5.2.1**

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

**Response:** 18.43**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
65	47	50	00	59

**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
186	151	253	324	285

**File Description****Document**

Institutional data in the prescribed format

[View Document](#)**5.2.2***Percentage of students qualifying in state/national/ international level examinations during the last five years***Response:** 0**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
00	00	00	00	00

**File Description****Document**

Institutional data in the prescribed format

[View Document](#)**5.3 Student Participation and Activities****5.3.1**

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

**Response:** 0

**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
0	00	00	00	00

**File Description**

**Document**

Institutional data in the prescribed format

[View Document](#)

**5.3.2**

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

**Response:** 0

**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
0	0	0	0	0

**File Description**

**Document**

Institutional data in the prescribed format

[View Document](#)

## 5.4 Alumni Engagement

**5.4.1**

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

**Response:**



The DPGC Kamki Alumni Association was founded in 2006. The present set of member representatives were elected to occupy office in order to keep the Association working smoothly. Mr. Tomba Nomuk and Mr. Geli Noshi were selected as president and general secretary for the current term, respectively. Over the years, alumni engagement has played a vital role for institution's progress and prosperity. Many Alumni who have achieved success in their areas actively participate in the association, putting their knowledge and resources back into the institution. Alumni have volunteered to help the institution by serving as advisers, sponsors, mentors, providing financial assistance for infrastructure development and academic activities, and recommending improvements. Furthermore, the association functions as a networking tool, allowing alumni to engage on projects that benefit both the college and society as a whole. Ultimately, the Alumni Association serves as a testament to the enduring impact of the institution on its graduates and the reciprocal relationship between alumni and alma mater. Recently, one alumnus Adv. Kembom Bagra, a senior and leading lawyer of the region participated in the Campus Mopin Celebration (a cultural celebration). He interacted with the students and shared his experience and student life. The students were very motivated to have him. He was one of the first batch students of the college (1996 batch, the year of college establishment). His presence morally boosted everyone and as an alumni member, his visit had been an example of giving back support mechanism to the institute.

## 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:**

Established in 1996 through the concerted efforts of Kamba Circle residents, our college operates under the guidance of the College Development Committee (CDC). This apex body formulates plans, policies, and oversees developmental activities in accordance with the Department of Higher Education regulations of the Government of Arunachal Pradesh. Collaborating with the CDC, the Internal Quality Assurance Cell (IQAC), and faculty members play crucial roles in shaping and implementing quality policies across teaching, research, governance, and extension activities.

The college's vision and mission are forward-thinking, defining its character and objectives. DPGC, Kamki aspires to become a leading higher education institution in Arunachal Pradesh, dedicated to providing value-based education, particularly to tribal youth, fostering social and environmental awareness, and empowering marginalized communities through education and modern technology. Various committees ensure effective academic and administrative functioning, promoting decentralization and inclusivity. The college administration, guided by the perspective plan aligned with the vision and mission, operates transparently and collaboratively, involving all stakeholders in decision-making processes. This inclusive governance model reflects the college's commitment to its vision and mission, promoting participation and equity throughout the institution.

Together, the Vision and Mission define the Institution's identity and purpose. The institute objectives and value orientations are derived from its vision and mission.

Donyi Polo Government College, Kamki, upholds the motto "SA VIDYA YA VIMUKTYE," meaning "Knowledge Brings Freedom." As the region's sole government higher education institution, it aims to nurture intellectual and spiritual growth, fostering healthy minds and souls through knowledge. The college focuses on developing self-reliant human resources, especially among economically disadvantaged rural tribal students. It emphasizes women's empowerment, work culture, and the dignity of labor. The college also promotes environmental awareness, human rights, social justice, and personality development through community service, continuously contributing to nation-building.

#### **Decentralization:**

The college has established numerous committees to ensure the efficient operation of both academic and administrative functions. This decentralized approach involves committees in the planning, decision-making, and execution of their respective tasks. It fosters open communication and idea exchange among stakeholders, encouraging inclusivity, collaboration, and participatory management. To distribute authority and responsibilities, committee members include the principal, vice-principal, department

heads, and coordinators for various units and cells, who are granted academic autonomy to safeguard the college's interests and stakeholders' concerns.

Administrative and academic matters are overseen by the vice principal and department heads, as directed by the principal, while the IQAC evaluates the activities of individual departments. Student representation is ensured across various academic and administrative levels. At the onset of each academic session, the staff council convenes to finalize committees, strategize, allocate duties, and offer feedback for the college's holistic development. Department heads conduct faculty meetings to implement plans, while committee chairpersons report progress and outcomes to the principal.

Faculty, non-teaching staff, and students collaborate on activities under all cells and committees, with faculty assuming roles such as convener, coordinator, organizing secretary, and treasurer to actively contribute to the college's functioning.

File Description	Document
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:**

#### **Perspective Plan :**

The College aims to achieve excellence in academics and infrastructure through a strategic plan. At the institute level, the principal leads HoD meetings to prioritize implementing quality policies through action plans. The principal holds a general meeting with faculty members to discuss all plans. All the action plans are categorically implemented and executed strictly.

#### **Deployment :**

Work is distributed among various committees and cells. The college decides on a perspective plan from time to time, which is accepted at College Management Committee (CMC) meetings and then presented to the Director Higher and Technical Education, Govt. of Arunachal Pradesh for action. Moreover, under the supervision of the principal, certain steering and regulatory committees are formed that oversee the progress of work. Such steps ensure good progress and ensure quality. The development of a new academic block and auditorium, as well as an increase in ICT equipment and library resources, is a notable success. The new academic block of the college building has 10 classrooms, conference hall, and 3 restrooms for women and 3

for men. The building is handicapped accessible, with a ramp and facilities. Technology has advanced teaching and learning process as seen by the fact that many classrooms are now equipped with ICT instruments.

### **Administrative Setup, Service Rules...**

The college has a well-defined democratic and hierarchical administrative set-up - starting from the Ministry of Education, Government of Arunachal Pradesh, the administration decentralizes down to the Directorate of Higher Education, then from there, to the Principal. The Principal then distributes the matters to the relevant branch, committee or cell. There is a Staff Council to assist the principal in matters relating to the faculty members and staff and an elected body of Students' Union for solving issues related to the students. But the matter related to recruitment and service rules is outside the control of the Principal as the post of Principal itself comes under the purview of Service Rules. The Service Rules are issued from the Ministry of Education with inputs from the UGC. Even the Ministry does not frame Service Rules abruptly but takes cognizance of the UGC guidelines and contextualizes them to the state policies. The teaching staff are appointed by the state government according to UGC norms and the non-teaching staff are appointed as per state government rules.

### **6.2.2**

*Institution implements e-governance in its operations*

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

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

## **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 a performance assessment mechanism in place, as directed by the UGC and the Director of Higher and Technical Education, Government of Arunachal Pradesh. Faculty must submit the filled-up PBAS (Performance-Based Appraisal System) form to the Principal. Apart from that, Annual Proformas are submitted by Teachers/HODs/Librarians/Office/Cell to in-charges to help in the collection and cross-checking of information. For Career Advancement under CAS, PBAS forms submitted to the Principal at the end of each academic session are given to the Director of Higher and Technical Education, Government of Arunachal Pradesh. The principal prepares and sends the Annual Confidential Report for each member of the teaching and non-teaching staff. Various committees report to the principal after reviewing the administrative and academic performance of the staff and faculty,

respectively. After the Principal evaluates the report, the

suggestions/recommendations are forwarded to the appropriate department for remedial action. As a government college, the institution has implemented the following welfare measures for faculty and staff as required by the UGC/state government: Teaching and Non-Teaching Staff: Hometown LTC, Group Insurance Scheme, benefits include campus accommodation, General Provident Fund (GPF) program for employees who joined before 2004. Upon retirement, they are eligible for pensionary benefits such as gratuity, leave encashment, commutation of pension, and family pension, comparable to central government personnel. Loans and advances for house building, vehicle purchases, etc. NPS for those employees who joined after 2004. Employees and their families can benefit from the Chief Minister's Arogya Arunachal Yojana (CMAAY), which provides cashless treatment up to Rs. 5,00,000/- at empanelled hospitals. For people who fall under the GPF program, a GPF loan facility is there that is both refundable and non-refundable.

### 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:** 1.55

**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
02	00	00	00	00

#### **File Description**

#### **Document**

Institutional data in the prescribed format

[View Document](#)

### 6.3.3

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

**Response:** 12.2

**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
16	04	08	02	00

#### 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
24	24	23	23	23

File Description	Document
Institutional data in the prescribed format	<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:

As a government college, the primary sources of funding are the Government of Arunachal Pradesh and UGC/RUSA. Apart from the Government allocation, meager funds are collected from students for hostel maintenance, electricity bills, College Day celebrations, etc. At the onset of every financial year, financial requirements for all departments, libraries, laboratories, and so on are calculated and sent to the government for allocation of funds.

#### Regular Audits:

Funds obtained from the affiliating University for the purpose of conducting examinations are used appropriately under the supervision of the Examination in Charge. Examination accounts are kept in accordance with standard procedures. The Accounts section of the College maintains all records of income and expenditure to ensure financial transparency. All accounts of funds received and utilized are audited by Chartered Accountants as well as State Government and AG auditors from time to time.

A registered Chartered Accountant, M/s Ramesh Chandra Roy & Associates firm, Itanagar, Arunachal Pradesh conducted the external annual financial audit of the accounts of the college. This helps in the assessment of funds, planning, and budget preparation for the upcoming financial year. The State Government also performs external financial audits through its auditors. The Office of the Accountant General, Itanagar conducts audits on a regular basis, particularly on funding obtained from government entities such as UGC, RUSA, and DST. A no-objection certificate is received after the settlement of

accounts. The internal audit committee is responsible for conducting an audit of the internal expenses that the College incurs.

## 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 College is having its IQA Cell. This Cell was established in the academic year 2006 and functions on the basis of the guidelines set forth by NAAC. It works towards improving and maintaining the quality of education, identifying and suggesting new ways of using teaching aids, developing suitable infrastructure and offering suggestions for the new Self-finance courses. IQAC is an effective and efficient internal coordinating and monitoring mechanism. IQAC has contributed to institutionalizing the quality assurance processes in the following two areas:

#### I. IQAC for Academic Audit Verification Components:

- Workload Approval, Allocation
- Lesson Plan, Course File
- Syllabus Completion, Remedial & Bridge Classes Conduction

#### Status Report

- Student Laboratory Attendance Register
- Internal Examinations Marks
- Student Mentoring / Counseling Register
- Teacher's Diary – Academic (Faculty)
- Faculty Feedback and Action Taken

#### II. IQAC for Student regularity, Mentoring, Parent interaction, labs & Infrastructure Monitoring and Verification Components:

- Attendance, Mentoring and Lab Performance Status Report of student

- Conduction & Attendance ASP Classes Status Report
- Students Attendance cum Academic Record (Class Attendance Register)
- Student Mentoring/Counseling Register.

### 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:** D. Any 1 of the above



## 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:**

As a tribute to women and in support of gender equality, the college administration, in collaboration with the women's cell, organized various programs during the last five years. These initiatives included observing International Women's Day every year along with activities such as poetry writing and recitation to commemorate the Day. Additionally, a departmental seminar focusing on women writers from the northeastern region was conducted. The college unanimously decided to appoint female judges for every competition held during the Annual Day celebration to further promote gender balance.

Furthermore, security measures on campus have been strengthened, including the presence of a night chowkidar, CCTV surveillance, and a well-protected boundary wall with barbed wire fencing. Counseling services, particularly for female hostel residents during exam periods, are provided by hostel wardens and members of the women's cell. The student union has initiated night patrols, particularly during festive seasons and the new year, to ensure the safety of female students on campus. Moreover, an Internal Complaint Committee has installed complaint boxes across the campus to address grievances from students and faculty members. All the girls' hostel have concrete boundary wall for security and safety.

In the curricular circle, the concept of gender sensitization is undertaken in many different papers of the prescribed syllabus. Some of the courses where the knowledge of gender is imparted and the students are made to understand the concept of gender equity are:

1. Literary Criticism (ENG-D-314Aa) – B.A. V Semester(English)
1. Women's Writing (ENG-C-311) – B.A. V Semester (English)
2. Hindi Alochna (HIN-C-222) – B.A. III Semester (Hindi)
3. Feminism: Theory and Practice (POL-G-124) – B.A. II Semester
4. Foundations of Education (EDU-C-121) – B.A. II Semester
5. Foundations of Education (EDU-G-123) – B.A. II Semester

At the same time due importance has been given to female space in the college. A separate Girls' Common Room has been kept. Provision of Dedicated Ladies Wash Room, Anti-Sexual Harassment Cell

and time-to-time counseling are also there as female welfare measures.

### 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:** C. 2 of the above

### 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

### 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:**

College has several initiatives to promote inclusiveness. The motto of imparting education is to build culturally tolerant citizens. Students from diverse backgrounds representing numerous tribes and language groups are treated equally on campus. The College library has a special repository which includes books from various tribal writers of Arunachal Pradesh, Northeast, and different cultures of India and the World. It imparts the sense of oneness among different cultures and promotes the needs to respect others culture and ensures the sense of cultural tolerance among the students as they learn to appreciate diversity. During cultural events, the representation of songs, dances, and other artistic expressions from different cultures and languages is encouraged. Students from other cultures are

appreciated to perform the dances of their counterpart and so on. Adhering to the state govt. order, students and employees are encouraged to adorn traditional attire on 15th of every month. College adopts a traditional way of welcoming the guests who are invited to college events by traditional women Dance Party. College celebrates the cultural and linguistic diversity of the students and other stakeholders by organizing the local Agricultural festivals (Mopin & Solung) to showcase different cultural and linguistic aspects. Cultural tolerance is always at the top priority of the institution. A very prominent step towards the promotion of harmony is the introduction of uniform dress code. Although the college was established in 1996, from 2014, the students conducted various meetings among themselves and took a mass decision to wear a uniform dress code. This initiative by the students was fully endorsed by the Students' Union Advisor of that time and through an official notification from the Principal's office, the uniform dress code was implemented. Since then, all students wear black pant/churidar and maroon shirt/salwar.

At the outset of each academic session, during orientation programs, students receive information about their

constitutional rights and responsibilities. The college's NSS and NCC volunteers actively participate in celebrations such as Independence Day, Republic Day, and Constitution Day, aiming to instill a sense of national pride and the importance of nation building. During the COVID-19 pandemic, the college's NSS volunteers provided assistance to frontline workers and offered the girls' hostel as a quarantine center for the entire sub-division. Even after the pandemic subsided, students were encouraged to get vaccinated against COVID-19 and maintain hygiene practices. Furthermore, the volunteers extended their efforts to raise awareness about personal hygiene, vaccination for livestock to prevent swine flu, bird flu and other diseases, and mental health awareness among the villagers as a whole in the surrounding area.

## 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:**

1. Title of the Practice: Digital Economic Literacy in Kamki
2. Objectives of the practice:

a. Kamki people are from rural background. So it is necessary to make them acquainted with the growing digital world.

b. To develop communication through technology.

c. To develop social awareness among the students.

### 3. The Context:

Our students are coming from villages. They are trained in the very beginning for digital awareness. Training sessions are taken for it. Parents of students are not using ATM, Paytm and other digital transaction platforms. So, in order to make Kamki people involved in digital banking, this practice was initiated.

### 4. The Practice:

From among the denizens of Kamki, we have selected sections of the society as

1. Senior Citizens
2. Housewives
3. School going Children
4. Physically disabled children
5. Downtrodden students

The experts of banking sector conducted workshops for above sections of the society in last five years. After the training, even the simple villagers are able to do cashless transactions and make their lives updated and easier. These people who earlier remained cut-off from the rest of the world are now able to participate globally.

### 5. Evidence of Success:

Several denizens of Kamki have given feedbacks that they are using ATM and Paytm always. They are now sparing enough time for agriculture due to learning of digital banking whereas earlier they used to waste few days just for banking purposes as they had to go to bank and stand in long queue. Now, all members of their families are inclined to use online banking. Also, they are going for online marketing. All denizens who had participated in the training programme are purchasing items from Amazon, Flipkart and other online platforms. They also give feedbacks that the knowledge of digital banking and purchasing has opened a whole new world to them and now they are able to save a lot of time, which are again used in some other productive ways.

### 6. Problems encountered and resources required:

In our college, a meeting was convened where the decision to implement this practice was taken. Our college invited many citizens for admitting in the beginning but the main problem encountered was unwillingness to use technology. They were reluctant for a second meeting but due to our continuous follow up and persuasionsome denizens showed interest and thus we were able to kick start this practice. The only resources required were of inviting bank experts and managing more number of computers. Somehow, we acted accordingly and achieved success.

### Best Practice 2

1. Title of the practice: Green Initiative and Sustainable Development in Campus.
2. Objectives of the practice: (a) To conserve water and promote oxygen concentration in the

campus. (b) To practically teach the students what they are learning theoretically in Environmental Studies and other courses. (c) To let the students know the real value and relevance of forest and environment.

### 3. The Context:

Now-a-days, pollution has become a serious problem everywhere. Urbanization and deforestation have created so many environmental problems. As a measure to this, our college has done plantation drives and tried to make preservation procedure effective in the last five years. There is a national need to have a clean, green, ecofriendly and sustainable campus everywhere in the country.

### 4. The Practice:

In the beginning Principal convened a meeting in order to make everybody aware of the importance of environment and for nurturing nature for the posterity. A committee for 'Green Initiatives and Eco Friendly Campus' was constituted. Through many sittings, concrete procedures and plan of action were planned by involving students also. In last five years, total no. of about 600 trees were planted and the preservation responsibility was given to the concerned person who planted the tree with a proposal to put the name plate of that person in that tree.

### 5. Evidence of Success:

Ground water level increased. Bio waste management is done automatically. Flora and fauna increased. A clean and beautiful campus came up. It is also helpful in solving non-conventional energy problems. The whole campus has become a plastic free zone and the college campus is much cooler than nearby town area.

### 6. Problems encountered and resources required:

Seasonal heavy rainfall causes water logging and cause permanent damage to the growing plants. Nursery plants were managed with great difficulty from many different sources. An MOU was signed with the Forest department and many of the minor problems were solved. Resources required were thus taken from Forest department and many other related NGOs.

## 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:**

As the college is affiliated to Rajiv Gandhi University and as it is a governmental institution, it lacks autonomy and thus does not possess any scope of becoming very distinctive. As all human beings are same but every individual human being is quite distinctive from the other human being; in the similar way, there is distinctiveness with this college also. After its establishment in 1996, it has distinguished itself as a premier institution of higher learning for rural populace. In a time when all the institutes of higher learning are located in central zones, this college has deliberately isolated itself and perched itself in a remote periphery and has been disseminating Higher Education since its inception. The distinctiveness is that instead of sighing upon its lacking, the college is constantly turning the hurdles and limitations into opportunities and avenues. Located in a rural location surrounded by beautiful greenery on the western bank of the Yomgo river near Aalo, the institution, motivated by the visionary motto "Knowledge Brings Freedom," has established a reputation for delivering meaningful higher education to remote regional youths. The key objective of this college, as the sole government institution of higher learning in the region is to provide access to higher education to economically disadvantaged students from rural tribal regions. The college has a catchment region for accepting students from two districts; however, students from other districts are admitted based on seat availability, demonstrating that it provides higher education to various parts of adjacent districts. The institution has several distinctive features such as offering a variety of undergraduate programs, short-term courses, promoting sports, and preserving traditional culture and practices. The college has structured its campus life in a way that promotes students' interest in sports, thereby defying gender stereotypes, by organizing routine sports events, competitions, and intercollegiate tournaments. One very distinctive feature is that in a time when the world laments over cultural erosion and human devaluing; the college is serving as an epicenter of traditional and cultural preservation and continuation. These demonstrate that DPGC Kamki values excellent education, which includes co-curricular activities, experiential learning, and internships fostering change makers, partnerships, and community service among individuals.

## 5. CONCLUSION

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### **Additional Information :**

Out of 103.7 acres of campus area, the built up areas covers only 18658.2 square metres. The rest areas are covered with forest and other natural vegetations. Most of the vegetational areas are restricted areas which is untouched by the outsiders and campus dwellers. Our institution provides free education to the ward of the martyrs of Indian Army, Navy, Airforce, Paramilitary, State Police etc.

10 Seats are reserved for the students from the foreign nationals and five seats are exclusively reserved for ex-serviceman candidates. The NSS Volunteers and NCC Cadets are active through out the sessions and volunteer their services in any kind of emergency, charity work, community and extension services.

Digital Literacy and Mental Health awareness along with legal rights awareness camps are being conducted whenever the need is felt especially for the villagers covering rural areas of the catchment region.

### **Concluding Remarks :**

The institute is the oldest and the most prominent centre for higher education delivering its services to nearly eight districts covering 3.5 lakhs rural populations of the Siang belt. Despite different bottlenecks Donyi Polo Govt. College Kamki is making continuous efforts to deliver quality education at the most affordable cost for the tribal population of the state. Apart from excelling in academic pursuit, the students can be seen excelling in various part of the country and the state. Sustainable Development along with the sense of making India the 21st Century Vishva Guru, our institution is working on different Plan of Action to achieve the desired goal.

## 6.ANNEXURE

### 1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																																								
2.1.2	<p><b>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</b></p> <p><b>2.1.2.1. Number of actual students admitted from the reserved categories year wise during last five years (Exclusive of supernumerary seats)</b>            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>338</td> <td>439</td> <td>460</td> <td>300</td> <td>359</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>316</td> <td>422</td> <td>447</td> <td>282</td> <td>359</td> </tr> </tbody> </table> <p><b>2.1.2.2. Number of seats earmarked for reserved category as per GOI/ State Govt rule year wise during the last five years</b>            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>520</td> <td>520</td> <td>520</td> <td>520</td> <td>520</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>520</td> <td>520</td> <td>520</td> <td>520</td> <td>520</td> </tr> </tbody> </table> <p>Remark : As per clarification received from HEI, thus DVV input is recommended.</p>	2022-23	2021-22	2020-21	2019-20	2018-19	338	439	460	300	359	2022-23	2021-22	2020-21	2019-20	2018-19	316	422	447	282	359	2022-23	2021-22	2020-21	2019-20	2018-19	520	520	520	520	520	2022-23	2021-22	2020-21	2019-20	2018-19	520	520	520	520	520
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4.3.2	<p><b>Student – Computer ratio (Data for the latest completed academic year)</b></p> <p><b>4.3.2.1. Number of computers available for students usage during the latest completed academic year:</b>            Answer before DVV Verification : 62            Answer after DVV Verification: 41</p> <p>Remark : As per clarification received from HEI, thus DVV input is recommended.</p>																																								
5.1.4	<p><b>The institution adopts the following for redressal of student grievances including sexual harassment and ragging cases</b></p> <ol style="list-style-type: none"> <li><b>1. Implementation of guidelines of statutory/regulatory bodies</b></li> <li><b>2. Organisation wide awareness and undertakings on policies with zero tolerance</b></li> </ol>																																								



	<p><b>3. Mechanisms for submission of online/offline students' grievances</b>  <b>4. Timely redressal of the grievances through appropriate committees</b></p> <p>Answer before DVV Verification : A. All of the above          Answer After DVV Verification: D. 1 of the above          Remark : As per revised documents provided by HEI, thus DVV input is recommended.</p>
7.1.2	<p><b>The Institution has facilities and initiatives for</b></p> <p><b>1. Alternate sources of energy and energy conservation measures</b>  <b>2. Management of the various types of degradable and nondegradable waste</b>  <b>3. Water conservation</b>  <b>4. Green campus initiatives</b>  <b>5. Disabled-friendly, barrier free environment</b></p> <p>Answer before DVV Verification : A. 4 or All of the above          Answer After DVV Verification: C. 2 of the above          Remark : As per revised documents provided by HEI, thus DVV input is recommended.</p>
7.1.3	<p><b>Quality audits on environment and energy regularly undertaken by the Institution. The institutional environment and energy initiatives are confirmed through the following</b></p> <p><b>1. Green audit / Environment audit</b>  <b>2. Energy audit</b>  <b>3. Clean and green campus initiatives</b>  <b>4. Beyond the campus environmental promotion activities</b></p> <p>Answer before DVV Verification : A. All of the above          Answer After DVV Verification: C. Any 2 of the above          Remark : As per clarification received from HEI, thus DVV input is recommended.</p>

**2.Extended Profile Deviations**

<b>Extended Profile Deviations</b>
No Deviations