

SELF STUDY REPORT (SSR)

FOR RE-ACCREDITATION (CYCLE-2)

**SUBMITTED
TO
NATIONAL ASSESSMENT AND
ACCREDITATION COUNCIL,
BANGALORE-560072**



**JAGIROAD COLLEGE, JAGIROAD,
MORIGAON, ASSAM, PIN-782410**

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Self Study Report (Cycle-2)

OFFICE OF THE PRINCIPAL
JAGIROAD COLLEGE

P.O- JAGIROAD, DIST: MORIGAON
ASSAM, PIN-782410

From-

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Date: JC/NAAC/2015/SSR/Cycle-2/01

Date: 29/12/2015

To

The Director,
National Assessment and Accreditation Council
P.O. Box No.1075, Nagarbhavi
Bangalore-560072

Sub: Uploading of Self-Study Report for second Cycle of Re-accreditation


Respected Sir,

I have the honour to inform you that the Self-Study Report for second cycle of Re-accreditation of this College is uploaded in the college website today on 29-12-2015.

This is for your kind information and necessary action.

With sincere thanks and regards-

Yours Sincerely,


Principal
Jagiroad College
Principal
Jagiroad College
Jagiroad



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DECLARATION

I do hereby certify that the information provided in this Self Study Report (SSR) of the College is true to the best of my knowledge.

This SSR is prepared by the IQAC through internal discussions and no part thereof has been outsourced.

We all are aware that the esteemed members of the Peer team will visit our institution for re-accreditation soon after receiving the SSR of the college.

Dr. B. C. Neog
Principal
Jagiroad College
Principal
Jagiroad College
Jagiroad



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Certificate of Compliance

(Affiliated/Constituent/Autonomous Colleges and Recognized Institutions)

This is to certify that Jagiroad College fulfills all norms

1. Stipulated by the affiliating University and/or
2. Regulatory Council/Body [such as UGC, NCTE, AICTE, MCI, DCI, BCI, etc.] and
3. The affiliation and recognition is valid as on date.

In case the affiliation / recognition is conditional, then a detailed enclosure with regards to compliance of conditions by the institution will be sent.

It is noted that NAAC's accreditation, if granted, shall stand cancelled automatically, once the institution loses its University affiliation or Recognition by the Regulatory Council, as the case may be.

In case the undertaking submitted by the institution is found to be false then the accreditation given by NAAC is liable to be withdrawn. It is also agreeable that the undertaking given to NAAC will be displaced on the college website.

Jagiroad
29/12/2015

B. C. Neog
Principal
Jagiroad College
Principal
Jagiroad College
Jagiroad



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Preface

This Self Study Report is the outcome of our collective will to volunteer for a threadbare assessment by the NAAC upon our endeavours for promotion and sustenance of quality in all aspects of this institution. The Report has also given us an opportunity for making a dispassionate and in-depth self-appraisal about all the strength, weaknesses, opportunities and challenges about the institution which will surely enable us to undertake future plans and programmes for its development in a systematic and more methodical manner. Even as the institution has all along been striving to offer a pleasant learning environment, it has been greatly benefited by the internal quality assurance parameters laid by NAAC in fulfillment of its commitment to the society and the nation.

We now eagerly look forward to the visit of the Peer Team towards the assessment and accreditation of the College, which we feel would go a long way in guiding us in charting out the future of the institution for making it excel further.

I am thankful to the IQAC for its relentless endeavour to make the Report complete. I owe much to the Governing Body for its encouragement and supports in all respects.

Last but not the least, I must acknowledge the pains taken by the Steering Committee in drafting this Report.

Date: 29/12/2015

Dr. B.C. Neog
Principal
Jagiroad College



SWOC Analysis

The SSR has provided us with the rare opportunity to internalize upon all our strength, weaknesses, opportunities and the challenges. After such a dispassionate self appraisal exercise, we now come to the following analysis.

Strength:

- ❖ The College, which is now 36 years old, has over the years developed a strong heritage of its own in imparting education, as it has all along been a gradual phase-wise unfolding of a dream-cherished, groomed, nursed and shared by all its beneficiaries. It was set up by a host of social workers of the area who ably steered and worked in tandem with the staff of the College in shaping the future of it with sheer zeal and dedication. The healthy synergy between the community and the internal stakeholders is thus a remarkable feature and strength of this institution.
- ❖ The College is uniquely poised to serve the community with as many as four streams (Arts, Science, Commerce, Vocation) with a wide array of subjects and programmes.
- ❖ A committed faculty with amalgamation of experiences. There is a productive synergy between the experienced and scholarly and the young and spirited teachers leading to a wide array of new innovative teaching activities.
- ❖ The students are largely from socio-economically disadvantaged communities. The College has all along been successful in fulfilling their dreams for exploring and extracting the gems from the vast ocean of knowledge.
- ❖ The place is well connected by roads and railways. It is at a distance of 56 kilometers away from the state capital. The Gauhati University, which is its parent university, is also nearby.
- ❖ The College has a sound research environment. There is significant increase in the number of faculties doing research works. At present there are 19 regular faculties with PhD degree while 14 have MPhil degrees. As of now, 11 faculties have been pursuing their PhD research.



- ❖ Facilities in the administrative office and the academic departments have increased. The office is being gradually automated.
- ❖ There is enhancement of the employability of the students and the youth of the local community through the various skill development programmes being run by the college. The Community College and the BVoc programmes have recently added more edge to the same.
- ❖ The College has initiated some special measures to empower the students to be able to choose their cherished careers and also to infuse confidence into them for fulfilment of them. Month-long Personality Development/ Youth Development Programmes, inviting role models, convening workshops on Self-learning, organizing career counselling sessions by inviting resource persons and organizing placement meets are a few examples.
- ❖ The College has been rendering contributions in making the students and the youth of the locality computer literate and skilled. The Computer Department besides its regular UG and PG programmes, has been conducting seven short term courses towards this direction.
- ❖ The College offers adequate and updated infrastructure for all internal stakeholders.
- ❖ Although the College is located amidst semi-urban environs, it has been able to maintain its eco-friendly ashram-like ambience with the concerted efforts from the students and the staff.
- ❖ The College has three different study centers of distance learning, viz. IGNOU, IDOL-GU and KKHSOU, thus opening the horizon of distance learning for the unreached.
- ❖ The College believes in participatory and decentralized governance system. Towards this, it provides considerable autonomy at all departments' level.



Weaknesses:

- ❖ There is dearth in sufficient regular teaching staff.
- ❖ There is no sufficient application of the ICT enabled aides in teaching-learning.
- ❖ Remedial measures adopted for the slow learners are not sufficient.
- ❖ The faculties are yet to yield the benefit of ICT in research (INFLIBNET etc.), though the facilities in this regard have been made available in the Library.
- ❖ Students' supports like facilities in sports activities need further improvement.
- ❖ There is dearth of sufficient funds for the College to redress various needs. A large part of the College fund has to be spent on giving honorarium to the teachers engaged temporarily in various departments.
- ❖ The College is yet to strengthen the students' counselling machinery to the optimum.

Opportunities:

- ❖ The College may strive towards evolving itself to emerge as an Institute of Excellence.
- ❖ The College is situated in an area which has as its backdrop a rich socio-cultural heritage. The hinterlands surrounding the College are together a rich repository of various folk cultures. With all the colourful mosaic of traditional socio-cultural traits featuring these people, there are opportunities for the institution to become a centre of research in the relevant fields.
- ❖ The College is situated around areas that are very rich from the bio-diversity point of view. The great one horned rhinos in Pobitara Wild- life Sanctuary and the Sonaikuchi Hill Reserve Forest in the vicinity add more to this importance. The College through its Tourism, Zoology, Botany and



Biotechnology Departments may open up new vistas of research activities in this direction.

- ❖ The College may render a catalytic role in offering opportunities to the teachers of the secondary schools in the vicinity for supplementing to their ways of teaching by offering voluntary services of training and orientations.
- ❖ The College may open more PG courses for providing opportunities to the students for their future progression.

Challenges:

- ❖ There is an increasing demand for admission into all the streams run by the college, since there is no other institution of higher education in the vicinity, while the College has been unable to accommodate all the aspirants for its courses for want of sufficient regular staff and other facilities.
- ❖ To reduce and curb absenteeism leading to dropouts of the students is also a big challenge.
- ❖ The Semester mode of curriculum has offered little opportunities to the students for engaging themselves in their creative and co-curricular activities with consistency and devotion.
- ❖ With the growth of the locality as an urban centre and as a commercial hub of the entire district (Morigaon), there is a palpable change in the ethos of the people and hence there is always a fear lurking in the mind of the College community that for want of proper guidance, the youths might undergo erosion of values. Hence, it is a challenging task for the College to come up to the expectations of the society in this regard.



EXECUTIVE SUMMARY

- Jagiroad College, affiliated to Gauhati University, is a premier educational institution of Assam established in 1979. The College has been brought under the ambit of Assam College Employees (Provincialization) Act, 2005. It currently has four streams of studies: Arts, Science, Commerce and newly inducted Vocation. Under these 4 streams it has 23 departments (12 in Arts, 6 in Science, 1 in Commerce, 2 in Community College and 2 in BVoc) with a total of 82 teachers. There are 4 numbers of undergraduate, 1 post graduate, one post graduate diploma and 2 numbers of advance diploma programmes offered in the College under regular modes. The College runs five new non-conventional, job oriented and skill-based programmes. These are: three year Bachelor of Vocation (BVoc) degree programmes on Retail Management (RM) and Acting under UGC's BVoc scheme, two year Advance Diploma programmes on Pulp and Paper Technology (PPT) and Fashion Technology (FT) under Community College (CC) scheme of UGC and one year Advance Diploma in Construction Works (CW) under UGC's Career Oriented Programmes (CoP).
- The College nurtures its vision to act towards the vertical mobility of the learners belonging to socio-economically disadvantaged section of the society in order to foster regional harmony and national development. The basic goals set by the institution are : to stimulate the students' desires for exploring and extracting the gems from the vast ocean of life, to provide suitable orientations to the learners for inculcating liberal, humanitarian and democratic values and to let them grow an earnestness to tap the benefits of the socio-cultural heritage and to enable the students to handle the stresses of life.

Curriculum planning and Implementation

- Teaching plan, supplementary reading materials, ICT-applications, feedbacks, educational excursions, rewards and appreciation to performing students, students' projects and seminars are some of the many ways through which the faculties of the institution do supplement their execution of the curriculum. The Academic Committee headed by the Principal as its Chairman, takes the basic policy decisions regarding assurance of an effective curriculum transaction. The teachers design their own teaching-methods and they are encouraged to create a dynamic and cordial environment inside the class room. The emphasis is always upon



effective teaching, holding of regular classes, ensuring regular attendance by the students, adequate infrastructure and good students' support.

- The IQAC collects feedbacks from the stakeholders in which the College authority provides all logistical supports. The academic departments keep in touch with the parents/guardians of the students to apprise them of the students' progress and also to draw their feedbacks. The teachers try to enrich their teachings with supports from relevant reference materials and besides the chalk and talk method, some departments utilize the services of the ICT. The Computer department, being equipped with as many as 3 number of computer labs besides other paraphernalia, provide supports to the faculties, if and when required. Online content searching through VSAT and Broadband play complementary role in this regard. Most of the teachers have knowledge on the basic computer skills and the authority also arranges for rendering computer literacy to the staff through the faculties of the Computer department.
- Newly introduced skilling courses under UGC's BVoc, CC and CoP are not only skill-centric but having unique options of multiple exit and entry system with facilities such as Diploma, Advance Diploma and Degree at the end of two semester, four semester or six semesters. The College has also taken initiatives to tackle the drop-outs with the introduction of short term skill development and job market or self employment centric programmes in collaboration with some NGOs, Industries or partner institutions. The College has established linkages with various industries, organizations and also with some institutions to facilitate learners of these skilling courses. Some of the partners are very much supportive more than expectations. Hindustan Paper Mill (NPM) is one such industry for PPT course under CC.
- A wide range of courses and programmes are also offered on distance education mode through the approved study centers (Indira Gandhi National Open University (IGNOU), K. K. Handique State Open University (KKHSOU) and Institute of Distance Learning - Gauhati University (IDOL-GU) located within the campus. Under these study centres, currently as many as 532 number of students have been studying both at the UG and PG programmes.
- The College has been offering a master degree programme in Tourism Management (MTM) under the Gauhati University. It has also been running a course in Post Graduate Diploma in Computer Application (PGDCA) besides conducting of a few short term programmes in Computer Application.



Teaching-Learning Evaluation

- Passion, perfection and presentations are the key words designing the philosophy to practice teaching in the classrooms of this college. The teachers are also generally aware of the fact that a class is a group of heterogeneous people and no two students can therefore learn similarly. So, the teachers try to put in their energies to satisfy the needs of all the learners. Besides the teaching of the curriculum, the teachers also try to educate the students on discipline and attitude. To say the least, 'holistic development' is the institution's motto. The skill and knowledge-based co-curricular programmes, for instance, help the students in their all-round development. The College encourages the faculties for research. It also tries to stimulate an urge in the mind of the Major students (UG) and the PG Students for both critical thinking and research-oriented approaches to various subjects.
- Thanks to the College's relentless efforts for delivering the best towards teaching-learning there are increasingly good performances shown by the students at both UG and PG levels. Towards effectiveness of usual teaching-learning pedagogy, there are: (i) facilitation of specialized knowledge through various measures (viz. short term/crash courses in computer application, crash course in communicative English, internet facilities, provision of downloading from internet at the library, educational tours to students, holding of institutional and state and national level seminars, guest lectures by resource persons on subjects of academic and general interests etc.) (ii) industry-institution partnership in respect to a few new programmes (iii) focus on skill training (iv) rewards and incentives to the best performers to encourage the students and staff to do more hard work.
- The teachers try to motivate the students to interact in the classroom confidently. For this, they adopt the method of role play, group discussion etc. The students are also provided with the necessary scopes and opportunities through field trips, surveys, educational tours etc. The advanced learners get proper mentoring from the teachers to present their projects and seminar papers as and when needed. They can also contribute their research-based articles/ projects in a research journal being published by the College which is designed especially for the young researchers.
- The IQAC has also developed the mechanism of evaluation of teachers by way of feedbacks from the students. At the departmental level, the HoDs make the faculty members aware of the feedbacks and the members accordingly try to enhance their quality of transaction in the classroom.
- The IQAC associates actively with the departments, the staff and the authority in drawing plans and programmes towards effective



implementation of the curriculum, in ensuring that the class room is well equipped, in rendering counselling to the students, in organizing academic and motivational talks, in holding of seminars and workshops and in motivating the faculty members to join orientation, refresher and other courses (thus to help them gaining effective edges to their class room teaching).

- The institution nurtures a culture of appreciation of the good works done by the students, conducts tests and other measures towards internal assessment of the students, renders students' counselling, and holds tutorial and remedial classes.
- To make teaching-learning effective, the College tries to facilitate in all respects the teachers in their functioning as facilitators and mentors. In this context, the College has been trying to be self-sufficient by acquiring some important state-of-the-art technological devices. The Library of the College has been instrumental in facilitating a great support to the faculties and the students in the matter of teaching-learning process. The library is a rich granary of books with a holding of 10,361 nos. of text books and 11,661 nos. of reference books (2014-15 data). Besides this, it also provides the facility of browsing and downloading of texts from the internet and accessing of e-resources through NLIST of INFLIBNET.
- Towards ensuring delivery of advanced level of knowledge and skills, the College has initiated many a steps. A few examples are: keeping track of the performances by the students by adopting a reliable system, improvement of the library services, encouragement for effective application of the ICT, holding of seminars and workshops, launching of courses in skill development through industry-institution partnership, holding of interactive programmes by inviting guest speakers, putting thrusts on interdisciplinary mode of pedagogic transaction, holding of educational tours, training camps for self-defense skills, taking competency development initiatives like career counseling and orientation programs, publication of books and journals, encouragement to the faculty members for participation in faculty development programmes and developing linkages with research bodies etc.

Research, Consultancy and Extension

- The College has two Research Committees which try to promote research culture among faculty. Through the faculty members, the upper semesters (UG-Major) and the PG students get the basic exposure to critical thinking. Seminar presentation and project writing come in good stead in this respect. The College has also launched a research journal within the campus in this direction. It has recently initiated the Best Researcher



(Student) award to encourage young researchers of the college. At present there are 19 regular faculties with PhD degree while 14 have MPhil degrees. Majority of the faculties are currently pursuing their research leading to PhD degree. All the departments (except Mathematics) of Science faculty, Computer department and a few other Arts departments (Education and Geography) have lab facilities that come of aide to the students and to some extent to the research scholars. The College encourages the faculty for applying for research works by recommending their proposals of projects to the relevant funding agencies. It provides official leave to the research scholars expeditiously as per the provisions of the rules with the re-adjustment of allotted classes. One of the faculties has also been editing a refereed and peer reviewed research journal. The IQAC constituted a publication cell to published books, journals and newsletters during the time. The Cell has published three books covering three important areas in the year 2014.

- The College facilitates the teacher-scholars by registering in the NLIST programme of INFLIBNET. Most of the teachers have their individual user-IDs and passwords to log on to the site and get access to the same at any time. The Library has a separate reading room and a reference section for the teacher-scholars.
- As regards to the college's extension activities, various bodies of the College have been engaging themselves closely in the extension activities in the neighbourhood. The Jagiroad College Teachers' Unit (JCTU), The Jagiroad College Students' Union (JCSU), the College NCC unit, NSS volunteers, the Women's Wing are a few such bodies. IQAC through its Extension Education and Community Development Cells takes up various extension and community –linkage activities. Training of the students and the staff in disaster management, volunteering of services by NCC cadets in different social functions, holding of popular talks on women empowerment, awareness drives on AIDS-control , prevention of cancer, prevention of drug menace, services of NSS volunteers towards holding of health camps, book fairs, skill development programmes, holding of the special days of importance like World Environment Day, World Tourism Day, execution of survey works towards adoption of a modal village, organizing outreach programmes like trekking, collection of ethnic cultural items for show-casing of the local cultural heritages, organizing ethnic and national dance workshops in collaboration with concerned cultural bodies and institutions are a few examples in this regard. Also, students develop their own linkages with the community through their different project works.



- The College also has established a strong community linkage through its various courses in collaboration with some other organizations. It has launched two courses under the CC scheme. The CC model is accessible to a large number of individuals of the community providing opportunities to the learners to move directly to the employment market or self employment. It offers a flexible and open education system without age bars catering to the community based life-long learning needs.
- Towards providing linkage for alternative employment options including infusion of entrepreneurial zeal, the College has been providing entrepreneurship skill development training programmes to the local potential youths.

Infrastructure and Learning Resources

- The College has been trying arduously to fulfill all its needs in the infrastructural and learning resources. It has since attained its self-sufficiency in classrooms, laboratories, seminar halls, hostels and library resources etc. Of late the College has built four smart rooms with provisions of digital teaching aids. It has built a new building through UGC grants (under XII plan), which contains spaces for a Conference Hall besides a few academic departments including Education and CC. Currently, under a special grant released by the state government, construction of a digital library is going on. The College family also feels privileged to enjoy uninterrupted power supply due to the installation of a 50 KW solar power plant under MNRE's subsidized 90:10 plan. Computer laboratories of the College have been connected with LAN with IBM server, which are additionally supported by 10 KVA online UPS - towards enhanced assurance of uninterrupted supply of power during practical classes. The Library services too have been improving remarkably with launching of LAN through IBM server. There is also up-gradation of the library software SOUL. From 2014-15 onwards, the users have been availing themselves of the facility of NLIST programme of INFLIBNET to access more than 6000 e-journals and 97000 e-books from across the libraries all over the world.
- The institution has a 16 station multi-gym for the students, separate common rooms for the boys and the girls, cold and purified drinking water facilities, ICT facilities for holding of meetings, seminars and conferences, barrier free campus for the physically challenged persons, separate hostel facilities for the boys and the girls with running water and un-interrupted power supply and CCTV arrangements and Wi-Fi facility within the campus. College website, digital language lab are two other notable features. The College also receives financial and material assistances from



the Sita Jakhala Dugdha Utpadak Samabai Samiti (SJDUSS), Dry Fish Merchant Association (DFMA), NPM during its initial periods. The Nagaon Paper Mill (NPM) offers their expertise in running the PPT course for theory as well as practical on the site trainings at the plant-site.

Students Support and Progression

- The College with the aim of 'holistic development' provides supports in the best possible way to the students. It is conscious that the students ought not remain just confined to their classes and books. So, the efforts are always on in supporting them with facilities and opportunities that could be effective for nurturing and development of their overall personalities.
- As the College is located in a tribal belt under SC reserved assembly constituency, so nearly 70% of its students are belonging to the reserved categories. Few are from minority communities. These reserved category students are receiving scholarships from the state government and other scholarship providing departments. This year, a total of 13 students received ISHAN UDAY (a special merit scholarship scheme exclusively for bright but economically deprived students of North Eastern States) scholarship from the UGC. Awards and felicitations are offered to best performer students and the staff by the authority. The JCTU also offer incentives to the best graduates of the college. The College also has a Students' Aid Fund to offer financial assistance to the needy. Last year, an amount of approx. Rs. 2.5 lakhs was released from the Fund for admission into various courses and classes. Besides, meritorious, economically deprived students are supported by finance, books and otherwise individually by the staff.
- The College has been taking some special care of its learners through various means. Each student gets one bank account which empowers her/him with financial literacy in terms of banking transactions. They also receive ATM/PAN cards along with the bank accounts. Students have to pay all their fees at the College account through bank challans specially designed for them. Further, the students are covered under a special scheme of Accidental Health Insurance with coverage of Rs 1.5 lakh each. Last year a case was settled in this regard towards which the concerned financial organization released Rs 1 lakh to the next kin of the family members of one of the students who died due to a road accident.
- Tours/ field -trips are arranged for the students towards widening of their knowledge-base. For enhancing communication skills, the College has launched a language lab. The College promotes cultural activities and necessary instruments are provided to the students for their practice. The College Library is having a net surfing and computing zone with 10



numbers of nodes connected through N-Computing. Besides, the College also offers facilities required by the students intending to participate in competitions in sports, cultural and literary events held outside the campus. The Career Guidance Cell takes the lead in holding of special programmes like counseling sessions by inviting experts in the field, interactive sessions with eminent personalities, recruitment programmes and personality development / youth development camps. The College encourages the students for expressing their creative urges through magazines and periodicals. It provides both advisory and financial supports to the students for their publication of the College annual magazine. Necessary funds are also released for publication of the wall magazines. The authority also provides financial support for publication of *INITIATIVE*- a research journal for young researchers. The College has recruited a Physical Education Teacher to look into the students' progression in sports activities. The College also holds a special summer camp in Self Defense Skills for the girl students. The College lends its supports to its NCC unit, which is an active cadet unit and thanks to its constant supports, it has been able to make its mark by winning for 5 consecutive times as the best team at the district level parade competitions.

- Some of the special support systems introduced in the institution for the students are: (i) formation of Discipline and Anti-ragging committee (ii) formation of Grievance Redressal Cell under IQAC (iii) free scholarship to the needy students (iv) Students' Counseling (v) ramps for the physically challenged students (vi) accident related health insurance (vii) bank accounts with ATM/PAN cards, (viii) provision of coaching in different games and a sports educator (ix) special incentives and rewards to the best performers (x) collaborative skill development programmes.
- To provide some special support to the students who are at the risk of failure or being drop- outs, the College arranges remedial classes. Students coming from the reserved communities are given the opportunity to attend such classes. Services of the concerned faculty and the members of the counselling cell are drawn for attending to sensitive cases. Special aides (free studentship, psychological counsellings or otherwise) are accorded to the needy students among them to enervate their confidence. The authority also tries to ensure that there is no discrimination shown to the poor performers by their fellow students.
- The College publishes a Prospectus annually with necessary updation made into it in every successive year which facilitates a comprehensive appraisal about the institution. The prospectus serves specific information on the programmes and courses of studies, the range of subjects available, choice, range and combinations of optional subjects for both at the Major



and general courses at UG level, PG general and diploma courses, admission process and courses offered under distance mode. It also contains details about the admission policy and procedures, admission-schedules, fee structure, rules to be followed by the students, College staff, students' entitlements and UGC guidelines etc.

Governance, Leadership and Management

- The Governing Body is the apex body of the institution to which the staff of the College is accountable in all their academic and other corporate responsibilities. There are staff representatives (Teaching and Non-teaching) in the GB to express opinions on any matter freely in the meetings of the GB.
- The GB adopts and evaluates policies and plans of the institution and takes necessary decisions through discussions to implement those decisions effectively. The GB sits periodically to discuss and decide on the activities related with the College development.
- The College has a decentralized governance system. It provides fair amounts of autonomy to the academic departments of the college. The Principal of the College adopts the mechanism in participatory approach for smooth management of the activities. He with supports from the Vice-Principal and the HoDs draw practical inputs of suggestions and novel and innovative ideas regarding academic activities.
- The IQAC of the College is the guiding force in various strategies for quality improvement and assurance related activities. Many of the quality improvement related decisions were taken at different meetings held by the IQAC with the staff. The IQAC draws data from the departments and the faculties from time to time for maintaining various databases regarding teaching-learning and evaluation. It also collects feedbacks from the students on the teaching-learning aspects. The Principal convenes general meeting of the staff in consultation with the IQAC to form various Cells and the IQAC initiates effective implementation of various proposals through these committees.
- Continuous internal assessment and regular holding of term-end examinations are two important features of the teaching- learning aspect of the academic management.
- There is a Planning Committee which discusses and suggests financial allocations of funds against implementation of various plans.
- In regards to grievances/complaints by stakeholders or by any other quarter, the Grievance Redressal Cell takes up the necessary initiatives. The cell in consultation with the IQAC, coordinates between the complainant and the concerned redressal -seeker to resolve the matters



expeditiously (however, depending upon the seriousness of any grievance, the Principal takes up such complaints for redressal at his own level and if required at the GB level).

- The Principal holds meetings with the teaching staff, Students Union and the non-teaching staff to convey them about implementation of major projects.
- Nodal officers are appointed from among the senior faculty members to manage and control various activities.
- Three individual senior faculties of the College have been offered to act as coordinators for distance education programmes under three different universities.
- NCC and NSS in-charges, hostel wardens are also appointed taking into view of their suitability for holding such responsibilities.
- The Jagiroad College Students' Union also plays supportive role in the all-round development of the institution.
- The College provides opportunities to the faculties to engage themselves in various administrative and academic responsibilities.
- In the library, the librarian is the custodian of the books and other learning resources. There is an Advisory Committee in the library and the librarian takes important resolutions regarding the library management in consultation with this Committee.
- There is increasing integration of modern technology with the various aspects of the College functioning.
- The administration emphasizes on trainings for non-teaching staff to enhance their work performances.
- The College has established industry linkages for a few courses. There are special Boards of Studies for each of these schemes.

Innovations and Best Practices

- The College family has been displaying tremendous enthusiasm in sharing responsibilities about the environment in and around the campus and its vicinity. The department of Botany has made a survey of the number of plants inside the campus. The teachers and the faculty together render active participation in maintenance and sustenance of the greenery of the campus, the serenity of which could capture the heart of any visitor. The Environmental Studies subject also helps in the growth of a strong consciousness in the mind of the students about the need of conservation of nature and sustainable development. The students and the other core stakeholders of the College are adopting certain good practices which too



contribute effectively in maintaining the ecological balance inside the campus.

- Peer teaching, language skills through interactive methods, enrichment of teaching –learning by way of exposure tours, assignments (like project-writing), field studies as means of better environmental awareness, development of a mini museum to showcase the colourful traditional, social and cultural life of the people in the vicinities of the college, publication of a research journal for the students among the students are a few examples of innovations.

Two best practices:

1. Collection of tangible items shedding lights upon the traditional life of four local ethnic communities:

The practice is being undertaken by a body of volunteering students and teachers. With enthusiastic participation by the students, the College is going to develop an ethnic museum. The students visited the catchment areas for collection of the items under the supervision of four faculties of the institution. In the process the participating students could gather enough knowledge about social and cultural heritages of the concerned communities.

2. Conservation and maintenance of the greenery of the College campus:

The practice is being run by drawing active supports from the Botany department and the teaching, the non-teaching staff and alumni association. The College has been enjoying the dividend of the practice by taking pride over the fact that it has an *ashram*-like ambience, being a repository of more than 150 number of trees and plants. While the staff of the College takes time off from their busy schedules to look after these plants, the students too along with the staff attend to the beautification of the campus. The practice has provided opportunities to the concerned sections to get familiar with the various plants from close quarter besides allowing the campus to have an unconstrained passage of air. Besides, there is growth of fellowship and brotherhood among all the internal stakeholders of the College through such a practice.



Post Accreditation Initiatives

The Peer Team of the 1st Cycle of NAAC inspection, which had its visit to the College in the year 2004, while appreciating several features of the institution, suggested a few steps envisaging that the same could help in making further progress. The recommendations of the Team and the initiatives taken by the College in regards to the same are stated below:

Recommendation No. 1.

The College may consider.....like Food Processing, Tailoring and knitting.

Initiatives taken:

- ✓ A crash (Certificate) course in Communicative English has been launched. Courses in Industrial Fish & Fisheries and Repair and Maintenance of Electronic Equipment could not be introduced as the parent university does not have provision for opening of such courses.
- ✓ However, in view of the need of skilling the youth, collaborative skill development programmes have been organized in association with NGOs supported by IIE.
- ✓ As regards to short- term certificate courses on Self-defense for girl students has been introduced and running since 2013.
- ✓ Apart from short term computer courses, five skill development and job oriented courses also introduced recently.

Recommendation No. 2.

The College may introduce.....Central and Civil Service Examinations.

Initiatives taken:

- ✓ To empower the students to be able to choose their cherished careers and also to infuse confidence in them for this, special measures are taken by the Career Counseling Cell. The College, for instance:
 - (i) organized two numbers of month-long Personality Development / Youth Development Programmes during the summer;
 - (ii) invited role models like Narayan Konwar, the first IAS-holder from the local Tiwa community;
 - (iii) convened a workshop on 'Self learning for Competency Development';
 - (iv) organized career counselling sessions by inviting career counselors and relevant organizations;
 - (v) organized placement meets and interactive sessions with resource persons in the field.



Recommendation No. 3.

The College may try.....steps.

Initiatives taken:

- ✓ Remedial coachings are taken for the students belonging to the reserved category communities.
- ✓ The Academic Committee recommends steps after thorough discussion on the compiled data regarding dropout.
- ✓ The sensitive cases among the students at the risk of drop out are referred to the Counseling Cell. The Cell contacts individual students and also invites guardians for necessary counseling if necessary. The departments too arrange counseling on their own.
- ✓ Poor economic condition too leads to drop out among a section of students. The authority provides free studentship to the needy students. A section of the staff too render humanitarian aides at their personal level to many of such students.
- ✓ The faculties individually try to figure out such students in the class and render necessary personal care to them.
- ✓ The authority looks to it that there is no discrimination shown to the poor performers by their fellow students. Necessary counsellings and value-education are provided so that the feelings of such students are not hurt by their fellow counterparts.

Recommendation No. 4.

The College may consider ways.....UGC.

Initiatives taken:

- ✓ We have been by and large successful in reducing the number of teaching days lost and now the number of teaching days has rose to the average 182 days, as stipulated by the appropriate authority.
- ✓ The Semester system being adopted by the University for the Undergraduate Programmes with the necessity to hold term-end examinations has helped a lot in ensuring this improvement.
- ✓ The rigour of holding of exams of both formative and summative nature and the endeavour of the faculties to prepare the students by way of holding departmental seminars, giving assignments like project writing too have enhanced the interests of the students to attend their classes regularly.
- ✓ In view of the new imperatives, the faculties also hold special classes, if necessary.



Recommendation No. 5.

The pass rates in some subjects like.....weaker students.

Initiatives taken:

- ✓ Remedial coaching is taken for the students belonging to the reserved category communities.
- ✓ The strength of the regular staff in regards to a few departments has been rather low. Steps have been taken for holding special tutorial classes, for which the authority engages teachers in the concerned departments on temporary basis.

Recommendation No. 6.

Cataloguing and lending services.....as early as possible.

Initiatives taken:

- ✓ OPAC has been introduced for searching books by the users.
- ✓ Library automation is about to complete; there are as many as four computers for use by the library staff besides, 2 nos. of bar code printers.
- ✓ Nearly 18,844 books have been catalogued in SOUL 2.0.

Recommendation No. 7.

The library may be provided.....students and teachers.

Initiatives taken:

- ✓ Following the visit of the Peer Team of the 1st Cycle of NAAC inspection in the college, upon its recommendations, a photocopier was immediately provided in the library with an operator. The same is being used by both the students and the teachers.
- ✓ There are 10 number of nodes connected for internet surfing in the library. Broad band and VSAT connectivity has facilitated the internet system in the library. The stakeholders of the College can also avail themselves of the Wi-Fi connectivity within the campus.
- ✓ A special feature of the library has been in-house/remote access to e-publications through N-LIST, SodhGanga, SodhGangotri etc.



Recommendation No. 8.

The library may be.....reference books.

Initiatives taken:

- ✓ Till 2014-15, the library of the College procured 10,361 number of text books. In the year: 2014-15, it bought 667 number of latest text books, while in the previous year (2013-14), it bought 1001 number of latest edition text books.
- ✓ As regards to the reference books, during the last two years, the College library procured a total of 348 books.
- ✓ However, the faculties have donated reference books to their departmental libraries, which too have come of aide to the students in their yearning for knowledge.

Recommendation No. 9.

The computer centre may further.....curriculum.

Initiatives taken:

- ✓ The computer center is considerably upgraded with LAN connectivity through IBM server. The Govt. of Assam has also provided a computer lab with necessary furnishings catering to the common computing needs. The academic departments having computer course as part of their curriculum utilize the benefits of Computer Center as and when require.

Recommendation No. 10.

The College may seriously contemplate.....the students.

Initiatives taken:

- ✓ The Computer Department in addition to its regular UG and PG programmes has been currently conducting as many as seven numbers of institutional level short-term certificate and diploma courses. They are: (i) three-month Certificate in Computer Application, (ii) three-month Certificate in DTP, (iii)six-month Diploma in Computer Application,(iv) three -month Diploma in Web Design and Technology, (v)three-month diploma in Programming Language,(vi)three-month diploma in Database Management and (vii) Twelve-month advance diploma in Computer Application.

**Section B: Profile of the College****1. Name and Address of the College:**

Name:	Jagiroad College			
Address:	P.O.: Jagiroad			
City:	Jagiroad	Dist: Morigaon	PIN-782410	State: Assam
Website:	www.jagiroadcollege.co.in			

2. For Communication:

Designation	Name	Telephone with STD Code	Mobile	E-mail
Principal	Dr. Bhaben Chandra Neog	Office: 03678242808	09508399322	jagiroadcollege12@gmail.com
Vice-Principal	Mr. Munindra Tahbildar	03678-242013	09435319149	---
Steering Committee Coordinators:	Dr. Sohail Ahmed	---	09435065334	ahmsohail@gmail.com
	Dr. Dipak Jyoti Baruah		09854369647	Baruah_dj@yahoo.com

3. Status of the Institution:

Affiliated College

Constituent College

Any other (Specify)

Provincialised

✓

4. Type of Institution:

a. By Gender

i. For Men

ii. For Women

iii. Co-education

✓

b. By Shift:

i. Regular

ii. Day

iii. Evening

✓

5. Is it a recognized Minority Institution ?

Yes

☐

No

☒

If yes specify the minority status (Religion/Linguistic/any other) and provide documentary evidence.



Self Study Report (Cycle-2)

6. Source of Funding:

Government

Grant-in-aid

Self-financing

Any other

✓

7. a. Date of establishment of the College: **08-08-1979**

b. University to which the College is affiliated: **Gauhati University, Guwahati**
Affiliation Letter Enclosed

c. Details of UGC recognition:

Under Section	Date, Month & Year (dd-mm-yyyy)	Remarks(if any)
i. 2 (f)	01-07-1992	Certificate Enclosed (Enclosure II)
ii. 12 (B)	--do--	

Enclose the certificate of recognition u/s 2(f) and 12(B) **Enclosed**

d. Details of recognition/approval by statutory/regulatory bodies other than UGC (AICTE, NCTE, MCI, DCI, PCI, RCI etc.) **N/A**

8. Does the affiliating University Act provide for conferment of autonomy (as recognized by the UGC), on its affiliated Colleges?

Yes ☐ No ☒

If yes, has the College applied for availing the autonomous status?

Yes ☐ No ☒

9. Is the College recognized

a. By UGC as a College with Potential for Excellence (CPE)?

Yes ☐ No ☒

If yes, date of recognition..... (dd/mm/yyyy)

b. For its performance by any other governmental agency ?

Yes ☐ No ☒

If yes, name of the agency..... and

Date of recognition..... (dd/mm/yyyy)

10. Location of the Campus and area in sq. mts:

Location*	Rural (Tribal Belt, SC Reserved Assembly Constituency)
Campus area in sq. mts.	33841.17
Built up area in sq. mts.	3,74,002.19 sq. mtr

(*Urban, Semi-urban, Rural, Tribal, Hilly Area, Any others specify)



11. Facilities available on the campus (Tick the available facility and provide numbers or other details at appropriate places) or in case the institute has an agreement with other agencies in using any of the listed facilities provide information on the facilities covered under the agreement.

- Auditorium/seminar complex with infrastructural facilities ☒
 - (i) Auditorium Hall=1
 - (ii) Hall=1
 - (iii) Seminar Hall=1
- Sports Facilities
 - Playground ☒
 - (i) One outdoor composite playground is under construction (inside the campus for football and running track)
 - (ii) One composite field for Basketball and Volley ball is under construction (inside the campus)
 - (iii) Sports field of Jagiroad Sports Association is presently utilizing.
 - Gymnasium ☒
 - Swimming Pool
- Hostel
 - Boys' Hostel ☒
 - i. Number of Hostels =1
 - ii. Number of inmates =60
 - iii. Facilities (mention available facilities)
 - a) Common Room with Newspaper, TV
 - b) Library
 - c) Visitors room
 - d) Attached Dining Hall
 - e) Toilet block
 - f) 24x7 power supply
 - g) 24x7 running water
 - h) Pure drinking water
 - i) Furniture provided
 - j) Volley ball and badminton court
 - k) Night security



(One Boys Hostel is taken on lease from Nagaon Paper Mill inside their campus for students of skill based courses)

- *Girls' Hostel*
 - i. Number of Hostels =1
 - ii. Number of inmates =100
 - iii. Facilities (mention available facilities)
 - a) Warden's Room
 - b) Common Room with Newspaper, TV
 - c) Library
 - d) Visitors room
 - e) Attached Dining Hall
 - f) Attached Toilet
 - g) 24x7 power supply
 - h) 24x7 running water
 - i) Pure drinking water
 - j) Furniture provided
 - k) Badminton court
 - l) Night security
 - m) Weekly health check up
- *Working Women's Hostel* (In the Girls Hostel few women employee reside)
Number of inmates = 6 (working women- contractual faculties)
- *Residential facilities for teaching and non-teaching staff (give numbers available – cadre wise)*
 - i) Teaching Staff :

Nil

 - ii) Non-teaching staff:

04

- *Cafeteria*

√

 - i. Regular Canteen =1
 - ii. Coffee House =1
- *Health Centre*

Nil

First aid, inpatient, outpatient, emergency care facility, ambulance.....

Qualified Doctor: Full Time

 Part Time

Qualified Nurse: Full Time

 Part Time

**An MoU has been signed between the College and a local Nursing Home for regular and emergency care.*
- *Facilities like banking, post office, book shop:*

Nil



Self Study Report (Cycle-2)

- Transport facility to cater to the need of students and staff Nil
- Animal House Nil
- Biological waste disposal : None, other than septic tanks connected with toilets
- Generator or other facility for management/regulation of electricity and voltage
 - i. Individual Transformer =1 (40 KW)
 - ii. Generator Set =1 (40 KW)
 - iii. Solar Power Plant =1 (50 KW)
 - iv. Online UPS =3 (10 KVA)
- Solid waste management facility Nil
- Waste water management : Concrete drainage system.
- Water Harvesting Nil

12. Details of programmes offered by the College (Give data for current academic year)

Sl. No.	Programme Level	Name of the Programme /Course	Duration	Entry Qualification	Medium of Instruction	Sanctioned/ approved Student strength	Number of students admitted
1.	Under-Graduate	B.A.	3 years	10+2	English / Assamese	---	400
		B.Sc.				---	90
		B.Com				70	72
		B.Voc.				100	72
2.	Post-Graduate	Master in Tourism Management (MTM)	2 years	Graduate	English	30	19
3.	Integrated PG	-	-	-	-	-	-
4.	M.Phil	-	-	-	-	-	-
5.	Ph.D.	-	-	-	-	-	-
6.	Certificate Course (Under NIELIT)	Office Automation	2 months (80 hours)	10+	English	250	
7.	UG Diploma (under CoC)	Construction Works	1 year	10+2	English / Assamese	30	30
8.	PG Diploma	PGDCA	1 year	Graduate	English	30	29



Self Study Report (Cycle-2)

9.	Any other (specify and provide details)						
i.	Advance Diploma (with provision of Certificate and Diploma.) (<i>under Community College</i>)	Pulp and Paper Technology	2 years	10+2	English / Assamese	50	52+26
		Fashion Technology				50	28+8
ii.	UG courses (<i>under KKHSOU</i>)	B.A. (Distance Mode)	3 years	10+2	English/ Assamese /Bengali	--	112
iii.	PG (<i>under GU-IDOL</i>)	PG Diploma (Distance Mode)	1 year	Graduate	English/ Assamese / Bengali	--	362
		M.A., M.Sc,M.Com, (Distance Mode)	2 years				
iv.	Certificate, UG diploma and UG (<i>Under IGNOU</i>)	B.A./BBA (Distance Mode)	3 years	10+2	English		58
v.	Certificate Course (<i>Under NIELIT</i>)	Office Automation	2 months (80 hours)	10+	English	250	250
vi.	UG Diploma (<i>under CoC with provision of 3 no.s of modular certificates</i>)	Construction Works	1 year	10+2	English / Assamese	30	30

13. Does the College offer self-financed programme?

Yes

☒

No

☐

If yes, how many?



14. New programme introduced in the College during the last five years if any?

Yes

☒

No

☐

If yes, how many?

15. List the departments: (respond if applicable only and do not list facilities like Library, Physical Education as departments, unless they are also offering academic degree awarding programmes. Similarly, do not list the departments offering common compulsory subjects for all the programmes like English, regional languages etc.)

Faculty		Departments	UG	PG	Research
Arts	1.	Computer Application	√	√	-
	2.	Economics	√	-	-
	3.	Education	√	-	-
	4.	Geography	√	-	-
	5.	History	√	-	-
	6.	Political Science	√	-	-
	7.	Tourism	√	√	-
Science	1.	Biotechnology	√	-	-
	2.	Botany	√	-	-
	3.	Computer Application	√	-	-
	4.	Computer Science	√	-	-
	5.	Mathematics	√	-	-
	6.	Physics	√	-	-
	7.	Zoology	√	-	-
Commerce	1.	Accountancy	√	-	-
	2.	Finance	√	-	-
	3.	Management	√	-	-
Any other (specify) Under skill development programme BVoc. , Community College and Career Oriented Courses (COC) of UGC	1.	Acting	√	-	-
	2.	Retail Management	√	-	-
	3.	Fashion Technology	√	-	-
	4.	Paper Technology	√	-	-
	5.	Construction	√	-	-
Distance mode	GU-IDOL	Study cum exam centre	√	√	-
	KKHSOU	Study cum exam centre	√	-	-
	IGNOU	Study cum exam centre	√	-	-



16. Number of Programmes offered under (Programme means a degree course like B.A., B.Sc., MA., and M. Com...)

- a. Annual
- b. Semester
- c. Trimester

17. Number of Programmes with

- a. Choice Based Credit System
- b. Inter/Multidisciplinary Approach
- c. Any other (specify and provide details)

18. Does the College offer UG and/or PG programmes in Teacher Education?

Yes No ☒

If yes,

a. Year of Introduction of the programme(s).....(dd/mm/yyyy)
and number of batches that completed the programme

b. NCTE recognition details (if applicable)

Notification No.:

Date: (dd/mm/yyyy)

Validity:

c. Is the institution opting for assessment and accreditation of Teacher Education Programme separately?

Yes No

19. Does the College offer UG and PG programme in Physical Education ?

Yes No ☒

If yes,

a. Year of Introduction of the programme(s)..... (dd/mm/yyyy)
and number of batches that completed the programme

b. NCTE recognition details (if applicable)

Notification No.:

Date: (dd/mm/yyyy)

Validity:

c. Is the institution opting for assessment and accreditation of Physical Education Programme separately?



Self Study Report (Cycle-2)

Yes

☐

No

☐

20. Number of teaching and non-teaching positions in the Institution.

Position	Teaching Faculty						Non-Teaching Staff		Technical Staff	
	Professor		Associate Professor		Assistant Professor					
	*M	*F	*M	*F	*M	*F	*M	*F	*M	*F
Sanctioned by the UGC / University / State Government Recruited	-	-	26	9	3	6	20	2	-	-
Yet to recruit	-	-	-	-	6		1		-	-
Sanctioned by the Management / society of other authorized bodies recruited	-	-	-	-	19	17	9	8	1	1
Yet to recruit	-	-	-	-	-	-	-	-	-	-

*M- Male

*F- Female

21. Qualifications of the Teaching Staff:

<i>Highest Qualification</i>	<i>Professor</i>		<i>Associate Professor</i>		<i>Assistant Professor</i>		<i>Total</i>
	M	F	M	F	M	F	
Permanent teachers							
D.Sc./D.Lit.	-	-	-	-	-	-	-
Ph.D.	-	-	13	3	1	2	19
M.Phil.	-	-	6	2	0	6	14
PG	-	-	10	3	2	1	16
Temporary teachers							
Ph.D.	-	-	-	-	2	3	5
M.Phil.	-	-	-	-	3	2	5
PG	-	-	-	-	14	12	26
Part-time teachers							
Ph.D.	-	-	-	-	-	-	-
M.Phil.	-	-	-	-	-	-	-
PG	-	-	-	-	-	-	-

22. Number of Visiting Faculty/ Guest Faculty engaged with the College:



23. Furnish the number of the Students admitted to the College during the last four years:

	<i>B.A. / B.Sc. / B.Com. (Sem-I, III, V) and PG</i>							
<i>Categories</i>	<i>2011-12</i>		<i>2012-13</i>		<i>2013-14</i>		<i>2014-15</i>	
<i>Only Regular</i>	<i>Male</i>	<i>Female</i>	<i>Male</i>	<i>Female</i>	<i>Male</i>	<i>Female</i>	<i>Male</i>	<i>Female</i>
SC	152	164	135	177	225	208	217	198
ST	209	228	205	230	255	280	244	277
OBC	193	238	168	239	241	273	272	303
General	183	295	206	327	253	348	260	362
Others	0	0	0	0	0	0	0	0
Total	737	925	714	973	974	1109	993	1140

24. Details on Students enrolment in the College during the current academic year:

Type of Students	UG	PG	M. Phil.	Ph.D.	Total
Students from the same state where the College is located	Regular=2133 Distance=170	Regular=50 Distance=362	--	--	Regular= 2183 Distance= 532
Students from other states of India	-	-	-	-	-
NRI students	-	-	-	-	-
Foreign students	-	-	-	-	-
Total	2303	412			2715

25. Dropout in UG and PG (average of the last two batches)

UG 18%

PG 7%



26. Unit cost of Education :

(Unit cost = Total annual recurring expenditure (actual) divided by total number of students enrolled)

(a) Including the salary component Rs. 52,511.00

(b) Excluding the salary component Rs. 20,066.00

[Excluding distance education and skilled courses students and funds]

27. Does the College offer any programme/s in the distance education mode (DEP)?

Yes ☒

No ☐

If yes,

a) Is it a registered centre for offering distance education programmes of another University?

Yes ☒

No ☐

b) Name of the University which has granted such registration.

(i) Indira Gandhi National Open University (IGNOU)

(ii) Krishna Manta Handique State Open University (KKHSOU)

(iii) Institute of Distance and Open Learning, GU (GU-IDOL)

c) Number of programmes offered

	UG	PG
IGNOU	2	0
KKHSOU	2	0
GU-IDOL	0	12

d) Programmes carry the recognition of the Distance Education Council.

Yes ☒

No ☐



28. Provide Teachers-student ratio for each of the programme/course offered

Programme	Teacher-student ratio
B.A.	1: 33
B.Sc.	1:8
B.Com.	1:25
B.Voc.	1:15
PGDCA	1:15
MTM	1:17
Community College	1:25

29. Is the College applying for

Accreditation: Cycle-1 ☐ Cycle-2 ☒ Cycle-3 ☐ Cycle-4 ☐

Re-Assessment: ☐

30. Date of accreditation*(applicable for Cycle-2, Cycle-3, Cycle-4 and re-assessment only)

Cycle-1 : 16/09/2004 Accreditation Outcome/Result: B (Score=71.0)

31. Number of working days during the last academic year:

32. Number of teaching days during the last academic year :

33. Date of establishment of Internal Quality Assurance Cell (IQAC):

34. Details regarding submission of Annual Quality Assurance Reports (AQAR) to NAAC.

- i. AQAR: 2010-11 submitted on 30/05/2014
- ii. AQAR: 2011-12 submitted on 30/05/2014
- iii. AQAR: 2012-13 submitted on 30/05/2014
- iv. AQAR: 2013-14 submitted on 31/05/2014
- v. AQAR: 2014-15 submitted on 29/12/2015

35. Any other relevant data (not covered above) the College would like to include.
(Do not include explanatory/descriptive information)



CRITERIA –WISE INPUTS

Criterion-I: Curricular Aspects

1 Curriculum Planning and Implementation

1.1.1 State the vision, mission and objectives of the institution, and describe how these are communicated to the students, teachers, staff and other stakeholders.

- **Vision:**
The College aims to inculcate a value-based and learner–centric approach in all its plans and programmes. By evolving its own quality assurance and sustenance mechanism, the College would strive to achieve academic excellence-while drawing its resources from both the indigenous knowledge base and the ICT based knowledge expansion process. It would also align its paradigms towards sustainable development, peace and conflict resolution and vertical mobility of the learners belonging mostly to socio-economically disadvantaged section of the society in order to foster national development and regional harmony.
- **Mission:**
The College is committed to introduce innovative teaching-learning practices and inculcate healthy spirits in such ways that it is able to mould and infuse each learner with an:
 - a) yearning for exploring and extracting the gems from the vast ocean of knowledge.
 - b) keenness and openness for probing the new and the unknown.
 - c) vision of liberal humanitarian, scientific and truly democratic values.
 - d) ability to handle the stresses of life.
 - e) zeal towards accumulating the dividends of ICT.
 - f) healthy competitive spirit for shaping professional careers and carving out road maps for both employment and self employment.
 - g) earnestness to tap the benefits of own socio-cultural heritage.



- **Objectives:**

The objectives are to:

- a) impart quality higher education in the disciplines of Arts, Science and Commerce;
- b) explore avenues for providing the learners career oriented and skill based programmes and courses ;
- c) equip the students with a fresh, strong and liberal vision of life that would enable them to face the challenges of life with self-esteem, dignity and confidence;
- d) inculcate the spirit of inquiry, scientific temper, a broad and liberal humanitarian values among the students;
- e) serve the community with an active mission through vigorous extension activities;
- f) strive for preservation of cultural heritage of the surrounding areas.

- **Mode of Communication :**

The College conveys its vision, mission statement, aims and objectives to its both internal and external stakeholders through its annual prospectus, website, various brochures and leaflets published in consonant with events organized by the college, local print and electronic media, prominently displayed boards inside the campus, admission briefings, alumni meetings, meetings with parents, industries, farms, NGOs etc.

1.1.2 How does the institution develop and deploy action plans for effective implementation of the curriculum? Give details of the process and substantiate through specific example(s).

- a) At the beginning of each academic session, the Academic Committee comprising the HODs of various departments and the IQAC coordinator holds a discussion on admission, curricular changes, procuring of books and other study materials, teaching aids, laboratory equipments, computers etc. In regards to self-financing PG and other vocational courses the Principal holds discussions with the respective departments. Ahead of commencement of each academic session, the Prospectus and Admission Committees are formed in consultation with the Academic Committee. The curricular aspects are outlined clearly in the College prospectus for the benefit of the students. The Principal in consultation with the Academic Committee draws nominations from among the Committee members who could be entrusted upon the responsibility of preparation of the General Class Time Table for the concerned session. The Examination



Committee is also formed as per the decision of the Academic Committee. The HoDs convey the decisions to all the teachers in their respective departments regularly. The HoDs normally take the lead in unit/paper wise division/distribution of the syllabus among the teachers of the department by holding discussions with them. The weekly individual and departmental teaching work loads are forwarded to the Principal and the IQAC Coordinator. The IQAC keeps the records of departments and individual teachers.

- b) Faculty members sit together and discuss the curriculum of various programmes in their respective departments also. Copies of syllabus are now-a-days available in the Gauhati University (GU) and Assam Higher Secondary Education Council (AHSEC) websites. If there is any minor/major change in the syllabus and courses, the matter is discussed in detail by the teachers. The teachers at the departments regularly discuss curricular progress, class room teaching-learning ambience, the learners' profile, interest level of major course students, counseling, performance of students etc.
- c) Necessary text books and reference books and other study materials are purchased by the HoDs of the concerned departments in consultation with the other members of the departments and also with the Principal.
- d) Before the commencement of internal examinations the teachers also discuss and review the course progress. Individual teachers develop their own mechanisms as facilitators to finish the syllabus in time. The Principal also visits the departments and participate in such discussions.
- e) The College also arranges remedial classes for students belonging to socio-economically disadvantaged students through active involvement of the teachers and also tutorials for the advanced learners. One of the senior faculty members is given the charge to coordinate such classes beyond the normal class hours.

1.1.3 What type of support (procedural and practical) do the teachers receive (from the University and/or institution) for effectively translating the curriculum and improving teaching practices?

From the University:

- a) For effective transaction of curriculum the teachers of the College receive procedural assistance like formal intimation and notices to them (via the Principal) from the authorities of GU. While preparing the Annual Calendar, the Prospectus Committee normally consults the model calendar, holiday charts etc. published by the university in its



website. The university authorities have reserved a number of membership for College teachers serving in such colleges in the Academic Council. They can express their views about proposed curricular changes or launching of new programmes and courses. Secondly, the representatives of the Assam College Teachers' Association (ACTA) and the Assam College Principals' Council (ACPC) are also invited to participate in discussions whenever a major structural change is envisaged regarding undergraduate curriculum. The HoDs of different subjects/disciplines are also involved in the committee for courses held under the aegis of various departments of the university. When semester system was introduced in UG courses in 2011 some of the nominated teachers of the university held discussions, workshops etc. in colleges as to a section of teachers, it was deemed to be a slightly hurried structural change in the curriculum. The representatives of the ACTA and the ACPC did convey the views of the College teachers in the appropriate forums of the university so that the problems likely to be encountered could be minimized later.

- b) As regards teaching practices, the affiliating university assists the teachers by organizing various workshops, short term, orientation, refresher courses etc. usually under the aegis of the Academic Staff College (ASC). Besides, there are instances of some of the departments of the Gauhati University holding discussions and organizing workshops with College teachers.

From the Institution:

- c) The Governing Body (GB) and the Principal of the College encourage and facilitate the teachers' participation in workshops, orientation, refresher, short term courses, seminars, conferences etc. both in their specific disciplines and interdisciplinary areas within the state, country and abroad so that such activities help their individual academic growth, active engagement with the curriculum and teaching practices in the college. The teachers are given duty leave and they are released on time to participate in such courses. The teachers also assist and encourage one another in such endeavours by sharing the individual workload during the periods of their absence. Overall, there is effective coordination and cooperation between the College authority and the teachers in these matters.
- d) The College has adequate facilities like smart class rooms, internet facilities, GIS software, projectors, computers and other required teaching aids for the teachers to blend ICT based teaching practices with traditional lecture-demonstration methods. The introduction of project



studies in a number of subjects and disciplines as an integral part of the curriculum has also enabled the teachers to guide the students on field study based works.

- e) The College also facilitates the faculty members to register themselves with the N-LIST of INFLIBNET for easy access of available online resources to enhance their academic and professional needs.
- f) Almost all the departments have their small departmental libraries to meet the demands of the Major students as well as the faculties.
- g) Additional faculties are appointed on temporary basis by the authority to meet the shortfall of manpower where necessary.

1.1.4. Specify the initiatives taken up or contribution made by the institution for effective curriculum delivery and transaction on the Curriculum provided by the affiliating University or other statutory agency.

The faculty members of the College have a good mix of experience and enthusiasm which is displayed in their active engagement required for effective curriculum delivery and transaction. As mentioned earlier they discuss the components of the curriculum threadbare in their departments, committees etc. and have their individual teaching plans which may not be all the time formalized through written documents etc. Faculty members give effective guidelines on syllabus to the young learners in the beginning of the session in classes. Course progress is recorded through register, diary etc. and discussions are regularly held. Departmental seminars with involvement of students, assignments, field study based projects etc. are part of the curriculum transaction. Students' feedbacks on curriculum delivery and transaction are analyzed by the IQAC and are conveyed to the faculty members. Overall the faculty members are committed towards curriculum delivery and transaction.

1.1.5 How does the institution network and interact with beneficiaries such as industry, research bodies and the university in effective operationalisation of the curriculum?

- a) For effective operationalisation of the curriculum, the College has evolved close ties with industries, research bodies and the affiliating university.

These are summarized as follows:



✧ **Support by / Linkage with Academic Institution:**

✧ **Parent University (GU):**

- i. Support received in the form of advice/guidance from experienced personnel as and when required, particularly in introduction of new courses and curriculum design;
- ii. Support received in collaborative research projects, research guidance;
- iii. Support in the utilization of laboratories and library by the faculties to carry out their research works.

✧ **Other Institutions/Universities:**

The College has developed linkages with a number of other institutions and universities in generating supports including: the Tezpur University (TU), the Assam University (AU), the IIT Guwahati (IITG), the Centre of Plasma Physics - Institute for Plasma Research (CPP-IPR), the Assam Agricultural University Guwahati Campus (AAU), the North Eastern Hill University, Shillong (NEHU). In this context two notable supports received are:

- (i) Research activities by faculties;
- (ii) Opportunities for the students and the teachers to attend workshops and STCs.

✧ **Industry Collaborations:**

The College has introduced a number of skilling courses with an aim to enhance employable graduates with collaboration/support from a few industries. These are:

- (i) Nagaon Paper Mill, a unit of Hindustan Paper Corp.Ltd.
- (ii) Indian Institute of Entrepreneurship, Guwahati
- (iii) National Institute of Fashion and Textile Technology
- (iv) Xavier Institute of Management and Information Technology
- (v) Vishal Mega Mart (VMM)
- (vi) Bata India (BIn)
- (vii) Excel Construction (ECon), Oasis Construction (OCon)
- (viii) Janambhumi Hotels & Resorts Pvt. Ltd.(JHR)
- (ix) North Bengal Institute of Rural Technology (NBIRT)

✧ **Government Establishment (Department/Institute)**

- i. Directorate of Tourism, Govt. of Assam
- ii. Regional Govt. Film and Television Institute (RGFTI), Assam
- iii. NIELIT, under Ministry of Communication & IT, Govt. of India.

1.1.6 What are the contributions of the institution and/or its staff members to the development of the curriculum by the University? (number of staff



members/departments represented on the Board of Studies, student feedback, teacher feedback, stakeholder feedback provided, specific suggestions etc.)

- a) The College has been involved in the curricular development of several courses and syllabus of the GU through participation of faculty members in the process. At present five senior faculty members of different departments are rendering their expertise as the members of the respective Board of Studies (BoS) for undergraduate curriculum and syllabus design. As an office bearer of the ACTA, one faculty member was involved as a member of UG semester courses' monitoring committee headed by the Academic Registrar of the university.
- b) In the development of the curriculum of the MTM and PGDCA programmes a few faculty members of the College were actively engaged.
- c) In skill based courses like BVoc (RM Acting) and Community College scheme courses (FT and PPT) also few faculty members were actively involved.
- d) At an informal level the opinions of a number of faculty members have been sought as feedbacks while undertaking curricular changes and revision, launching new programmes etc. by the university departments. In such consultations they suggested changes which were later incorporated.
- e) Opinions/feedback on syllabus are initially discussed at the departmental level and later communicated to the concerned Committee of Courses and Studies (CCS) either through members of CCS or through the heads of university departments. As a part of the formal mechanism however the affiliating university is yet to undertake the process of feedback from teachers and students of the affiliated college.
- f) Besides, the Principal also supplemented the concerns expressed by the faculty members to the appropriate authority either personally or in the meetings called by the parent university on effective implementation of the semester system.
- g) The Vice-Principal and HoD of Geography department took part in the framing of Geography Syllabus for the UG courses. The HoDs of Education, Assamese, Chemistry, and Political Science also took part in curriculum design before the introduction of semester system.
- h) The College submitted draft syllabi of skill based courses like PPT, FT to GU to run under CC programme, submitted syllabi for Career Oriented Programme (CoP) on Construction Works (CW) and for BVoc



courses to the GU prepared by the College in consultation with the respective industry partners.

1.1.7 Does the institution develop curriculum for any of the courses offered (other than those under the purview of the affiliating university) by it? If 'yes', give details on the process ('Needs Assessment', design, development and planning) and the courses for which the curriculum has been developed.

- a) As stated above, the College took initiative to launch UGC approved and funded CC programme on PPT and FT under the frameworks of the NSQF on its own. The College mulled opening such programmes in the post-accreditation period as the NAAC Peer Team Report (2004) suggested opening courses on bamboo, cane etc. looking at the local context. Secondly, the College observed several of its students going to study fashion and design related courses outside. The vibrant ethnic tribal traditions have been an encouragement in this regard too. As the NPM is very close by, the academic committee and the IQAC discussed the viability of opening such a course in active collaboration with the NPM. When the UGC notified about the CC schemes, the College applied for the same and got approval for opening of the courses. As mentioned, the NPM experts and the NIIFT faculty were consulted with BoS and curriculum were developed within a set deadline.
- b) In the cases of BVoc programmes on RM and Acting too, it was felt that a number of young learners have opted for courses on such emerging areas in private institutes mostly. The needs analyses were done and curriculum was developed in consultations with the faculty members and associated resource persons of the IIE, NBIRT, XIMIT, RGFTI and AAROHAN before applying to the UGC for its approval.
- c) The College also develops its own syllabus for the UGC approved and funded CoP on CW.
- d) Similarly, while developing the syllabus of a number of short-term skills based courses in collaboration with the NBIRT the College did it in liaison with the IIE.

Name of the Course	Need Assessment	Concept Design	Development, Planning & Implementation
Certificate course in Self Defence for Girls	Due to the rising of crime against women, the College feels that	The course was initially started as a summer course but later decided	Introduced in consultation with the Morigaon District Karate



	girls studying in the College should be trained in proper way to at least defend/protect themselves at the needy hours.	to introduce in modular format. Duration: 3 months	Association & with the expert from this field.
Certificate course in Communicative English	Need to improve communication skill of the students.	Aim to enhance Communication skills the course is designed. Duration: 3 months.	Dept of English has designed the course content.
Certificate course in Computer Applications	Computer is an essential tool now-a-days. But there are few who do not have any idea about it.	The course content is designed to give some basic idea of computing, e-mailing, content browsing on internet. Duration: 3 months.	Faculties of Computer dept designed the course content and started from 2010.
Certificate, Diploma and Adv. Diploma in PPT .	NPM is located very near to the College. Experienced People are retiring from their services, but no replacement made due to the non-availability of skilled human resources.	The College designed the content of the syllabus initially with XIMIT and later modified some of its contents in consultation with the BoS comprising of experts from GU and NPM officials having expertise in their respective fields. Courses are designed with a judicious mix of general and skill components. Duration: 6 months, 1 year and 2 years.	The course was planning to introduce earlier but with the introduction of concept of UGC's CC scheme, the College management decided to implement the course under the same. UGC approved and sanctioned financial assistance to run the course. Started from January 2015.



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Certificate, Diploma and Adv. Diploma in FT.	Due to the growing demand of Fashion Industries, the College felt to introduce the course so as to facilitate students of rural area having interest in this area, who could not afford to move outside.	In developing the curriculum of FT course under the CC scheme the XIMIT guided to prepare the basic structure and later consulted with NIFTT. Courses are designed with a judicious mix of general and skill components. Duration: 6 months, 1 year and 2 years.	The course was introduced from January 2015 under Community College of UGC.
Diploma, Adv. Diploma and BVoc degree in RM	The growing retail industries influenced the concept of introduction of such a course at the college. The gap between the exponential growth of retail business and lack of trained manpower is the main idea to design a course in retail management.	The draft syllabus was designed by the College in consultation with the XIMIT. Submitted the same to the GU and GU approved it. Courses are designed with a judicious mix of general and skill components. Duration: 1 year, 2 years and 3 years.	The UGC approved and funded course on Retail Management was introduced from August 2015 as an under graduate programme leading to BVoc degree under the GU.
Diploma, Adv. Diploma and BVoc degree in Acting	Due to the rise of media and entertainment also the mobile theatre exists in this part of the country motivated to design such a course on acting. Those who are interested to join NSD but could not because of fund constrain will be benefitted.	The curriculum was designed by the Faculty member Ms. Malaya Goswami in consultation with AAROHAN. Ms. Goswami (recipient of National Best Actress) is the guiding force in the design and development of	The UGC approved and funded course on Acting was introduced from August 2015 as an under graduate programme leading to BVoc degree under the GU.



		the curriculum on Acting. Courses are designed with a judicious mix of general and skill components. Duration: 1 year, 2 years and 3 years.	
Diploma and Adv. Diploma in CW	Booming of the Construction industries in this part of the Country motivated in the design of this curriculum.	The course contents are designed to supplement the people with adequate knowledge of Electrical, Plumbing, Carpentry and Masonry works. The curriculum is designed in three different modules. They are – Diploma (6 months) and Advance Diploma (1 year) in CW. Courses are designed with a judicious mix of general and skill components.	UGC approved and funded the course and started from August 2015.

1.1.8 How does institution analyze/ensure that the stated objectives of curriculum are achieved in the course of implementation?

While implementing the curriculum through regular academic exercises like holding classes the College follows guided principle of semester system introduced by the university. The stated objectives of the curriculum are achieved by following methodologies of Continuous Internal Assessments (CIA)/ evaluations through sessional exams, project works, home assignments, seminar presentations. In some courses experts outside the College are also invited from time to time. Besides these the following measures are also taken into account.



- a) The faculty members hold regular discussions at the departmental level regarding implementation of the curriculum. Syllabus distribution and targets are fixed by the concerned departments to finish the teaching-learning process as per the UG and PG (semester) Regulations of the GU.
- b) If the need arises for additional faculty members, the same is conveyed to the Principal through the meetings of the Academic Committee and normally such arrangements like recruitment of part-time faculty members, contractual faculty members etc. are arranged. The progress of teaching-learning, students' competencies, learning and knowledge gaps, learning materials etc. are discussed and reviewed from time to time. The Principal, the Vice-Principal and the IQAC Coordinator also hold discussion with the individual departments from time to time and offer suggestions if required.
- c) New courses introduced for skill enhancement are being monitored periodically for effective implementation by holding discussions, inviting experts from partner industries and university experts. Suggestions are being recorded for further necessary modifications.

1.2 Academic Flexibility

1.2.1 Specifying the goals and objectives give details of the certificate/diploma/ skill development courses etc., offered by the institution.

In tandem with the objective of the College to foster skills and enhance scopes of employability of learners several courses are being offered as given below:

Name of the Course	Duration	Goals & Objectives	Collaboration / Industry partner
Certificate Course in Computer Applications	3 months	To make people computer literate / self employment	Self
Certificate Course in DTP	3 months	To produce Desktop Publishing Professionals / self employment	Self
Certificate Course in Web Design and Technology	3 months	To prepare own or customers website / manage web contents at workplace / self employment	Self
Certificate Course in C Programming Language	3 months	To enhance C language proficiency basically for Science Students	Self



Certificate Course in Database Management	3 months	To handle/manage database in an organization / self employment	Self
Certificate Course in Communicative English	3 months	To enhance communication skills Through Language Laboratory.	Self
Diploma in Computer Application with DTP/Web Design/DTP/Database Management	6 months	Advance level course in addition to 3 months courses for front office operation / self employment	Self
Diploma and Adv. Diploma in CW	3,6,12 months in semester mode	To produce skilled workforce to fit the construction industry / self employment	XIMIT, ECon, OCon
Certificate, Diploma and Adv. Diploma in PPT.	6,12,24 months in semester mode	To prepare people to employ in Paper and allied Industries	NPM, XIMIT
Certificate, Diploma and Adv. Diploma in FT.	6,12,24 months in semester mode	To make self employment / Fashion Industry fit personal / Skill Trainer	XIMIT, NIFTT
Diploma, Adv. Diploma and BVoc in RM	1,2,3 years in semester mode	To employ in the retail industry / self employment	XIMIT, Vishal VMM, BIn
Diploma, Adv. Diploma and BVoc in Acting	1,2,3 years in semester mode	To make people entertainment professional / self employment / entertainment or documentary production	RGFTI, AAROHAN
PG Diploma in Computer Applications	1 year in semester mode	To make computer professionals with advance level of proficiency with a mix of applications, language, database and web management.	GU

- Above courses are flexibly designed to include any student enrolled in the BA / BSc / BCom programmes / any Higher Secondary passed student outside the college.
- Apart from above courses, few other short term training courses were also introduced from the year 2007 on a wide variety of areas like :
Tailoring, Cell Phone Repairing, Car Battery Repair and Maintenance, Solar Electrification, Beautician and Cosmetology, Computer Hardware and Networking, DTP, Dry Battery Making, Dairy Farming, Vermy Compose, Mushroom Cultivation, Motor Mechanic, Agricultural Farm Machinery and



Equipment Repair, General Wireman training, Production of items from Bamboo, Cane and Jute etc. in collaboration with NBIRT, an NGO.

1.2.2 Does the institution offer programmes that facilitate twinning /dual degree? If ‘yes’, give details.

- Yes. The currently enrolled students at regular UG programmes can additionally earn an Adv. Diploma in Construction Technology. Learners enrolled in the programme are all simultaneously pursuing regular UG programme in the college.
- Besides, the learners can also avail similar opportunities through the UG programmes and courses offered by the study centers of the Krishna Kanta Handique State Open University (KKHSOU) and IGNOU. The opening of BVoc and CC programmes and courses too have opened up similar facilities to the students.

1.2.3 Give details on the various institutional provisions with reference to academic flexibility and how it has been helpful to students in terms of skills development, academic mobility, progression to higher studies and improved potential for employability. Issues may cover the following and beyond:

- a) The College has been following the semester system in UG regular programmes since 2011 as per GU regulations. Modern Indian Language (MIL) is a core subject for all BA students barring those pursuing Assamese and English Major Courses. For students not interested in pursuing MIL as a core subject the College offers Alternative English(AltE). It offers a flexible option for learners to choose one core subject among Assamese, Bengali, Bodo and Hindi as one of the MIL in BA and BCom programmes. For BA (for Major Course students other than Assamese / English) students, the range of choosing only one optional subject include any one of: Economics, Political Science, Education, Geography and History. For Assamese/Bengali Major , the range of two optional subjects is : AltE, Economics, Political Science, Education, History and Geography. For English Major Students the range of two optional subjects are: MIL, Economics, Political Science, Education, History, Geography. For students pursuing BA (General) the range of two optional subjects are very flexible as they can choose any two from: Travel and Tourism Management (TTM), Computer Application (CA) (both Vocational), Economics, Political Science, Education, History, Geography. Within the ambit of the affiliating university, the college offers all the elective options to the students barring Anthropology, Philosophy and Folklore.



- b) Overall, through its BA programme the College offers a broad range of elective options to the students. Subjects like TTM and CA are options through which general course students can move seamlessly across mainstream social sciences and humanities courses to the career oriented courses laterally. After completion of their studies in TTM and CA at the UG level learners can vertically move to the MTM and the PGDCA programmes offered by the college itself.
- c) For BSc students of major programme also the range of elective option is flexible. Barring Biology and statistics, all other subjects approved by the affiliating university are offered by the College. For all BSc students only English and Environmental Studies are compulsory subjects. Half of its syllabus of English is covered by Functional English which is more learner-centric than the course components of the other half. Major and General Courses are offered in Physics, Mathematics, Chemistry, Botany and Zoology. The elective option also includes CA, Computer Science (CSc) and Bio-technology in addition to these subjects.
- d) The curricular frameworks of UG programmes have enabled the learners to acquire domain knowledge in a coherent manner, enhance their tangible skills like writing skills and perform better in examinations. Overall, it has enhanced the learners' potential to progress in PG and higher studies.
- e) For learners enrolled in self-financing BCom (started in 2013-14) too major programmes are offered in Accountancy and Management. English, Evst, Financial Accounting, Business Mathematics, Principles of Management and Indian Financial System are core subjects for Major programme. General courses are offered in Business Mathematics and Fundamentals of Insurance for them. For General programme the elective options offer the following combinations:
 - i) English, MIL/ AltE, Accountancy, Management
 - ii) English, MIL/ AltE, Accountancy, Finance
 - iii) English, MIL/ AltE, Management, FinanceFor both Major and General in BCom, the elective options are flexible.
- f) Credit accumulation and transfer are at present not allowed for UG students under the Semester Regulations of the GU.
- g) For the MTM (four semesters) the range of courses has been suitably designed to cater to the needs of this career oriented programme. In each semester there are eight courses. Theory courses cover a wide area related to tourism like fundamentals, policy, planning, management, development, cultural, physical, ecological aspects, computer application, marketing, ticketing, entrepreneurship, riverine recreation, tourism law and ethics, hospitality, foreign exchanges, accountancy, human resource management, organization and organizational behaviour, research methodology etc.



Learning functional languages like Assamese, Bengali, Hindi, English, French and Russian are also inclusive of the courses. The students have to learn map study, survey, field studies and do projects based on them. Besides they have to write a dissertation and undergo on-the-job training. Credit accumulation and transfer are at present not allowed under the Postgraduate Semester Regulations of the GU.

- h) In the PGDCA, (two semesters) too eight courses on ICT Hardware, Programming on C, Overview of Operating Systems, Introduction to Office Automation, Database Management System, Data Structure, Internet and Web Technology, GUI Application programming, Computer Oriented Numerical Methods, Graphics, Object Oriented Programme are offered to the learners with clear delineation of theory and practical components. The learners also have to complete a project on office automation in the second semester.
- i) The UGC sponsored Six Semesters BVoc programme in RM and Acting has an approach which is progressive and flexible. Learners can acquire a diploma at the completion of the first two semesters, an advance diploma at the end of four semesters and ultimately the BVoc degree at the end of completion of all six semesters. The two programmes thus have multiple entry and exit points with the facility of credit accumulation and transfer for the learners. All the courses of the two programmes are designed in a modular format.
- j) The BVoc in Acting has courses in Communicative English, Theatre History and Aesthetics, Acting Theory, Art of Acting, Fundamentals of Computer, Finance and Accounts, Indian Folk Theatre, History of Cinema, Voice, Speech Yoga and Street Theatre, Society and Culture of Assam, Dramatic Literature, Film Theory and Appreciation, Body Movement and Acting, Personality Development, Dramatic Forms, Works of Renowned Filmmakers, Production of Short Plays, Acting Exercise, Mime, Stage craft and design, Basics of Film Production, Field Study, Theatre productions, Management and Performance etc.
- k) The BVoc in RM offers a wide range of courses on Communicative English, Basics of Computer, Consumer Behaviour, Management Principles, Organisation Behaviour, Retail Environment, Fundamentals of Finance and Accounts, Accounts for Retail Management, Store Design and Visual Merchandiser, Retail Management in Practice, Environmental Studies, Society and Culture of Assam, Customer Relationship Management, Retail Management in Service Sector, IT in Retail, Personality Development, Fundamentals of HR and Marketing, Business Ethics and Social Responsibility, Promotion, Advertising and Personal Selling, Market Research, Retail Logistics and Supply Chain



Management, e-Retailing, HRM in Retail Industry, Mega Project, Merchandising Planning and Procurement etc.

- l) The four semester Advance Diploma programmes in PPT and FT under CC too the focus is on skill development and have multiple entry and exit points. Credit accumulation and transfer facility is also offered to the learners. The learners would acquire a Certificate at the successful completion of the first semester, a Diploma after two semesters and an Adv. Diploma after finishing all four semesters. All the courses offered through the two programmes are modular and multi entry/exit mode.
- m) Diverse courses on Fundamentals of Computer, Fundamentals of Pulp and Paper Manufacturing Process, Fundamentals of Paper Science and Engineering, Fundamentals of Forestry, Wood Chemistry, Secondary Fibre Technology, Pulp Manufacturing Processes, Paper Making, Communicative English, Environmental Studies, Pulping and Chemical Recovery, Personality Development, Quality and ERP Management, Conversion etc. are offered to the learners of the PPT programme. They also have four practical courses, Project Work, Viva Voce and Industrial Training and finally have to write a dissertation.
- n) For the learners of Adv. Diploma in FT courses on Elements of Design, Fundamentals of Computer, Drafting and Pattern Making, Fundamentals of Finance and Accounts, Surface Ornamentation Techniques, Garment Construction, Introduction to Textiles, Sewing Techniques, Safety Health and Environment, Textile Dyeing and Printing, Computer Aided Fashion Design, Entrepreneurship, Fashion Illustrations etc. are offered. The learners are trained on how to develop their individual portfolios. Besides there are practical courses, project, industrial training and dissertation which the learners must complete.
- o) The courses offered in HS Arts and Science are designed by the AHSEC which are largely drawn from the curricular framework envisaged by the NCERT based on the National Curricular Framework (2005).
- p) Courses offered in career oriented course on Adv. Diploma in Construction Works (ADCW) are: Masonry-1, Carpentry-1, Engineering Drawing, General IT, Mathematics & Science, Masonry-2, Carpentry-2, AutoCAD, Electrical Layout, Bar bending & Welding, Masonry-3, Management, Communication, Plumbing, Sanitation & Water Supply, Painting and a Project.
- q) Courses under Distance Learning programmes under IGNOU / KKHSOU / GU-IDOL are designed by specific universities. KKHSOU has brought opportunities through which learners can now take up courses simultaneously.



- r) The College also offered a number of short term courses in collaboration with NBIRT.

1.2.4 Does the institution offer self-financed programmes? If ‘yes’, list them and indicate how they differ from other programmes, with reference to admission, curriculum, fee structure, teacher qualification, salary etc.

Yes. Apart from regular programmes where faculties received salary from government, few other courses are also introduced in the College as self-financing programmes. These are mentioned below:

Name of the Programme	Admission Criterion	Curriculum approved by	Fees Structure (Rs.)	Teachers Qualifications	Salary (Rs)
BCom (six semester)	HS: Arts, Science or Commerce, selected strictly on merit	GU	Major:9,850 General:9,350 per annum	As per UGC norms	10,000 with annual increment of 1000
PGDCA (two semester)	Graduation with 40%	GU	8,500 per semester	As per UGC norms	10,000
MTM (four semester)	Graduation with 40%	GU	8,500 per semester	As per UGC norms	10,000

1.2.5 Does the College provide additional skill oriented programmes, relevant to regional and global employment markets? If ‘yes’ provide details of such programme and the beneficiaries

- Yes. The College together with NBIRT, a state level NGO, in collaboration with whom it launched a series of short term courses since 2006-07 with a view to provide training to local unemployed youth for acquisition of job or entrepreneurial skills. The funds were provided by the IIE, DST, GoI to the NGO to run the courses.
- A wide variety of short-term courses on different areas mentioned in previous section were successfully completed. (More than 300 local youth were trained. A sizeable section of the trainees have got either employment or have been able to set up small firms and shops etc.) Further, the College has also been running a few short term computer courses for its students as well as the outsiders.



1.2.6 Does the University provide for the flexibility of combining the conventional face-to-face and Distance Mode of Education for students to choose the courses/combination of their choice? If 'yes', how does the institution take advantage of such provision for the benefit of students?

- No, The parent university does not allow such combinations partly from regular and partly from distance mode.
- But any regular student can choose programmes from KKHSOU or IGNOU under distance mode in parallel way. Also CoP courses are there.

1.3. Curriculum Enrichment

1.3.1 Describe the efforts made by the institution to supplement the University's Curriculum to ensure that the academic programmes and Institution's goals and objectives are integrated?

- The College has made its best possible efforts to integrate its aims and objectives to supplement the University's Curriculum by creating a conducive environment for the learners.
- The College always strives to act in a mode of synergistic harmony so that there is churning of knowledge through a blending between the university's curriculum and the college's goals and objectives.
- The Academic Departments keep the updated information/data regarding the students performances/results. The administrative department also maintains such records, partly in manual form and partly in computers.
- Prior to the introduction of the semester system from 2010-11, the IQAC of the college organized an orientation programme for the faculties by inviting experts from the parent university.

1.3.2 What are the efforts made by the institution to enrich and organize the curriculum to enhance the experiences of the students so as to cope with the needs of the dynamic employment market?

- a) While implementing the curriculum set by the university, the College attempts to enrich the learners by organizing short duration motivational sessions and knowledge enriching programmes on certain areas at different times for different levels of learners.
- b) To orient the teachers also, the IQAC organizes various sessions/workshop by inviting experts.



- c) Additionally, the College also introduces some career oriented courses on TTM, CA, CSc, Biotechnology, Accounting, etc. at the undergraduate level.
- d) The College has developed a language lab and initiated a Certificate Course on Communicative English. Workshops on personality development, career options are also held to instill confidence among learners.
- e) Several programmes and courses offered in the distance education mode too have a positive impact on the students.
- f) With the availability of regular programmes like MTM and PGDCA within the campus the students are able to align their career prospects accordingly.
- g) The launching of skill based and flexible courses has brought new opportunities in terms of employability of learners.
- h) The College invites resource persons to talk on some special topics for broadening the students' knowledge-base.
- i) The College organizes skill development training programmes towards self-employment and entrepreneurship development.
- j) Motivational talks were arranged by inviting alumni who have qualified in the Civil Service and other competitive examinations. Alumni in different capacities are also invited to provide encouragement to the students.
- k) Information on career related issues are disseminated to the students through the College notice board.
- l) Psychological counsellings are provided by inviting psychologists.
- m) Confidence building measures were also taken into account.
- n) MTM students are given exposure tours into relevant industrial sites.

1.3.3 Enumerate the efforts made by the institution to integrate the cross cutting issues such as Gender, Climate Change, Environmental Education, Human Rights, ICT etc., into the curriculum?

- a) The students undertake field surveys and writing of project reports under the subject of Environmental Studies on topics relating to the various aspects of the environment around them. The teachers who act as supervisors in these projects take the cue of these assignments to promote the value of sustainable development, conservation of nature through ecological balance etc. Surveys for the project reports undertaken by the students come as a great boon in broadening of their knowledge-base on environmental issues. Through this, they are made aware about the importance of clean and green environment. Apart from this, a number of environment related programmes organized including world environment day, plantation programme etc.



- b) On ICT, the College has taken active interest by giving the learners to study courses on CA, CSc and the PGDCA programme besides integrating ICT related components in other recently launched programmes like BVoc (RM, Acting) and CC programmes on FT and PPT. Further, for other students, computers are made available at labs and library for their learning needs. Additionally few courses on computer are offered by the Computer dept. Smart class rooms are also utilized by the students during seminar presentation. Faculties are encouraged and provided training on ICT skills.
- c) There are components on Human Rights and Women in Politics taught to the students pursuing B.A. with Political Science as a subject. Environmental and Population Education are offered to students taking up Education at the BA level. One unit on Women's Writing is compulsory for BA (English Major) students.
- d) In the MTM and BVoc (Acting) programmes courses on Environmental and Ecological Basis of Tourism, Tourism Law and Ethics, Environmental Studies, Society and Culture of Assam are offered.
- e) Besides these curricular included contents, the College also organizes sessions / workshops on environmental awareness, disaster preparedness, tracking expedition, health and hygiene, human right education, gender issues, and applications of ICT from time to time. Further, the College maintains a clean and green campus, banning of polyethelene, tobacco products inside the campus which is also maintained by the students' community for a long time.

1.3.4 What are the various value-added courses/enrichment programmes offered to ensure holistic development of students? § moral and ethical values § employable and life skills § better career options § community orientation?

- ✓ As mentioned above, the programmes on gender, environment, regional culture and society, human rights, IT etc. help the learners to develop ethical values as well as life skills and contribute towards holistic development of their personalities.
- ✓ The project works on environment related issues; local history and culture help the learners to develop an understanding about the socio-economic issues and historical backdrop of the communities surrounding Jagiroad.
- ✓ The Environment Studies projects help in increasing the students' practical awareness about the environment around him and increases the involvement of both the students and the teaching community with the environment-related issues of the local community.



- ✓ In the meetings and conferences of the JCTU, the unit members make constructive interactive parleys about how best to guide the students for developing them holistically. They exchange points about their individual experiences, resolve to assist the authority on possible strategies and means for an effective transaction of teaching-learning and over and above, try to do careful thinking by adjusting themselves to the contexts.
- ✓ The College holds special mourning sessions on the demise of notable personalities. In those mourning sessions, apart from expressing bereavement, the good works and contributions of the departed are recollected and discussed.
- ✓ Educational and social activists and intellectuals from the community who have definite contributions to make in their respective fields are invited to various functions held in the college.
- ✓ The College in order to appreciate the meritorious students and the achievers in different fields holds special felicitation sessions.
- ✓ The College has the tradition of observing certain days of National/International importance.
- ✓ Motivational talks are organized time to time by inviting achievers and eminent personalities of different fields.
- ✓ The College conducts coaching camps and organizes personality development camps during the summer vacation.
- ✓ Seminars, talks and special counsellings are organized to guide the students how to face interviews and take competitive exams.
- ✓ Psychological counsellings are provided by inviting counselling psychologists.
- ✓ Realizing the need of the development of a strong culture of entrepreneurship in order to provide some practical opportunities for the unemployed educated youths in the locality, the College has taken up collaborative efforts with the NGOs in organizing various skill development training programmes.
- ✓ A Language Laboratory has been established to aide the students in their pursuit of acquiring and upgrading the communication skills in the English language.
- ✓ An innovative certificate course on “Self-defense for Girls students” has been launched since July, 2013.
- ✓ The Gymnastic hall set up in the campus of the College is utilized by the students regularly.
- ✓ The Jagiroad College Women’s Wing takes up developmental and welfare works for the students and the society as a whole



- ✓ Special measures like project writing workshops, publication of research journals are taken towards enabling the students to develop a research oriented approach to studying and analyzing a subject.
- ✓ A three day disaster Management Training under Civil Defense was organized
- ✓ The NCC Unit of the college, which was started in 1983, has been participating in the Parade of the Republic Day and Independence Day celebrations held at District level in Morigaon..
- ✓ A unit of the Red Ribbon Club has been set up in the College which enlightens the students about the causes of AIDS and about the responsibilities for AIDS patients. The Club organizes awareness meetings and takes up publicity drives through wall magazines and street plays.
- ✓ The College community takes special care to keep the campus clean and green.

1.3.5 Citing a few examples enumerate on the extent of use of the feedback from stakeholders in enriching the curriculum.

To ensure effective implementation of the curriculum, the College collects feedbacks through various means and from various stakeholders.

- In enriching the curriculum, the HoDs discuss the matters initially in their respective departments with other faculties and then in the Academic Committee meetings and convey the suggestions and recommendations to the appropriate authority through Principal if needed.
- Based on the feedbacks collected from faculties, the College authority has approved a few proposals made by a few departments. After a suggestion made by the Education Department for a students' exposure tour to a prominent Library for their Major Students, the Education Department was accorded permission to take their students to the National Library, Kolkata. Similarly, the History Department's students visited historically important places of Assam. The Tourism Department has also been organizing similar exposure tours to places of Tourists importance for a long time. The Geography Department too takes their students on such tours to different places. The Botany Department students for collection of various plant samples make visits to biodiversity areas led by their faculties. The feedbacks drawn from all these students and the faculties prove to be very much efficacious in the enrichment of the curriculum.
- The College has a system of collection of feedbacks in a prepared format from the students on various activities of the institution, in which the aspect of curriculum figures prominently. The IQAC sorts out these and submitted to the Principal for appraisal and necessary action.



- The Principal convenes meetings of the Academic Committee to appraise the HoDs on the important opinions made by the students regarding transaction of the curriculum, more particularly their opinions about how best the teachers can enrich their transactions. After a threadbare discussion on the same, the Academic Committee meeting adopts necessary decisions for bringing the required improvisation in the concerned areas.
- The IQAC also sends the relevant opinions of the students expressed in their feedbacks to the concerned departments for discussions among the members of the faculties at the departmental level.
- There is also exchange of feedbacks between the teachers and the parents regarding supports that the parents need to provide to the students for convenience of the latter's unhindered adaptation with the syllabus.

1.3.6 How does the institution monitor and evaluate the quality of its enrichment programmes?

- The IQAC takes the initiatives to ensure functioning of the enrichment programmes successfully, for which it adopts specific mechanisms to monitor and evaluate the programmes.
- The Academic Committee renders various practical assistances to the authority in monitoring and evaluating the quality of its enrichment programmes. The authority also entrusts upon different sub-committees formed to look into the execution of the same. A note on the status of the implementation of a programme is subsequently submitted to the authority by the sub-committees.
- In case of certain programmes, feedbacks are collected from the stakeholders both during and at the end of the same.

1.4 Feedback System

1.4.1 What are the contributions of the institution in the design and development of the curriculum prepared by the University?

In designing and developing curricula for different courses, the College is both directly and indirectly associated with the affiliating University. Faculty members, who are members of the Committee of Courses and Studies, have been taking part in the meetings called by the CCS of GU in the design and development of the concerned curriculum. Apart from these the College also develops draft syllabi of few newly introduced courses approved by UGC. A few contributions made by



this College in designing of the curricula are mentioned below:

- The College designed and developed curriculum for skilling courses introduced in the College under BVoc and CC programmes of UGC. These syllabi are designed and developed by the College in consultation with the Industry partners. Draft syllabi are prepared by the College that are submitted to the University for approval. The University approved the syllabi of courses under BVoc scheme.
- The College had earlier developed the draft syllabi of TTM and MTM courses, later approved by the University. The Jagiroad College along with another College had been the first institutions to take the lead in opening of the MTM course under the GU.
- At the time of introduction of the semester curriculum, the IQAC organized a workshop on it with experts invited from the university. The workshop outcomes are intimated to the University for necessary action.

1.4.2 Is there a formal mechanism to obtain feedback from students and stakeholders on Curriculum? If 'yes', how is it communicated to the University and made use internally for curriculum enrichment and introducing changes/new programmes?

Yes, the College adopts various means to obtain feedback on curriculum.

- The faculty members of the departments discuss in threadbare about the nature and contents of the syllabus. The HoDs or CCS members contact with the concerned departments in the University to convey feedbacks which the department needs to attend to.
- The IQAC collects feedbacks and opinions on the contents of the curriculum from the students. If found important, they are sent to the University for appraisal and necessary actions.

1.4.3 How many new programmes/courses were introduced by the institution during the last four years? What was the rationale for introducing new courses/programmes?

The College has introduced five new programmes – they are mentioned earlier in 1.1.7.

The rationales for introducing some of these are mentioned below.

1. The College has launched a 3-month crash course (Certificate) in Communicative English, developed by the Dept. of English to supplement the students' need of communication skills.



Rationale for introducing the courses: The emphasis is on the acquisition of skills in the language that students will find useful in their everyday life.

2. There are as many as seven short term courses run by the Computer Department. They are: (i) 3-month Certificate in Computer Application (ii) 3-month Certificate in DTP (iii) 6-month Diploma in Computer Application (iv) 3-month Diploma in Web Design and Technology (v) 3-month Diploma in C Programming (vi) 3-month Diploma in Database Management (vii) 12-month Adv. Diploma in Computer Application.

Rationale for introducing the courses: Training in soft skills may play an effective complementary role in enriching the students' curriculum of general studies. Aptitudes in soft skills may also fetch opportunities for employment and self employment for them. Many youths today hold degrees, but lack in the desired competency levels for getting employment (self or otherwise). These courses have been so developed as to enable a person to acquire desired competency levels and transit to the job market.

3. The College introduces BCom Programme from the session 2013-14 with major in Accountancy and Management.

Rationale for introducing the programme: Local people in and around have been demanding the College authority to start programmes on commerce education. Being of semi urban and commercial nature, Jagiroad always has a demand for people having background in commerce.

4. The College has launched two new programmes: BVoc and CC, developed especially to address the unemployment problem. Both the courses have been approved by the UGC.

Rationale for introducing the courses: The ability that one possesses to carry out a specific type of job is called skill. National policy on skill development was introduced during 2009 which aims to train up about 500 million people in the country by 2022 by empowering them through improved skill and knowledge so as to gain access to decent employment and ensure India's competitiveness in the global market. The College envisages that by introducing all these programmes it could aid the youths of the areas around the institution with expertise and necessary skills through quality trainings to be fit enough to compete as per demand,- thus addressing the unemployment problem.

Any other relevant information regarding curricular aspects which the College would like to include.



Criterion II: Teaching-Learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1 How does the College ensure publicity and transparency in the admission process?

- a) The College has a transparent admission policy and process based on the regulations and guidelines of the AHSEC, the GU and directives of the Directorate of Higher Education (DHE), Government of Assam for all its regular programmes. It is also monitored and regulated by the GB of the college. The GB fixes the in-take capacity and takes all crucial decisions like fixing or enhancement of the fee structure.
- b) An admission committee and a prospectus committee are formed to smoothly conduct the process. The Principal coordinates the entire process.
- c) At the beginning of every academic session, adequate publicity regarding the schedule, in-take capacity in each programme, reservation policy, fee structure etc. are given through its website, prospectus, regional dailies, local cable TV channel, College notice boards, banners etc. The prospectus and admission forms are made available conveniently ahead of the admission process. All important dates and necessary information are given in the prospectus for prospective parents and students.
- d) After the scrutiny of all admission forms, the Admission Committee prominently and clearly displays the lists of selected students in the College notice boards for respective programmes against each category based on the state government directives. Waiting lists of prospective students are also made public against each category. On the day of the admission, members or representative of the governing body, admission committee members, other members of the teaching staff and supporting non-teaching staff, bank employees etc. remain present until the completion of the process.
- e) For BA/BSc/BCom programmes, the Major courses are offered normally to the students who have secured a minimum of 50% marks in the eligibility examinations. The students are informed about entrance tests held by some of the departments for admission into major courses.
- f) Admission into PG courses are also maintained following guidelines set by the parent University, and previously declared admission policy of the college.



2.1.2 Explain in detail the criteria adopted and process of admission (Ex. (i) merit (ii) common admission test conducted by state agencies and national agencies (iii) combination of merit and entrance test or merit, entrance test and interview (iv) any other) to various programmes of the Institution.

- a) Merit is the sole criterion adopted by the College for admission into various programmes offered by it. A student is admitted based on the marks secured and the reservation policy adopted by the state government. The merit list is notified clearly indicating the category against which the student has been selected and the percentage/percentile of each student.
- b) Entrance Examination is held in only cases of Major programmes by a few departments at the BA level if the applicants exceed the maximum of thirty seats. The concerned department is given the freedom of taking less or more than thirty students through entrance examinations. If any candidate fails to qualify, then she/he can apply for Major programme in other subjects.
- c) Higher Secondary (Science) and BA/BSc/BCom Major Programmes have a cut off percentage of 50% marks.
- d) In case a candidate secures more than 60% marks in the qualifying examination, then she/he is allowed to choose the elective option or subject combination of her/his choice.

2.1.3 Give the minimum and maximum percentage of marks for admission at entry level for each of the programmes offered by the College and provide a comparison with other colleges of the affiliating university within the city/district.

- Being a rural College located in a 'tribal belt' under SC reserved area, the College did not impose any restriction on minimum marks or cut off marks earlier. But during the last three years, the College is witnessing a rise in the number of applicants seeking admission into UG and PG programmes coming from other districts.
- Due to the gradual rise of inflow of candidates coming with higher marks, the College now has to release a merit list along with a supplementary waiting list during the admission process. The admission process is usually completed by drawing candidates from the merit list along with the deserving candidates shortlisted from the waiting list (depending upon availability of seats).
- Only one College located at the district head quarters and under the GU follows cut off marks policy in their UG programmes. The other nearby colleges follow their own policies (without cut off marks).



2.1.4 Is there a mechanism in the institution to review the admission process and student profiles annually? If 'yes' what is the outcome of such an effort and how has it contributed to the improvement of the process?

Yes.

- a) Review of admission process is usually done annually by the Academic Committee and Admission Committee based on past experiences.
- b) If there is any special instruction(s) from the DHE, GU and the UGC, the matters are discussed and necessary changes are incorporated in the admission process.
- c) Normally matters related to change in fee structure and in-take capacity are decided by the GB of the College based on the recommendation of the Academic Committee.
- d) The introduction of any new programme, prospects and problems of self-financing programmes, the changing profile of learners, fee structure, strategies to draw meritorious students, increase or decrease in demand for a particular programme, the need to increase or decrease in-take capacity, cut-off marks, mechanism of entrance examinations, allotment of seats in Major programmes, strategic publicity, expectations of the community, inclusiveness and reservation policy, programme schedule of the admission, generation of funds for programmes like the Silver/Golden jubilee celebrations by students and staff etc. are some of the issues discussed threadbare. These discussions enable the College to undertake an objective analysis of the situation and bring transparency and reliability to the admission process by its external stakeholders.
- e) From the 2013-14 session the College Prospectus has specifically inserted the UGC Guideline on Students' Entitlement which has given the students and parents a clear view about the responsibilities, duties and rights of students. Besides a few annual awards/incentives for best performers in different arenas, a special scholarship amounting up to 100% admission fee including annual fee for an entire session to draw meritorious students has also been launched through such review discussions.
- f) Transparency in matters of reservation, merit, the increase in demands for seats in Major programmes in certain subjects in Science and Arts, introduction of skill based programmes like the BVoc and the CC programmes could be pointed out as some of the outcomes of such annual reviews.
- g) The College has introduced few incentives for its students on different areas towards boosting their competitive spirit. Further, scholarships, free studentship for poor and the needy, scholarships for meritorious students



are also introduced. The outcome witnessed the better performances by the students in their term end examinations.

2.1.5 Reflecting on the strategies adopted to increase/improve access for following categories of students, enumerate on how the admission policy of the institution and its student profiles demonstrate/reflect the National commitment to diversity and inclusion. SC/ST, OBC, Women, Differently abled, Economically weaker sections, Minority community, Any other

- a) The college is physically located at a place which is at the centre of the Gova Tribal Block under an SC reserved assembly constituency (of the Morigaon district of Assam). Over the years the place has also developed into a conglomerate of various commercial activities. The institution has since therefore evolved into a liberally inclusive centre of higher learning catering to the social diversity, which is a unique feature of both the locality and its vicinities. It has been serving the socio-economically disadvantaged communities of the area with a missionary zeal since its inception. It is a unique aspect of the college that there is a highly diverse, multi-lingual and multi-ethnic fabric of its learners who come from diverse communities.
- b) The setting up of the NPM and several other business enterprises at Jagiroad too has substantially contributed to the multi-lingual environment. In its early years, the majority of the students were first generation learners. A section of the students specially belonging to the disadvantaged communities are still first-generation learners. The spread of education among the Tiwa, Karbi and Bodo tribes, and among the SC communities like the Hira and also minorities has been generally too poor in both vertical and horizontal terms and it has been quite satisfying to the college family to be able to serve them with the light of education.
- c) An impression about the inclusive culture and ambience of the college vis-à-vis the overall diversity of its learners could be gained from the profile of the students as mentioned below:

Session	SC	ST	OBC	Minority	General	Total
2011-12	316	437	431	47	431	1662
2012-13	312	435	407	52	481	1685
2013-14	433	535	514	66	535	2083
2014-15	415	521	575	72	550	2133



- d) The College has also been in the forefront in providing access to girls which is reflected in the following list.

Session	Female	%	Male	%	Total
2011-12	925	55.66	737	44.34	1662
2012-13	973	57.75	714	42.25	1685
2013-14	1109	53.24	974	46.76	2083
2014-15	1140	53.95	993	46.05	2133

- e) The college follows the reservation policy set by the government and abides by its stipulations strictly. This has facilitated the entry of students primarily belonging to the disadvantaged communities.
- f) The College has been also very supportive to the economically weaker students belonging to all communities. Special incentives like scholarships to meritorious students, complete fee waiver etc. are given to wards whose parents have BPL cards issued by govt. depts. or sometimes without having BPL cards for identified poor students. The College has been able to seek support of a few local industrial firms and organizations that also provide assistance to economically weaker students.
- g) Though the number of differently abled students has been very few, the College is always prepared to assist them.

2.1.6 Provide the following details for various programmes offered by the institution during the last four years and comment on the trends. i.e., reasons for increase / decrease and actions initiated for improvement.

Session	Mode	Programme	Total Applicants	Total Admitted	Demand Ratio
2011-12	Regular	BA	490	483	1.01:1
		BSc	72	64	1.13:1
		PGDCA	11	11	1:1
		MTM	7	7	1:1
	Distance	UG (IGNOU)	88	88	1:1
2012-13	Regular	BA	514	419	1.23:1
		BSc	54	54	1:1
		PGDCA	17	17	1:1
		MTM	11	11	1:1
	Distance	UG(IGNOU)	68	68	1:1
		UG(GU-IDOL)	6	6	1:1
		PG(GU-IDOL)	48	48	1:1
2013-14	Regular	BA	557	529	1.05:1
		BSc	79	72	1.1:1



2014-15	Distance	BCom	119	100	1.2:1
		PGDCA	28	28	1:1
		MTM	17	17	1:1
		UG(IGNOU)	43	43	1:1
		PG(GU-IDOL)	262	262	1:1
	Regular	BA	523	490	1.07:1
		B.Sc.	112	91	1.23:1
		BCom	135	95	1.42:1
		BVoc	--	--	--
		CC	82	82	1:1
		PGDCA	36	36	1:1
		MTM	14	14	1:1
		UG(IGNOU)	58	58	1:1
	Distance	PG(GU-IDOL)	360	360	1:1
		UG(KKHSOU)	112	112	1:1

From the above data the following observations can be made:

1. There is an increasing demand for the BA programmes of the college;
2. Rise in B.Sc. Enrolment;
3. Demand in B.Com;
4. Demand for MTM and PGDCA;
5. Attraction for BVoc and Community College Programmes.

2.2 Catering to Student Diversity

2.2.1 How does the institution cater to the needs of differently-abled students and ensure adherence to government policies in this regard.

- The college is conscious about the needs of the differently-abled learners. Access to classrooms, library and toilets has been made convenient for them by construction of ramps.
- At present one such student is pursuing his studies. The college has offered all possible assistance and the staffs render necessary care to him.
- The authority also tries to ensure that there is no discrimination shown to them by the fellow students. Necessary counsellings are made to the other students so that they do not hurt the feelings of such students.
- The Students' Charter of the College which is read out before all the students and faculties and the other staff both at the time of Admission / Counseling Session and in the Annual Freshmen Social contains besides the other things, a special mention about the need of maintaining fellow feelings towards the mentally challenged and physically challenged students.



2.2.2 Does the institution assess the students' needs in terms of knowledge and skills before the commencement of the programme? If 'yes', give details on the process.

- a) Yes, various methods are adopted. Teachers usually begin their respective courses by having brief but interactive Q and A sessions related to basic concepts, ideas, personalities, etc., which enable a teacher to have a grasp about the diversity of learners. Sometimes the learners are asked to write brief answers of questions. Through these questions the teacher could observe the listening, speaking, writing and thinking skills of learners.
- b) In case of Major programmes at the undergraduate level, sometimes entrance examinations are conducted to assess their prior learning. The answer scripts enable the teachers to have glimpses of knowledge and skills of individual learners.
- c) General orientations are also held on the first day to render them a glimpse into the available facilities and supports available and also to be aware about the rules and regulations and the performances of the passed outs.

2.2.3 What are the strategies adopted by the institution to bridge the knowledge gap of the enrolled students (Bridge/Remedial/ Add-on/Enrichment Courses, etc.) to enable them to cope with the programme of their choice?

Students are regularly counselled upon and are provided with self-learning materials by the teachers. Remedial classes (need based) and short-term courses on computer application were conducted. Last year a certificate course on Communicative English was initiated. Special summer camp on Personality development was conducted. Mentorship has been initiated for the students of Science Stream.

2.2.4 How does the College sensitize its staff and students on issues such as gender, inclusion, environment etc.?

The College takes it as one of its primary obligations to sensitize its staff and students on issues related to gender, inclusion and environment.

- a) The College since its formative years has been promoting syncretic and liberal spirits through the visionary spirits of the Founder Secretary Late N.L. Upadhyaya and founder Principal Mahendra Ahom. Inclusiveness and cohesion both has been its mainstay.
- b) The serene natural atmosphere of the College too has attracted the learners. Plantation, gardening etc. are activities where all sections of the



stakeholders have participated. Regular celebration of events like the World Environment Day, a-forestation week, cleaning and beautification of the campus and nearby roads by the NSS and NCC volunteers along with the teachers, talks by invited guest speakers on issues related to environment, field-study based projects etc. have enabled the learners to be sensitive to environment related issues.

- c) The installation and functioning of 50 KW Solar Power Plant inside the College campus, funded by the MNRE, Govt. of India, on 90% subsidy has enabled the young learners to be aware of energy conservation and the use of renewable energy resources.
- d) The College is sensitive towards gender equality. The Women's Wing is an active body which organizes seminars, meetings, discussions etc. on women-centric issues and problems. The performance of NCC girl cadets, sports, cultural activities, self-defence courses for girls, awareness camp on women health etc. have inspired the students. The College is completely ragging free. The hostel committees regularly discuss and monitor the issues with the borders. Neither the sexual harassment committee nor the College authority has received any serious complaint of indecency or misconduct by staff or students so far.
- e) The College has been developing a cultural ethnic museum which has enabled the students to familiarize themselves and develop a sense of closeness with the life-world of the indigenous tribes like the Tiwas.
- f) The JCTU has been proactive during critical time of disasters like flood or social conflict, ethnic or communal flare ups in the region. The teachers during such critical moments lead the students to do relief works, organize health camps and peace rallies etc. The students are thus made aware about the crucial issues of community service, national integrity, development and regional harmony etc.

Few other examples:

- (i) On 24th January 2013, the IQAC and the Women's Wing organized a public meeting to highlight upon the responsibility of the society to the Girl Child, synchronized with the Girl Child Week. All the staff and the students of the College attended the programme.
- (ii) An innovative certificate course on "Self Defence for Girls Students" has been introduced, which is the first step forward by the College in Physical Education.
- (iii) A UGC sponsored National seminar on "Gender Equality through Women Empowerment" was organized in 2015 by the Women's Wing in collaboration with IGNOU, Jagiroad College center.
- (iv) Psychological counsellings are provided by inviting consulting psychologists from 'Mind India' to address the students' issues. The



counseling put special thrusts upon the mental health of the girl students.

- (v) A workshop on “Mental Health and Youth” for Students and Staff was organized in June 2014 by ASHADEEP (supported by Sir Ratan Tata and Navajbal Ratan Tata) in association with the Morigaon Mohila Mehfil, an NGO of the district.
- (vi) The college, as per its declared policy, has been providing financial assistances to the economically backward needy students.
- (vii) Extension Education cell organizes sensitization programme and programmes on women empowerment, road safety, health in the College catchment areas.
- (viii) The Beautification Cell and the Extension Education Cell take up programmes for preservation and maintenance of the greenery of the campus by drawing supports from the staff and the students.
- (ix) Use of polyethylene within the campus is strictly prohibited and the stakeholders of the College strictly follow such a rule. Staff members also make the students aware of the ill effect of tobacco products.
- (x) A wall magazine exclusively on Environmental matters has been launched in the campus by Environment Cell with contribution of articles/paper cuttings from the students.
- (xi) Various departments organize excursion trips for students to places of ecological importance. The students after their return from the trips need to write field study reports. Such programmes act as potential means towards spreading environmental awareness.
- (xii) Field surveys followed by project reports undertaken by the students for their Environmental Studies subject (under the supervision of the teachers of the college), also comes as a great boon in respect of spreading of environmental awareness.
- (xiii) It is a normal practice for the members of the College family, more particularly for the students and the members of the teaching and non-teaching staff to keep alive the greenness of the campus at all costs. The College takes pride of having an ashram like ambience in its campus, as it is a repository of more than 150 number of trees and plants. Quite a few of these plants are significant species from the botanical point of view. The Dept. of Botany and the Environment Cell have made joint surveys about such plants.
- (xiv) The College with active initiative from the teachers and the students of the Department of Tourism, organizes the World Tourism Day in the campus putting special thrust upon the need of protecting the natural resources around us.



2.2.5 How does the institution identify and respond to special educational/learning needs of advanced learners?

Advanced learners are identified through classroom interactions, seminars, assignments, internal evaluations etc. Such learners are given guidance by the faculties by providing reference books, study materials, different assignments, facilitating seminar presentations, counselling, tutorials etc. Students admitted with higher marks are given scholarship in the form of fee waiver benefit.

2.2.6 How does the institute collect, analyze and use the data and information on the academic performance (through the programme duration) of the students at risk of drop out (students from the disadvantaged sections of society, physically challenged, slow learners, economically weaker sections etc. who may discontinue their studies if some sort of support is not provided)?

- a) The College has an in-built culture where learners barely hesitate to share their disadvantages and challenges before peers and teachers. Good students, not merely those who are academically bright are observed and spotted by teachers. Accordingly the needs of such learners are addressed. Fee waiver is normally done for such learners.
- b) As regards to the Major course students, the teachers support them liberally by giving or arranging reference books, supplying uniforms, and even bearing the entire costs of their College education in some cases. A good number of such students in the past have performed very well in examinations and have been able to establish themselves later.
- c) Periodic analysis is done immediately after the declaration of results to identify good performers. They are counselled for further better performances. Same procedure is also followed in case of poor performers. The College made its best possible efforts to minimize drop-outs due to economic conditions by providing financial assistance from poor fund raised by the College from its own resources. The ICGC meets the individual students besides inviting their guardians for necessary counselling. The departments also arrange such counsellings on their own.

2.3 Teaching-Learning Process

2.3.1 How does the College plan and organize the teaching, learning and evaluation schedules? (Academic calendar, teaching plan, evaluation blue print, etc.)



- a) As mentioned earlier in 1.1.2, the Academic Committee and the IQAC play pivotal roles in preparation of the annual plan for admission, annual calendar, general class schedule, prospectus, teaching-learning, internal assessment and evaluation mechanism and their schedules etc.
- b) Respective Departments prepare their teaching-learning schedule, syllabus component distribution, review etc. based on the annual calendar and general class schedule.
- c) For students in major subjects and in professional career oriented programmes, internal assessments, project evaluations etc. are done by the faculty members of the respective departments. In case of classes, project guidance, assessments of projects related to Env.Studies, the faculty in-charge coordinates the process. The Assistant Officer-in-Charges of Exam.Committee normally conducts the terminal, test (HS classes) and Sessional examinations of all General programmes. The Guidelines of the AHSEC and the GU are followed strictly in formation of the Examination Committee. All examinations are conducted by the Exam.Committee.
- d) Under the strict guidelines of the AHSEC and the GU all evaluations of HS final, annual and end semester examinations are conducted in the College whenever the university or council entrusts the responsibilities of running a zone/micro-zone to the college.
- e) The IQAC collects feedbacks from the students about the effectiveness in transaction of the curricula in which, the College authority provides all logistical helps.

2.3.2 How does IQAC contribute to improve the teaching-learning process?

- a) The IQAC plays a coordinating role in the teaching-learning process so that new measures could be initiated at the behest of departments. The office room of the IQAC at present functions as a resource centre. Teachers can drop in any time to discuss and explore issues related with teaching-learning. The IQAC aims to evolve itself as a full-fledged resource centre within two years.
- b) Mentorship has been initiated for the students of Science Stream at the behest of the IQAC.
- c) Of late the IQAC is developing portfolios of individual teachers where detailed records of each teacher inclusive of their teaching-learning philosophy, teaching methods and approaches are recorded. The aim of the IQAC is to enable each teacher to initiate the process of developing



portfolios of students enrolled in Major and career oriented programmes from the next academic session.

- d) The IQAC is in the process of developing a modular enrichment programme entitled Graduation Edge which would have focused components like study, speaking, writing, portfolio development, computation, reasoning, critical thinking, design, research etcetera for all undergraduate learners to bring forth qualitatively enriched learning outcomes for all graduates of the college.
- e) The IQAC keeps a watch on the availability of adequate teaching aids, class room needs etc. for smooth functioning of the teaching-learning process. The IQAC takes the initiative of meeting the requirements in this regard.
- g) The IQAC conducts and provides analysis of feedback of students on teaching-learning to individual teachers so that teachers can have an indication about areas for improvement.
- h) The IQAC initiates and conducts discussions, workshops etc. on teaching-learning approaches and methods in collaboration with various individuals and organizations. It has conducted workshops on self-learning and application of digital aids in classrooms.
- i) In addition, the IQAC also collects and preserves departmental profiles, self appraisal reports of the teachers, maintains records of various activities and programmes organized by different cells, prepares its quality assurance reports for onward submission, and prepares the Self Study Report.

2.3.3 How is learning made more student-centric? Give details on the support structures and systems available for teachers to develop skills like interactive learning, collaborative learning and independent learning among the students?

- a) In all major and career oriented programmes, the teaching-learning is focused and student-centric. Most of the major programme learners are normally close to their teachers. Majority of the permanent faculty members are Associate Professors and experienced. The advanced learners are encouraged and facilitated with supplementary materials by the teachers to develop their independent learning processes. Special and tutorial classes are arranged if required.



- b) Departmental library usage, sharing of self-learning materials, close academic counselling, assignments, project works, seminars, lab hours, digital classes, wall magazines, departmental magazines etc. have created a congenial atmosphere of teaching-learning.
- c) In a few departments a section of the academically inclined alumni are voluntarily rendering services in the teaching-learning process. Some departments take the learners to academic exposure trips to reputed institutions of higher learning like the TU, IITG. Thanks to the role of the teachers, students at the undergraduate level have earned summer fellowship in reputed institution of research like the BARC.
- d) Thanks to the opening of MTM, PGDCA, BVoc, CC Programmes besides the varied programmes in the distance mode, there are increasing opportunities for the teachers to initiate interdisciplinary approach in teaching-learning.
- e) For general undergraduate courses where the learners exceed two hundred in number, sections have been introduced. Audio-visual aids are available for such classes.
- f) The GB of the college, with grants from Government of Assam and funding agencies like the UGC, has tried to provide required infrastructure for creation of an ideal teaching-learning ambience with facilities like computer centre, digital class rooms, books and journals, N-LIST at the library, teaching aids etc. and training the faculty members on application of digital teaching aids. It collects the feedbacks on such requirements through the departments and the IQAC. The Principal-cum-Secretary normally initiates all such discussions at the GB.
- g) The College facilitates and encourages its faculty members for participation in Orientation Courses, Refresher Courses, Short Term Courses, seminars and conferences, FDPs for research, research projects, publications etc. Since the UGC Academic Staff Colleges introduced grading system of participants, a number of faculty members have got “A” grade in Orientation and Refresher courses. This has led to a positive impact on teaching-learning approaches of the teachers.

2.3.4 How does the institution nurture critical thinking, creativity and scientific temper among the students to transform them into lifelong learners and innovators?



The College nurtures critical thinking, creativity and scientific temper among the young learners through its teaching-learning process providing sufficient opportunities for participation in their learning processes. In Major programmes especially the experienced teachers elicit the capacity of learners to infer, comprehend, analyze, and organize ideas in a methodical manner through interactive sessions. Assignments, class tests are held to test these aspects and students are counselled on how to improve them further. Group discussions, inter-class debates are also held which give the teachers and peers an understanding about reasoning and inferential abilities of the young minds.

- a) The mandatory assessment of full paper projects for students of sixth semester in the Major programmes of various subjects, MTM, PGDCA students, field study based project on Environmental Studies by all undergraduate students etc. provide ample scopes for application and assessment of critical thinking of the learners.
- b) The College has a sound practice of inviting eminent academicians, innovators, scientists, writers, cultural exponents etc. at a regular interval. Students are encouraged to actively participate in lectures and talks whenever such guest speakers are invited.
- c) Space and scope for expression of creative potentials of learners are provided through wall magazines, departmental magazines, College magazine, College week events, competitions etc. Workshops involving students on dance forms like the Satriya and the indigenous Tiwa have been conducted. Learners have shown proficiency by bagging prizes in inter-College youth festival in cultural events. The College regularly sends contingents to such events. A section of the alumni have excelled in areas like acting, direction, media, design etc. The launching of the BVoc programme on Entertainment (Acting) too is another notable step in this context.
- d) The Assam Science Society, Jagiroad Branch, functions from the College premises with active participation from the faculty members. The faculty members have been working towards spreading scientific temper and scientific spirit by holding popular lectures, celebration of National Science Day, trainings for school teachers, exhibitions, conducting of Olympiads (in Mathematics and Chemistry) in nearby schools etc. As part of the celebration of the Silver Jubilee of the Science Stream of the College in 2014 a special volume on Fifty Eminent Scientists and Mathematicians was published for the young readers. On this occasion, science exhibition, book fair, symposiums were also held.



- e) A journal entitled Initiative is being published with a view to promote research potentials of young learners of the college.
- f) A section of the alumni and a retired alumnus are involved in transaction of teaching-learning. A fair section of past students have also enrolled for continuation of their studies in various programmes offered by the three study centers of IGNOU, GU and KKSHOU in the college.

2.3.5 What are the technologies and facilities available and used by the faculty for effective teaching? e.g.: Virtual laboratories, e-learning - resources from National Programme on Technology Enhanced Learning (NPTEL) and National Mission on Education through Information and Communication Technology (NME-ICT), open educational resources, mobile education, etc.

At present the College has three computer laboratories along with a computer center in its computer department. The College in all currently has eighty nine computers (twenty eight printers and one scanner) which is against a meagre twenty six in 2011-12. These are being maintained by the Computer department. The department runs the PGDCA, CSc and CA courses and a number of short-term courses. A small language lab has been set up within it. The computers are also used by the adjoining Tourism and other departments for their IT related course/course components.

- a. The College library has a separate computer section with internet facilities. Most of the Teachers are registered under N-LIST of INFLIBNET. Faculties and students can access e-learning resources from libraries of thousands of Universities and Institutions in India and abroad.
- b. The College has acquired six broadband connections through NME-ICT and also provides the Wi-Fi connectivity at selected points.
- c. Computers, printers, internet, Xerox, digital duplicator facilities are also available in administrative and accounts sections of the office, IQAC and in most of the departments.
- d. Three digital smart classrooms, GIS software, LCDs, laptops etc. are available for conducting interactive and effective teaching-learning. To get them equipped with the new ICT tools, the faculty members were given training on applications of digital classroom equipment handling items, which was conducted by the HCL Technologies.
- e. A 50 KW solar powered plant besides a back-up generator is available for dealing with problems of power cuts and load sheddings.



- f. Arc GIS software has been installed at the Geography Laboratory. A computer lab is also housed at Geography Dept. The Laboratory in the Education Department is also provided with all necessary lab equipments.

2.3.6 How are the students and faculty exposed to advanced level of knowledge and skills (blended learning, expert lectures, seminars, workshops etc.)?

As mentioned above (in 2.3.4) the College has a good culture of organizing lectures, popular talks, workshops, symposiums etc. During the last few four years quite a few eminent writers, academicians, scientists, social activists etc. addressed the students and faculty. Workshops on digital teaching aids and self-competence too were held. The College organized four national seminars- on 'Reforming and Revamping the Tourism Sector in the North East Region of India', 'Infrastructure Development of Assam: Problems and Prospects', 'Advances in Physical and Biological Sciences' and on 'Gender Equality through Women Empowerment' in 2009, 2012 and 2014 respectively.

- a) The College encourages the faculty members to participate in seminars and conference. During 2010 – 14, twenty faculty members acted as experts and resource persons in various seminars and conferences.
- b) As mentioned earlier, a batch of BSc students were sent to attend workshops at TU and IITG, while one student from the Chemistry Department availed a Summer Fellowship at BARC.
- c) Most departments take their major programme students to relevant institutions, places of interests inside and outside the state for their field study based projects.
- d) Student groups of HS Science, Major programmes, career oriented programmes like MTM and the PGDCA, BVoc programmes, community College programmes etc. are exposed to blended learning as experienced teachers have the competence to integrate IT based teaching methods with traditional blackboard based lecture-demonstration methods.

Few other examples:

- i) Role of alumni: With a view to motivate the learners in their pursuits of study, a few outgoing bright alumni who have been able to establish themselves in life are invited by the departments like Physics and Chemistry to do special tutorials and also to participate in seminars, workshops and lectures as Resource Persons.
- ii) Felicitation: The College, in order to appreciate the meritorious students and the achievers in different fields, holds special felicitation sessions.



- iii) Collaborative Skill development programmes: A number of Collaborative Skill development programmes were organized in association with the NBIRT. Meanwhile, skill based courses have been introduced to produce skilled human resources in certain areas (mentioned earlier) with active support from concerned industries.
- iv) Publications: Publication of periodic house journals by various departments, publication of the College magazine, news bulletin, publication of wall magazines by various departments besides a general tri-annual wall magazine at the initiatives of the College students also contribute substantially to the advancement of knowledge of the students.
- v) Self defence skills: An innovative certificate course in “self defence for Girls students” was launched in 2013, which is the first step by the College towards Physical Education.
- vi) Competency Development initiatives: Confidence building measures are also taken into account. A workshop on “Self Learning for Competency development” was organised jointly in collaboration with INOU.

2.3.7 Detail (process and the number of students \ benefitted) on the academic, personal and psycho-social support and guidance services (professional counseling/mentoring/academic advise) provided to students?

- a) The faculty members of the College are closely involved in academic and personal counselling. Teachers are easily accessible to the learners and devote sufficient time in counselling the students on both personal and academic problems. Though the number of learners in the Arts stream is relatively higher, learners of general programmes also get attention and interest of the teachers. Due to the focus on Major programmes almost all students get counselling from their respective departments. Though there is no formal or recorded mechanism for academic counseling. In tune to the institutional culture, the teachers are prepared to assist the learners through all possible means.
- b) A section of the faculty members offer humanitarian aides in terms of bearing the entire costs of the academic expenses of the learners with potentials, who come from socio-economically disadvantaged backgrounds. Teachers do not hesitate to provide reference or text books, study materials, essential stationery etc. free of cost to such needy learners.
- c) During the last four years the young learners have been benefitted by motivational talks and lectures by invited guest speakers mentioned earlier.



- d) The ICGC conducted coaching for competitive examinations during vacations (2011-12) involving 65 learners. It also offered career oriented advice and counselling to more than 1000 students during the last four years.
- e) The IQAC has initiated mentoring of students enrolled in the science stream of the college.
- f) The Women's Wing looks in to the problems faced by the girls enrolled in the college. It liaises with the Hostel Committee on problems faced by resident girls. At the backdrop of rising social crime against women, at the recommendation of the Wing, the College has launched conducting of a self defence training programme exclusively for girls.
- g) The Grievance Redressal Cell has not received any major complaint of violation of their rights from the students during the last four years.
- h) The JCTU has been active in offering financial assistance to critically ill students and needy alumni whenever such matters come to its notice.

2.3.8 Provide details of innovative teaching approaches/methods adopted by the faculty during the last four years? What are the efforts made by the institution to encourage the faculty to adopt new and innovative approaches and the impact of such innovative practices on student learning?

- a) As mentioned earlier, blended teaching methods have been attempted and sporadically applied owing to the availability of digital class rooms equipped with smart boards and teaching aids like laptops, audio systems and LCDs. Faculty members can now blend power point presentations, graphics etc. with blackboard based teaching methods to make the teaching-learning process much more interesting and interactive.
- b) Some teachers take the major programme students out of the classes and interactive sessions are held in the lush green lawn. Open-air sessions have also been held to orient groups of students for field-study based project works.
- c) In Major, PG and career oriented programmes the facilitators have attempted a collaborative approach where the learners have been given the choice to be actively involved and to be the prime movers of such classroom discussions.
- d) Two departments have attempted peer-group and alumni teaching-learning. Other departments too have shown keen interest to take similar initiatives.
- e) Following the introduction of MTM and PGDCA programmes the teachers from Economics, History, Geography, Mathematics, English,



Commerce etc. have been utilized to take classes of these programmes as in-house resource persons. This interdisciplinary approach has benefitted both learners of the career oriented programmes and the teachers.

- f) Inter-disciplinary teaching proves to be effective in few newly introduced innovative and skilling courses. The opening of new programmes under BVoc and CC have now provided the faculty members some special opportunities of teaching-learning collaboration. For instance faculty members of language and literature departments like Assamese, Bengali, Hindi and English can now collaborate with faculty members working in BVoc (Acting) for enactment of scenes and acts of drama, performing particular scenes, episodes of fiction and poetry texts of which are prescribed in the syllabi of Major programmes. Faculty members of Chemistry and Botany departments can now collaborate with faculty members involved teaching PPT programme under the CC. Faculties from Physics, Mathematics and Chemistry are involved as resource person in conducting classes of Career Oriented Course on Construction Technology. Similar alliance is possible between the faculty members of Commerce and faculty members teaching programme of RM. The IQAC is in the process of coordinating such interdisciplinary approaches.
- g) The IQAC is now involved in evolving a comprehensive skill-oriented enrichment programme entitled Graduation Edge for undergraduate learners involving all faculty members, section of alumni, interested school and College teachers of nearby institutions and competent adjunct and guest faculty. Graduation Edge and Master Classes are aimed to bring about paradigmatic change in the teaching-learning process of the college. The Governing Body of the College is going to render its whole hearted support in such endeavours.

2.3.9 How are library resources used to augment the teaching- learning process?

- a) To foster and augment the teaching-learning process of the college, the College library acts as a key knowledge content provider and resource pool for the students and the faculty members alike. Librarian of the College provides sufficient information to the library users regularly.
- b) The library has a good collection of useful reference books on varied disciplines besides text books including a Book Bank for economically disadvantaged students and most of them are recorded at SOUL 2.0 and Bar coding is done for such recorded books. The socio-economically disadvantaged learners whenever referred by a department or a faculty



member are issued text-books for an entire academic session. The teachers also use the books regularly.

- c) The Librarian in collaboration with the IQAC holds orientation sessions for the fresh students on how to search books and other available materials in the library through OPAC or at the shelves, every year in the beginning of the academic session while the library staff issue library cards to the learners.
- d) Faculty members and a few advance learners utilize online resources to augment their teaching learning processes. The availability of online resources like e-books, e-journals, research thesis, etc., through INFLIBNET has opened a highly resourceful knowledge pool for updating and sharpening the research, thinking and writing skills of teachers. Simultaneously, the enrichment of teaching-learning process by the teachers has become possible through available net connectivity available in the library.
- e) The library of the college contains enough books on teaching-learning philosophy, approaches and methods of teaching and educational technology. These books act as a resource pool for the faculty members. Besides, print and online journals on these areas are available. The IQAC tries to use these books, journals and magazines etc. while devising or discussing teaching-learning approaches, methods and strategies. It is also in the process of acquiring books and journals on these relevant areas through the library.
- f) Individual academic departments also have their exclusive collection of books for their individual library corners in the departmental common rooms.
- g) Separate Boys', Girls' and Teachers' reading rooms are there in the library. The library is provided with round the clock power supply through solar power inside the college. Reprography facility is available in the library.

2.3.10 Does the institution face any challenges in completing the curriculum within the planned time frame and calendar? If 'yes', elaborate on the challenges encountered and the institutional approaches to overcome these.

Yes. The College does face certain challenges in its endeavour to completely implement the semester curriculum within the stipulated academic calendar.

The *challenges are* briefly outlined below:

- The most pertinent of all these challenges is the want of adequate number of faculties in regular sanctioned posts in various departments.



Since 1992, no new post has been provided by the state government to the colleges of Assam.

- The College has to admit a large number of students to cater to the growing aspiration of the locality. Therefore, it becomes quite challenging for any faculty to adopt innovative methods in teaching. The students are generally of very mixed levels of learning ability. So, it becomes pretty difficult for a teacher to put every group into activities in terms of their (the groups') individual level of proficiency.
- Sporadic but sometimes recurrent calls for *Bandhs* and strikes by various political and social organizations, trade unions etc. of the nation and the state to pose as a major problem.
- Delay in availability of prescribed text-books and want of quality reference books at affordable price locally for students is also another problem.
- Unforeseen delay in declaration of examination results by the affiliating university too is a major challenge.

Institutional approach:

- The College Governing Body and the Principal try to draw cooperation and involvement of all its internal stakeholders like students, teachers and non-teaching staff in overcoming all such problems and challenges.
- The Academic Committee and the IQAC discuss and devise ways about how to face all these challenges in curriculum completion. A section of eligible alumni are employed as contractual and part-time teachers to provisionally meet the shortage in faculty. The Governing Body plays a supportive role in this context.
- Teachers most of the time assist the learners by giving photocopies of texts, downloading texts available online, lending books or acquiring them from bookshops in Guwahati etc. when crucial texts and reference books are not available particularly during the period following curricular revisions.
- Special and extra classes are arranged by the departments if the curricular progress is hampered due to some or other reasons.
- If there is any delay in examination results, students are encouraged to continue their next semester studies by attending classes regularly.
- In case of filling up of vacant posts, FDP and lien vacancies the College takes prompt and effective steps to fill them up as per government and UGC rules and regulations.



- The College expects that the government would sanction posts in career oriented subjects like Computer, Tourism etc. in near future as the latter has collected data on such emerging areas.

2.3.11 How does the institute monitor and evaluate the quality of teaching learning?

- a) The IQAC acts as the quality assurance body of the college. It collates and analyses data on 'input-output' process regarding the enrolled learners. These analyses and threadbare discussions on them in the Academic Committee meetings enable the departments to have an objective look at the qualitative aspects.
- b) The Principal and the Vice Principal receive verbal feedbacks from learners and parents. Pertinent issues regarding the quality of teaching-learning process are raised by them in Academic Committee and IQAC meetings.
- c) The departments are regularly visited by the Principal, Vice Principal and the IQAC Coordinator and discussions regarding teaching-learning invariably crop up. Individual faculty members give their inputs in the process. Departmental feedbacks are also taken up for discussions in the IQAC and Academic Committee meetings so that effective measures could be taken to improve the quality of teaching-learning.
- d) Students' and parents' feedback are taken up through pre-designed formats. Data are analyzed and the individual teachers are apprised of their annual performances. Experienced teachers can make an objective analysis on the feedbacks and accordingly can plan for subsequent ways to improvise.
- e) The Principal has to send annual reports to the DHE, Govt. of Assam and the GU mentioning the details of the teaching-learning process, performance appraisal of individual teachers, result analyses etc. Periodic inspections are also conducted by Inspector of Colleges, Govt. of Assam, Director, College Development Council and Senior Faculty members of the affiliating university in matters like extension of temporary or permanent government concurrences and affiliations of programmes and courses. Discussions on aspects of qualitative issues of teaching-learning come up on such visits and suggestions are offered by such teams for improvement. Such suggestions are later discussed in the Academic Committee and IQAC meetings.



2.4 Teacher Quality

2.4.1 Provide the following details and elaborate on the strategies adopted by the College in planning and management (recruitment and retention) of its human resource (qualified and competent teachers) to meet the changing requirements of the curriculum.

Highest Qualification	Professor		Associate Professors		Assistant Professors		Total
	Male	Female	Male	Female	Male	Female	
Permanent Teachers	N/A		26	9	3	6	44
Regular Teachers=51 (working at sanctioned posts=44, Vacant=7)							
DSc /DLitt	-	-	-	-	-	-	-
PhD	-	-	13	3	1	2	19
MPhil	-	-	6	2	0	6	14
PG	-	-	10	3	2	1	16
Temporary teachers =33 (working as contractual)							
PhD	-	-	-	-	2	3	5
MPhil	-	-	-	-	3	2	5
PG	-	-	-	-	14	12	26

Recruitment of Faculties:

- Since its inception the college has assiduously followed a transparent policy of recruitment of its faculty members by strictly adhering to all the relevant government rules and regulations.
- At present the recruitment policy is governed by the Assam College Provincialisation Act (2005), Assam Provincialised College Employees Rules (2010), the latest Govt. of Assam Office Memorandum which are largely based on the relevant clauses of the UGC Regulations (2010).
- Due to the healthy recruitment policy being followed, the college has since the very beginning been able to attract talented incumbents from all corners of the state. The reputation of the institute fairly rests on the teachers' competencies and keenness to adapt with the changing paradigms of teaching-learning in Higher Education.

Retention of Faculties:

Because of the supports received from the management of the college, enthusiastic supports given by the society, pleasant academic environment and also due to the overall healthy ambience of the college, most of the teachers recruited so far are retained by the College.

- (i) 9 of the recruited teachers have been able to later progress as faculty members in Central and State Universities, Civil Servants, College Principals etc. which also speaks about its transparent and fair policy of recruitment.
- (ii) So far only 3 of its permanent teachers have shifted themselves to other colleges of the state due to personal reasons.
- (iii) 6 of its earliest recruited teachers have so far superannuated and two serving teachers expired. The rest of all recruited teachers have been retained by the college.
- (iv) 35 of its serving permanent teachers have been promoted to the grade of Associate Professor out of a total of 44 regular faculties.
- (v) 21 of the serving permanent teachers (excluding 4 retired faculties) have completed their PhD research, while 14 of them are at various stages of pursuing and finishing their PhD works. 13 of them have meanwhile acquired MPhil degree.
- 6 alumni (three women among them) of the College have been recruited against sanctioned posts of teachers at the college. Majority of the temporary teachers working in different departments are alumni of the college.
- The present GB of the College chaired by Mahendra Ahom, the college's visionary founder Principal and Registrar (Retired) of TU is sensitive and supportive of the faculty members' academic progress along with their commitment to teaching-learning and corporate life of the college.
- Due to the committed and supportive pool of teachers, the College has been able to begin two career oriented PG programmes and NSQF and NVEQF skill based programmes such as BVoc and CC.

2.4.2 How does the institution cope with the growing demand/ scarcity of qualified senior faculty to teach new programmes/ modern areas (emerging areas) of study being introduced (Biotechnology, IT, Bioinformatics etc.)? Provide details on the efforts made by the institution in this direction and the outcome during the last three years.



- a) The College has established linkages with various universities, government departments, and industrial organizations. The GB of the College has been active in matters of recruitment of teachers in emerging areas. It has gained experience while launching the self-financing MTM and PGDCA programmes in 2005. It advertised in regional dailies for competent faculty members and offered salaries and facilities which were acceptable to them. While opening the Biotechnology courses at the UG level too it searched for faculty members and found a suitable candidate in one of its alumni.
- b) Alumni who completed MTM and PGDCA programmes with good results and found competent to teach were later offered teaching positions.
- c) While launching courses under BVoc and CC programmes, similarly, the College published advertisements in popular regional dailies. It received good responses for the faculty positions. Interviews were held as per the guidelines of the UGC/NSQF and suitable candidates were later selected holding formal interviews with experts from parent university.
- d) For teaching faculty in the programme ADCW locally available retired civil engineers and other professionals were contacted and they have been of enormous assistance.
- e) In some departments/subjects guest lecturers are invited to teach certain portions of the curriculum. For example, external experts are invited to teach foreign languages (Russian and French) in the MTM courses. Experts from Industries are invited to teach newly introduced skilling courses. MoUs have been signed with different Industry partners to support and assist in running these courses.

Total faculties recruited in new and non-conventional subjects are as follows:

Programme Name	Level of Education	Total Faculties Recruited
MTM	PG	4
PGDCA	PG	4
Biotechnology	UG	2
B. Voc.	UG	4
Community College	Adv. Diploma	3
Commerce	UG	5
Total=		22



2.4.3 Providing details on staff development programmes during the last four years elaborate on the strategies adopted by the institution in enhancing the teacher quality.

a) Nomination to staff development programmes

<i>Faculty / Staff Development Programmes</i>	<i>Number of faculty benefitted</i>
Refresher courses	9
UGC – Faculty Improvement Programme	6
HRD programmes	0
Orientation programmes	4
Faculty exchange programme	0
Staff training conducted by the university	12
Staff training conducted by other institutions	7
Summer / Winter schools, Workshops, etc.	10
Others(AISHE,RUSA and Quality related)	10

b) Faculty Training programmes organized by the institution to empower and enable the use of various tools and technology for improved teaching-learning

- Teaching learning methods/approaches: Organised
- Handling new curriculum : Organised
- Content/knowledge management : Organised
- Selection, development and use of enrichment materials: Nil
- Assessment: Organised
- Cross cutting issues: Organised
- Audio Visual Aids/multimedia : Organised
- OER's : Nil
- Teaching learning material development, selection & use: Organised

The IQAC takes active interests in organizing talks, discussions, workshops etc. in issues and matters related to realignments of teaching-learning methods, skill development, updating knowledge on varied areas etc.



A few instances are noted below:

- In the wake of change in UG curricular approach and shift to semesterisation the College in June 14, 2011, IQAC arranged a “Workshop on Semester System” with three senior faculty members of the affiliating university, where faculties from nearby Colleges also participated.
- A workshop on ‘Application of Digital Classroom Equipments Handling’ was organized under the aegis of the HCL Technologies, attended by the faculty members.
- A day long workshop cum interaction session on “Scopes and Opportunities of Career Development” was organized on May 6, 2013 for the faculty members.
- In 2013-14, a workshop on “Self Learning for Competency Development” was organized jointly in collaboration with INOU.
- On April 7, 2014, a workshop was organized on quality management and preparation for reaccreditation where Prof. K. G. Bhattacharye and Dr. I. K. Bhattacharya from GU and Cotton College attended as resource persons.
- An orientation programme on writing of Project-works especially for the Major students was organized in the 2013-14 Session.
- A workshop on the use of INFLIBNET was organized by the IQAC and Library staff where Dr. S. K. Sing from GU attended as a resource person.
- The Zonal Committee involved in conduct of evaluation of scripts related to HS Final and End Semester Examinations organized briefings and discussions with Head Examiners, Scrutinizers and Examiners before beginning the evaluation process as per the guidelines of GU and AHSEC.

c) *Percentage of faculty*

Session	Resource Persons in Seminars Conferences organized by external Professional Agencies		Conference Participation organized by National/ International Professional Bodies		Paper presentation organized by National/ International Professional Agencies	
	No.	%	No	%	No	%
2011-12	9	20	25	57	28	64
2012-13	3	7	9	20	25	57
2013-14	5	11	9	20	17	39
2014-15	11	25	5	11	22	50



2.4.4 What policies/systems are in place to recharge teachers? (e.g.: providing research grants, study leave, support for research and academic publications, teaching experience in other national institutions and specialized programmes industrial engagement etc.)

- a) As stated in 2.4.1, the GB of the College is supportive of the measures adopted to facilitate the professional development and progress of the faculty members. On matters like FDP of the UGC, the College has liberally considered all applications of teachers and each applicant is allowed necessary leaves to pursue their research works.
- b) The College management encourages teachers to undertake research activities and facilitates in obtaining research grants from UGC, ICSSR, DST etc. The College organized one such professional development workshops/interaction session by inviting experts on Scopes and Opportunities of Career Development as mentioned above.
- c) The College has a publication cell. During the last four years it has brought out three books and a research journal for upcoming scholars. It is going to publish more books in future.
- d) The College encourages to present research papers of the faculty members within and outside the country. As such four faculty members have presented their papers in China, Malaysia, USA, Hong Kong, London, and Thailand.
- e) The faculty members publish articles in reputed and peer-reviewed journals and various other esteemed journals. A section of them have published articles in international peer-reviewed journals with impact factors.
- f) In order to promote research activities the College has established two committees –one for humanities and social sciences and the other for physical and biological sciences including Commerce. The objectives of these two committees are to organize workshops on research methods both for faculty members and students, evolve templates of research studies suitable for students in both English and Assamese, publish peer-reviewed journals, undertake projects in viable areas with an eye on the ‘catchment’ area of the College etc. The College also has one research laboratory on applied Mathematics.
- g) The running of programmes like MTM, BVoc and CC has provided the faculty members the scope of undertaking interdisciplinary approaches in teaching-learning and research. For instance, one faculty member of the English department has done a UGC funded research project on Tourism Potential of Morigaon District of Assam.
- h) The College organized four National seminars on divergent topics.



- i) As mentioned earlier, the College organized a few other activities such as on semester system, digital classroom handling workshop, career opportunities, library resource/software etc. to re-charge the teachers. The College also deputed faculties to attend such re-charge programmes organized by other institutions. The College also encourages the teachers to attend summer and winter courses and other short term courses by providing necessary leave.

2.4.5 Give the number of faculty who received awards / recognition at the state, national and international level for excellence in teaching during the last four years. Enunciate how the institutional culture and environment contributed to such performance/achievement of the faculty. Awards / recognition at the state, national and international level for excellence in teaching during the last four years:

- No such award on teaching has been bagged by the faculty members of the College for excellence in teaching.
- But the following faculties could earn reputations/recognition/honour in international conferences through their research activities:
 - (i) Mr. Prabir Banerjee: Chaired Conference Session on the International Associations of Engineers organized as International Multi-Conference of Engineers and Computer Scientists in Hongkong on 12-14 March, 2014.
 - (ii) Dr. Dipak Jyoti Baruah: Chaired a Session (“Literature and Sociology”) in the Focus Asia 2011(World Congress of Asian Studies) organized by Focus Asia Organizing committee in collaboration with Society for Indian Culture and Heritage.
 - (iii) Dr. Dipak Jyoti Baruah: inducted as a member in the Editorial Board of the Wizcraft Journal of Language and Literature- an international research journal.
 - (iv) Dr. Dipak Jyoti Baruah: steered the responsibility as the preliminary penal adviser for “Sahitya Akademi Yuva Puraskar 2013 ”, (vide letter no SA61/YP/PP/13) .
 - (v) Dr. Bhaben Ch. Neog (now Principal): received Travel Grant of UGC to present his paper in the International Conference at Zhejiang Wanli University, Ningbo, China organized by World Scientific Engineering Academy on 10-12 January, 2009.
 - (vi) Dr. Bhaben Ch. Neog: received Travel Grant of UGC to present his paper in the ASME International Conference at Houston, Texas, USA



organized by American Society for Mechanical Engineers(ASME) on 9-15 November, 2012.

- (vii) Dr. Bhaben Ch. Neog: presented his paper at the International Conference at World Trade Center, Kuala Lumpur, Malaysia organized by Asian Mathematical Congress (AMC) on 22-26 June, 2009.
- (viii) Dr. Bhaben Ch. Neog: received financial assistance from National Board for Higher Mathematics (NBHM), Govt of India to present his paper in the International Congress of Mathematicians at Hyderabad, organized by International Mathematical Union (IMU) to present his paper on 19-27 August, 2010.
- (ix) Dr. Raju Barua (now retired): presented her paper in a conference in Myanmar.
- (x) Dr. Bhupen Kr. Sarma: presented his research paper in ICEHM, (13-14, August, 2014, Thailand).

Institutional culture and environment towards research and recharge:

- ✧ The management adopts the policy to encourage the faculties to show their marks of excellence in teaching and research in various ways. The institution has been making a consistent and continuous bid to contribute to the national mission for enhancement of the quality in higher education. Towards such a mission, it has been working towards attaining an all-inclusive growth. It vows to bring about a strong healthy synergic relationship among all the stakeholders, without which its quest for enhancement of quality in all fronts cannot be fulfilled.
- ✧ The institution has been putting in sufficient efforts to fulfill the basic infrastructural needs on priority basis. Providing the best possible supports to the students' and teachers' needs has received the top priority in this context.
- ✧ The College has been adopting a culture of appreciation of good works done by all core segments of the stakeholders, takes initiatives for introduction of new academic programmes, organizes seminars, workshops and faculty development programmes, encourages the individual teachers to develop their own methodologies about how to conduct their classes, gives special thrusts upon research projects and upon providing the best possible library services.
- ✧ The Principal of the College adopts the mechanism of participatory management for smooth management of the basic activities of the institution.



- ✧ There are initiatives for technology up-gradation and ICT has become a major support system for various activities in the core segments including teaching -learning.

2.4.6 Has the institution introduced evaluation of teachers by the students and external Peers? If yes, how is the evaluation used for improving the quality of the teaching-learning process?

Yes.

- a) The College has introduced evaluation of teachers on their teaching-learning performances by their students in the form of feedbacks. The feedback forms for students, alumni and parents are given in the College prospectus. Students are informed by the IQAC about the submission process. Afterwards, it analyses the data and conveys the same to the departments and individual teachers. (Feedbacks are collected from the students manually and through a recently developed software).
- b) Teachers of the College are warmly attuned to the process and they take the feedback earnestly at individual level. Such feedbacks have enabled them to gain dispassionate knowledge about individual approach and aspects of teaching-learning. Discussions at departmental level are held and teachers devise their strategies to improve further. They also seek suggestions from peers.
- c) The IQAC holds discussions on the follow up by the departments. Challenges, opportunities about the overall teaching-learning ambience are discussed and devise ways to improve together.
- d) The IQAC also reviews the format of feedback periodically.

2.5 Evaluation Process and Reform

2.5.1 How does the institution ensure that the stakeholders of the institution especially students and faculty are aware of the evaluation processes?

- a) Students and parents are informed about the elective options, evaluation system through the college prospectus. They are also advised to regularly see the website of the affiliating university and the college. On the day of admission too matters related to attendance, classes and evaluation process are clearly spelled out.
- b) On the first day of every academic session, induction sessions are held. In that session, the Principal, Vice-Principal, HoDs and few senior faculties explain the rules and regulations, examination and evaluation methodologies and other few dos and don'ts for the new comers.



- c) Individual teachers in classes too brief them about the internal assessment and end semester examinations. Besides notices in the classes, the departmental and college notice boards are also regularly used to inform students about all examination related matters.
- d) In cases of Major and career oriented programmes HODs notify the students about examination schedule, mark sheets etc.
- e) The experienced faculty members of the college are informative and try to update themselves if there is any change in the evaluation process of the affiliating university.
- f) The Academic Committee and the IQAC regularly discuss examination related matters. If there is even a minor modification in the process, the faculty members are informed through the respective HODs. Regarding evaluation of scripts of Final Examination and End Semester Examination the affiliating university and the Assam Higher Secondary Education Council give adequate guidelines.

2.5.2 What are the major evaluation reforms of the university that the institution has adopted and what are the reforms initiated by the institution on its own?

- a) The college follows all evaluation reforms of the GU and the AHSEC by following all guidelines.
- b) As stated earlier, in 2011, the College followed the reforms on UG education programmes towards semester systems adopted by the affiliating university. Along with the curricular approach, syllabi, teaching-learning the evaluation system too was restructured. For instance, internal assessment through sessional examinations, assignments etc. were newly introduced at undergraduate level. All university guidelines in internal assessments have been strictly followed.
- c) The College on its own has introduced small reforms which have been effective in conducting examinations. For instance, at undergraduate level the evaluated answer scripts are shown to the examinees. All scripts of sessional examinations are regularly dispatched to the affiliating university as per guidelines.
- d) Secondly, a ratio of 1:20 in relation to invigilators and examinees are maintained in all final and end semester examinations. Due to the fair and strict system of invigilation over the years, examinees are attuned to it and adoption of unfair means in examinations is a rarity.



- d) The College does not have to depend on external printing presses for preparing question papers of internal examinations as it had to do in the past. It has now the basic in-house facilities for conducting all examination related works on its own.
- e) The university has recently introduced micro-zone concept for evaluation of semester examinations. The College participates in the process and has acted as zonal evaluation center for two of the semester examinations of UG programme last year.

2.5.3 How does the institution ensure effective implementation of the evaluation reforms of the university and those initiated by the institution on its own?

- a) The College intimates all the reforms in regards to course and curriculum or evaluation reforms to its students and staff as and when university decides by holding meetings and through notice board.
- b) Further as mentioned above, the Examination Committee constituted by the Academic Committee and the IQAC lead all matters related to assessments and evaluations throughout an academic session. They are in the forefront of implementing any evaluation related reforms. It works out all schedules of internal examinations, coordinates question setting, printing, duty allotment, results etc. of all programmes barring the major programmes.
- c) For successive years, the Examination Committee of the College has worked with diligence. The committee has received active cooperation of all staff of the college.

2.5.4 Provide details on the formative and summative assessment approaches adopted to measure student achievement. Cite a few examples which have positively impacted the system.

- The College always lays emphasis upon continuous and comprehensive evaluation. The term 'Continuous' refers to periodicity and regularity in assessment; while, the term 'comprehensive' refers to overall assessment of the learners, in both curricular and co-curricular scheme of things. The approaches taken for assessment are relevant and meaningful and involve learners for greater participation in learning.
- The evaluation process can be divided into two broad parts: Formative Assessment and Summative Assessment. The Formative Assessment assists the students to prepare for the classroom based internal examinations. The various formative techniques include home and class



assignments, seminar presentation, projects, exposure tours, field trips, work sheets, quizzes, use of supplementary materials, library works, familiarization with e-resources etc. sessional examinations, home assignments, seminar presentation, group discussion are a few approaches adopted for Summative Assessment.

- As regards to the Summative Assessment, the parent University provides the question papers. The University also convenes evaluation zones and the scripts are evaluated under the guidelines of the University (regarding examiners, scrutinizers etc). The college, being an affiliated institution under the GU, dutifully follows all the directives of the GU authority in the evaluation and extends all the necessary human resources including evaluators and examiners besides the infrastructural facilities.

➤ ***Positive Impacts noticed:***

- Students excel in their end semester examinations.
 - Increase in their knowledge and understanding of a subject.
 - Retention of bright students in the college. Many of them also show further improvement in their performances in successive stages of their learning.
 - Seminars, project works, etc. have supplemented in the broadening of their horizon of knowledge.
 - Due to the continuous evaluations adopted by the departments, students attend their classes regularly round the session. learners learn to adapt with scholarly practices in preparing their lessons.
- The curriculum has made it mandatory for the Sixth Semester students to perform project works leading to preparation of Project Reports. The faculties guide the students by motivating them into the tasks and by assisting them with the methodologies. The entire proceeding of the project work brings the learners closer to the teachers; it also helps developing the skills of systematic and critical thinking. Over and above, the project works help in stimulating a mindset for research among the students.

2.5.5 Detail on the significant improvements made in ensuring rigor and transparency in the internal assessment during the last four years and weightages assigned for the overall development of students (weightage for behavioral aspects, independent learning, communication skills etc.)



- The College has developed a dependable mechanism for awarding Internal Assessment to the students in a judicious manner so as to ensure overall development of the students. Utmost importance is being laid by the faculties towards delivering prior formative orientations to the students by increasing their knowledge and understanding of the subjects (so that they can prepare for the classroom based internal examinations sufficiently).
- As indicated above the rigor and transparency in the internal assessment system has enabled regularity, punctuality and concentration of young undergraduate learners especially at the BA classes where learners are more in numbers as compared to the programme in Science and Commerce.
- The students consider their sessional examinations seriously. They visit their concerned departments to see their results and scripts. It has impacted their preparation and better performance in end semester examinations. Though the average pass percentage of students has not shown a marked rise, there is a gradual increase in the number of students securing higher grades in BA, BSc and BCom Major programmes in the end semester examinations.
- Learners have shown active interests in literary, cultural, and sports activities. Quite a few prizes in inter-College youth festival prizes have been bagged by them. Several cadets of the NCC have shown brilliance. They are given annual awards from the college. So far, in the absence of any formal mechanism no extra weightage could be awarded to them.
- Transparency in internal assessments proves to be significant in developing independent learning, communication skill in the learners.

2.5.6 What are the graduate attributes specified by the college/ affiliating university? How does the College ensure the attainment of these by the students?

The graduate attributes of the university are:(i) development of learners' academic ability (ii) upliftment of personal quality (iii) the passed out learners should be capable of taking social responsibilities(iv) preparing the learners employable by disseminating area specific knowledge and skills.

2.5.7 What are the mechanisms for redressal of grievances with reference to evaluation both at the College and University level?

- a) The College has its own mechanism to deal with redressal of grievances regarding evaluation. In case of internal evaluation, if such cases arise, the grievances are promptly addressed. After going through their marks and



scripts if they are not satisfied in any manner they for any enquiry or doubts can approach the respective examiner or the HoDs. Normally, if any error is discovered they are rectified by the examiner on the spot and necessary changes are made in the marks list.

- b) In case of external examinations at the University level, if any grievances appear, the aggrieved examinee can apply to the Controller of Examinations for re-evaluation of their scripts through the Principal of the college. The concerned examinee may also can apply to the University authority to have a photocopy of the evaluated answer script under the provisions of the RTI Act.

2.6. Student performance and Learning Outcomes

2.6.1 Does the College have clearly stated learning outcomes? If 'yes' give details on how the students and staff are made aware of these?

- a) Yes. The College has clearly stated learning outcomes for all its career-oriented programmes launched on its own initiative. Learners come to know about such intended outcomes through their respective syllabus and discussion on them by the facilitators.
- b) As for undergraduate Major programmes the learning outcomes are indicated in the opening notes of the respective syllabus approved by the university. Both students and teachers made aware of the expected learning outcomes through the syllabus.

For example, the English (Major) curriculum states the following about its overall projected outcomes:

- a. to prepare students to understand and use the English language effectively.
- b. to build vocabulary.
- c. to introduce the students to current ideas and issues as represented in some of the best examples in English writings.
- d. to prepare the students for higher studies in English by giving them glimpses of the rigor.
- e. to encourage and equip the students to take the next logical steps in their career after getting their degrees towards MA Programmes.
- f. Apart from these, the College also sets its own goals of outcomes, which are explicitly mentioned in the mission and vision of the college.

2.6.2 Enumerate on how the institution monitors and communicates the progress and performance of students through the duration of the course/programme? Provide an analysis of the students results/achievements (Programme/course wise for last four years) and explain the differences if any and patterns of achievement across the programmes/courses offered.

The College monitors the progress and performances of its learners through departmental inputs and term end examinations. The outcomes are discussed at the Academic Committee meetings and communicated to the learners through notice board and also intimated to their guardians occasionally by the departments. The performances are also discussed in the GB. A brief report of the last four successive years is presented here :

Name of the Programme	Performance of the students (Result %)			
	2011-12	2012-13	2013-14	2014-15
BA	66	58	92	70
BSc	72	72	88	94
MTM	100	86	89	94
PGDCA	42.86	60	85.71	85

2.6.3 How are the teaching, learning and assessment strategies of the institution structured to facilitate the achievement of the intended learning outcomes?

- As discussed earlier, the teaching-learning and evaluation processes are structured in a complementary manner. The Annual Academic Calendar provides the base on which respective departments devise their own plans for teaching-learning and assessments of learners. The faculty members as active agents of the processes in order to make learning an enjoyable activity for the learners. They are given all possible assistance so that they remain focused and perform better.
- The teaching-learning philosophies and approaches of each teacher are aligned to facilitate the achievement of desired learning outcomes.
- The IQAC collects feedbacks from the students on curriculum and transaction in the classroom.
- The HoDs convene intra-faculties meetings at the departmental level to take stock of the performances by the students on the basis of which, the departments chalk out strategies for necessary practical measures for further improvement. The HoDs convey the outcomes of the meetings to the Principal.
- Remedial classes, peer-teaching, mentorship are a few other initiatives to facilitate effective learning.



- f) Application of ICT in teaching is being encouraged, for which the Computer Department has been delivering skill development programmes for the faculties. The department also collaborates with the other departments in respect to their holding of seminars and workshops etc. by assisting in system operations.
- g) The system of Internal Assessment (CIA) plays an important role in the achievement of the intended learning outcomes. CIA is generally made through objective type unit tests, small research projects, home assignments or seminar presentations, or a judicious mix of any of these.
- h) All internal assessment records are maintained by the individual departments and submitted to the Controller on completion of the Semester-end Examinations (The CIA process is completed one month before the Semester-end Examinations).

2.6.4 What are the measures/initiatives taken up by the institution to enhance the social and economic relevance (student placements, entrepreneurship, innovation and research aptitude developed among students etc.) of the courses offered?

Committed to its aim of achieving an all- inclusive growth, the College takes all necessary initiatives for serving the needs of the students both within and beyond the pedagogic practices. Training for preparing and launching batches of honed, skilled and knowledgeable learners who could be capable enough to manage their personal, social and economic affairs effectively, happens to be an important preoccupation of this institution.

To elucidate:

- a) The College makes efforts to infuse positive and healthy spirits among its learners so that they remain focused on their objectives to earn employment or self-employment. A placement cell has been constituted and a section of students completing MTM and the PGDCA programmes have got campus placements through it. The College has been trying earnestly to augment the process of placement in the wake of opening Programmes like BVoc and CC.
- b) As for the learners enrolled in other undergraduate Major programmes they are encouraged to progress further in Higher Studies. A section of the graduates of the College have earned employment in various private firms, banks, schools, govt. offices through their diligence and industry.
- c) The College through its collaboration with NBIRT conducted and organized a series of entrepreneurial short-term training courses. Through



these courses a section of the students and local unemployed youth have been able to get self-employed.

- d) The introduction of mandatory project works in the undergraduate curriculum has enabled the faculty members to inculcate research aptitude of the students. The College has also organized workshop for the students. The Research Committee is mulling to organize such workshops and evolve learner-friendly guidelines for them.

2.6.5 How does the institution collect and analyze data on student performance and learning outcomes and use it for planning and overcoming barriers of learning?

- a) Over the declaration of results, discussions are held at the Principal's chamber where the gaps in the expected results are discussed. Comparative analyses with performance of students of other colleges find a place in such discussions. Faculty members usually actively participate in such discussions.
- b) The IQAC and the Academic Committee analyze the data on students' performance and learning outcomes as indicated earlier. In these meetings strategies are also decided upon towards improving the performance of the learners.
- c) At the departmental level also regular discussions are held among the faculty members. Learning difficulties and gaps are significant issues which find place in such discussions. Decisions of the Academic Committee and the IQAC are usually communicated by the concerned HoD to the other faculty members.

2.6.6 How does the institution monitor and ensure the achievement of learning outcomes?

- a) The institution adopts some effective mechanisms for closely monitoring the learning outcomes in order to ensure the desired achievements by the students.
- b) Departmental inputs are drawn by the IQAC. These departmental inputs are then discussed in the academic committee meetings. In the Academic Committee meetings, the HoDs also make their own data-based presentations on the progress and performance of their students.
- c) The Academic Committee and the IQAC monitor the processes involved in the achievement of learning outcomes. The teaching-learning and evaluative processes enable the faculty members to grasp the gaps of



learning. At the undergraduate level especially in Major programmes everyday academic counselling is done to the students.

- d) The IQAC collects feedbacks from the students about the effectiveness in transaction of the curricula and the authority conveys to the faculties the students' opinions on important subjects(reflected in their feedbacks), thus trying to ensure that the transaction is suitably adapted to the requirements of the students.
- e) The Principal also convenes general meetings with the teaching staff, if the academic committee feels the urgency of discussing the progress and performance of the students with all the teachers.
- f) The College always tries to maintain a very productive relationship with the parents/guardians. The departments invite parents/guardians to hear from them any suggestion, contention, opinion on the students' development and more particularly to discuss the problems of their wards. The faculty members of the department try to improvise upon their academic transactions on the basis of their feedbacks.
- g) The College also remains apprised of the achievements of the students- from the records of the performances in assignments, Seminar Paper presentations/ Project Reports for the internal assessments and in the different examinations, such as the Sessional Test and the final examinations (held at the end of every Session).

2.6.7 Does the institution and individual teachers use assessment/ evaluation outcomes as an indicator for evaluating student performance, achievement of learning objectives and planning? If 'yes' provide details on the process and cite a few examples.

- Yes, the institution and the faculties use assessment/ evaluation outcomes as an indicator for evaluating student performance, achievement of learning objectives and planning
- For instance, the formative assessment helps in focusing in the eyes of a teacher upon the needs of the individual students and accordingly, the teachers take necessary initiatives to assist the students to prepare for the summative evaluation. He/she, for his/her part, generally adopts the principle of inducing self-learning habit in the students, where he /she remains as a facilitator.
- The individual teachers take recourse to various means including oral tests, Seminars, assignments, class tests and group discussions, some of which are of innovative nature to assess the needs of the students. The individual teachers make their own teaching plans taking into view the assessment as an indicator for the needs of the students.



Criterion III : Research, Consultancy and Extension

3.1 Promotion of Research

3.1.1 Does the institution have recognized research center/s of the affiliating University or any other agency/organization?

No, it does not have any recognized research center/s of the affiliating University. However, the College has been trying to develop a strong research culture. The College is currently having two research centers on i) Geographical Studies and ii) Applied Mathematics (established at the College on recommendation of the College G.B).

3.1.2 Does the Institution have a research committee to monitor and address the issues of research? If so, what is its composition? Mention a few recommendations made by the committee for implementation and their impact.

Yes, the College has two research committees under IQAC to monitor and address issues related to research works; these are:

1. Research Committee – Science & Commerce

- | | |
|---------------------------------|--------------------------|
| 1. Sri Gopi Adhikari- Convener, | 2. Dr. A.Dutta Barbaruah |
| 3. Sri Prabir Benarjee | 4. Dr. Utpal Rajguru |
| 5. Dr. Chitta Ranjan Sarkar | 6. Dr. Linton Hazarika |
| 7. Dr. Mitali Sarma | 8. Sri Sanjib Ghimire |
| 9. Dr. Saptadeepa Roy | |

2. Research Committee - Arts

- | | |
|-----------------------------------|----------------------------|
| 1. Dr. Habibur Rahman – Convener, | 2. Sri Tulshi Kr. Bordoloi |
| 3. Dr. Inisi C. Mahanta | 4. Dr. Khagen Sarma |
| 5. Dr. Dipak Jyoti Baruah | 6. Dr. Sohail Ahmed |
| 7. Dr. Srijani Das | 8. Dr. Amiya Sarma |
| 9. Dr. Mira Baishya | 10. Ms. Barasha Kalita |

The Principal is the Chairman of both the Research Committees.

Recommendations and outcomes of the Research Committee: Both the committees are instrumental in guiding and promoting research culture among the faculty members and those students interested in research. They particularly encourage young researchers to involve in research activities. Few outcomes are:

- Publication of a research journal in the name of “Initiative” for budding researchers.



- Organised a workshop on 'How to write Project Report' for the benefit of the Major students.
- Organised a day long workshop cum interactive session on “Scopes and Opportunities of Career Development”.
- Resolved to recommend 10 Minor Research Projects to the UGC.
- 4 numbers of National Seminars have been organized with assistance from UGC
- Based on the suggestions made by the Research Committee, the Publication Cell publishes books on divergent areas. Three such publications made recently are: “Asamar Samaj Sangskriti aru Sahitya”, “Fifty Great Scientists and Mathematicians of the World” and “Digboloy”.

3.1.3 What are the measures taken by the institution to facilitate smooth progress and implementation of research schemes/ projects?

To facilitate smooth progress and implementation of the research schemes, the institution has taken the following measures:

- The Research scholar is provided full autonomy in his studies. The funds received from the funding agencies for his work are released expeditiously.
- The scholar can avail himself of any required facility available inside the College campus such as laboratory, departmental computers, internet facilities, library books, reprographic facilities and staying in the campus beyond official hours etc.;
- Those who work on projects recommended by UGC and other research/funding agencies can avail special leave, provisional leave (partial leave for half day) with rearrangement of allotted classes in consultation with the HoD and the Principal;
- The scholars are provided the facility of accessing e-resources including e-books and e-journals free of cost. Towards this, the College facilitates them by registering under NLIST of INFLIBNET. The registered scholars can access more than 6000 e-journals and 9,7000 e-books from across the libraries of different higher educational institutions and research bodies.
- The College also tries to ensure all official and administrative supports to the scholars to facilitate timely auditing and submission of utilization certificate to the funding authorities.
- The Research Committee plays an effective role in all these matters. It coordinates between the scholars and the administration to ensure smooth progress and implementation of research projects by the scholars.

3.1.4 What are the efforts made by the institution in developing scientific temper and research culture and aptitude among students?

Developing of scientific temper and objective thinking in the minds of young learners is an important area of concern for persons engaged in higher education. To develop scientific temper and research culture among its students, the college facilitates adequate guidance through its experienced faculties.

- Micro level research projects are allotted to the students of major subjects.
- Students pursuing MTM are guided to study subject specific studies.
- The departments organize seminars and workshops quite regularly where major subject students require to present their seminar papers.
- Faculties guide the students about how to select a topic, taking notes , using library, using various other information sources, doing surveys and field studies, compiling of indexes, bibliographies, references and cross references and their basic requirements for research.
- The Education Department takes out their major students to the university library to introduce them with higher level research activities, content searching, and subject selection technique.
- Some of the departments organize special lectures by inviting resource persons.
- The college also arranges interface programmes by inviting resource persons and achievers. The college, for instance, has invited Dr. Udhav Ch. Bharali, NASA awardee and Adjunct Professor of the Dibrugarh University. Such programmes help in motivating the students to take up innovative projects.
- The Publication Cell has started publication of a research journal in order to contribute in developing scientific temper and research culture among the young researchers. The journal with ISSN has behind it a strong Advisory Body. It is hoped that the students can gain in some amount of orientation on the rigours of research- something which could be proven to be a vital legacy for them in the academic and intellectual prospects of their future life.
- The syllabi also provide an opportunity to the students to take some initiative in research. Students at the UG level for their Env.Studies course need to prepare project reports through field surveys on themes relating to the various aspects of the environment around them. Surveys for the project reports undertaken by the students come as a great boon in broadening their knowledge-base on environmental issues.

**3.1.5 Give details of the faculty involvement in active research (Guiding student research, leading Research Projects, engaged in individual/collaborative research activity, etc.)**

Department	Name of the Faculty	Nature of Research Work	Funding Agency
Admn	Dr. Bhaben Ch. Neog	MRP	UGC
English	Mr. Dipak Jyoti Baruah	MRP	UGC
	Dr. Sohail Ahmed	Collaborative	
	Ms. Jita Baruah	Post FDP Research	-
Zoology	Dr. Anjana D. Barbaruah	MRP	UGC
	Dr. Utpal Rajguru	Individual	-
	Mr. Achintya Kr. Keot	Leading to Ph.D.	Self
	Dr. Saptadipa Roy	Individual	-
Geography	Mr. Munindra Tahbildar	Major Project	DST
	Dr. KhagenSarma	MRP	UGC
Education	Mr. Poban Ch. Gogoi	Leading to Ph.D.	Self
	Dr. HemaKantaChutia	Individual	UGC
	Dr. Srijani Das	Individual	UGC
Physics	Mr. Prabir Banerjee	Leading to Ph.D.	Self
	Mr. Rudra Kr. Das	Leading to Ph.D.	Self
	Ms. Lavita Sarma	FDP	UGC
Botany	Mr. Dulal Ch. Dutta	Leading to Ph.D.	Self
	Dr. Bharati Sarma	Individual	-
	Mr. Subrata Paul	Individual	-
Assamese	Dr. HabiburRahman	Individual	-
	Dr. Mira Baishya	Individual	-
Chemistry	Mr. Gopi Adhikari	Post FDP Research	-
	Dr. C. R. Sarkar	Individual	-
	Dr. Linton Hazarika	MRP	UGC
Economics	Dr. B. K. Sarma	MRP	UGC
	Dr. Amiya Sarma	MRP	UGC
	Dr. P. Bhandari	MRP	UGC
Mathematics	Mr. Ananda Ram Burhagohain	FDP	UGC
	Dr. Mitali Sarma	Individual	-
	Dr. Sahidul Islam Khan	Individual	-
	Ms. Popy Deka	Individual	-
History	Mr. Khagen Gogoi	Post FDP Research	-
	Ms. Dhanada kakati	Individual	-
Political Science	Mr. Himangshu Haloi	Individual	-
	Ms. Barsha Kalita	Individual	-

3.1.6 Give details of workshops/ training programmes/ sensitization programmes conducted/ organized by the institution with focus on capacity building in terms of research and imbibing research culture among the staff and students.

The College has been taking various initiatives towards capacity building in terms of research and developing research culture among the staff and students. A few programmes organized in this connection are as follows:

- As part of its initiatives to stimulate a sound research culture, the IQAC organized a workshop on project writing for the concerned UG students.
- A training programme on “Wolfram MATHEMATICA” -a scientific research tool was organized for the concerning College staff, which was also attended by faculties from the neighbouring colleges.
- The College has introduced Seminar presentation in presence of Departmental Research Committee by Major students. Major students have been encouraged to undertake micro-research projects from this year onwards.
- The members of the faculties of Tourism and the Geography supervise and guide the concerned section of their students for carrying out their assigned projects cum field studies.
- A major chunk of the teachers pertaining to all the departments render supervision in the field studies by the students at the undergraduate level in their Env.Studies course.
- The teacher-coordinators in the above respect also hold workshops and special tutorials for the concerned students prior to their taking up of field studies in order to make them prepared for the study on the topic besides rendering them the basic ideas about the methodologies involved.
- To encourage the young researchers, a new journal in the name of “Initiative” is being published.
- Initiatives have been taken to engage students with advanced proficiency level in the concerned subjects for guiding the Junior learners in their Project Works. The Chemistry Department has already started this innovative way of peer-guidance.
- A Workshop, co-sponsored by the College Development Council (CDC), GU on Scopes and Opportunities in Faculty Development was organized in the college to encourages the teachers to join in various faculty development programmes.

It also organized other orientation programmes on faculty development in collaboration of the parent university.



The management provides necessary leave and other supports to the faculties in their FDP programmes as per the provision of rules.

- The College encourages faculty also to participate in the seminars, workshops, trainings, orientation and refresher programmes.
- The College has built up linkages with different research bodies including DST, UGC, ICSSR, GU and Dimoria College for research projects. Teachers are also encouraged to take the opportunity of UGC's FDP scheme.
- The library of the College also renders enough supports to the research scholars. A special room with computer facilities has been provided for convenience of the scholars to pursue their works. Free internet facility is also available for them within the library complex.

3.1.7 Provide details of prioritized research areas and the expertise available with the institution.

faculty	Research Area Expertise	Expertise
Dr. D. J. Baruah	Language & Literature	GU, IGNOU, KKHSOU
Dr. S. Ahmed	Language	IITG
Dr. P. Banerjee	Electronics	GU
Dr. P. Bhandari	Development Economics	ADTU
Dr. B. K. Sarma	Development Economy	ADTU
Dr. B. K. Sarma	Livelihood Economy	
Dr. G. Adhikari	Applied Chemistry	
Dr. K. Sarma	Environment, Monestric Satras	Satriya Culture
Dr. S. Das	Monestri Satras	
Mr. P. C. Gogoi	Music & Culture	Music
Dr. B. C. Neog	Applied Mathematics	Fluid Mechanics
Dr. S. S. Phukan	Environment Pollution	
Dr. Bharati Sarma	Botany	Tissue culture

3.1.8 Enumerate the efforts of the institution in attracting researchers of eminence to visit the campus and interact with teachers and students?

It is a regular phenomenon of the College that there are researchers of eminence visiting the campus following invitations by the institution on different occasions. Name of a few of them along with the specific occasions on which they visited the institution are as mentioned below:



<i>Researcher of eminence</i>	<i>Target Group</i>
Prof. Hiranya Kr. Nath, Texas, USA	Teachers and Students
Dr. Loitonbam Bishanjit Sing, Beijing, China	Teachers and Students
Ms. Payal Banerjee, USA	Students
Prof. Gautam Baruah, Director, IITG, IIITG	Teachers and Students
Dr. Mridul Hazarika, V.C., GU	Teachers and Students
Dr. Malaya Khaund, Delhi University	Teachers
Mr. Udhav Kumar Bharali, Innovator	Teachers and Students
Dr. Nilamoni Bora, GU	Teachers and Students
Dr. Abani Kr. Bhagavati, GU	Teachers
Dr. Jogen Kalita, G.U.	Teachers
Prof. J. N. Goswami, AAU, Vety. Colllege	Teachers
Dr. Sambit Mallick	Students
Dr. Dinesh Ch. Goswami, NEIST (RRL)	Teachers and Students
Dr. Anil Kr. Goswami, Rtd.Principal, Cotton College	Teachers
Prof. Gautam Baruah, Director, IITG, IIITG	Teachers and Students
Prof. K. G. Bhattacharyya, Prof. Director, ASC, G.U.	Teachers
Dr. I. K. Bhattacharjya, Principal, Cotton College	Teachers
Dr. Ranjit Barman	Students
Dr. H. P. Sarma, Rector, GU	Teachers and Students
Prof. Hem Ch. Gautam, GU	Students
Prof. Bhaskariyoti Bora	Students
Prof. U. C. Das	Students
Prof. Ashok Kr. Ganguli, INST, Mohali, Punjab	Students
Prof. P. J. Das, GU	Teachers
Prof. D. K. Kakati, GU	Teachers
Dr. Ashok Bora, GU	Teachers
Dr. Lilabati Saikia, GU	Teachers and Students
Dr. T. Bezbaruah	Teachers
Dr. D. J. Saharia, GU	Students
Dr. H. J. Sinha, AU, Silchar	Teachers & Students
Dr. Arup Barman, AU, Silchar	Teachers & Students
Dr. Dayananda Pathak, Principal, Pragjyotish College	Teachers
Dr. Gautam Sarma, Cotton College	Teachers



3.1.9 What percentage of the faculty has utilized Sabbatical Leave for research activities? How has the provision contributed to improve the quality of research and imbibe research culture on the campus?

The Govt. of Assam has not yet made any provision for Sabbatical Leave for college teachers of the Provincialized colleges. The teachers however can take leave for pursuing their research works under Faculty Development Programme(FDP).

3.10 Provide details of the initiatives taken up by the institution in creating awareness/advocating/transfer of relative findings of research of the institution and elsewhere to students and community (lab to land).

- The College under the aegis of the IQAC organizes felicitation cum interactive sessions with the research scholars of the College after obtaining of their PhD degree on the specific subjects of their research. In such sessions, the scholar interacts freely with the audiences on the topic and findings of his research. The College invites the faculties and the interested students besides members from the public and the alumni to attend such gatherings.
- The subject of Environmental Studies is a mandatory component in the degree course. The curriculum of this subject includes writing of a report based on field study. The students who undertake these project works, also publish a periodical wall magazine, which features various topics besides news and views on environment.
- The College publishes books of research-based articles. Three such books published during the last four years are: (i) “Infrastructure for Economic development: Problems and Prospects of Assam” (ii) “Reforming and Revamping the Tourism Sector in the North-Eastern Region of India” and (iii) “Asamar Samaj, Sangksriti aru Sahitya”.
- The College publishes a research journal for the young researchers. The articles in the journal are based upon the students' original research on subjects both within and outside the ambit of their curriculum.
- The Assamese department publishes a departmental journal: “ Karani”
- Drishti:the Sight(ISSN 2319-8281), a refereed peer reviewed bi-annual research journal on subjects of folklore, culture, English Literature and Assamese Literature, edited by Dr. Dipak Jyoti Baruah, one faculty of this College too provides enough scopes for transfer of relative findings of research of the institution.



- At least three scholar-faculties of the College have made their studies on different dimensions of the impacts of the Nagaon Paper Mill (- a local pulp and paper industry) on the environment. Their expertise on the subject has come as a boon for the undergraduate students in their project works on environmental studies in matters of guidance.

3.2 Resource Mobilization for Research

3.2.1 What percentage of the total budget is earmarked for research? Give details of major heads of expenditure, financial allocation and actual utilization.

Being an affiliated and govt. provincialised college, there is no specific fund towards research activities except availing UGC FDP scheme. But the College sometimes releases a small amount to its active researchers if required for study micro level studies.

3.2.2 Is there a provision in the institution to provide seed money to the faculty for research? If so, specify the amount disbursed and the percentage of the faculty that has availed the facility in the last four years?

No, there is no provision for providing seed money to the faculty for research. But some of the faculties avail College infrastructure for their research works.

3.2.3 What are the financial provisions made available to support student research projects by students?

- The College provides necessary assistance to the departments for holding students' seminars/workshops and also for field surveys/field trips for research projects.
- The College has the provision for releasing necessary funds for organizing students' motivational and interactive programmes with eminent scholars.
- The College publishes a research journal for publishing the selected research works by the young scholars.

3.2.4 How does the various departments/units/staff of the institute interact in undertaking inter-disciplinary research? Cite examples of successful endeavors and challenges faced in organizing interdisciplinary research.

Interdisciplinary research is at very nascent stage in the college. However, a research project work has already been completed by two faculty members of



Geography and Physics department. Another collaborative research work is on between a former faculty of Mathematics and a faculty from Physics department.

Challenges faced in organizing interdisciplinary research:

Although the College has been able to make some successful bids in regards to ensuring a culture of interdisciplinary research, there are a few challenges. Some notable among them are:

- For engaging the students more into researches and research-based enterprises, there is need of sufficient funds. The College finds it pretty difficult to negotiate with such a constraint in this regard.
- Introduction of the semester system has led to an increased amount of workload for the faculties. The constraint of time due to heavy preoccupation by the faculties in the works like CIA, students' projects, students' seminar presentation, semester exams, evaluation works has posed as a real challenge in finding time by the faculties for engaging themselves more into research works by the students.

3.2.5 How does the institution ensure optimal use of various equipment and research facilities of the institution by its staff and students?

- The College provides its available facilities and instruments to those who want to utilize them. The laboratory of the science stream is being used also by the faculties: Mr. Gopi Adhikari, Mr. Achintya Kr. Keot, Dr. Linton Hazarika, Dr. Bharati Sarma for their research projects as per their requirements. Computer, internet facility, library services are utilized by most of the researchers.
- Faculties are generally allowed to utilize the available instruments like computer, internet, reprographic machine, printers, smart class room items, GIS, and other lab instruments for their teaching learning activities. The students also utilize many of them for their day-to-day activities and the office staff too may avail themselves of them for their routine official works.

3.2.6 Has the institution received any special grants or finances from the industry or other beneficiary agency for developing research facility? If 'yes' give details.

Nil



3.2.7 Enumerate the support provided to the faculty in securing research funds from various funding agencies, industry and other organizations. Provide details of ongoing and completed projects and grants received during the last four years.

Name of the Faculty	Nature of Project	Project Title	Funding Agency	Duration(Months)	Amount Sanctioned (in Lakh)	Amount Received (in Lakh)	Total Grant Received (in Lakh)	Status
2011-12								
Dr. D. J. Baruah	Minor	Contribution of Assam Civil Servants towards the growth and development of Assamese Literature during pre-independence time	UGC	24	1.0	0.7	1.0	Completed
Dr. Srijani Das	Minor	A comparative Study of the value pattern of College Students of Morigaon Districts of Assam	UGC	24	1.4	1.1	1.4	Completed
A.Keot	Minor	Investigation of possible endocrine disruptors of Zoo plankton and phyto plankton in Charan Beel, Morigaon, Assam	UGC	24	2.0	1.1	1.1	Completed
Dr. B. K. Sarma	Minor	An Investigation of the Status of Rural Health Sectors in Assam: A Case Study of Morigaon District of Assam	UGC	24	1.1	0.7	0.7	Completed
2012-13								
Dr. B.C.Neog	Minor	Use of Differential Transform Method to study some Heat and Mass Transfer Problems	UGC	18	1.55	1.275	1.275	Completed



Dr. A.D.Barbarua	Minor	Ecological Status of Monoha Beel with reference to its fish and fisheries.	UGC	18	1.02	0.77	0.77	Completed
Dr. Amiya Sarma	Minor	Institutional Setup ... rural Assam	UGC	18	1.5	0.9	0.9	Completed
P. Sharma	Minor	Human Security : A case of BTAD	UGC	18	1.21	0.81	0.81	Completed
2013-14								
Dr. L. Hazarika	Minor	Characterization of Paper Mill effluent from Crrssiper Plant	UGC	24	2.95	2.35	2.35	On Going
Dr. D.J.Baruah	Minor	Tourism Potentials of Morigaon District of Assam	UGC	24	1.8	1.25	1.25	On Going
2014-15								
Dr. B. K. Sarma	Minor	Natural Resources sustainability.... of paper production	UGC	24	1.4	1.2	1.2	On Going
Dr. K. Sarma	Minor	Monestric Organization of N.E. India ... Assam	UGC	24	2.1	0	0	On Going

3.3 Research Facilities

3.3.1 What are the research facilities available to the students and research scholars within the campus?

- Facilities available for students and research scholars for their research activities are:
 - ✓ **Physical Facilities:** Library, Computer Laboratory, Science Lab equipments.



- ✓ **Support Services:** Internet connectivity, Reprographic facilities
- ✓ **Computing Facilities:** MATHEMATICA, MATLAB, GIS software.
- Two of the faculties from the Chemistry and Zoology depts. have been utilizing departmental laboratories for their research works. One has been utilizing the lab for Tissue Culture.

3.3.2 What are the institutional strategies for planning, upgrading and creating infrastructural facilities to meet the needs of researchers especially in the new and emerging areas of research?

The College adopts institutional strategies for planning, upgrading and creating infrastructural facilities in to meet the needs of researchers towards developing a healthy research culture. The College is planning to create facilities for research in emerging areas like biotechnology and bio-diversity studies, rural technology, demographic studies and cultural research based on local needs.

3.3.3 Has the institution received any special grants or finances from the industry or other beneficiary agency for developing research facilities? If 'yes', what are the instruments / facilities created during the last four years.

Nil.

3.3.4 What are the research facilities made available to the students and research scholars outside the campus / other research laboratories?

Students and research scholars outside the campus can avail the library facilities to access existing physical facilities like books and journals and internet for e-resources through formal correspondences made with the authority.

3.3.5 Provide details on the library/ information resource center or any other facilities available specifically for the researchers?

The following facilities are available for researchers: (i) Library with its existing available resources including e-contents, (ii) a separate room allotted for the researchers and internet connectivity.

3.3.6 What are the collaborative researches facilities developed/ created by the research institutes in the college? For ex. Laboratories, library, instruments, computers, new technology etc.



Limited collaborative activities. No such additional lab or other infrastructure is created out of their collaborative works. The college management has allotted from the existing spaces an exclusive corner for the use of the research scholars.

3.4 Research Publications and Awards

3.4.1 Highlight the major research achievements of the staff and students in terms of:

- * *Patents obtained and filed (process and product) :* Nil
- * *Original research contributing to product improvement:* Nil
- * *Research studies or surveys benefiting the community or improving the services:*

Yes, the following are done towards improving / benefiting local community services:

- i. The Environmental Studies department of the College has brought out a number of environment- related issues of the area like contamination of drinking water of certain areas, the status of environment and ecology of the Pobitara Wild life Sanctuary, the ecological status of the Ouzary Bill of Morigaon, the condition of the environs of the Sonaikuchi Hill Reserve Forests, Impact of Pollution on the inhabitants living around the Taranga Bill near Jagiroad. The undergraduate students of the TDC, Fourth Semester carry out their field studies in groups on subjects related to environment under the mentorship of individual teachers. Such studies basically serve two important purposes: (i) stimulation of the students' practical awareness about the environment around them; (ii) enhancement of the sense of involvement of both the students and the faculties with the environment related issues of the local community.
- ii. The faculty of the Tourism Department have been trying to guide their students in research and they are able to develop in them a research-oriented approach to studying and analyzing the assigned topics. How much the community can benefit from the studies made by the students of the Department can well be evident from the following few titles of some of their recent studies:
 - Heritage Culture of Bordowa Satra and its Importance in Cultural Tourism.
 - A Study on the Ruins and Monuments of Ahom Dynasty.



- Role of Rajiv Gandhi (Orang) National Park in the Promotion of Tourism.
 - A Study of the Garanga Temple of Morigaon District as a Pilgrimage Tourist Destination.
 - A Study on the Prospects of Developing Nizarapar in Jagiroad as a Tourist Destination.
 - Archaeology of the Kapili and Jamuna Valleys: Probabilities of Rural Tourism.
- iii. The JCTU- which is the common platform of the teachers of the college, has been extending its philanthropic services to the local community in more than one ways. It has taken the initiative to adopt a village (Sonaikuchi), situated not too far from the college, for undertaking some welfare projects for its villagers. Side by side with a few charitable contributions to the community development of the village, the Unit has started doing a socio-economic survey of the place for bringing about a definite plan for community development in the area.
- iv. In the National Seminar, organized in the College on the topic “Infrastructure for Economic Development: Problems and Prospects of Assam”, a number of faculties from the College rendered their participation by presenting their papers dealing with their findings based upon their researches about how best the state and the public can facilitate in the economic welfare of the society by ensuring an infrastructural growth. The proceeding of the Seminar was later published in form of a book by the College and it is being hoped that the findings and the conclusions in this regard will go a long way in effecting a right kick-start in boosting the economic prosperity of the people of the state.
- v. The College has published a book in Assamese language titled: “Asamar Samaj, Sangskriti aru Sahitya”, containing papers of research-based studies on the subject of society, culture and literature of Assam; the book has been able to bring out various aspects relating to the multi coloured life led by the communities of the state. The book is expected to be received by the readers of both the academic arena and the general as a vital contribution to the cultural study about the peoples of the state.

*** Research inputs contributing to new initiatives and social development:** Nil

3.4.2 Does the Institute publish or partner in publication of research journal(s)? If ‘yes’, indicate the composition of the editorial board, publication policies and whether such publication is listed in any international database?



The College has started publication of a Research Journal: “Initiative” (ISSN 2349-2953), meant for encouraging the young researchers, from the year 2014. Details of the Editorial Board, the Advisory Committee and the Publication policy are as follows:

Advisory Committee

Dr. Krishna Gopal Bhattacharyya, Professor, Dept. of Chemistry, GU,
Dr. Ashok Bora, Professor, Dept. of Geography, GU,
Dr. Bhaben Ch. Neog, Principal, Jagiroad College.

Editorial Board

Dr. DipakJyotiBaruah, Dept. of English,
Dr. Linton Hazarika, Dept. of Chemistry,
Mr. Narayan Kafle, Dept. of Accountancy

Publication Policy (as mentioned in the first issue):

Research and documentation are imperative for confirming one's ideas and opinions. They involve an elaborate process. Selecting a topic, taking notes, using library, using various other information sources, doing surveys and field studies, compiling indexes, bibliographies, references and cross references are but only a few among the basic requirements of research. Our students are required to be exposed to the rigours of research,-something which could prove to be a vital legacy in the academic and intellectual prospects in their future life. The journal is primarily meant for the students, as they need certain guidance and supports in their pursuits of research oriented studies on subjects of their interests both inside and outside the parameters of their curriculum. Thus, the journal is hoped to add to ushering in a climate of research among the learners. It is particularly hoped that the faculty members would make use of the Journal to motivate the students to take up some projects of research and make them delighted over exploration of new ideas.

3.4.3 Give details of publications by the faculty and students:

- * Publication per faculty:**
- * Number of papers published by faculty and students in peer reviewed journals (national / international)**
- * Number of publications listed in International Database (for Eg: Web of Science, Scopus, Humanities International Complete, Dare Database - International Social Sciences Directory, EBSCO host, etc.)**
- * Monographs, * Chapter in Books, * Books Edited**
- * Books with ISBN/ISSN numbers with details of publishers**
- * Citation Index, * SNIP, * SJR, * Impact factor, * h-index**



Name of the Faculty	No. of papers published in peer reviewed National International journals		Chapters in Book with ISBN	Books Monograph Edited/published with ISBN		Citation Index/Impact Factor, h-index		
	National	International		with ISBN	without ISBN	Citation Index	Impact Factor	h-index
Dr. B. C. Neog	5	7	2	2		24	1.76	3
Dr. D. J. Baruah	9	1	6	3	2			
Dr. P. Banerjee	2	5						
Dr. S. Ahmed	1						4.2	
Dr. G. Adhikari	2	3						
Dr. A. Dutta Borbaruah	1	3						
Mr. R. K. Das(P)	1	4	2	1			1.76	
Dr. H. K. Chutia				1				
Mr. H. Kalita				1				
Dr. Saptadeepa Roy	2	5		1	7			
Jnanendra Upadhaya	2	7						
Ms. Sapna Meddi	1							
Dr. S. I. Khan				1	6			
Dr. Mira Baishya				9				
Dr. Habibur Rahman					13			
Dr. Mitali Sarma	3		2					



3.4.4 Provide details (if any) of

**research awards received by the faculty:* Nil

**recognition received by the faculty from reputed professional bodies and agencies, nationally and international:* Nil

**incentives given to faculty for receiving state, national and international recognitions for research contributions internationally:* Nil

3.5 Consultancy

3.5.1 Give details of the systems and strategies for establishing institute-industry interface?

The College has established specific collaboration with various industries, institutes and agencies on diverse activities undertaken by the College during the last few years. These are basically aimed for collaborative skill development and entrepreneurship development programmes. Some of them are mentioned below:

- i. Indian Institute of Entrepreneurship
- ii. NB Institute of Rural Technology
- iii. Nagaon Paper Mill
- iv. Regional Govt. Film and Television Institute
- v. Xavier Institute of Management and Information Technology
- vi. AAROHAN
- vii. National Institute of Fashion and Textile Technology
- viii. Air Plaza Retail Industries (Vishal Mega Mart)
- ix. Bata India
- x. Janambhumi Hotels
- xi. Excel Construction

3.5.2 What is the stated policy of the institution to promote consultancy? How is the available expertise advocated and publicized?

- The institution is yet to develop a concrete policy for promotion of consultancy. Until that can be evolved, it follows the principle that the departments on their own would try to explore areas where they can render their expertise.



- For advocating and publicizing about the expertise available in the institution, the College takes help of the College website and the print & the local media. The meetings held by the College on different occasions by inviting representatives of the public, parents and the guardians also provide the opportunities for the College in this regard.
- Different Seminars and Workshops organized by the College also provide opportunities to the faculties to exhibit their expertise. The faculties towards exposing their expertise can also take the cue of their attending of various seminars and workshops.

3.5.3 How does the institution encourage the staff to utilize their expertise and available facilities for consultancy services?

- The faculties are always ready to assist any scholar from outside the institution to share opinions/feedbacks on any subject within the ambit of their knowledge. Even scholars coming from abroad have come in aide in terms of sharing of feedbacks. A few public institutions have also drawn upon expertise and other resources of the College (for example, trainings in English language, Geography, Mathematics and some other subjects in the Science). The NBIRT depends largely upon the expertise of various faculties of the College in holding of several of its skill development programmes.
- Besides, a few schools of distant learning including IGNOU and KKHSOU have also been drawing the expertise of quite a number of faculties of the institution by engaging them as their Academic Counselors under the convergence scheme between the host institution and the concerned Open Schools.

3.5.4 List the broad areas and major consultancy services provided by the institution and the revenue generated during the last four years.

Although some faculties of the college involve in consultancy activities in number of activities or with associations but their services usually do not generate any revenue for the institution. Most of their services are associated with society in spreading education, sports and culture. But the following could generate their revenue (at personal level) through consultancy activities.

3.5.5 What is the policy of the institution in sharing the income generated through consultancy (staff involved: Institution) and its use for institutional development?



As the institution is yet to develop a formal policy for promotion of consultancy. The College awaits for the instructions and advises in this regard from the parent University.

3.6 Extension Activities and Institutional Social Responsibility (ISR)

3.6.1 How does the institution promote institution-neighbourhood-community network and student engagement, contributing to good citizenship, service orientation and holistic development of students?

The institution adopts the strategy of engaging various Cells of the IQAC besides the other relevant bodies in this regard. The IQAC primarily depends upon the Extension Education Cell for promotion of the institution-neighbourhood- community network. Besides, the bodies like the College Teachers' Unit, NCC, NSS, Women's Wing, NBIRT (partner- institution in skill development programmes), Alumni Association, College Students' body, the Environment Studies Department and the Tourism Department also contribute substantially into the development of institution -neighbourhood-community network. Apart from all this, the College also encourages individual faculties to work towards the development of institution-neighbourhood-community relationship.

A few notable activities of the College with students' involvement taken up during the last four years towards community services are:

- ✓ A three day disaster management training sponsored by the Morigaon district authority in collaboration with the office of the Civil Defence, Jorhat at the initiative of the College was held in the 2012-13 Session. Besides the staff and the students of the college, the training was also attended by representatives from various public bodies of the locality. It helped in infusing a sense of responsibility and readiness in the mind of the participants for volunteering themselves at times of occurrence of any disaster.
- ✓ The NCC unit of the College rendered voluntary services at some local public functions, especially in maintaining the order and discipline.
- ✓ Prayas- an NGO, dedicated to the inclusive development of the children and youth, formed by a few students and alumni of the college, has organized a number of programmes including a food festival, quiz contests, drawing competitions and talent search contests.
- ✓ Students for their Environmental studies subject have undertaken a number of field surveys for their projects. The projects are directly



connected with the environment-related issues of the neighbouring areas of the college. Such studies and projects serve two basic purposes: 1. it helps in enhancing the individual students' practical awareness about the environment around them; 2. it increases the involvement of both the students and the teaching community with the environment-related issues of the local community.

- ✓ Each year, a trekking expedition is organized jointly by the College NCC unit and the Jagiroad Sports Association. The Expedition draws participation from members of both the College community and the public.
- ✓ The Extension Education Cell of the College organized - i) an awareness programme on “Women Empowerment” at Jagi, ii) a road safety programme at Sahid Lakhi Deka Secondary School through application of dramatics (in the form of mime) and , lecture demonstration in collaboration with District Transport Authority and Police Administration, iii) a plantation programme at College campus, iv) a health awareness programme through District Health Authority at Sita Jakhala Secondary School, v) a farmer awareness meet at Amlighat in collaboration with the Department of Commerce of GU.

3.6.2 What is the Institutional mechanism to track students’ involvement in various social movements / activities which promote citizenship roles?

Regular Students of the College generally involve in society in organized form through the bodies like Students Union, NCC, NSS and Red Ribbon club. They are guided and monitored by their respective in-charges. Extension Education Cell takes the help of these units for their activities. Few of the activities are guided by the Environment Council and Women Wing.

3.6.3 How does the institution solicit stakeholder perception on the overall performance and quality of the institution?

The overall performance of the institution is solicited from the stakeholders through :

- GB meetings (where various stakeholders representatives included)
- Academic Committee meetings (where students performances are discussed/analysed)
- Meetings with teaching and non-teaching Staff
- Meetings with Students Union, Alumni and Parents.
- Public opinions are also collected through social functions held from time to time at the college.



3.6.4 How does the institution plan and organize its extension and outreach programmes? Providing the budgetary details for last four years, list the major extension and outreach programmes and their impact on the overall development of students.

- The College Extension Education Cell is directly involved in planning and execution of extension and outreach programmes.
- Besides the bodies like the JCTU, NCC, Women's Wing, NBIRT, Alumni Association, College Students' body, the Environmental Studies Department and the Tourism Department also work in sync with the Extension Education Cell.
- Apart from all this, the College also encourages individual faculties to work towards the development of institution-neighborhood-community relationship.
- The College also solicits collaborations from NGOs and Government bodies in organizing extension and outreach programmes.

List of a few major extension and outreach programmes during the last 4 years:

Event Date/Year	Programme undertaken	Amount Utilised (in Rs.)	Funding Source	Organiser
2011-12	Trekking expedition	4,000/-	College	College NCC unit and the Jagiroad Sports Association
	Youth Festival at GU	17,370/-	College	GU
	Charity to AnupSarma (Cancer patient)	30,000/-	JCTU	JCTU
	Cleanliness drive	free	-	NSS, NCC
	World Tourism Day	2000/-	College	Tourism Dept.
	World Environment Day	free	Assam Science Society, Jagiroad Br.	Jagiroad Branch of ASS.
	Eye camp	free	Dist. Health authority	Women's Wing
	Postering programme on environmental awareness	free	Women's Wing & students body	Women's Wing & students body



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2012-13	Skill development	free	NBIRT/IIE	College & NBIRT
	Trekking expedition	4,000/-	College	College NCC unit and the Jagiroad Sports Association
	Self Defence	10,000/-	College	IQAC
	Awareness programme on cancer	4500/-	WW	Women's Wing and Deepsikha Cancer Care Foundation
2013-14	Disaster management training	3500/-	Civil Defence	District Administration, Civil Defence and College NCC
	Cultural programme at Assam Engg. College	3,700/-	College	College
	Self Defence	7,000/-	College	IQAC
	Personality Development Camp	1,50,000/-	UGC	Race, Guwahati
	Book Fare	1500/-	Techno-Ed Publication	College
	Skill development	free	NBIRT/IIE	NBIRT/IIE
	Football Coaching	10,000/-	College	College
	Girl Child Week	1200/-	Women's Wing	Women's Wing & IQAC
	Participation on Debate at DU	1765/-	Colege	College
	National Sc. Day	5420/-	College	College & JSS
	Positive Mental Health	10,717/-	College	IQAC
	Awareness programme on AIDS	9000/-	Red Ribbon Club	RRC, Dist Health Dept
2014-15	Skill Dev Training-Principal and Staff	12,000/-	College	XIMIT
	Intensive micro study on economic status of a model village (Sonaikuchi)		JCTU	JCTU
	Donation of blankets to the needy	11,000/-	College & JCTU	JCTU
	Volleyball Coaching	7600/-	College	College



	Karate Competition at Mumbai	10000/-	College	
	National Marathan Meet at Bhupal	3,000/-	College	
	Personality Development Camp	1,05,000/-	UGC	XIMIT , College
	Cloud Computing Workshop	13,604/-	College	IITBhubaneswar , IFC3 &College
	Skill development for non-teaching staff	9900/-	College	XIMIT
	Awareness prog. on AIDS	4000/-	Red Ribbon Club	RRC, Dist Health Dept
	Awareness programme on Oral and Dental Health Care	500/-	Dr. Atindra Das,Alumni, worked at Zhargaon PHC	IQAC
	Blood donation	free	Dist Health Dept	IQAC, Dist Health Dept
	Motivational talk on 'women empowerment	2450/-	College and Jagi Puthibharal	IQAC, Jagi Kalpataru Kristisora
	Lectures on map drawing and project report writing	free	IQAC, Geography Society	Sankardev Vidya Niketan, Bhakatgaon

3.6.5 How does the institution promote the participation of students and faculty in extension activities including participation in NSS, NCC, YRC and other National/ International agencies?

A few major examples on this have already been given above(3.6.4). The institution adopts the following ways to promote participation of the students and the faculty in extension activities:

- The Extension Education Cell undertakes various extension and outreach programmes by drawing participation from NCC, NSS, Red Ribbon Club, Environment Council etc.
- There are teacher-in-charges to guide these bodies from the forefront and the teachers are rewarded for their active participation in the corporate life.
- The NCC Unit of the college, which started in 1983, has been participating in the Parade of the Republic Day and Independence Day celebrations held at the District level in Morigaon and it has made its mark by winning for five times consecutively the first prize in the District level



parade performance. The college, as a means of encouragement, has offered public felicitations to all the participants in a recent meeting.

- The College also takes the initiative to publicize the performances of the students and the major activities of all these bodies in the local media.
- The College also takes the help of the Career Counselling Cell to encourage the students. The Cell renders necessary counselling to the cadets of the NCC unit to apply for jobs in the military, para military and other security agencies. Two degree students: Ms. Damayanti Rajbangshi, UO, and Ms. Srina Rabha, Sr. UO, secured the rare distinction of being selected for participating in the RD Parade at New Delhi. Many of its cadets could find employment in the Indian Army, while a student Mr. Bhaskarjyoti Deka, was awarded the Sahara Scholarship for his distinctive performance.
- The RRC, set up in the College to enlighten the students about the causes of AIDS and about the responsibilities to the AIDS patients, has initiated a wall magazine on its own, which also facilitates promoting of its cause of social welfare among the students and the faculty.
- Every year NCC cadets of the College attend camps organised by 8th Assam Battalion at different locations.

3.6.6 Give details on social surveys, research or extension work (if any) undertaken by the College to ensure social justice and empower students from under-privileged and vulnerable sections of society?

A few notable activities by the College in these respects are:

- The women's wing of the College organized Girl Child Week by inviting resource persons to deliver talks on need to ensure justice to the girl children.
- The JCTU has decided to adopt the village: Sonaikuchi, in the vicinity of the institution, towards which it has made an Intensive socio-economic micro study of the area. The Unit has made donation of blankets to the needy among the villagers of the area.
- The Extension Activities Cell organized a motivational talk on 'women empowerment' at Jagi village, situated in the vicinity of the college. The talk was co-sponsored by the Jagi Kalpataru Puthibharal aru Krishtisora, a local body which has celebrated its platinum Jubilee recently.
- An innovative certificate course on martial art for girls to empower them with skills of self defence has been launched by the college.
- A unit of the RRC has been set up in the College to enlighten the students about the causes of AIDS and about the responsibilities for AIDS patients.



The Club organizes awareness meetings and takes up publicity drives through wall magazines and street plays.

3.6.7 Reflecting on objectives and expected outcomes of the extension activities organized by the institution, comment on how they complement students' academic learning experience and specify the values and skills inculcated.

- A College can play a constructive role in the society in terms of bringing a healthy synergy between the students' academic life and their practical learning opportunities in a community. The students' participation in community activities instills important social and cultural values.
- Besides this, the students also learn to promote for themselves and others the value of working unitedly for social and national good. As students, they can become harbingers of valuable messages to parents and community and in this regard, both his social responsibilities and educational knowledge come in good stead.
- As a responsible segment of the society, the students, for instance, can nurture the value and culture of prevention, mitigation and preparedness against the harmful and devastating effects of natural and man-made dangers and disasters that may adversely affect lives, livelihoods and the public and private property.
- Proper critical observations, analysis and planning are necessary before undertaking any serious community activity and the academic learning experience of the student may come in good stead in this regard.
- The academic learning experience of the students may also be largely complemented by the voluntary social works which they undertake. During community activities, the students can develop a greater exposure to the conditions of the social, economic and cultural life of the people.
- They also for effective implementation of the programmes have to draw active supports from Government and Non -government agencies (national and international), such as UNESCO, UNICEF, RED CROSS, Civil Defence, District Administration, District Health Department, charity organizations like Lions Club etc. , for which they primarily have to move beyond rote -learning and to take recourse to the supervision, advises, counselings, motivation and enthusiasm of their teachers.
- Such an exposure more particularly helps the students by providing additional inputs for enhancement of learning in scholastic areas, while augmenting proficiency of learners in acquisition of essential life -skills and enriching one's personality with attitudes and values.



- Last but not the least, the fine texture evolved between learning in scholastic areas and the extension activities endow upon them leadership skills, and as a result, they can also internalize upon their own potentialities to emerge as leaders of the society in near future.

3.6.8 How does the institution ensure the involvement of the community in its reach out activities and contribute to the community development? Detail on the initiatives of the institution that encourage community participation in its activities?

- The College always emphasizes promoting a culture of community linkage through extension activities and the staff and the students are encouraged with all the necessary supports in playing their roles in the society both by taking up programmes of different activities and reaching vital information to them. The institution ensures involvement of community participation in its reach out activities by involving community based persons/NGOs through prior discussions. The persons involved in extension activities sincerely looking for linkage through collaborations and supports from Government, Non government and other agencies towards implementation of the extension activities.

3.6.9 Give details on the constructive relationships forged (if any) with other institutions of the locality for working on various outreach and extension activities.

The College rendered active collaboration with different local organizations/associations/bodies as well as state level organizations. The College also maintains a cordial relation with the educational institutions located in its neighbourhood and with the feeder schools. With the help of these organizations the College is organizing various of its extension activities:

- It organizes cultural programmes in collaboration with the local “Sur Deol Sangeet Mahavidyalaya”.
- The college in tandem with the Jagiroad Sports Association organizes different sports activities. The College students’ body organizes an annual trekking expedition jointly with the Association. The college utilizes the sports field of the Association for its annual sports activities.



- The college organizes community-oriented programmes like blood donation and eye camps with active participation from the local unit of the Lions Club International.
- The college also maintains a close rapport with the local voluntary and socio-cultural organizations like: 'Arpita', 'Prayas' and 'Lekhika Samaroh Samity'. Various members of the staff associate themselves with these bodies and participate in their community-based programmes.
- The college organized a Tiwa dance workshop along with the 'Markangkuchi Kanthichuri Chamat', a local ethnic cultural body.
- The college also organized a Satriya Dance workshop with the initiatives from the 'Satriya Sangeet Vidyalaya'.
- The college has organised a number of science popularisation activities, exhibitions, popular talks, science enrichment programme, scientific temperament enhancement programme etc. in collaboration with the Assam Science Society.
- With Assam Science Society, With Asom Sahitya Sabha, the college organised National Seminar
- A few banks in the locality also have made financial contributions towards organising National Seminars.
- The college organized a dance recital programme with SPICMACAY, in which Padmashree Kiran Segal performed the Odissi Dance.
- The college organized a number of skill development programmes supported financially by IIE.
- A Unity concert function was organised jointly by the Bezbaruah Samannoy Mancha and the Jagiroad College where the National Anthem of Assam: 'O MOR APONAR DESH...' written by the doyen of Assamese literature Lakshminath Bezbaroa was performed by chorus groups coming from different communities of the area.
- With 'Prayas'- a local voluntary social service organization the institution collaborated to organize a number of events -both for the general people and the children and youth of the area. Some of these events were: plantation of saplings in the town area, quiz contests, talent search tests and an ethnic food festival. The NGO has been constituted mostly by members who are students and alumni of the college.
- The college has been trying to develop sound relationships with a number of tourism and environmental conservation organisations in popularizing travel and tourism among the youth in particular. The



Tourism Department of the college has been taking the lead in this context.

- A day-long programme to discuss Swami Vivekananda's Ideology was organized by the Ramkrishna Mission, Jagiroad in collaboration with the college.
- The institution maintains a good relationship with the Jagi Kalpataru Puthibharalaru Krishtichor located at Jagi village.

3.6.10 Give details of awards received by the institution for extension activities and/contributions to the social/community development during the last four years.

The College has been selflessly contributing to the society through its numerous extension activities and it has earned praises from the public as a matter of incentives; though it has not yet received any awards.

3.7 Collaboration

3.7.1 How does the institution collaborate and interact with research laboratories, institutes and industry for research activities. Cite examples and benefits accrued of the initiatives - collaborative research, staff exchange, sharing facilities and equipment, research scholarships etc.

Institutes and research bodies whose facilities are being utilized by its faculties for their research activities are: IITG, CPP-IPR Sonapur, GU, Dibrugarh University, KKHSOU, Omiyo Kumar Das Institute (OKDISCD), Guwahati, TU, NEHU Shillong.

- Ms. Lavita Sarma, Asstt. Professor of Physics of the College has been pursuing her research works at CPP-IPR, Sonapur.
- Dr. Utpal Rajguru has utilized the laboratory facilities of NEHU Shillong during his research works.
- Dr. B. C. Neog and Dr. Sohail Ahmed have availed the library facilities at IITG, provided during their research works.
- Sri Prasenjit Biswas, a contractual faculty of Physics department attended a 60-day long project work on Observational Sciences in the Arya Bhatta Research Institute (ARI) at Nainital as a Research Fellow under Summer Research Fellowship programme. A financial grant worth Rs. 24,000 was awarded to the incumbent as scholarship. The Project was sponsored by the Indian Academy of Sciences (IASc).



- One student in the fifth semester of the TDC (Science) was invited to attend a 60-day project in Analytical Chemistry in the BARC as a Research Fellow under Summer Research Fellowship programme. A financial grant of Rs. 16,000 was awarded to the student as scholarship. The Project was sponsored by the Indian Academy of Sciences(IASc).

3.7.2 Provide details on the MoUs/collaborative arrangements (if any) with institutions of national importance/other universities/ industries/Corporate (Corporate entities) etc. and how they have contributed to the development of the institution.

The College signed a number of MoUs with industries/organizations/academic institutes/business organizations/tourism and travel agencies for many of its skilling programmes initiated during last few years. These are mentioned below:

Name of the Industry/Institution	Purpose / Course to which effective
Nagaon Paper Mill, a unit of Hindustan paper Corporation Ltd.	Pulp and paper Technology Course
NB Institute of Rural Technology (NBIRT)	various short term skill development courses
Regional Govt. Film and Television Institute (RGFTI)	B. Voc. course on Acting
AAROHAN, a children welfare institute in memory of social reformer and renowned film maker Dr. Bhabendra Nath Saikia	B. Voc. course on Acting
Xavier Institute of Management and Information Technology (XIMIT)	consultancy, content development, curriculum development and training to students and faculties of skilling courses
National Institute of Fashion and Textile Technology (NIFTT)	Fashion Technology course
Air Plaza Retail Industries (Vishal Mega Mart)	Retail Management course
Bata India	Retail Management course
Janambhumi Hotels	Tourism Management
Koyeli Travels	Tourism Management
Excel Construction, Oasis Construction	Construction Technology course



3.7.3 Give details (if any) on the industry-institution-community interactions that have contributed to the establishment / creation/up-gradation of academic facilities, student and staff support, infrastructure facilities of the institution viz. laboratories / library/ new technology /placement services etc.

The College has drawn enough of supports from the industry, institution and the community in its overall development. The College owes much to them for their invaluable contributions throughout its growth and sustenance.

- The Sita Jakhala Dugdha Utpadak Samabai Samity (SJDUSS), a Society formed by Milk Producers of the greater Jagiroad area contributed in terms of cash and kinds for the overall development of the College.
- The Jagiroad Dry Fish Merchant Association (DFMA) of Dry Fish Market, Jagiroad, known as Asia's Biggest Dry Fish Market rendered invaluable pecuniary contribution towards both the establishment and the development of the college.
- The NPM –a corporate body at the vicinity, true to its corporate social responsibility offered infrastructural assistances like (i)renovational upliftment of the Science stream building and installation of Roofing sheets of Science Building, ii) upliftment of the Science Laboratories, iii) fixing of ceilings in the Auditorium of the college.

Apart from these, the following Industries/Agencies too have been instrumental in strengthening the physical infrastructure of the College. These are:

- ✚ Assam Gas Company, Duliajan;
- ✚ Housing Development and Finance Corporation,
- ✚ Integrated Tribal Development Project, Morigaon; and
- ✚ Tiwa Autonomous Council.

- The College has installed a 50 KW Solar power plant under a scheme of MNRE, Govt. of India. With the installation of this, the entire College campus including the Boys' and the Girls' hostels are under regular and uninterrupted supply of electricity. The round the clock availability of electricity has been complementing effectively to a comfortable classroom ambiance, besides ensuring smooth maintenance of the computers in all the Departments and Branches of the college. The solar power system caters to the needs of the entire campus and has directly contributed in the cause of power conservation.



- The INOU has collaborated with the College in holding a workshop on “Self Learning for Competency development”.
- The College through collaborative programmes with NBIRT has been imparting entrepreneurship skills to the students and the local youths. At a time when numbers of youth having general education are increasing day by day and employment opportunities in government and public sector are only shrinking, a strong entrepreneurship culture may only restrain the frustration of our youth. An entrepreneur is a constant learner, has a vision, is independent, is creative and innovative, takes pragmatic decisions, is motivated to take initiative, recognize opportunities that others overlook, understands dignity of labour and works systematically and purposefully. The College, aiming for a strong culture of entrepreneurship in the locality and to provide some practical opportunities to the local unemployed educated youth, has taken up collaborative enterprises with the NBIRT to organize skill development training programmes in the College premises.
- The Jagiroad Sports Association by an MoU has been providing the facility of using its sports field for all kinds of sports activities by the college. The Association also collaborates with the NCC unit of the College to bring out a trekking expedition which is organized annually.
- Faculty members were given hands on training on application of digital classroom equipments under the aegis of the IQAC. The trainings were conducted by the HCL Technologies.
- Placement agencies are invited to the College for campus interviews. Two companies came to the College and selected 16 students for recruitment : 8 by ICICI bank and 8 by SIBIN group, Sikkim.

3.7.4 Highlighting the names of eminent scientists/participants who contributed to the events, provide details of national and international conferences organized by the College during the last four years.

This College organized four National seminars during the period of assessment besides a number of in-house seminars/workshops organized during the last four years.

Some of the eminent persons who participated in these programmes are:



Sl.	Persons of Eminence
1	Prof. Hiranya Kr. Nath, Professor, Sam Houston State University, Texas, USA
2	Dr. Loitonbam Bishanjit Sing, Asstt. Professor, University of International Business and Economics, Beijing, China
3	Prof. Gautam Baruah, Former Director, IITG, Mentor Director, IIITG
4	Dr. Mridul Hazarika, V.C., Gauhati University
5	Prof. Malaya Khaund, Professor, Delhi University
6	Mr. Udhav Bharali, great Innovator, Recipient of President's Award for innovation, winner of NASA award for innovation (twice).
7	Prof. E. Vijoy Singh, Professor and Head, Department of Economics, Manipur University
8	Sri Homan Borgohain, eminent Litterateur, Journalist, Columnist
9	Dr. Nilamoni Bora, Former Class Secretary, Joint Controller, Gauhati University
10	Prof. Abani Kr. Bhagavati, Professor, Gauhati University
11	Prof. Jogen Kalita, Professor, Gauhati University
12	Prof. J. N. Goswami, Professor, Assam Agricultural University
13	Dr. Dinesh Ch. Goswami, Scientist and popular Science communicator, writer, North East Institute of Science and Technology (NEIST), Jorhat
14	Dr. Anil Kr. Goswami, Rtd.Principal, Cotton College
15	Prof. Krishna Gopal Bhattacharyya, Prof. Director, A.S.C, Gauhati University
16	Dr. I. K. Bhattacharjya, former Principal, Cotton College
17	Dr. Ranjit Barman, Scientist, Assam Science Technology and Env. Council.
18	Prof. Hari Prasad Sarma, Professor, Rector, Gauhati University
19	Prof. Hem Ch. Gautam, Former Dean, Faculty of Commerce, Gauhati University
20	Prof. Bhaskarjyoti Bora, Dean, Faculty of Commerce, Gauhati University
21	Prof. Umesh Das, Director, North East Studies, Gauhati University
22	Prof. Ashok Kr. Ganguli, Director, Institute of Nano Science and Tech., Mohali.
23	Prof. Pranab Jyoti Das, former Dean, Faculty of Science,
24	Prof. D. K. Kakati, Professor, Gauhati University
25	Dr. Lilabati Saikia, Professor, Gauhati University
26	Prof. Tulshi Bezbaruah, Professor, Gauhati University
27	Dr. Dayananda Pathak, former Principal, Pragjyotish College
28	Prof. Dilip Kr. Baruah, Former Professor and Principal i/c of Cotton College
29	Prof. Amalesh Dutta, Professor, Gauhati University
30	Sri Jatindra Nath Goswami, President's medal winner Satriya Dance Exponent.
31	Prof. Prodeep Phukan, Professor, Gauhati University
32	Prof. Archana Sarma, Professor, NEHU, Shillong



3.7.5 How many of the linkages/collaborations have actually resulted in formal MoUs and agreements ? List out the activities and beneficiaries and cite examples (if any) of the established linkages that enhanced and/or facilitated -

a) Curriculum development/enrichment :

For curriculum development including drafting of curriculum for skill based courses under BVoc and CC programmes of UGC and for onward submission to GU, MoUs have been signed with:

- ✧ Nagaon Paper Mill (NPM), Kagaj Nagar, Jagiroad;
- ✧ Xavier Institute of Management and Information Technology;
- ✧ AAROHAN, Guwahati
- ✧ National Institute of Fashion and Textile Technology, Guwahati
- ✧ Regional Govt. Film and Television Institute, Guwahati

For enrichment of the curriculum this College has established linkage with five other Colleges under GU running BVoc programmes.

b) Internship/ On-the-job training :

For industrial support in running the skill based courses MoUs have been signed with the following industries.

- ★ Nagaon Paper Mill , Jagiroad,
- ★ National Institute of Fashion and Textile Technology, Guwahati
- ★ Vishal Mega Mart, Guwahati
- ★ Excel Construction
- ★ Oasis Construction
- ★ Janambhumi Hotels and Resorts

c) Summer placement : Bata India, Vishal Mega Mart, Guwahati

d) Faculty exchange and professional development : Nil

e) Research : Nil

f) Consultancy : XIMIT

g) Extension : NIELIT, under Ministry of Communication and IT, GoI.

h) Publication : Sri Ganesh Printers, Guwahati.

i) Student Placement : NPM, Vishal Mega Mart, Bata India, XIMIT.

j) Twinning programmes: Nil

k) Introduction of new courses: NPM, XIMIT, NIFTT, RGFTI,

l) Student exchange: Nil

m) Any other: Nil

3.7.6 Detail on the systemic efforts of the institution in planning, establishing and implementing the initiatives of the linkages/ collaborations.

- ❖ All the parts of India's North East are conspicuous by a few typical problems like poor drinking water, high rainfall, proneness to floods, terrorism etc. Students should be taught to take up multidisciplinary approaches to study on these subjects and to come out with specific action plan for development at grassroots level. Linkages/ collaborations with industries and other institutions will definitely help in augmenting intellectual and constructive engagement of the students to such typical problems around them.
- ❖ While the College has done a few collaborations for research activities in the institutional level, Individual teachers in the College are also increasingly carrying on consultancy efforts at their personal level. The College would encourage the faculties more so that they remain increasingly in contact with the funding agencies in this respect.
- ❖ Besides research, the College also needs to set high standards of excellence in teaching, learning, and innovation. For all this, the College will seek for effective linkages and collaborations. The College is always trying to fulfill the students' desire to have the best academic atmosphere in the college. Special thrust will be given on the improvement of the existing amenities and systems in the College by drawing supports from the suitable funding agencies.
- ❖ The College will also make special drives to contribute further into the nation's goal of developing strength in basic sciences, and in basic and applied research. This will help in generating quality manpower. For this, the College will try to forge in productive interaction with institutions of national importance. The CC system (an industry-institution partnership project), which the College has already started implementing, will provide an opportunity to the students to interact with the industry.
- ❖ The North East part of India suffers from some typical problems like poor drinking water, high rainfall, proneness to floods, terrorism etc. Students could be taught in multidisciplinary approaches to study and come out with specific action plan for development at grassroots level. Linkages/ collaborations with industries and other institutions will definitely help in augmenting Intellectual and constructive engagement of the students to such typical problems around them.



Criterion IV: Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1 What is the policy of the Institution for creation and enhancement of infrastructure that facilitate effective teaching and learning ?

Overall, the policy of proactive engagements and liaisons with varied government and non-government external organizations, departments etc. have enabled the development of the College in terms of required infrastructure.

- a) The College strived to create infrastructure for teaching-learning through its pro-active liaison with the local DFMA, SJDUSS, NPM and organizing cultural programmes, theatre shows etc. towards fund raising by its founders till the College attained 2(B) and 12(f) status of the UGC Act(1956) and it became eligible for government grants. The founders and the Governing Body of the College had a desire to provide well-ventilated and airy class rooms to the learners most of whom were then first-generation learners belonging to socio-economically disadvantaged communities of the area. The ground floor of the library building was constructed with financial assistance from the local Agarwala family. The Science Building was constructed around 1990 after sustained engagement with the authorities of the Hindustan Paper Corporation Ltd and consequent financial assistance.
- b) The College acquired its first computer in the year 1995 and has continued its ICT orientation in order to augment the teaching-learning and curricular approaches. The initiation to the augmented teaching-learning and curricular approaches through modern ICT orientation has started in 1995 and the process is being continued. With continuous incorporation and modernization, presently, the College has four numbers of smart classrooms.
- c) Through its active engagement with the state government the College constructed its first hostel for girls. The state government gave an amount of ten lacs under Buniyad Scheme of the govt. of Assam with which the expansion work of the library complex was completed. Recently the College has received an amount of One Crore from the state government with which a classroom-cum-digital library complex is coming up.
- d) From the UGC (XI plan grants) the spacious three storied girls' hostel building has been completed. From another UGC (XII plan grants) additional classrooms have been constructed in the building adjoining its



examination hall-cum- auditorium. Very recently, the approval of the UGC to open BVoc and CC scheme have enabled the College to add further infrastructural requirements.

- e) The Ministry of New and Renewable Energy (MNRE) has enabled the installation of 50 KW solar power plant. The NME-ICT scheme has helped in broadband internet connectivity. The Union Ministry of Sports and Youth Affairs have also been approached to give shape to its plan to provide the best possible games and sports facilities for the learners.
- f) The College follows the guidelines of the state government and the UGC strictly. It has two construction committees and a materials' purchase committee to monitor all construction related activities and acquisition of teaching-learning tools and aids. The GB is at the helm of all infrastructural development. The Principal has to regularly submit progress and completion reports of such works to the DHE, Government of Assam and the UGC authorities.
- g) The faculty members of the College contributed an amount of nearly one lakh to construct a campus road. The Alumni Association too has joined in to participate in landscaping and campus beautification endeavours.

4.1.2 Detail the facilities available for

a) Curricular and co-curricular activities – classrooms, technology enabled learning spaces, seminar halls, tutorial spaces, laboratories, botanical garden, Animal house, specialized facilities and equipment for teaching, learning and research etc.

- **Classrooms:** There are 49 classrooms of different sizes, 3 halls and 4 smart class rooms with digital interactive boards and projectors.
- **Seminar Hall:** 1 number of ready to use seminar hall.
- **Laboratories:** Computer department is having 4 laboratories, including one with digital interactive board and projector. There are 9 laboratories for science subjects, Geography and Education. One language laboratory at Computer center.
- **Technological enabled learning spaces:** 4 numbers.
- **Tutorial Spaces:** A number of small class rooms available attached to each department for tutorial works.
- **Reprographic facilities:** 4 number of Xerox machines installed at different locations including one at Library.
- **Botanical Garden:** One small garden inside the science building. A total of 40 number of local medicinal rare plant saplings are planted inside the campus. (Project sponsored by ASTEC)



- **Animal House:** Nil. But six numbers of aquariums installed at different places with local fish. (project sponsored by GU Zoology dept)
- **Green House:** Yes, few local orchid species are collected by Botany department.
- **Ethnic Museum:** The College has a collection of few items used by local ethnic people.
- **Specialised facilities and equipments for teaching learning and research :** In addition to solar power, few online UPS installed at Library, Office and Computer Laboratory for un-interrupted power supply, One language Laboratory, a separate internet surfing center located at central library with 10 number of computer nodes, Wi-Fi at select locations, One specious computing laboratory for common needs. College is registered under N-LIST of Inflibnet for searching of e-contents for teaching and research, departmental library, Auditorium.
- **Total space available:** Land area = 25 bigha, Total Built-up area=nearly 26,000 sq. meter
- **Teaching Aids (Black boards/others):** White boards, Green boards, Computers (71), Printers (17), Xerox Machine (4), LCD projectors(6), Interactive smart board (4), Visual presenter (1).
- **Separate Office rooms for Distance Learning Centers:** The College is permitted by three Universities as study cum examinations centers. These are IGNOU, KKHSOU and GU-IDOL. These centers facilitate learning needs of the otherwise deprived learners.

b) Extra-curricular activities: – sports, outdoor and indoor games, gymnasium, auditorium, NSS, NCC, cultural activities, Public speaking, communication skills development, yoga, health and hygiene etc.

Sports:

- ✧ **Indoor and Outdoor:** The College don't have its own field for outdoor activities particularly games, so outdoor activities are conducted at the Jagiroad Sports Association's sport field. The College also don't have Indoor stadium, so Indoor activities are done inside the College campus.
- ✧ **Physical Instructor:** Appointed one Physical Instructor to take care of sports activities. The College also has four certified volleyball referees from the teaching staff.
- ✧ **Gymnasium:** The College has a sixteen station multi-gym.
- ✧ **NCC:** An active NCC unit comprising of separate boys and girls units under the guidance of one CTO (Teacher in-charge). Separate room allotted for NCC unit. The cadets also provide their assistance in maintaining order and discipline in certain events held locally at the



community level, on invitation. The NCC- unit always remains on wait for rendering physical helps and assistance at moments of disasters around the area. The Unit has been awarded commendation certificates for more than once by the District authority. It has been adjudged the best participant five times consecutively in ID/RD parade events thrice consecutively by the district administration. Four of them have joined in the RD parades at New Delhi. The College as a gesture of encouragement to the members of the troupe has rewarded each of them with gift-hampers and commendation certificates.

- ✧ **NSS:** Yes, volunteer worked under the guidance of one officer (Teacher in-charge). Blood donation camps, plantation, campus cleanliness activities are maintained by the members of the unit.
- ✧ **Rover Ranger:** The unit is guided by two in-charges (one female and one male in-charge)
- ✧ **Disaster Response Team:** A quick disaster response team exists under the direct supervision of NCC and NSS officers. Timely updating and drilling exercises are held within the campus.
- ✧ **Red Ribbon Club:** A unit of the Red Ribbon Club has been set up in the College to enlighten the students about the causes of AIDS and about the responsibilities for AIDS patients. The Club organizes awareness meetings and takes up publicity drives through guest speakers and wall magazines.
- ✧ **Public speaking, Communication skill development:** Yes, one language laboratory established.
- ✧ **Computer Center:** The center conducted many short term courses. Special course for SC/ST students under NIELIT. An ICT project is sanctioned by the govt. of Assam to establish a computer lab with 20 numbers of computer sets with LAN connections.
- ✧ **Yoga:** No separate room accommodated for Yoga. Dogra Regiment of Indian Army helps in conducting yoga camps.
- ✧ **Health and Hygiene:** Cleanliness is being maintained within the College campus for healthy environment. Facilities provided for cool and purified drinking water through Aquaguards.
- ✧ **Cultural Activities:** The College has earned a very good reputation in its ability to identify the students who have talents, potentialities and proficiencies in cultural activities. It tries to groom such students by giving them the proper facilities and guidance. The College can boast of a few faculties who have been able to carve the niche for themselves in their respective field of cultural activities. Ms. Maloya Goswami, the present HoD of the Education Department is a nationally renowned personality, who has bagged the Best Actress Award of the 37th National Film awards in 1992 for her stellar role in JahnuBaruah's movie "*Firingoti*". She has



acted in quite a number of films and dramas and has drawn accolades for almost all of them. She has also been thrice nominated as a member of the Jury for the National film awards. Mr. Pabon Ch. Gogoi, Associate Professor of the Dept. of Education is a popular organizer of cultural activities in the area, who also heads (honorary) the local institution of culture and art: the Surdeol Sangeet Mahavidyalaya. Dr. Khagen Sarma, Associate Professor, Dept. of Geography is a dedicated researcher and cultivator of the Satriya Dance (one of the National Dances of India), who heads (honorary) the local institution of Satriya Dance: the Jagiroad Satriya Sangeet Vidyalaya. All of them render their valuable guidance and motivations to the students to stimulate their talents and potentialities in the field of cultural activities. The College provides the necessary facilities for practices and performances of musical art. The talented students in the art are given guidance by the in-charge of Music (a faculty member).

- ✧ ***Special Summer Camp on Personality development:*** In developing the public speaking and communication skill, the College has been trying to provide the best practical supports to the students. Confidence building measures are taken into account. The College also provides for special training to the students in personality development with special thrust upon communication skills. The College organized two rounds of personality development Summer Camps so far during the last two consecutive years. The Camps were of one month duration. The College has started a communicative English course (crash course) with Digital facility.

4.1.3 How does the institution plan and ensure that the available infrastructure is in line with its academic growth and is optimally utilized? Give specific examples of the facilities developed/augmented and the amount spent during the last four years (Enclose the Master Plan of the Institution / campus and indicate the existing physical infrastructure and the future planned expansions if any).

- **Planning and Implementation:**

The College management always takes the lead role in planning and developing institutional infrastructure since its inception. From the date of inception, there has been a continuous effort made by the College management for providing better infrastructure support towards its teaching learning process. The College has been developing and expanding its physical structures to keep pace with growing academic growth and also to bear the growing learners load. Different committees like Construction committee, Sports infrastructure committee are formed



to construct building and to enhance sports infrastructure facilities. Building construction committee plans and implements housing needs and sports committee plans and implements sports infrastructure on recommendations of the management committee.

- **Optimal Utilization of Infrastructure:**

The College meticulously plans optimum utilization of its physical infrastructures.

- ✓ Large classes are divided into sections for better interactions.
- ✓ Computer laboratories are optimally utilized for its regular courses in scheduled times and for running short term courses on other available times.
- ✓ To meet the growing demand the College has opened distance learning programmes so as to accommodate deprived admission seekers in its regular academic programmes. Due to limited manpower and spaces to accommodate more students in its regular UG programmes, the College in addition to the existing two other correspondence study centres (IGNOU and GU-IDOL) has opened in its campus a centre of KKHSOU so that infrastructures available in the college could be utilized on holidays. The IGNOU and GU-IDOL study centres have also been catering to the learning needs of the passed out graduates of the College. Both these study centres too have been fruitfully utilizing the infrastructures available in the College.
- ✓ Sitting arrangements are provided at open and convenient spaces for the students, who use them during recreational periods.
- ✓ During long holidays particularly on summer vacations various courses are arranged for personality and co-curricular developments of its learners.
- ✓ The students utilize the College multi-Gym regularly.
- ✓ The seminar hall facilitates holding of a number of activities on regular basis.
- ✓ The College auditorium, built with its own resources is being utilized for its in-house major programmes and is also utilized as class room on other times.
- ✓ Power from solar station is utilized effectively by the College and also by its residents staying inside the campus.
- ✓ Running water supply is provided in the campus. Purified drinking water is made available in the College as well as in the hostels.
- ✓ Library and its reading rooms are utilized properly.
- ✓ Canteen is utilized by the Students and the Staff.



- ✓ Along with the students, the Laboratories are also used by teacher-scholars for their research activities.
- ✓ Internet connectivity, reprographic facilities are properly utilized.
- ✓ The institution has a Master Plan prepared during early years, which needs modification. The new master plan preparation work is on, which will be submitted during the Peer Team visit.

c) Some highlights upon infrastructure and other facilities developed during last four years:

d)

Session	Infrastructure and other facilities Developed	Amount Spent (Rs. in lakhs.)
2011-12	Installation of V-SAT	1,21,613.00
	Electrical underground cable works	3,41,000.00
	Digital Duplicator	2,05,000.00
2012-13	Digital Smart Class room Introduced at Science Blocks	2,10,354.00
	Science Laboratory renovation, Science building Roof replacement	10,74,980.00
	New Maths-Geography Block construction started, ground floor completed	14,70,000.00
	Cold and Purified Drinking Water System introduced at Arts Block	67,500/-
	MTM department renovated with separate class rooms and staff room.	4,50,000.00
	Computer Laboratory and Staff room renovated	
2013-14	50 KW Solar power plant commissioned	12,35,000/-
	UGC Academic Building Constructed	35,32,656.00
	CC office, Seminar hall, classroom	
	Identity Card Printing machine	2,20,250.00
	Digital Smart Class room Introduced at Science and Computer Blocks	2,67,187.00
	Language Lab	1,26,000.00
	IQAC room renovated.	15,000.00
	Accounts Branch renovated	12,000.00
	Girls Toilet newly constructed with corridor to boys Tiolet.	2,17,647.00
	Internet connectivity provided at Library	56,235.00



2014-15	Boundary Wall re-constructed, Drain near Boys Hostel constructed to flash out stormy water from nearby hills	2,75,000.00
	Gym hall renovated, Commerce Block extension with renovation completed	1,48,250.00
	Campus Wi-Fi introduced	1,10,000.00
	Deep Boring for running water	2,15,000.00
	Cold and Purified Drinking Water System introduced at Science Block	68,200.00
	Office and Classroom furniture	5,94,414.00

Future planning:

- ❖ A new multi-storied Arts Block (proposal submitted to UGC);
- ❖ A separate multi-storied Commerce Building;
- ❖ A new Science building with multi-storied structure for accommodation of Science Laboratory to meet the research needs;
- ❖ An Indoor Stadium for indoor games and sports activities.

4.1.4 How does the institution ensure that the infrastructure facilities meet the requirements of students with physical disabilities?

- a) The college has given its attention to ensure that physically disabled can move easily inside the campus. The campus is made barrier free and also disabled friendly at least in the ground floors. As on date the College has one student in its roll, who is physically disabled. There is provision of ramps attached with the main building. The student feels well at home inside the campus due to the accommodative attitudes and fellow feelings of his co-students. The authority makes special enquiries from the parents for necessary feedbacks about him and tries to meet any requirement- both physical and emotional, which he may need inside the college. In the College prospectus students pledges are introduced where they are informed to maintain fellow feelings towards mentally and physically challenged people.

4.1.5 Give details on the residential facility and various provisions available within them:

- ***Hostel Facility – Accommodation available:***
- The College has separate hostels for Boys (60 seats) and Girls (120 seats). Wardens reside inside the Hostel Campuses. Both the Hostels are provided 24x7 electricity supply, running water, purified drinking water facilities, TV sets, News papers, library reading accommodations etc. The College draws voluntary services from a local nursing home in providing health



care for the boarders and special medical care with ambulance service during emergency. As on date, there is provision for a doctor on call. Regular/periodic visit by a Doctor will be made effective from the next academic session.

- **Recreational facilities:** Separate Boys' and Girls' Common rooms, Teachers Common Room, Gymnasium, Canteen, etc.
- **Computer facility including access to internet in hostel:** Internet facility is not provided in the hostels, but they can avail the internet services freely at the computer centers and Library during day time.
- **Facilities for medical emergencies:** First Aid Box is available in the College and in the hostels. Day time emergencies are handled by the medical cell with support from local PHC. Service of 108 ambulances is utilized in case of emergent need. A quick disaster response team has been constituted recently (after formal training by civil defence personnel) in the College.
- **Library facility in the hostels:** Daily news papers are supplied to the hostels. The boarders also make collection of books by approaching individuals for contributions/donations. Reading Room is available at the Hostels. A separate common room is also available for recreation.
- **Internet and Wi-Fi facility:** Available.
- **Recreational facility-common room with audio-visual equipments:** A TV set is provided at the Teachers' Common room. Few items of indoor sports like chess, carrom, etc are also there.
- **Available residential facility for the staff and occupancy Constant supply of safe drinking water:** Staff quarters are provided for a few grade IV employees including the Gate Keepers and the Night Security personnel. The Principal resides inside the campus. The Wardens also have their official residences along with their respective Hostels.
- **Security:** The College campus has been made secure through various ways. The high-rise walls around the campus apart, there is also CC TV surveillance throughout day and night. Special staffs as day and night watchmen are engaged to ensure that the security is full proof. The Warden takes special measures like surprise visits and regular inspection in their hostels to maintain strict vigilance. The mechanisms of taking attendance during prayers in the evening and recording of arrival and departure too help in ensuring discipline plus the security of the inmates. Besides the wardens, the Principal also takes stock of the security and other aspects of the hostels by making visits to the hostels and talking to the boarders. Since the Principal has his residential occupancy well within the campus, the student-inmates of the hostels find it convenient for them to inform and discuss any matter with the Principal at any time. Besides,



the boarders of the hostels can also inform any matter relating to their stay in the hostel in the Students' Grievance Cell seeking remedial measures.

4.1.6 What are the provisions made available to students and staff in terms of health care on the campus and off the campus?

The College has been taking various measures for the health care of the internal stakeholders of the institution.

- ✓ All the students of the College are insured under accidental health insurance scheme.
- ✓ A special fund is being raised in the college (Distress Fund) to meet the need of any office staff during unexpected moment of distress.
- ✓ There is provision for a doctor on call in case of emergency.
- ✓ The authority takes the assistance of the service of the state health department i.e. 108-Mrityunjoy Services, in time of emergency, which is an ambulance service on call.
- ✓ The College also holds health care camps in the campus from time to time. In the last four sessions, a Cancer awareness camp, an eye-camp, an AIDS awareness camp, blood donation camp and an oral and dental care camp have been organized within the campus.
- ✓ Psychological counselling programmes are also organized for teachers and students.
- ✓ A camp on Beauty and Aesthetics was also organized recently.
- ✓ First-aid provisions are also available for the stakeholders inside the campus.
- ✓ The NCC cadets have been well groomed for delivering their helping hands during any event of accident.
- ✓ The staff has developed among themselves a special mutual benefit fund for health on contributory mode.
- ✓ During examinations sickroom facility is provided for the needy.

4.1.7 Give details of the Common Facilities available on the campus – spaces for special units like IQAC, Grievance Redressal unit, Women's Cell, Counseling and Career Guidance, Placement Unit, Health Centre, Canteen, recreational spaces for staff and students, safe drinking water facility, auditorium, etc.

- The College houses various common facilities within the campus catering to the needs of all its stakeholders. For some facilities, special spaces have been provided, while some others are attached to the departments to which



the respective Conveners / Coordinators belong. The following are some details regarding spaces for some special units:

- **IQAC:** A separate well furnished office room with computer and internet facilities has been provided. The room acts as the facilitation center for different stake holders in true sense. Faculties regularly visit this room for sharing and transmission of information.
- **Grievance Redressal unit:** The College authority has been laying emphasis on the grievances of the stakeholders and accordingly under the IQAC, two effective Grievance Redressal Cells one general and one exclusively for women and girls have been set up headed by the Vice Principal and one senior most faculty from women. Although there is no such grievances appear, but they are professionally ready for meeting grievances if arise. It makes use of both the Teachers' Common Room and the IQAC office for its functioning.
- **Women's Cell:** The College has a Women's Wing and the office of the Wing is presently run at the Dept. of English, since the Convener of the Wing (Dr.I.C.Mahanta) is attached to that Department as one of its faculties.
- **Counselling and Career Guidance:** The College ICGC renders necessary counselling to the students and also to guide them on career and take practical initiatives for their employment through campus interviews and other means. Dr. U. Rajguru, Asso. Prof. of Zoology is the Convener of the Cell. Being attached to the department of Zoology he does all the official works relating to this cell from this department.
- **Placement Unit:** There is a Placement Cell. The cell in consultation with the ICGC organizes placement activities.
- **Health Centre:** There is no separate health center in the College. It has a plan to develop a health centre in near future.
- **Canteen:** The College authority has set up a canteen within the campus that offers its services to the students and the staff of the college.
- **Recreational spaces:** The students are offered more than one recreational spaces with suitable infrastructural facilities. Besides the sprawling 8000 meter auditorium, the campus also houses a badminton court, a gymnasium, and separate common rooms for the boys, girls and Teachers. All these are provided with the necessary recreational facilities.
- **Safe drinking water facility:** In addition to the usual safe drinking water facility, there is provision of two numbers of Aqua Guards for purified and cold drinking water for all the students of the college.



4.2 Library as a Learning Resource

4.2.1 Does the library have an Advisory Committee? Specify the composition of such a committee. What significant initiatives have been implemented by the committee to render the library, student/user friendly?

Yes, the College has a Library Advisory Committee. The Committee is:

President: Dr. B. C. Neog, Principal

Member secretary : Mr. Babul Ch. Malakar, Librarian

Members : Mr. Munindra Tahbildar, Vice Principal

Mr. R. K. Das (G), Coordinator, IQAC

Dr. D. J. Baruah, Member from Arts Faculty

Ms. Ranju Gogoi Chutia, Women Member from Arts Faculty

Dr. Utpal Rajguru, Member from Science Faculty

Mr. Narayan Kafle, Member from Commerce Faculty

Mr. Nandalal Sharma, Accountant

Some significant initiatives adopted by the committee are:

1. Updating of SOUL software ;
2. Decided to involve HoDs in selection and purchase of books;
3. Renovation of library building;
4. Separate space for the internet-users;
5. Computerization of records, OPAC facility for book searching;
6. User registration under N-LIST of INFLIBNET;
7. Arrangement of special study room for the teachers;
8. Initiated book donation drive among the faculties and students;
9. Suggested to engage an assistant librarian.

4.2.2 Provide details of the following:

***Total area of the library (in Sq. Mts.):** Total Area=428 sq.mt.,
Stake Room area=208 sq. mtr.
(Expansion work is going on)

*** Total seating capacity:** Students=110, Staff=10
Net Browsing Seat=10

*** Working hours (on working days, on holidays, before examination days, during examination days, during vacation):** From 9 am to 4:30pm.

*** Layout of the library (individual reading carrels, lounge area for browsing and relaxed reading, IT zone for accessing e-resources):**
Attached at the end of this SSR.



4.2.3 How does the library ensure purchase and use of current titles, print and e-journals and other reading materials? Specify the amount spent on procuring new books, journals and e-resources during the last four years. (A separate list regarding the amount in purchasing book in attached him)

The Library books are purchased from the market from individual publishers after getting necessary approval from the Library Advisory Committee. The HODs after discussion with the departmental faculties place the requirements to the librarian and the librarian makes the initiatives for procuring the books on getting formal approval from the advisory committee. The books are then registered in the accession of the library and the other formalities too are followed. As regards to the e-journals, the students can depend upon the INFILBNET. For those who do not have their individual IDs for having access to the e-resources under INFLIBNET, the librarian provides the services of his own ID. The following chart specifies the amount spent on procuring new books and journals during the last four years:

Items/ Session	2011-12		2012-13		2013-14		2014-15	
	Nos	Cost (Rs.)	Nos	Cost(Rs.)	Nos	Cost(Rs.)	Nos	Cost(Rs.)
Text Books	8387	33,52,800	8693	34,76,000	9694	38,76,200	10361	41,44,400
Reference Books	10992	43,28,200	11313	45,24,400	11486	45,93,120	11661	46,64,400
Journals/ Periodicals	1701	3,40,070	1809	5,42,300	1961	5,88,000	2076	4,19,490
e-resources	--	--	--	--	--		6,000+	--
e-Books								
e-Journals							97,000+	--
Any other (Magazine)	9994	7,99,400	10326	1,06,400	10802	8,62,980	11272	16,84,850

4.2.4 Provide details on the ICT and other tools deployed to provide maximum access to the library collection?

*** OPAC:** Yes, introduced for searching books by the users.

*** Electronic Resource Management package for e-journals:**

Facilitates by N-LIST.



*** Federated searching tools to search articles in multiple databases:**

Search engines like Google, Mozilla, Yahoo, Edge

*** Library Website:** Nil

*** In-house/remote access to e-publications :**

N- LIST, SodhGanga, SodhGangotri , etc .

*** Library automation:** Initiated, entered in SOUL2.0 ; 18,844 of books.

*** Total number of computers for public access :**

For internet users =10 nos	Librarian=1 set (server)
Library Staff=2 sets,	Server=2 nos.
OPAC=1 set,	Teachers=1 set.

*** Total numbers of printers for public access :**

Reprographic services=1 no.	For Library Staff= 1 no
Bar Code Printers=2 nos.	

*** Internet band width/ speed** 2mbps √ 10 mbps 1 gb (GB).

*** Institutional Repository:** Yes

*** Content management system for e-learning:** Nil

*** Participation in Resource sharing networks/consortia (like Inflibnet):**
Yes, Through INFLIBNET

4.2.5 Provide details on the following items: (Per day)

- ***Average number of walk-ins :** 182
- **Average number of books issued/returned :** issue =38, return=27
- ***Ratio of library books to students enrolled :** 11:1 (till 2014 may)
- **Average number of books added during last three years:** 2964
- **Average number of login to opac (OPAC):** 24
- **Average number of login to e-resources:** Not checked
- **Average number of e-resources downloaded/printed:** Not checked
- **Number of information literacy trainings organized:** 4
- **Details of “weeding out” of books and other materials -** Nil

4.2.6 Give details of the specialized services provided by the library

- **Manuscripts** – 2 copies
- **Reference** – 11,661
- **Reprography** – Service is available.



- **ILL (Inter Library Loan Service):** Nil, availed the services of NLIST.
- **Information deployment and notification:** New arrival is displayed.
- **Download-** Facilities Available.
- **Printing -** Yes
- **Reading list/ Bibliography compilation -**Available
- **In-house/remote access to e-resources –**Yes
- **User Orientation and awareness –**Yes
- **Assistance in searching Databases –**Yes
- **INFLIBNET/IUC facilities -** Yes

4.2.7 Enumerate on the support provided by the Library staff to the students and teachers of the college.

The library staff is always ready to help and support the students and the faculties in their use of the library facilities.

- ✓ The Librarian arranges orientation and awareness programmes to let the students know well about how to use the facilities of the library and about the overall responsibilities of the users as reader-members.
- ✓ The Library staff helps the new users in using OPAC services.
- ✓ Book Bank facility for poor students.
- ✓ The librarian places the book- lists sent by the faculties (through their respective heads) at the meetings of library advisory committee.
- ✓ The staff also steers the responsibility of imparting practical skills on the use of internet to the students.
- ✓ The staff notes the titles of any book required by the users not available in the library to enlist in the provisional list of purchase.
- ✓ The staff also helps the users in downloading of e-materials.
- ✓ The staff practically guides the users in finding out their required books and journals.

4.2.8 What are the special facilities offered by the library to the visually/physically challenged persons? Give details.

The entry to the library is barrier free. The physically challenged also can enter into the library. Till date no such physically/visually challenged persons visited the library. In case of visits by such persons, the library staff offers special physical supports to them.

4.2.9 Does the library get the feedback from its users? If yes, how is it analyzed and used for improving the library services. (What strategies are deployed by the Library to collect feedback from users? How is the feedback analyzed and used for further improvement of the library services?)

The library has not yet taken measures to collect feedbacks on its own. The stakeholders however are given to comment on the library services in the general feedback form prepared by the IQAC. The feedbacks come up for discussion in the Library Advisory Body Meetings. The Academic Committee meetings too hold discussions on the subjects raised by the stakeholders on the library services. Decisions and resolutions are taken in the meetings of the two bodies about the possible measures for further improvement of the library services. The authority takes practical steps in this direction and if necessary, concrete proposals in this respect are placed in the Governing Body meetings for necessary approval.

4.3 IT Infrastructure

4.3.1. Give details on the computing facility available (hardware and software) at the institution.

- **Number of computers with Configuration (provide actual number with exact configuration of each available system):**

Location	Total Nos	Processor	RAM Size (GB)	Hard Disc Space	Bit	Operating System	Printer
Principal's Chamber	1	Core i5, intel 3.10 GHz	2	500	32	Win7	Canon Xerox
	1	Intel, Xeon, CPU, E31220, 3.10GHz	3	500	32	XP (SP-3)	DVR CCTV
	1	Dual-Core, 2.70 GHz, Pentium ®	1	250	32	XP (SP-2)	Hp Deskjet
Back Office	1	Intel ® Core™ i3-2120, 3.30 GHz	2	500	32	Win7	Canon LBP2900
Office Asstt. Table-1	1	Intel-core™ , i3 , 3.20 GHz	2	150	32	XP	1.HP Laser ii.HP



Self Study Report (Cycle-2)

							InkJet
Exam Branch (N-Computing)	1:3	Intel ® Core™ i3-2120, 3.30 GHz	2	500	64	Win7	Canon Xerox
Accounts Branch	1	Dual core, AMD, 2.31 GHz	2	200	32	XP (SP-2)	Canon Xerox
	1	Pentium ®, dual core, 2.49 GHz	2	500	32	Win7	Canon Laser
	1	Pentium ®, dual core, 1.60 GHz	0.5	150	32	XP (SP-2)	Samsung Canon Laser
	1	Pentium ®, dual core, 1.60 GHz	1	300	32	XP (SP-2)	HP Laser
	1	Pentium ®, dual core, 1.60 GHz	2	300	32	XP (SP-3)	TVS dot matrix
IQAC office (N-Computing)	1:6	Intel ® Core™ i3-2120, 3.30 GHz	2	500	32	Win7	Canon Laser
For IQAC Coordinator	1	Genuine Intel(R) CPU 2140, @1.60GHz	2	150	32	Win 7	
KKHSOU (KKHSOU Fund)	1	Pentium ®, CPU G2030, 3.00 GHz	2	500	64	Win8	HP Laser
	1	Pentium ®, CPU G2030, 3.00 GHz	2	500	32	Win7	Canon Laser
CC Office	1	Intel ®, Core™, i3-4160, GHz-3.60	2	500	32	Win8	Canon Laser
Conference Hall	1	Dual core, 2.31 GHz	1	250	32	XP (SP-2)	
Smart class room-4 at CC	1	Intel-Pentium®, CPU 2900, 2.41 GHz	2	500	64	Win7	
Physics Dept	2	Intel Pentium CPU G2020@ 2.90	2	500	32	Win 7 Ultimate	
		Pentium ®, 1.60 GHz, damaged	0.5	150	32	XP (SP-2)	
Smart Class Room-1 (ScBlck)	1	Intel-Pentium®, CPU 20.20, 2.90 GHz	2	500	32	Win7	DVR CCTV
Smart Class Room-2 (ScBlck)	1	Intel-Pentium® G630@2.70GHz	2	320	32	Win 7 Ultimate	
Botany Dept	1	Intel Core (TM) I3-2120CPU@3.30GHz	2	500	32	Win 7 HB	Canon Laser
Zoology Dept	1	Intel Pentium CPU G2020@ 2.90 GHz	2	500	32	Win 7 Ultimate	Canon Laser
Chem. Dept.	1	Pentium Dual Core CPU E500@2.50GHz	0.5	500	32	Win XP	



Self Study Report (Cycle-2)

Geography Dept	1	Intel-Pentium CPU-2020@ 2.89GHz	2	500	32	Win XP	Canon Laser
Geography Lab	4	Intel Core CPU@3.30GHz	2	500	32	Win 7 Ultimate	
IDOL Office	1	Intel ® Core™ i3-2120, 3.30 GHz	2	500	32	Win7	Canon Laser
IGNOU Office (Source: IGNOU)	1	Intel R Pentium R Dual CPU E2180@2.00GHz	1	250	64	Win 7 Ultimate	HP 008 Laser Jet
Librarian Chamber	1	Intel Xeon Server 3.1GHz	4	500	32	Win 2003 Server	Canon Laser, DVR, CCTV, Barcode Printers
Library Staff (Bar code Printer =2 Nos)	2	Intel Pentium CPU @2.30 GHz	1	80	32	Win PX	
Net Surfing Zone (N-Computing server)	1:10	N-Computing: Intel(R) Xeon R CPU E31220V2@3.10GHz	4	1TB	64	Win. Server 2008 R2	Canor Xerox
Tourism	1	Intel Pentium CPU @2.30 GHz	1	80	32	Win PX	Canon Laser
Computer Dept. (Staff Common Room)	1	Intel R Celeron CPU@ 2.00 GHz	0.5	40	32	Win XP	Samsung Laser
	1	Intel Pentium (R) CPU G2020@2.90GHz	2	500	32	Dual Boot Win7 & Ubuntu	
VSAT Server with Router	1	Intel Pentium Dual Core CPU E5700 @3.00GHz	1	320	32	Win 7 Ultimate	
Computer Lab-1	1	Intel R Celeron CPU@ 2.00 GHz	1GB	250	32	MS 2000 Server	
	1	Intel R Celeron CPU@ 2.00 GHz	120 MB	40	32	DOS	
	8	Intel R Celeron CPU@ 2.00 GHz	120 MB	40	32	Win XP	
Computer Center (Language Lab)	1	IBM Server Intel (R) Xeon CPU E3 1220V2@3.10GHz	4	500	32	MS Win. Server 03	
	1	Intel Pentium (R) CPU G2020@2.90GHz	2	500	32	Win 7 Ultimate	
	7	Intel Pentium (R) CPU G2020@2.90GHz	2	500	32	Win XP	



	1	Pentium R DCPU 3.00 GHz	1	80	32	Dual Boot (WinXP, Ubuntu)	
Comp. Lab 2	6	Intel (R) Pentium CPU G2020 @2.90GHz	2	500	32	Win 7 Ultimate	
Comp. Lab 3 (from GoA) under ICT project through AMTRON,	1	Server	8	1TB	64	Sentos	HP Laser, 1 Canon Scanner & 1TB EMC Storage
	20	Intel Pentium@ 3.30GHz	4	500	64	Ubuntu	
Smart Class Room-3	1	Intel Pentium@ 2,90GHz	2	500	32	Win XP	
BVoc Dept	1	Intel ®, Core ™ , i3- 4160, GHz-3.60	2	500	32	Win8	Canon Laser
IQAC Coordinator	1	Laptop DELL	2	500		Linux	
SSR Coordinator	1	Laptop DELL	2	500		Linux	Canon Laser
Steering Committee Coordinator	1	Laptop HP	2	500		Win7	HP Laser
Total	92						

- **Computer-student ratio:** 1:23
- **Stand alone facility:** A set is dedicated at the Library for OPAC service.
- **V-SAT :** Available at Library and Computer departments
- **LAN facility:** There are 4 numbers of LAN connectivity available at i) Office, ii) Library, iii) Computer Lab-3 and iv) Computer Center,
Further three N-Computing services are available at i) IQAC, Exam Branch, iii) Library
- **Wi-Fi facility:** Yes, at select points.
- **Licensed software:** Licensed software: i) GIS, ii) MATHEMATICA, iii) Software for Smart Classes, iv) Language Lab =1, v) OS =20
- **Number of nodes/ computers with Internet facility:**
6 computers with broadband connections, one point is shared for Wi-Fi connectivity, 15 through N-Computing and Lab computers are connected via V-SAT.



- **Any other:** The College facilitates un-interrupted power supply through its solar power. In addition to that online UPSs are also arranged as additional backup systems at Office, Accounts, Library, and Computer Labs and Computer Center.

4.3.2 Detail on the computer and internet facility made available to the faculty and students on the campus and off-campus?

The internet connectivity is provided in three modes to the different departments, centers and library. These are broadband, Wi-Fi (via broad band) and V-SAT. Most of the departments and the centers are connected with the internet. Few other departments will be provided connectivity very shortly.

4.3.3 What are the institutional plans and strategies for deploying and upgrading the IT infrastructure and associated facilities?

- The college is though currently having a good number of computers as on date but still planning to enhance and upgrade the ICT facilities for the users across the campus in a phase wise manner. Computers and Printers will be supplied for few more departments. Upgradations of existing old machines are also planning.
- The College will buy e-books and journals. The College also has a plan to introduce IT as a subject of studies in near future. The College has a plan to purchase more software relevant for the time and the studies. The College will also adopt more IT-based modern technologies as students' supports and to facilitate improvisation of the overall management system.
- Towards improvising the facilities of library services, the College is planning to introduce a digital library shortly. Construction of a new building for the purpose is going on. Existing books will be preserved in digital format in the Library. Internet connectivity will be extended to hostels.
- The IQAC is planning to make video recording of classes and these will be uploaded in the College website.
- The College is also planning to introduce a virtual class room for direct interaction of remote sessions with other educational establishments.

4.3.4 Provide details on the provision made in the annual budget for procurement, up-gradation, deployment and maintenance of the computers and their accessories in the institution (Year wise for last four years)

Computers and other peripherals are procured through UGC funds. An additional fund is also provided to purchase computers and other laboratory



instruments by the UGC. The IQAC fund has been utilized to purchase Laptops for the Coordinators. The following data reflects the procurement and maintenance of computers and Printers in different sessions.

Session	Procurement	Up-gradation	Maintenance	Total
2011-12	2,29,700.00	3,41,000.00	78,688.00	6,49,388.00
2012-13	1,47,304.00	2,05,000.00	1,13,430.00	4,65,734.00
2013-14	10,24,274.00	2,20,250.00	1,04,507.00	13,49,031.00
2014-15	4,49,200.00	7,98,917.00	2,88,726.00	15,36,843.00
Total	18,50,478.00	15,65,167.00	5,85,351.00	40,00,996.00

4.3.5 How does the institution facilitate extensive use of ICT resources including development and use of computer-aided teaching/ learning materials by its staff and students?

Extensive Application of ICT resources in teaching learning and in management is a special feature of the institution.

- ✓ The office of the College has been brought under total automation. The office automation software is being used extensively by the office staff.
- ✓ Salary management software is developed through one of our support service consultancy and installed in the College accounts branch exclusively for salary and arrear bill printing.
- ✓ The IQAC collects students' feedbacks through a specially developed software, installed at the IQAC office. Collected Students feedbacks are analyzed with the help of this software.
- ✓ The College provides its faculty and the office staff trainings on IT and computer operations.
- ✓ The Principal encourages the office staff to handle jobs through computers. He has been encouraging the teachers to adopt ICT mechanism in teaching-learning processes.
- ✓ There are a number of crash courses on Computer for the students being run by the College through the dept. of Computer.
- ✓ Now almost all the office staffs are comfortable with computers. Even some grade IV staff is using computers for various purposes.
- ✓ There are four smart rooms in the college-two in the science stream and one in the Computer Department, and one in CC class room, which facilitate and supplement effective mode of teaching/learning.
- ✓ The Computer dept. has been conducting PGDCA. The subject can also be availed by the UG course students of any stream.



- ✓ The Geography dept. for its practical classes has been adopting GIS software for teaching- learning.
- ✓ The College is rich in terms of ICT tools. There are LCD Projectors and various other ICT facilities. A visual scanner is also available for direct display which is effective for practical classes.
- ✓ The College website has been maintained and updated regularly. The website supports the office of the College in disseminating information on important subjects, notifications on admission etc.
- ✓ Computerizations of the Library books are in full swing. The library has been using the SOUL 2.0 software for storage, searching. Issuing of books has already been started.
- ✓ CCTVs installed at some places for additional security.
- ✓ Biometric Machine is being used to record the arrival and departure of the teaching and the non-teaching staff daily. The details regarding attendance can also be received from the computer attached to the machine.

4.3.6 Elaborate giving suitable examples on how the learning activities and technologies deployed (access to on-line teaching - learning resources, independent learning, ICT enabled classrooms/learning spaces etc.) by the institution place the student at the centre of teaching-learning process and render the role of a facilitator for the teacher.

- ✧ The teachers of the Science stream, the department of Computer and the CC (PPT) have been utilizing the services of the smart class rooms that help in making their transaction extremely interactive.
- ✧ A digital language lab has been launched for Communicative English.
- ✧ The teachers encourage the students for using the internet for getting the necessary e-resources for enrichment of their knowledge.
- ✧ The teachers take the students out to the central library for making them learned on how to have the access to the e-resources through search engines of the internet and through application of the facilities under N-LIST programme of INFLIBNET.
- ✧ Teachers encourage and motivate the students to utilize the support of ICT appliances in seminars and group discussions. The Computer Department and the concerned faculty take the initiatives to give practical learning to the students about how to use the ICT appliances for presenting seminars and conducting peer teaching.
- ✧ In the Geography Dept., the GIS software is in use. The department conducts hands on computer practical for its students.

**4.3.7 Does the Institution avail of the National Knowledge Network connectivity directly or through the affiliating university? If so, what are the services availed of?**

No. The College will get connected with the National Knowledge Network as and when the University arranges for implementation of any proposal on this.

4.4 Maintenance of Campus Facilities**4.4.1 How does the institution ensure optimal allocation and utilization of the available financial resources for maintenance and upkeep of the following facilities (substantiate your statements by providing details of budget allocated during last four years)?**

- The College has a particular mechanism to follow to ensure optimal allocation and utilization of the available financial resources for maintenance and upkeep of the campus facilities.
- The College utilizes the funds for maintenance and upkeep of the campus facilities as per budgetary provisions. The Principal draws feedbacks on need of fresh infrastructures, repairing and revamping etc. from different Committee. Following this, the Principal consults with the Construction Committee for submission of assessment proposals about the budgetary involvement at the GB for necessary approval.

Budget allocation through optimal utilization of available financial resources for campus maintenance:

Head	Fund	2011-12	2012-13	2013-14	2014-15
Building	Gen.Fund	8,58,866.00	13,92,159.00	10,48,200.00	28,14,166.00
	UGC	9,74,727.00	0	7,33,309.00	34,05,428.00
	Govt.Grant	0	1,603,303.00	0	68,82,581.00
Furniture	Gen.Fund	0	0	3,76,562.00	0
	UGC	1,42,750.00	4,14,770.00	2,35,000.00	0
	Govt.Grant	0	0	0	0
Computers and Equipment	Gen.Fund	39,118.00	9,943.00	2,32,763.00	40,616.00
	UGC	7,50,945.00	8,73,873.00	25,99,033.00	4,05,250.00
	Govt. Grant	0	0	0	7,98,917.00
Vehicles	Gen.Fund	0	0	0	0
Any other (Support Structure)					



4.4.2 What are the institutional mechanisms for maintenance and upkeep of the infrastructure, facilities and equipment of the college?

The College has constituted different committees for maintenance and upkeep of infrastructure, facilities and equipments.

- The College construction committee oversees the construction works.
- The Sports Committee looks into the construction of sports infrastructure.
- The Library developmental activities are monitored by the Library committee. The Library staff is particularly involved in monitoring developmental works.
- Computer laboratories are maintained by the Computer departments.
- An Electrician has been appointed by the College to look after the electrical gadgets and also the connectivity.
- Every Grade IV staff is engaged to certain class rooms for their regular upkeep.
- HoDs are responsible for the maintenance of departmental equipments. Laboratory Bearers make constant supervision/monitoring of their own departmental instruments and other laboratory and departmental items.
- The Hostel Wardens and the hostel staff are responsible for the maintenance of the hostel properties. Students are also given different responsibilities for maintenance of specific items.
- Specific duties are also allotted to different office staff.
- Campus cleaning is supervised by one Bearer.
- Offices for distance education centers are also maintained by the respective Coordinators assisted by the concerned Bearers.
- One grade IV staff is particularly assigned to monitor the construction works, material storage, labour coordination, and safe keeping of items at store rooms.
- The Principal regularly monitors all the activities like construction, extension, renovation, campus cleaning etc. He regularly draws feedbacks from the assigned personnel involved in different activities.
- Developmental needs are discussed at the GB for getting necessary approval.



4.4.3 How and with what frequency does the institute take up calibration and other precision measures for the equipment/ instruments?

Whenever needs arise, the departments concerned formally place the requirements and steps are taken for calibration and other precision measures accordingly.

4.4.4 What are the major steps taken for location, upkeep and maintenance of sensitive equipment (voltage fluctuations, constant supply of water etc.)?

- **Steps taken against Voltage fluctuation:** The College has owned a 40 KVA transformer which is placed at a safe and convenient place inside the campus. A 50 KW solar power plant is installed from MNRE grants on 90: 10 basis. In addition to that a 45 KVA generator set is installed inside the campus. All these support systems ensure regular and un-interrupted supply of powers inside the campus. Apart from these, sensitive equipments such as computers are additionally supported by online UPSs.
- **Steps taken for ensuring constant supply of water:** The College is situated at a foot hill area and is vulnerable of water scarcity. Earlier such situations appeared during the month of February-March. To overcome this perennial problem, the College has constructed as many as three deep boring wells (two for the hostels and one for the general use) near the central library which has ensured constant supply of water in the campus.



Criterion V: Student Support and Progression

5.1 Student Mentoring and Support

5.1.1 Does the institution publish its updated prospectus/handbook annually? If 'yes', what is the information provided to students through these documents and how does the institution ensure its commitment and accountability?

- a) Yes. The College publishes its Prospectus annually before the commencement of each academic session. As stated earlier the College prospectus contains all relevant and necessary information for students and parents.

It comprises of the following information:

- (i) Vision and Mission Statement
- (ii) A message from the authority
- (iii) A brief evolutionary sketch of the institute
- (iv) Programmes and courses of study
- (v) Admission policy and procedure details
- (vi) Admission schedule-Tabular information
- (vii) Fee structure
- (viii) Uniform of students
- (ix) Attendance rules
- (x) A brief note on Teaching-learning
- (xi) About IQAC
- (xii) Students' support and progression
- (xiii) Community orientation and social responsibility
- (xiv) Grievance redressal
- (xv) College staff
- (xvi) Students' entitlement and UGC guidelines
- (xvii) Feedback
- (xviii) Incentives from College authority
- (xix) Students' pledge
- (xx) College anthem.

- b) The College follows certain mechanisms to ensure its commitment and accountability. The mechanisms can be summed up as follows:
- The Principal of the College adopts the mechanism of participatory management for smooth management of the activities of the institution and the committees are formed among the staff for the purpose.



- The Academic Committee steers the responsibility of drawing plans and programmes towards effective implementation of the curriculum in all its aspects, for which meetings of the committee are held from time to time.
- The Principal and the Vice Principal as the Heads of the Institution conduct the meetings who invite suggestions and practical inputs along with innovative ideas regarding curriculum transaction from the members.
- All the inputs come under a threadbare discussion and resolutions are made for adopting the plans for implementation by the departments concerned.
- On the eve of each Session, the Principal in consultation with the Academic Committee draws nominations from among the Committee members who could be entrusted upon the responsibility of preparation of the General Class Time Table for the concerned session.
- The Principal also takes the initiative for holding of general meetings of the teaching staff, if the Academic Committee feels the need of discussing specific subjects requiring opinions of all the teachers.
- For taking stocks of the students' feedbacks on curriculum transaction, the Principal convenes a general meeting of the teaching staff. In the meeting, action plans are adopted to make the curriculum transaction suitably adapted to the requirements of the students.
- Besides, the departments also make analysis upon the feedbacks submitted by the students followed by specific departmental action plans.
- The College authority tries to ensure sufficient independence and flexibility to the faculty members in their implementation of the curriculum and teaching practices.
- Departmental inputs on various aspects of the curriculum are drawn by the IQAC. The IQAC Coordinator makes visits to the departments seeking suggestions and ideas on the subject. These departmental inputs are then discussed in the Academic Committee meetings. The Academic Committee meetings are chaired and conducted by the Principal. Resolutions are made on specific subjects in the academic committee meetings and these are then implemented.
- The Principal also convenes general meetings with teaching staff if the Academic Committee feels the need of discussing specific subjects requiring opinions from all the teachers.
- The GB, which is the apex body of the institution, makes all the staff of the College accountable to their academic and corporate responsibilities.



5.1.2 Specify the type, number and amount of institutional scholarships / freeships given to the students during the last four years and whether the financial aid was available and disbursed on time?

During the last four years, the College has provided scholarships and freeships to a number of students. They were provided these incentives in the form of discount in admission fees and free studentship. Meritorious students coming from very poor economic background besides students pertaining to some other selected categories were considered for receiving such incentives.

Total amount of institutional scholarship awarded from **Students aid fund** are given in the following table

Session	No. of Students*	Amount
2011-12	32	78,450.00
2012-13	44	1,23,435.00
2013-14	62	2,01,340.00
2014-15	81	2,86,090.00

*Detailed (classified) beneficiaries list are available at the IQAC office.

• Other Scholarships awarded to the Students:

Session	Catogory	No. of Students	Amount paid	Remarks
2011-12	-	-	-	-
2012-13	-	-	-	-
2013-14	NCC	25	5000.00	Reward
2014-15	NCC	25	5000.00	Reward
	Priyanks Dutta (Topper, BA)	1	3000.00	Reward Best Graduate
	Asia International Karate Competition at Mumbai, Feb, 2015.	4	10000.00	Manisha Sharma (Gold), Pijush Biswas(Silver), Kulendu Bora(Silver), Alpana Rai(Silver)



5.1.3 What percentage of students receives financial assistance from state government, central government and other national agencies?

Since the College is located in a tribal belt under SC reserved assembly constituency, and nearly 70% students are from reserved category of SC, ST, OBC and MOBC and a few are belonging to the minority community; so, most of the students receive scholarships from State Govt, UGC and Minority Boards. A total of **13** students received newly introduced “ISHAN UDAY” scholarships. Merit scholarships are also received by some students.

Session		No of Students Benefitted	State Government (Fresh)	Govt of India	Other National Agencies (UGC-ISHAN UDOY)
2011-12	SC	69	3,10,700.00	-	-
	ST	115	4,42,060.00	-	-
	OBC	56	1,18,720.00	-	-
	Minority	26	85,000.00	-	-
2012-13	SC	64	3,09,570.00	-	-
	ST	--	--	-	-
	OBC	95	1,30,640.00	-	-
	Minority	2	14,600.00	-	-
2013-14	SC	139	7,86,930.00	-	-
	ST	191	10,73,850.00	-	-
	OBC	103	2,26,480.00	-	-
	Minority	14	97,300.00	-	-
	Others	2	8,000.00	-	-
2014-15	SC	109	4,21,400.00	-	-
	ST	-	-	-	-
	OBC	52	1,15,840.00	-	-
	Minority	--	-	-	-
	ISHAN UDAY	13		@5500.00	5,85,000.00
Total (Numbers)		1048			
Grand Total(Numbers)					
Overall Percentage of Students getting Scholarship :					



5.1.4 What are the specific support services/facilities available for

i. Students from SC/ST, OBC and economically weaker section

- Scholarship received from Govt.
- Special Training on Computer Software/Hardware by National Agency like NIELIT, Tool Room Training.
- Reservation during admission.
- Remedial coaching.
- Book Bank support at Library.

ii. Students with physical disabilities

- Reservation as per rule.
- Admission fee waiver.
- Separate accommodation and timing during examinations.

iii. Overseas students

- No such students.

iv. Students to participate in various competitions/National and International

- The College provided financial assistance for participations in National and International competitive events. During the period of assessment, a number of students could excel in various competitions in International, National, State, University and District levels.

The following table shows the beneficiaries with financial assistances:

Session	Name of the Student	Event Participated	Honour of Distinction	Financial Support
2011-12	Rajashree Bordoloi	Youth Festival, GU	Best Singer award	3000.00
	Alpana Rai	--do---	Runners up in Folk song	2000.00
2012-13	-	-	-	-
2013-14	Haridhan Biswas	IITG half Marathan	11 th Position	2000.00
2014-15	Manisha Sharma, Pijush Biswas, Kulendu Bora, Alpana Rai	20 th Asian & Int WFSKO Cup Karate Championship, Mumbai, 22,23 Feb, 2015	Gold=1 Silver=3	10000.00



- The College invites successful persons as role models for encouraging the students in adopting careers through national and state level competitive examinations. In recent times, the College felicitated as many as four youths who are ex-students of the College for their success in having recruitment in the Civil Service by appearing in the examinations organized by the Assam Public Service Commission (APSC). Following the Felicitation ceremony, each of them addressed the students of the College to share with the latter about how to prepare for the administrative careers. The College also organized another such session with Sri Narayan Konwar, another youth from the vicinity of the college, who could make it to the career of the Indian Administrative Service (IAS).

v. Medical assistance to students: health centre, health insurance etc.

- All the students are covered under accidental health insurance scheme. One case settled and disbursed Rs. 1 lakh last year.
- Health camps have been organized (mentioned earlier)
- Counsellings on Mental and Physical health are being organized in different times.
- AIDS awareness activities are organized by Red Ribbon Club

vi. Organizing coaching classes for competitive exams

- Emphasis is laid by the IQAC on coaching the students who wish to crack competitive examinations. Competitions in Extempore Speech, Oratory are regularly organized in the College towards expansion of the knowledge base of the students. A Quiz club is formed for holding regular Quiz sessions on various issues in the form of Quizzing sessions. Open quiz competitions are organized in the off- periods where anybody not having classes on that particular period can take part. These initiatives are expected to benefit the students immensely who aim to achieve their careers by cracking competitive exams.
- The NAPS College of Management, Technology and Media studies organized a Seminar-“Choosing your Career”- in collaboration with the Career Guidance Unit of Jagiroad College to guide the students on career.
- Confidence building measures are also taken into account and a workshop on “Self Learning for Competency Development” was organised in collaboration with INOU.
- The ICGC organizes various coaching camps through in-house or through agency involvement. Super Thirty, Olympiads, career guidance are regularly organized for HS science students.
- Personality development camps are organized during summer vacations.



- Coaching for competitive examinations are also arranged.
- Career counseling sessions are organized by inviting career counselors.

vii. Skill development (spoken English, computer literacy, etc.)

- Language Laboratory was set up to conduct Communicative English.
- Short term courses on Computer for students with different needs by Computer Center (mentioned earlier).
- ADCW course started under Career Oriented Programmes of UGC
- Started two months (80 hours) special Certificate course on “Basic Computing Skills” in collaboration with NIELIT, GoI.
- FT and PPT courses introduced under CC of UGC
- RM and Acting courses introduced under BVoc programme of UGC
- An innovative certificate course on “Self Defence for Girls students” has been introduced from July 2013, which is the first step forward by the College in Physical Education.
- **Skill development for self employment and entrepreneurship:** The College organizes skill development training programmes towards self-employment and entrepreneurship development. The IQAC has collaborated with the IIE through NBIRT for conducting entrepreneurship training programmes.

viii. Support for “slow learners”

- Remedial coaching
- Special Counselling sessions organized by the faculty members.

ix. Exposures of students to other institution of higher learning/ corporate/business house etc.

- Subject specific exposure tour by departments based on the curriculum.
- Govt. sponsored tour was provided in the year 2012.
- The College has launched a special scheme of exposure tour for the good performers.
- Science major subject students are given the opportunity to attend special camps at IITG, TU.
- The College has been running a purely career oriented and professional Post Graduate programme: MTM, recognized by the UGC since 2005. The Department of Tourism, which conducts the course, provides sufficient opportunities to its students for industry interaction. The students undertake real life projects as per requirement of tourism industry. The department draws practical supports and sponsorship from various industrial houses in Tourist Guide training, hotel industry exposure, travel management operations, Air ticketing etc.



****Publication of student magazines***

- Regularly publishing College Magazine, News letter.
- Publishing special edition Books on selected/identified areas.
- Publishing “Initiative”, a journal for young researchers by the Publication Cell
- Wall magazines are being published at the initiative of the departments like Assamese, English, Mathematics, Physics, Zoology, Geography and Economics to stimulate the creative faculties of the students. There is also a general wall magazine besides similar ventures taken up by the boarders of the Boys' and the Girls' hostels, who periodically publish their own wall magazines. The Red Ribbon Club also brings out a wall magazine which plays an effective role in spreading awareness on AIDS among the students.
- A few departments publish their own departmental journals and the faculties and the students together bear the expenses for them.

5.1.5 Describe the efforts made by the institution to facilitate entrepreneurial skills, among the students and the impact of the efforts.

- **Skill development initiatives in collaborative mode:** The College organizes a number of skill development training programmes towards self-employment and entrepreneurship development. It has collaborated with NBIRT for conducting entrepreneurship training programmes.
- During the session 2010-11, under the collaborative NBIRT-Jagiroad College Programmes, as many as 90 local youth were imparted trainings in three different skill developments cum self-employment programmes, viz. Mushroom Foundation, Cosmetology and Beautician and Computer Hardware and Networking.
- During the Session 2011-12, four Training programmes were organized, viz. Food Processing, D.T.P Works, Wiremanship and Cosmetology and Beautician.
- During the Session 2012-13, three Training programmes were organized, viz. DTP Works, Food Processing, Cosmetology and Beautician. The details regarding the impact are as follows :
 - (i) Skill Development Workshop on DTP Works: 18 have been employed (few of them became self-employed).
 - (ii) Skill Development Training programme in Food Processing: 15 have been employed (few of them have been self-employed).
 - (iii) Skill Development Workshop on Cosmetology and Beautician: 20 have been employed (both self employed and employed under employer).



***Vocational programmes:**

The computer department runs a PGDCA under the Gauhati University. It also conducts as many as seven numbers of institutional level short-term courses. They are: (i) 3-month Certificate in Computer Application(ii) 3 -month Certificate in DTP (iii)6-month Diploma in Computer Application (iv) 3-month Diploma in Web Design and Technology (v) 3 -month Diploma in Programming Language(vi) 3 -month Diploma in Database Management (vii) 12-month Advance Diploma in Computer Application.

*Based on a decision made by the MHRD to introduce some programmes under the NVEQF and NSQF in some selected institutions of higher learning, the UGC from the year 2014 launched two new schemes namely: BVoc and CC. The basic aim of these schemes is to create skilled manpower to meet the growing demands of such manpower in the country. The Jagiroad College also received approval for two major schemes from the UGC in this context. Under the scheme of CC, the College is going to offer two courses, viz. PPT and FT.

All the above vocational courses reflect the institution's efforts to facilitate entrepreneurial skills among the students.

5.1.6 Enumerate the policies and strategies of the institution which promote participation of students in extracurricular and co- curricular activities such as sports, games, Quiz competitions, debate and discussions, cultural activities etc.

The College adopts various effective means to promote participation of students in extracurricular and co- curricular activities. By encouraging students' participation in such activities, it aims at making education flexible beyond the rigid academic structures. In alignment with its mission statement, the College encourages and supports the students having extracurricular and co-curricular activities. In addition to that the College also adopts its policy to identify, encourage and guide the best performers. Few awards are already declared in its prospectus. Towards this the following cares are specially taken during the last four years to encourage their enthusiasm and spirit.

• **additional academic support, flexibility in examinations**

- ✓ Toppers are given free studentship.
- ✓ Cash prize is awarded for specific performances.
- ✓ Flexibility in internal examinations.
- ✓ Reservation policy for extra performance during examinations.
- ✓ Additional support like supply of study materials if they miss regular classes.



- special dietary requirements, sports uniform and materials
 - ✓ Sports kits, sports uniform, refreshment and special dietary supplements are provided.
- any other
 - ✓ To encourage the extracurricular activities, the College arranges special camps, workshops, and training programmes to identify and upkeep the talents. Some clubs are also formed.

Efforts made by the College have proved to be positive. Quite a number of girl students have received the required impetus and motivations to emerge successful in various competitions at state and national and even in international events.

5.1.7 Enumerating on the support and guidance provided to the students in preparing for the competitive exams, give details on the number of students appeared and qualified in various competitive exams such as UGC-CSIR-NET, UGC-NET, SLET, ATE / CAT / GRE / TOFEL / GMAT / Central /State services, Defense, Civil Services, etc.

- a) The College has organized coachings for competitive examinations during the periods. The career guidance cell is at the helm of such affairs.
- b) Very few of the PG students have attempted UGC-NET. The success rate is not encouraging at the moment. Coaching for NET in Tourism is in its future plan.
- c) During the last four years three of its past students qualified the Assam Civil Service(ACS). Several students particularly NCC cadets have qualified for defence service.

5.1.8 What type of counselling services are made available to the students (academic, personal, career, psycho-social etc.)

Committed to its aim of achieving an all- inclusive growth, the College takes all necessary initiatives for serving the needs of the students both within and beyond the pedagogic practices. One of the aims is to prepare learners who could be capable enough to manage their personal, academic, professional, social and economic affairs effectively. The College deals with the counseling aspects earnestly. The IQAC through its Cells counsel students regularly on matters related to mental health, adjustment problems, economic distress, learning problems etc.



The following are a few highlights upon the support and guidance provided by the College to the students in augmenting their career prospects:

- ✓ An Institutional Seminar cum Workshop on 'How to Crack National Competitive Exams' was organized on August, 5, 2010, which was conducted by Sri Narayan Konwar, the first IAS from the Tiwa community (an ethnic tribe of Assam), from the Morigaon district.
- ✓ The College in collaboration with the INOU organized a day-long workshop cum interactive session on "Self learning for Competency Development".
- ✓ NAPS College of Management, Technology and Media studies organized a Seminar-"Choosing your Career"- in collaboration with the Guidance and Counseling Unit of Jagiroad College to guide the students on career.
- ✓ The Women's Cell takes up gender sensitization programmes like orientation on women empowerment, observation of Girl Child Day. Besides this, it also renders counseling to the girl students on their gender-specific needs.
- ✓ The issue of gender sensitization is being handled by the Women's Wing of the College. The Office bearers and the Members of the Wing hold periodical discussions with Girls students and counseling are made.
- ✓ Psychological counsellings are provided by inviting consulting psychologists. Sangeeta Goswami and Dr. Abhijit- noted psychologists on behalf of 'MindIndia', a premier psychological counseling agency in this Session visited the college to address the students' issues. The counselors put special thrusts upon the mental health of the girl students.

5.1.9 Does the institution have a structured mechanism for career guidance and placement of its students? If 'yes', detail on the services provided to help students identify job opportunities and prepare themselves for interview and the percentage of students selected during campus interviews by different employers (list the employers and the programmes).

- a) The ICGC has conducted several seminars, coaching, interfaces, personality development workshops etc. during the periods as indicated earlier.
- b) The placement cell of the College is at its nascent state. Two companies came to the College and selected 16 students: 8 by the ICICI bank and another 8 by the SIBIN group, Sikkim.
- c) A number of youths could be either placed or made to become entrepreneur through NBIRT, as mentioned earlier.



5.1.10 Does the institution have a student grievance redressal cell? If yes, list (if any) the grievances reported and redressed during the last four years.

Yes, the College has a students' grievance cell. A few grievances reported and redressed during the last four years are:

Session	Grievance(s)	Redressal
2011-12	Improvement of campus and construction of drain around girls hostel	Redressed
	Fixing of ceiling in the auditorium	
2012-13	Large class(TDC General Programme)	Redressed
	Erratic power supply	
2013-14	Improvement in canteen services	Redressed
	Girls Toilet	
	Need for girls' common room	
	Spacious Office Room for Students' Union	
	Problems caused by high power 11 KV electric line through Campus	
	Water scarcity at hostels during winter	
2014-15	Improvement of students' urinal facility	Redressed
	Better drinking water facility	
	Renovation of Canteen	
	Commerce Class room	
2014-15	Library Accommodation, seating capacity enhancement	Redressing
	Water leakage at Dr. SS Block	
	Construction of internal roads	

5.1.11 What are the institutional provisions for resolving issues pertaining to sexual harassment?

- a) The College has been founded on the cultural ethos of the traditional but liberal society of Assam. Gender equality is a value which it has imbibed traditionally from the beginning. It is sensitive to issues of sexual harassment in work places and particularly in institutes of higher learning. The Womens' Wing is an active and vigilant body. The Grievance Redressal Cell has not so far received any complaint of sexual harassment from either of students or employees. Very recently a Committee is formed under the directive of the Govt. of Assam to keep watch on the sexual harassment against women.



- c) b) A Certificate course on “self defence for Girls students” has been launched from July,2013. This course in Martial Art is expected to empower the girl students of the College in terms of their building up of a sense of self-confidence and courage to face any eventuality of sexual harassment.

5.1.12 Is there an anti-ragging committee? How many instances (if any) have been reported during the last four years and what action has been taken on these?

- a) Yes, there is an Anti-ragging Committee. The Committee takes functional initiatives to prevent the possibility of occurrence of any incident that may hinder the environment of discipline and order in the campus. With proactive support from the faculties, students and parents the College had been able to eradicate the scourge of ragging completely.
- b) Not even a single case of ragging has been reported during the period of assessment.

5.1.13 Enumerate the welfare schemes made available to students by the institution.

- a) All students are covered by a health insurance scheme.
- b) Provisions for scholarships for socio-economically disadvantaged learners are available.
- c) Meritorious but economically distressed students are offered assistances through Students’ Aid Cell.
- d) Faculty members liberally support distressed students and alumni. The JCTU offered assistance to the tune of rupees sixty thousands (Rs. 60,000/-) to two seriously ill former students.

5.1.14 Does the institution have a registered Alumni Association? If ‘yes’, what are its activities and major contributions for institutional, academic and infrastructure development?

- a) Yes, the College has an Alumni Association. A section of the alumni generously contribute financial assistance to the poor needy students during the admission session. The Association is yet to register.
- b) Quite a number of teachers and non-teachers of the College are former students of the college. They act as a bridge between the College and the other alumni. A few of them are working on ad-hoc basis, yet they deliver their assigned services diligently. As members of the Alumni Association they thus contribute to the growth and development of the institution.
- c) In the past, the alumni have collaborated actively in all significant events of the College like the celebrations of the Silver Jubilee Celebrations



(2005), Science Stream Silver Jubilee(2014) etc. where souvenirs were specially brought out by them. Several of them voluntarily associated themselves in organizing cultural rallies, exhibitions etc.

- d) The Alumni Association has undertaken steps to clean and beautify the approach road to the College and gardens inside the campus. Besides, they have begun a mission of collecting books, journals etc. for developing two small libraries for the boarders of the two hostels. Alumni committee actively participated in various social service programmes and College functions. They have decided to raise a welfare fund for the poor and needy through contributions from their own.
- e) The alumni have also collaborated in organizing blood donation camps, flood relief, observance of the National Youth Day, health awareness meetings, blood donation camp and a collection drive for a bank of unused clothes for helping the distressed people during winter etc.

5.2 Student Progression

5.1.2 Providing the percentage of students progressing to higher education or employment (for the last four batches) highlight the trends observed.

Category/Range	Session	Percentage
UG to PG	2011-12	15%
	2012-13	23%
	2013-14	55%
	2014-15	62%

- Increasing trend due to the PG courses under distance mode at the College.

Category/Range	Session	Percentage
PG to MPhil and PhD (Only for MTM)	2011-12	0
	2012-13	0
	2013-14	0
	2014-15	1

Category/Range	Session	Numbers Campus / Off campus		Percentage
Employed	2011-12		5	33
	2012-13		8	38
	2013-14	8		89
	2014-15		6	33



5.2.2 Provide details of the programme wise pass percentage and completion rate for the last four years (cohort wise/batch wise as stipulated by the university)? Furnish programme-wise details in comparison with that of the previous performance of the same institution and that of the Colleges of the affiliating university within the city/district.

(xi)Cohort/Batch wise result analysis :

Programme	Pass P.C. of last four batches							
	2011-12		2012-13		2013-14		2014-15	
	Appeared	Pass %	Appeared	Pass %	Appeared	Pass %	Appeared	Pass %
BA	205	66	310	58	204	92	278	70
B.Sc	25	72	28	72	25	88	33	94
B.Com	-	-	-	-	-	-	-	-
MTM	15	100	21	86	9	89	18	92
PGDCA	3	100	14	85	20	85		

b) Comparative table of examination results among Jagiroad College, Morigaon College, Ghana Kanta Baruah College, Mayong Anchalik College :

Programme Title	College	Pass P.C.			
		2011-12	2012-13	2013-14	2014-15
BA	Morigaon	69.23	59.33	79.77	87.5
	GKB	71.25	64.38	87.85	92.20
	Jagiroad	66	58	92	70
	Mayong	50	89.3	87.5	99.1
	Morigaon	85.75	61.76	88.88	29.6
B.Sc.	GKB	---	---	---	---
	Jagiroad	72	72	88	94
	Mayong	---	---	---	---
	Morigaon	---	---	---	---



5.2.3 How does the institution facilitate student progression to higher level of education and/or towards employment?

- a) At the departments' level, the faculty members make special efforts to motivate the learners enrolled in Major programmes to perform well so that they could get admission in PG programmes after they pass out. Faculty members counsel upon them regularly on alternative career options like civil services, banking services, law, teaching, entrepreneurship, management, design, fine arts, tourism, journalism etc. – that may be suitable to their aptitudes and levels of competence.
- b) The college has been running two PG programmes: Master of Tourism Management (MTM) and Post Graduate Diploma in Computer Application (PGDCA). The three distance education study centres also provide avenues to the learners for acquiring qualifications for different employment opportunities.
- c) The launching of Community College and BVoc programmes too have attracted learners looking for employment.
- d) PG students of Tourism Department are provided industry exposure with real life work environment.
- e) Short-term Computer courses, entrepreneurship trainings, coaching for competitive examinations have also helped the learners.

5.2.4 Enumerate the special support provided to students who are at risk of failure and drop out?

- a) Remedial coaching for SC, ST students were held.
- b) Academic counselling is provided by faculty members.
- c) Special financial assistances to the needy by faculty members.
- d) Books, study materials are provided

5.3 Student Participation and Activities

5.3.1 List the range of sports, games, cultural and other extracurricular activities available to students. Provide details of participation and program calendar.



Area /Field	Spectrum of Activities	Highlights
Outdoor Games and Sports	Football, Cricket, Volleyball, Kabaddi, Athletics (Track and Field)	Football team has won the local football league/ Athletes have shined, Volleyball team won local level competitions.
Indoor Games and Sports	Arm Wrestling, Carrom, Badminton, Chess	
Cultural	Modern Solo Songs, Ghazals, Chorus, Traditional Songs, Ethnic Dress Competition, Drama Competition etc.	In Modern Assamese Songs, Group Songs, Very good performance in University Youth Festival For years
Literary and Debate	Debate, Quiz, Recitation, News Reading, Extempore Speech, Drawing and Painting	
NCC	75 Member Cadet Contingent (50 Male+25 Female)	Several Cadets are outstanding including girls/ Participated in Republic Day Camps/ Scholarships/ National Integration Camp/Other camps/ Organise Adventure Sports like trekking, hill climbing/Best Marching Contingent at Independence Day programme for three successive years in the District/A section of past cadets got employed in Defence services
NSS	Volunteers	Actively engaged in various social service activities including Eye Camp, Blood Donation Camp, Oral Dental Health, Plantation, Disaster Preparation works
Rover and Ranger	Cadets	



5.3.2 Furnish the details of major student achievements in co- curricular, extracurricular and cultural activities at different levels: University / State / Zonal / National / International, etc. for the previous four years.

Year	Student/Team	Field /Area	Event	Level	Achievement
2011-12	Nabanita Talukdar	Athletics(T rack and Field, Sprint,100 meter race, Women)	Inter-District Senior Athletics	State	Silver Medal
	Manalisa Boro	Athletics(T rack and Field, Sprint,200 meter race, Women)	Inter-District Senior Athletics	State	Bronze Medal
	Nibedita Bordoloi	Athletics(T rack and Field, Shot-put, Women)	Inter-District Junior Athletics	State	Bronze Medal
	Jyoti Prasad Bordoloi	Canoeing	XXII National Canoe Sprint Championship, Bangalore December,2011	Natio nal	Represent ed State Team
	Rajashree Bordoloi	Music	Inter-College Youth Festival (GU)	Inter- Colle ge	Best Singer (Gold Medal)
	Jagiroad College Team	Discipline	Inter-College Youth Festival(GU)	Inter- Colle ge	Best Team (Gold)
	Jagiroad College Team	Music (Group Song)	Inter-College Youth Festival(GU)	Inter- Colle ge	Third Prize(Bron ze)



2012-13	1.Nibedita Bordoloi 2.Mrinali Patar	Kabaddi (Women)	Inter-District WomenSports Festival organized by the Department of Sports, Assam Government, Sarusajai, Guwahati	State	District TeamPlayer
	1.Nibedita Bordoloi 2.Mrinali Patar	Kabaddi (Women)	Inter-District WomenSports Tournament, Dhemaji, Assam	State	District TeamPlayer
	Rajashree Bordoloi	Assamese Modern Song	All India Radio (AIR), Guwahati.	State	Vocal Artist (BGrade-General Category)
2013-14	Haridhan Biswas	Marathan	IITG half Marathan	Natio nal	11 th
2014-15	Bijit Kr. Das and his group	Skit	Youth Festival	Inter Colle ge	2 nd
	Biddasing Hanse	Folk Song			3rd
	Manisha Sharma, Pijush Biswas, Kulendu Bora, Alpana Rai	Martial Art	20 th Asian & Int WFSKO Cup Karate Championship, Mumbai, 22,23 Feb, 2015	Interna tional	Gold=1 Silver=3

5.3.3 How does the College seek and use data and feedback from its graduates and employers, to improve the performance and quality of the institutional provisions?

- The College draws from both the outgoing students and the alumni feedbacks that could be contributory to the improvement of the performance and quality of the institutional provisions.



- The feedback forms are given to the outgoing students and the same are returned after necessary fillings by them in sealed envelopes. The forms are distributed and collected among the Major students at the initiative of the HoDs. The HoDs submit the filled in forms in sealed envelopes to the Principal and the Principal entrusts the responsibility of analyzing the data upon a few senior faculties. The data is used towards improvement of quality in consultation with the Academic Committee and through the departmental Heads. The Principal on the basis of the analysis report also puts across relevant information concerning individual faculty (if there is any) insisting and advising her / him on necessary improvisation.

5.3.4 How does the College involve and encourage students to publish materials like catalogues, wall magazines, College magazine, and other material? List the publications/ materials brought out by the students during the previous four academic sessions.

The College provides all possible helps and supports to the students in publishing wall magazines and the College magazine. The College Students' Union is provided with the necessary funds for all this. Besides, different departments and the boarders of the hostels also take up such initiatives under the guidance and supervision of certain faculties chosen by them. -- All these publications make contributions to harness the creative urges of the students and develop their proficiency and skills in literary writing.

Detail of students publications are appended in tabular format below:

Seri al	Publication Title/ Orientation/ Mode	Editorial Works/Design /Layout Undertaken By	Publication Responsibility	Frequency of Publication	Funding Sources
01	<i>Jagiroad Mahavidyala ya Alochani</i> (Students' Magazine, All Students can contribute write-ups, a few faculty members too	Student Editor(JCSU) Editorial Board One Faculty Coordinator	JCSU	Annual (Four issues During last Four Years)	Earlier internal, recently state governm ent



	write)				
02	<i>Karani</i> (ISSN 2277-9345) Assamese department journal, has a research orientation for Major students	Teacher Editor Editorial Board comprises students	Assamese Department	Annual (Regularly Published)	Departmental Contribution by Teachers and Students
03	<i>Initiative</i> (ISSN 2349-2953), Research Oriented field study based projects made by students are published	Teacher Editor	Publication Cell	Annual	College (Internal)
04	Wall Magazine (General) for all students	Student Editor	JCSU	Thrice a Year	College
05	Wall Magazines by Departments	Student Editor	Concerned Department	Annual/Semester	Department
06	Hostel Wall magazines	Student Editor	Hostel	Annual/Semester	Hostel

5.3.5 Does the College have a Student Council or any similar body? Give details on its selection, constitution, activities and funding.

- a) Yes, the students of the college have a Students' body, named as: Jagiroad College Students' Union (JCSU). It is governed by its own constitution.



The college regularly conducts democratic, free and fair elections to elect the office bearers of the JCSU. Ahead of the election to the Committee of the JCSU, there is provision of an open debate among the contestants for the office bearers. The JCSU is constituted with a President (Principal of the College), a Vice President (General Secretary of the previous year), a General Secretary, an Assistant General Secretary, a Major Games Secretary, a Cultural Secretary, a Minor Games Secretary, a Literary and Debating Secretary, a Social Service Secretary, an Editor for the Annual Magazine, a Girls' Common Room Secretary, a Boys' Common Room Secretary, and the Class Representatives. The JCSU election till date has never witnessed any incident of unruliness, violence etc. of any manner.

- b) The JCSU take active participation in various days of importance. They also take participation in various inter-College competitions including those held during the Inter College Youth Festival organized by GU. They get ample scope to develop their organizing and leadership skills through such events. The Principal and faculty-in-charges act as the guiding spirits in execution of all its programmes and events.
- c) The JCSU has been in the forefronts of making the College campus totally ragging-free. It also actively collaborates through all its members in various other activities such as: anti-tobacco campaign, blood donation, health awareness, campus beautification and maintenance, friendly volleyball matches with teachers. Thanks to the unstinted supports and cooperation rendered by the body, the College has so far been successful to preserve its heritage of human values including its ragging-free and sexual harassment-free environment.
- d) The funding of the JCSU expenditure is made through the annual fee collected from students on various heads like magazine, students' welfare etc. The Govt. of Assam also offers a special financial grant towards publication of the students' magazine and educational excursion tours of the students.

5.3.6 Give details of various academic and administrative bodies that have student representatives on them.

The following academic and administrative bodies have students' representatives in them:

- i) IQAC
- ii) Grievance Redressal Cell
- iii) Disciplinary and Anti Ragging Committee



- iv) Departmental Societies
- v) Students' Union Election Committee
- vi) The class representatives are inducted into different committees as and when needed.

5.3.7 How does the institution network and collaborate with the Alumni and former faculty of the Institution.

- a) In the wake of the ICT orientation of the College it has become convenient to network and collaborate with the Alumni, a section of who are established and engaged in different parts of the country and abroad. There are several web based platforms like facebook, whatsapp etc. that are used to network among themselves and their teachers.
- b) The alumni have collaborated actively in all significant events of the College like celebrations of the College Silver Jubilee (2005), Science Stream Silver Jubilee(2014) etc. where souvenirs were specially brought out by them. Several of them voluntarily associated themselves in organizing cultural rallies, exhibitions etc. On such occasions, they enthusiastically come together for both reminiscences of their association with the College and to explore ways through which they could contribute to their alma mater.
- c) As stated earlier, a number of them are engaged as part-time faculty members. They have helped the College enormously in its dealing with the problem of faculty shortage. A section of them have involved themselves voluntarily to supplement to the departmental teaching-learning processes.
- d) The Alumni Association has undertaken steps to clean and beautify the approach road to the college and gardens inside the campus. Besides they have begun a mission to collect books, journals etc. to facilitate the boarders of the two college hostels by developing two small libraries for them. They have also collaborated in organizing blood donation camps, flood relief, observance of National Youth Day, health awareness meetings etc.
- e) The college maintains a good rapport with its former teachers. Two of them voluntarily remained engaged to their teaching service after superannuation looking at the departmental need. Their opinions are sought when needed. They are also regularly invited to attend events like the Freshers' Social, the College Week etc. A few former faculty members who have since joined universities too are invited to act as resource persons in workshops, seminars, silver jubilee celebrations etc. and they have warmly responded to such invitations.



Criterion VI: Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1 State the vision and mission of the Institution and enumerate on how the mission statement defines the institution's distinctive characteristics in terms of addressing the needs of the society, the students it seeks to serve, institution's traditions and value orientations, vision for the future, etc.?

➤ **Vision:**

- To strive to achieve academic excellence.
- A value-based and learner-centric approach in all its plans and programmes.
- To evolve its own quality assurance and sustenance mechanism.
- To draw its resources from both the indigenous knowledge base and the ICT based global knowledge expansion process.
- To contribute towards sustainable development, peace and conflict resolution and vertical mobility of the learners.
- To contribute to the national development and regional harmony.

➤ **Mission:**

- Exploring and extracting the gems from the vast ocean of knowledge and probing the new and the unknown.
- To work with liberal, humanitarian, scientific and truly democratic values.
- To enable the learners to handle the stresses of life.
- Accumulation of the dividends of ICT.
- To carve out a road map for the learners for both employment and self employment.
- To facilitate the learners to tap the benefits of their own socio-cultural heritage.

We keep the following always in mind while going to translate the vision into reality.

- The College is situated in a semi-urban area, well surrounded by a number of ruralities (many of these places are flood affected and geographically isolated due to communication bottleneck).
- A large chunk of the students enrolled into the College therefore belong to the socio-economically disadvantaged and marginalized communities.
- The College is situated in the tribal belt and also in a SC reserved Assembly Constituency (Jagiroad LAC).



- Above seventy percent of its learners belong to the reserved category, viz. SC, ST, Tea Tribes and OBC.
- More than 50% of the learners are female students.
- A section of them is also first generation learners.

True to its blueprint of a fast track development, the College has been working towards:

- (i) imparting quality education to the rural masses.
- (ii) facilitating values in the mind of the students.
- (iii) an all-inclusive growth of the institution.
- (iv) a strong healthy synergy between all the stakeholders and the Institution.
- (v) fulfillment of all necessary infrastructural needs.
- (vi) the best possible supports to the students' welfare.
- (vii) ensuring that the students assessment mechanism is reliable.
- (viii) adopting definite mechanisms for continuous internal assessment and regular holding of the term-end examinations.
- (ix) maintenance of discipline among the students through a process of intense supervision.
- (x) appreciation for the good works done by the different segments of the stakeholders.
- (xi) introducing academic programmes on emerging areas including self-financed courses.
- (xii) Organizing more enrichment programmes for the students and the teachers apart from the seminars, workshops, faculty development programmes, entrepreneurial trainings.
- (xiii) providing all supports towards the growth of a research culture among the teachers and the students.
- (xiv) providing better NCC, NSS and library services.
- (xv) intensifying community relationship through suitable extension activities.

❖ **Future Plans:**

- To make the College as a multi-special center of excellence.
- To introduce more skill based programme to incorporate dropouts.
- To make PG education for all those who desires and deserves.
- To make the traditional library to a modern digital Library accessible to its learners and stakeholders.
- To introduce modern educational technological gadgets.
- To make Sports as an indispensable and integrated component.

6.1.2 What is the role of top management, Principal and Faculty in design and implementation of its quality policy and plans?

- The GB is at the top of the management where the Principal acts as its Secretary. The GB regularly monitors the progression of the institutional activities. Developmental works are undertaken by the Principal through different committees formed for the specific purposes. The GB approves the activities undertaken by the Principal for overall development of the college.
- Departmental inputs on various aspects of the curriculum are drawn by the IQAC. These departmental inputs are then discussed in the academic committee meetings.
- The Academic Committee steers the responsibility of drawing plans and programmes towards effective implementation of the curriculum in all its aspects.
- The Principal and the Vice-Principal as the Heads of the Institution conduct the meetings who invite suggestions and practical inputs along with innovative ideas regarding curriculum transaction, students support, campus improvement and other developmental activities from the members. All the inputs are come under a threadbare discussion and resolutions are made for effective implementation of the policies.
- The GB makes all the staff of the College accountable to their academic and corporate responsibilities.

6.1.3 What is the involvement of the leadership in ensuring:

• the policy statements and action plans for fulfillment of the stated mission

- The College Principal acts proactively in ensuring fulfillment of the mission statements. As the authorized representative of the GB, the Principal formulates the strategic plans for holistic development of the institution. He convenes meetings with the other stakeholders such as teachers, students, and non-teaching staff for soliciting their suggestions and views on the strategies adopted by him. Being the chairman of the IQAC, the Principal places the plans and strategies at the IQAC meetings.

• formulation of action plans for all operations and incorporation of the same into the institutional strategic plan

- Formulated strategies are placed at the GB for necessary approval. On getting the approval they are incorporated into the institutional strategic



plan. For example, introduction of community College under the existing College was initially communicated to the stakeholders by the Principal and then it became a reality after getting nod from the GB. Similar was the situation while the concept formulated in introduction of the courses under BVoc and CoP programmes of UGC.

•***Interaction with stakeholders***

- The Principal of the College adopts the participatory management approach for smooth management of the activities of the institution primarily through Academic Committee and the Planning Committee. Students' affairs are discussed at the meetings with the JCSU office bearers. Academic matters are mostly discussed with IQAC and Academic Committee. Discussions with Construction committee are held for construction matters. Science, Commerce, PG, BVoc and CC staffs are also consulted separately.

•***Proper support for policy and planning through need analysis, research inputs and consultations with the stakeholders***

- The Principal constitutes various committees in consultation with IQAC and Academic Committee and also with senior experienced faculties. Committees are headed by different experts based on their expertise in the respective area. Principal holds discussions with these committees on the subjects relevant to the respective committees (such as different cells of the IQAC, the Academic Committee, the Examination Committee, the Admission Committee, the Library Advisory Committee, etc) and other relevant aspects, analyze the actions to be undertaken. Based on these discussions, he draws conclusion on the recommendations. Thus the Principal ensures the internalization of quality culture in the policy making processes.

•***Reinforcing the culture of excellence***

- The College adopts a culture of appreciation of good works done by the students and staff.
- As a measure to introduce culture of excellence, the College introduces various awards and incentives, which are clearly mentioned in the College Prospectus (as special incentives from the Authority). Few of them are also meant for office staff and the grade IV staff. Best Library user award, highest class attendance award etc. are introduced for students to encourage them to devote more to their academic pursuits (These awards



have been instituted in memory of the departed souls of some of our staff members as a means of reminiscing their goodworks to the institution).

- Another quality measure is the introduction of collection of teachers' feedbacks from the Students.

- ***Bringing necessary organizational change***

- Any organizational changes are supported by the GB of the college. The Principal plans the changes to be made, keeping future perspective in mind, places these in the GB for further discussion and necessary approval.

6.1.4 What are the procedures adopted by the institution to monitor and evaluate policies and plans of the institution for effective implementation and improvement from time to time?

- The GB, as the apex of the institution, monitors and evaluates policies and plans of the institution and takes necessary decisions through discussions for effective implementation and improvement.
- The GB delegates all the executive power upon the Principal for providing necessary leadership in the all round development of the college.
- The heads of different committees intimate their views to the Principal through IQAC. The Principal and the Coordinator of IQAC then discuss them for effective implementation through these committees.
- In case of monitoring the implementation of academic plans and programmes, the Principal periodically convenes Academic Committee meetings and tries to infuse momentum to the curriculum implementation.
- At the end of each academic session, the departments at their individual levels analyze their results. Thus they try to internalize upon their strength and weaknesses and take up specific necessary means for improvisation of the performances of the students.
- The authority lays equal emphasis on implementation of the policies relating to various other aspects too. The Principal entrusts various responsibilities regarding the services to the students upon different committees and monitors the developments personally and by holding review meetings.
- The Principal also discusses with the general staff by convening joint staff meeting to decide upon implementation of major projects and place the decisions in the GB meetings held from time to time to review and carry out implementation of such projects.
- The GB in certain cases may also set up monitoring committees in respect to implementation of some projects or proposals.



- The IQAC, which is the nodal agency for coordinating with the authority and the stakeholders regarding all the quality-related activities of the College also evaluates and monitors the progresses made in implementation of the policies relating to different aspects of the college.
- The authority also tries to ensure effective implementation of the various policies and plans by way of drawing on the feedbacks from the stakeholders.

6.1.5 Give details of the academic leadership provided to the faculty by the top management?

- As mentioned earlier, the GB delegate executive power to the Principal, by virtue of which the Principal constitutes different committees with experts of respective area as the committee head.
- Every department has one HoD. He acts as the local head of the small administrative unit, where they are authorized to decide on academic and students centric affairs.
- The Academic Committee and the Coordinator of the IQAC, plays pivotal role in the implementation of the academic plans and programmes.
- The Principal offers full freedom to the faculty members of every department to plan and implement departmental curriculum (coordinated by the concerned HoD).

6.1.6 How does the College groom leadership at various levels?

- Grooming leadership at various levels including administration, faculty, non-teaching staff and students is integral to the mechanism of participatory management towards all round development. This is implemented as follows:

Grooming leadership at administrative level:

- The G.B delegates all the executive power upon the Principal.
- The Vice Principal is given the responsibilities of looking after the conduct of the classes, various examinations, students' counselling and attending to their grievances.
- Nodal Officers are appointed from senior and experienced faculties to manage some special responsibilities. 7 faculties have been given the additional charges of Nodal Officers: i) One in AISHE and RUSA activities, ii) two in Community College Courses, iii) two in B. Voc. Courses, iv) One in Sports activities.



- 3 faculties are appointed as Coordinators for Distance Education programmes.
- NCC and NSS in-charges are appointed from among the faculties.
- Hostel Wardens are appointed from among the faculties.
- The IQAC Coordinator is also selected from among the teaching staff who is entrusted the responsibilities to ensure enhancement of quality parameters and internalization of quality culture among its stakeholders.
- The Librarian holds the full responsibility of all the aspects of the Library.
- The Head Assistant of the establishment department is provided the responsibilities of carrying out all the official works.

Grooming leadership at the level of the faculties:

- The HoDs steer the responsibilities of leading their respective departments.
- Faculties are given additional responsibilities as Conveners / Coordinators / In-charges of different committees on the basis of their experiences.
- The College also has a number of Societies, Cells, Clubs and Forums. These forums and societies are led by the faculties of the college.
- Faculties, depending on their interest and aptitudes are also entrusted upon the responsibility of guiding the office bearers of JCSU as their In-Charges.
- There is a Women's Wing in the College, which is constituted among the women faculties of the institution.
- The management as per rules appoints two faculty members as members of the College GB.

Grooming leadership at the level of non-teaching staff:

- The Head Assistant of office staff is looking after the overall functioning of the office works in the establishment department.
- The Librarian holds the full responsibility of all the aspects of the Library. He leads the team of personnel engaged at the library and remains as the custodian of the books and other resources.
- The management as per rules appoints one of the Non-teaching staff as a member of the GB.

Grooming leadership at the level of the students:

- The JCSU is an important component of the College having different portfolios in its role.
- They are encouraged and facilitated with in exhibiting aptitudes, merits and talents in their respective roles.



- The NCC, NSS and RR units are headed by one leader each. In-Charges are there to guide them.
- Personality development camps, Girls self defence courses conducted by the college also make substantial contributions in the growth of the basic instincts for leadership among the participants.

6.1.7 How does the College delegate authority and provide operational autonomy to the departments / units of the institution and work towards decentralized governance system?

- The College believes in participatory and decentralized governance system and therefore provides fair amounts of autonomy to the departments and other units of the institution.
- As mentioned, the HoDs have their freedom to hold all the responsibilities in planning and allocation of departmental activities, viz. curriculum implementation, departmental examinations including major subject selection test, internal/ sessional examinations, purchasing of subject specific books for the Library, selection of equipments for Laboratory, etc.
- The College also provides the opportunity to the faculties engaged in various administrative and academic processes including the processes of Admissions, Examinations, Students' Elections, Maintenance of Discipline, Students' Counseling, Extension Education Programmes, Seminars and Workshops etc.
- The Librarian is given the full responsibility of the College Library. He is also provided with operational autonomy supported by the Library Advisory Committee.

6.1.8 Does the College promote a culture of participative management? If 'yes', indicate the levels of participative management.

- Yes, as mentioned earlier, the College believes and promotes the culture of participative management and it is a notable feature of the institution.
- The College authority tries to promote various measures effectively towards a sound institutional functioning through a process of internalization of quality culture.
- Towards putting a benchmark, it keeps activated all the departments, cells, units, societies and forums that exist within the institutional framework.
- The priority always is to facilitate and support an ideal learner-centric conducive environment and faculty maturation.
- Towards fulfillment of the above, the Principal meets regularly with the

teaching and the non-teaching staff soliciting their suggestions. He also draws on feedbacks from the students through meetings with the JCSU.

- The IQAC also facilitates him in getting the feedbacks from the students, parents, staff and the alumni.
- In case of implementation of any new initiatives, he takes the help of the concerned bodies within the institutional set up.
- The students under the leadership of the portfolios of JCSU participate in the extension activities.

6.2 Strategy Development and Deployment

6.2.1 Does the Institution have a formally stated quality policy? How is it developed, driven, deployed and reviewed?

The College has its own mission and vision statements, and these statements set the guidelines to the overall quality policy of the institution.

- ***The quality policy is driven by :***
 - ▲ making a consistent and continuous bid to contribute to the national mission for enhancement of the quality in higher education,
 - ▲ working towards attaining an all-inclusive growth of the institution,
 - ▲ bringing about a strong healthy synergy between all the stakeholders,
 - ▲ putting efforts to fulfill infrastructural needs on priority basis,
 - ▲ providing the best possible students' supports,
 - ▲ activating to ensure that the student assessment mechanism is reliable,
 - ▲ adopting the policy of CIA of its learners through internal processes,
 - ▲ intensifying supervision ensuring discipline among the students,
 - ▲ adopting a culture of appreciation of good works of the stakeholders,
 - ▲ taking initiatives for introduction of new academic programmes,
 - ▲ organizing seminars, workshops, FDPs, entrepreneurial trainings,
 - ▲ developing community relationship through extension activities etc.
- As regards to development, deployment and review of the quality policy:
 - To deploy the quality policy it takes the help of Prospectus, Website and various meetings with the stakeholders.
 - The Governing Body oversees and guides the management in the development, deployment and review of the quality policy.
 - The Academic Committee takes pro-active role in the curriculum planning and implementation.
 - The IQAC coordinates all quality-related activities.
 - Other bodies, societies and sub committees too are instrumental in development and deployment of the quality policy.



6.2.2 Does the Institute have a perspective plan for development? If so, give the aspects considered for inclusion in the plan.

Yes, the College has a perspective plan for overall development of the institution and proper utilization of its resources including human resources. The following aspects are considered in the formulation of the perspective plan:

Academic aspects: The College

- plans to introduce job oriented and skill oriented courses in the emerging areas proactively. Through this it tries to make higher education more relevant to the learners keeping the changing paradigms in education.
- plans to develop linkage with industries for the better learning environment of its learners and also for employment opportunities.
- concentrates on the use of ICTs for effective academic transaction.
- tries to accumulate the dividends of ICT in other spheres of functioning, like development of the facilities in the library, office automation.
- The College plans to introduce PG courses in some subjects.

Infrastructural aspects: At the infrastructural front, it tries to-

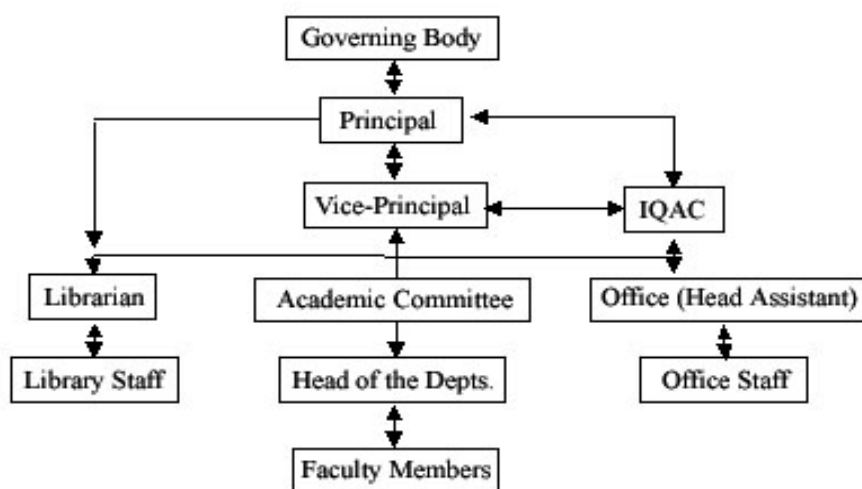
- create better classroom facilities with ICT based learning environment.
- accommodate faculties in comfortable and convenient environment.
- provide suitable environment at Hostels with their basic necessities.
- develop own sports infrastructure facilities for indoor/outdoor activities.
- provide a better multi-gym facilities apart from existing one.
- construct a spacious reading hall in the library.
- digitalization of the library books.
- complete the construction of the ethnic museum building.
- put emphasis upon the maximum utilization of the existing facilities.

Administrative aspects:

- Emphasis upon developing a fully synergistic relationship with all its stake holders for the overall development of the institution.
- Faculty members will be encouraged further to participate in FDP. They will also be given more freedom and opportunities to participate in the corporate activities as per their areas of interests and aptitudes.
- Emphasis upon rendering trainings and orientations to the non-teaching staff to enhance their performances.

6.2.3 Describe the internal organizational structure and decision making processes.

The College has a strong foundation of internal organizational structure and for all its functioning, it depends on certain decision making processes. The organizational hierarchy of the College is as follows:



6.2.4 Give a broad description of the quality improvement strategies of the institution for each of the following: *Teaching & Learning, Research & Development, Community engagement, Human resource management, Industry interaction*

The College management gives maximum emphasize on quality improvement, whether it is relating to the learners, the teachers or the office staff. For this the authority provides opportunities to its teaching and non-teaching staff to attend training and workshops related to their works. It facilitates in house activities towards improvement of teaching learning process.

Quality improvement strategies of Teaching & Learning

- Academic calendar is prepared before the commencement of the session.
- The Academic Committee steers the responsibilities of implementing academic calendar effectively.
- At the beginning of each session, departmental meetings discuss the curriculum; the components to be taught are judiciously divided among the faculty members and opinions are exchanged about the best possible



- means to be adopted for an effective transaction in the classroom.
- Students' performances in the term - end examinations are analyzed.
 - For taking stocks of the students' feedback on curriculum transaction, the Principal convenes general meeting of the teaching staff.
 - The IQAC plays a pivotal role in the enhancement of teaching learning processes. All activities are critically monitored by IQAC irrespective of Faculty, Staff, Students and other stake holders.
 - The IQAC actively associates with the authority both in planning and implementing internal quality advancement programmes. It shares opinions, suggestions and information in human resource management and in exploring potential and productive means about how to motivate the teachers for taking up fresh students centric methods in the transaction of teaching –learning.
 - Mentorship (where individual teachers take care of a group of students) for effective teaching-learning transaction was introduced for Science students in the last Sessions.
 - The Science faculty arranges for special classes for improvement of results. Tutorial and remedial classes are held for slow learners; For advanced students tutorial classes are arranged.
 - Continuous evaluation in the form of sessional tests, student mentoring, group discussion, seminar presentation etc. are held regularly.
 - Faculties adopt fun-way methods like quiz and debates which helps to make the class students-centric.
 - The Principal is always in direct contact with the students, parents and the faculties to monitor and evaluate quality of teaching without prejudice.

Quality improvement strategies of Research and Development

The College always encourages and engages its faculties in research related activities.

- Research Committees formed by the IQAC are instrumental in promoting research culture in the college. They also encourage students particularly the PG students of the Tourism department to undertake micro level research activities.
- The College helps in applying and receiving of research grants from reputed bodies and agencies like UGC, DST, ICSSR etc.
- The College provides all possible official supports to the scholars for convenience of their attending seminars, workshops, conferences etc.
- The College lays emphasis upon publication of books and research journals. The cell publishes a research journal for the budding researchers.
- The College also gives utmost thrusts upon the improvement of the library



facilities. The College library has already been registered under NLIST of INFLIBNET; as a result, users can get access to e-resources. This facilitates the need of the researchers in terms of review of literature and information about new and emerging research domain.

- A special study room for the teachers engaged in research works was provided in the library complex.

Quality improvement strategies for Community Development:

The College always tries for promotion of a culture of community linkage through extension activities and the staff and the students are encouraged with all the necessary supports in playing their roles in the society both by taking up programmes of different activities and reaching vital information to them.

- The Community Development Cell and Extension Education Cell are actively engaged in generating awareness about various issues among local communities.
- The Extension Education Cell and other societies are effectively encouraged and guided and facilitated by the authority so that they can remain continuously involved in community oriented activities.
- The College NCC and NSS units engage the volunteers in community orientation programmes. NCC cadets are always ready to render their services as and when various social functions are held in and around.
- A number of its staff are actively involved in organizing awareness meetings, health camps, camps on disaster mitigation, providing charity and relief to people in private and public disasters, organizing free coaching, conducting socio-economic and environment-related surveys besides remaining associated with community based organizations in various capacities.
- The JCSU also organizes programmes on the themes like 'plantation programme', 'clean and green your locality' etc. and thus develop a spirit of service to mankind.
- The College has developed a composite ethnic culture museum depicting the rich heritages of the cultural life of different tribes and communities living in and around the institution.
- The JCTU has made preliminary surveys for developing Sonaikuchi village, located in a rural area to as a measure of converting it into a model village.
- Various faculties of the College at their individual levels have been associating themselves actively in social, economic and cultural lives of the local people.



Quality improvement strategies for Human resource management:

The College authority gives top priority in proper utilization of human resources available in the institution.

- The GB emphasizes recruitment of highly qualified and competent staff in teaching and non-teaching positions strictly as per UGC and State Government norms.
- The Principal manages all the human resource towards effective functioning of the College by forming various committees for specific purposes for convenience of operational mechanism.

Quality improvement strategies for Industry interaction:

The Principal acts pro-actively in introducing industry oriented courses. As such, the College could establish a good linkage with various organizations/industries/institutions. During its foundation stage, the College has received good supports in terms of cash and kinds from many business organizations, Industries, Societies in its initial stages. Prominent among these are: SJDUSS, DFMA, NPM, AGCL, etc.

- The College has recently introduced five number of industry linked skilling courses under CC and BVoc Schemes of UGC.
- A number of MoUs have been signed between the College and different industry, educational establishment and business establishments for the benefit of its learners. Few such organizations are NPM, NIELIT, NIFTT, RGFTI, AAROHAN, XIMIT, VMM, BIn, Tourism Department, Govt. of Assam, JHR, Koyeli Tours and Travels, ECon, OCon, etc.
- The College is in advantageous position because of the existence of a corporate body in its vicinity (NPM). Encouraged by it, the College authority has introduced PPT course under the CC scheme of UGC where the NPM involves as its industry partner.
- In regards to the above, a BoS has been set up comprising of member-officials from the NPM, a few faculty members of the college, local representatives including women representative and from the parent University.
- As regards to the PPT course under Community College system, besides a few faculty members of the college, appropriate officials of the NPM are inducted specially for the purpose of teaching. Practical classes are generally conducted inside the industry complex, while the theory classes are conducted in the College.
- Most of the practical classes are conducted inside the industry complex, while the theory classes are conducted in the College.
- Over the years, the College has developed a strong rapport with the IIE,



which is a nodal central government agency in the development of entrepreneurship. Towards promotion of entrepreneurship, the ICGC of the College with supports from the IIE, through NBIRT, has organized a number of training programmes for the local youth.

- Taking cue of the growing relationship with the IIE, a few teachers were sent to the IIE for trainings. Besides, students of the Economics department also were sent for exposure tour to the IIE. Some officials from the IIE and NBIRT are invited for motivational talks, seminars and workshops organized by the College as Resource persons. All these endeavours have gone a long way in shaping career in entrepreneurship among the students and also the unemployed youth of the area.

6.2.5 How does the Head of the institution ensure that adequate information (from feedback and personal contacts etc.) is available for the top management and the stakeholders, to review the activities of the institution?

The Principal as the Head of the institution tries to maintain and ensure that adequate information are available for the top management and stakeholders in all its affairs.

- He holds periodic meetings with different bodies like the Academic Committee, the teachers' unit, the non-teaching staff unit, JCSU, alumni, guardians, etc. He also collects information in direct contact with students and guardians.
- Students feedback are also collected on ten different categories seeking information of different starting components including Principal, Teachers, office staff, facilities available etc. These feedbacks are then analyzed in IQAC meetings and some of them are also discussed in GB meetings.
- In the meetings of the G.B., the Principal conveys to the members various relevant information as necessitated relating to the agenda. He also conveys other relevant information in his replies to the queries made by the individual members during discussions made in the periodical meetings.
- Joint sitting also arranged in some cases where the G.B. members, Teaching Staff, non-Teaching Staff members present.
- The college disseminates information to its stakeholders through prospectus, the news bulletin, the college magazine, the college notice board, departmental display boards, the IQAC cells, the college website. The authority also conveys information physically through bearers or sometimes in the form of SMSs. On special circumstances, advertisements



- in the print and audio-visual media are given.
- The Principal also takes the opportunity in disseminating information in public meetings organized by the college on different occasions.

6.2.6 How does the management encourage and support involvement of the staff in improving the effectiveness and efficiency of the institutional processes?

As mentioned earlier, the college authority adopts the policy of participatory management to enable involvement of the entire staff in improving the effectiveness and efficiency of the institutional processes. Grooming leadership at various levels including administration, faculty, non-teaching staff and students is an integral element of this mechanism.

- The college authority as per the norms invites nominated members from teaching and non-teaching staff to the G.B.
- The Governing Body delegates all its executive power upon the Principal who provides the necessary leadership.
- The faculty of the college provides him with supports for an effective implementation of all the policies and programmes when required by the authority.
- The Principal also provides the faculty with the necessary scopes and opportunities to participate in the corporate activities of the college with commitment and zeal.
- The college provides all the supports and the facilities to the stakeholders while it invites them to steer specific responsibilities in different committees.
- The faculty of the college and the other internal stakeholders provide the Principal with the effective supports towards effective implementation of all the policies and programmes when required by him.
- The Principal provides the concerned sections the necessary scopes and opportunities to participate in the corporate activities of the college with commitment and zeal.
- The Vice-Principal is empowered by delegation of various responsibilities including the responsibilities of looking after the smooth conduct of the classes, conducting of the various examinations, students' counselling and attending to their grievances.
- At the level of the academic departments, the HoDs have to lead their respective departments in all aspects. The management provides them with all necessary supports in this regard.
- The college has an Internal Quality Assurance Cell (IQAC), which is



headed by a senior most faculty, selected or nominated from among the members of the staff democratically and in a transparent manner.

- The Coordinator of the IQAC with supports from all the cells takes up consistent and catalytic programmed action to improve the institutional functioning through a process of internalization of quality culture.
- The college encourages the teachers to join in various faculty development programmes. It has also organized orientation programmes on faculty development in collaboration of the parent university. The Management provides necessary leave and other supports to the faculties in their FDP programmes as per the provision of rules.
- The college has a number of societies and forums. These forums and societies are led by the faculties of the college.
- Faculties, depending on their interest and aptitudes in different fields are also entrusted the responsibility of guiding different subcommittees of the Jagiroad College Students' Union (JCSU) as their In-Charges.
- There is a women's Wing in the college constituted among the women faculties of the institution. The college provides all necessary supports and facilities to the Wing for smooth functioning of all their activities.
- The senior most personnel in the Non-teaching staff is given the responsibility of looking after the overall functioning of the office works in the establishment department.
- The Librarian holds the full responsibility of all the aspects of the Library. He leads the team of personnel engaged at the library and remains as the custodian of the books and other resources.
- The college adopts the culture of appreciation of good works done by all core segments of the stakeholders, takes initiatives for introduction of new academic programmes, organizes seminars, workshops and faculty development programmes, encourages the individual teachers develop their own methodologies about how to conduct each of their classes, gives special thrusts upon research projects and upon providing the best possible library services.

6.2.7 Enumerate the resolutions made by the Management Council in the last year and the status of implementation of such resolutions.

The college Governing Body sits periodically to discuss and decide upon the activities relating to the functioning and development of the college. As per rule, there should be atleast three sittings in an academic session, but depending upon the various circumstances, this number may change. There were as many as 4 numbers of meetings held in the last year and altogether 79



numbers of resolutions were adopted. Almost all are implemented and few construction related activities are still in progress. Some of the important decisions adopted and their status of implementation are mentioned below.

Date	Important Resolutions adopted	Status of Implementation
27/04/2014	i. BVoc and CC programme implementation ii. Utilization of Govt. Grant iii. Opening of study cum exam centre of KKHSOU iv. New admission, prospectus, fees structure v. Advertisement of vacant posts vi. Construction vii. AQAR submission to NAAC. vi. New Sports proposal to UGC vii. Shifting of 11 KV line from the campus	All are implemented Construction going on.
16/07/2014	i. Campus Wi-Fi ii. Construction iii. Library improvement iv. Deep boring for water at Boys' Hostel	All are implemented
06/09/2014	i. Appointment of new faculties (Assamese, Pol. Science) ii. Enhancement of monthly salary to ad-hoc staff (teaching and non-teaching) iii. Starting of PPT and FT courses under CC. iv. Celebration of Silver Jubilee of Science Stream.	All implemented
10/03/2015	i. Activities of IQAC on NAAC inspection related works ii. Construction & Financial Matters iii. Appointment of new Vice-Principal iv. Farewell to retired teachers v. Release of Associate Professors post from Mathematics dept.	All implemented. Official formalities at govt. level are going on in regards to promotion of teachers and regularization of services of post.



	vi. Regularization of services of non-sanctioned post vii. Promotion of Teachers viii. Filling of vacant post against FDP leave ix. Starting of BVoc courses. x. Holding of National Seminar.	
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6.2.8 Does the affiliating university make a provision for according the status of autonomy to an affiliated institution? If 'yes', what are the efforts made by the institution in obtaining autonomy?

- The affiliating University has so far not adopted any proposal for the provision of according the status of autonomy to its colleges.

6.2.9 How does the Institution ensure that grievances / complaints are promptly attended to and resolved effectively? Is there a mechanism to analyze the nature of grievances for promoting better stakeholder relationship?

- The college is sensitive about the grievances of stakeholders and hence it has set up an effective Grievance Redressal Cell. The Cell, in consultation with the IQAC, coordinates between the complainant and the concerned faculty/department/HoD/personnel to resolve the matters expeditiously.
- Depending upon the seriousness of specific grievances, the Principal takes up such complaints for redressal at his own level and also refers it to the GB. , if necessary.

6.2.10 During the last four years, had there been any instances of court cases filed by and against the institute? Provide details on the issues and decisions of the courts on these?

Case No/Date	Details	Matter	Decision
1. W.P.(C) No. 4690/2014	One contractual faculty versus i. Higher Education, Govt. of Assam and ii. College	Appointment related	Pending



6.2.11 Does the Institution have a mechanism for analyzing student feedback on institutional performance? If 'yes', what was the outcome and response of the institution to such an effort?

- Yes, the Institution has a mechanism for analyzing students' feedback on institutional performances and tries to meet the expectations/recommendations made by them.
- The IQAC coordinates all quality-related activities, takes the lead in collecting feedbacks from the students. After collecting the feedbacks it also analyzes the responses.
- A few outcomes made by the College against the responses made by the students during the last four years in their feedbacks are:
 - ✓ Towards better and effective transaction of teaching and learning at the undergraduate level, in the Arts stream, the general classes at first and second semesters were divided into two sections.
 - ✓ Some additional teaching learning equipments including digital classroom facilities have been acquired.
 - ✓ More books have been purchased for the library.
 - ✓ Deep boring was made in the two Hostels to solve the problem of drinking water and to ensure round the clock supply of water.
 - ✓ More fans were provided in the classrooms where necessary.
 - ✓ Towards uninterrupted power supply, a new solar power plant was installed in the campus.
 - ✓ The Canteen of the College was extended and renovated.
 - ✓ The gym stations and some of its parts are repaired.
 - ✓ Girls Toilet block is newly constructed with better security and privacy.
 - ✓ Comfortable sitting arrangements were provided in the Boys' and Girls' common rooms.
 - ✓ TV sets were supplied to the two hostels. Drainage near boys' hostel was constructed.
 - ✓ Cold and purified drinking water supply machines installed at different locations of the College.

6.3 Faculty Empowerment Strategies

6.3.1 What are the efforts made by the institution to enhance the professional development of its teaching and non teaching staff?

The college authority always encourages the members of the teaching staff

- ★ To equip themselves well in developing their proficiency in teaching by acquiring the latest knowledge and technology-skills.
- ★ to keep abreast of the latest developments.



- ★ to attend RC, OC, seminar, workshops, short term courses etc.
- ★ to avail themselves of the UGC's Faculty Development Programmes.
- ★ to support in pursuing their research works with the necessary infrastructural facilities available in the college.
- ★ to associate with research bodies.
- ★ to publish books.
- The IQAC organizes in-house seminars, workshops and invited talks to enlighten and empower its faculties on various matters.
- The college authority renders the facilities of the N-LIST of Inflibnet.
- The college authority deutes non-teaching staff to attend training programmes related to their professions. It also organizes in-house training programme for the non-teaching staff for developing their computer - skills.

6.3.2 What are the strategies adopted by the institution for faculty empowerment through training, retraining and motivating the employees for the roles and responsibility they perform?

The college authority believes in continuous and comprehensive up-gradation of knowledge. Towards this:

- ★ it tries to empower the faculties with enrichment and training programmes and to stimulate the employees professionally by deputing them to attend skill enhancement related training programmes.
- ★ It has introduced awards/incentives to the best performing employees.
- ★ It has organized workshops on how to handle smart class rooms by inviting experts from the relevant fields.
- ★ it has organized a MATHEMATICA training workshop by inviting representatives from the Wolfram Research.
- ★ it has convened a workshop on "Self Learning for Competency Development" (in collaboration with International INOU).

6.3.3 Provide details on the performance appraisal system of the staff to evaluate and ensure that information on multiple activities is appropriately captured and considered for better appraisal.

- ★ The college collects the annual self-assessment report (PBAS) from its faculty members as per UGC guidelines.
- ★ The IQAC provides annual appraisal format to the faculties at the end of each academic session. The faculty members need to fill in the format with all their supporting documents and submit the same to the IQAC.



- ★ The Principal maintains Performance Appraisal Reports of its faculties to send the same to the higher authority, as and when required.

6.3.4 What is the outcome of the review of the performance appraisal reports by the management and the major decisions taken? How are they communicated to the appropriate stakeholders?

- ★ The IQAC normally reviews the performance appraisal reports collected from the faculties and submitted to the Principal.
- ★ The Principal interacts with the concern faculties and suggested for improvements or better performances.

6.3.5 What are the welfare schemes available for teaching and non teaching staff? What percentage of staff have availed the benefit of such schemes in the last four years?

- The College maintains a welfare scheme for the teaching and non-teaching staff. The members contribute on monthly basis to generate a fund. The members can avail themselves of loans from this fund, when required.
- The authority also generates a small contingency- fund exclusively for its non-teaching staff.
- Employees' group insurance scheme is also in place in the college.

6.3.6 What are the measures taken by the Institution for attracting and retaining eminent faculty?

- The college maintains a transparent policy to select the best and meritorious among the incumbents.
- While recruiting new incumbents, the college follows the "Assam College Employees Provincialization Act-2005".

6.4 Financial Management and Resource Mobilization

6.4.1 What is the institutional mechanism to monitor effective and efficient use of available financial resources?

- The College GB constitutes specific committees to monitor effective and efficient use of its available financial resources. These are: Planning Committee (for UGC funds), Construction Committee, Sports Committee, Library Committee, Purchase Committee, BoM of the Community College



- etc. Members for these Committees are drawn from the staff.
- The authority strictly follows the State Government and UGC guidelines while utilizing various funds.
- The GB of the College also monitors all financial transactions.

6.4.2 What are the institutional mechanisms for internal and external audit? When was the last audit done and what are the major audit objections? Provide the details on compliance.

- For internal audit the College appoints a Chartered Accountant. The Internal Audit is completed till March 2015. The external audit is done by Auditors from Directorate of Audit (local fund), Government of Assam. The last govt. audit was done till March 2008. The govt. is yet to initiate audit after that.

6.4.3 What are the major sources of institutional receipts/funding and how is the deficit managed? Provide audited income and expenditure statement of academic and administrative activities of the previous four years and the reserve fund/corpus available with Institutions, if any.

- The major sources of institutional receipt/funding are –
 - (1) UGC,
 - (2) State Government,
 - (3) Students fees and
 - (4) Others.
- The C.A. audited reports of the last three years are appended here:



Self Study Report (Cycle-2)

➤ General Fund:

JAGIROAD COLLEGE JAGIROAD, MORIGAON, (ASSAM) General Fund RECEIPTS AND PAYMENTS ACCOUNT FOR THE YEAR ENDED 31ST MARCH 2013			
RECEIPTS	AMOUNT	PAYMENTS	AMOUNT
Opening Balance		By Establishment Expenses	445762.00
Cash in Hand	0.00	By Examination Expenses	2637161.00
Cash at Bank		By Ad hoc Staff Salary	1385435.00
Canara Bank A/c No. 1436101009914	5949137.09	By T.A.	136570.00
		By G.U. Fee	642605.00
To Collection of Fees from Students	7317570.00	By Seminar	1840.00
To Collection of Examination Fee	972780.00	By Extension Education	49500.00
To PG Fee Collection	196000.00	By Stationery	74934.00
To NCC Grant Received	4500.00	By Scholarship	497970.00
To Bank Interest	323199.00	By Medical	2177.00
To Cancellation of DD	543320.00	By Advertisement	30300.00
To Scholarship	815100.00	By NCC Expenses	23062.00
To Correction/Adjustment	113870.00	By Labour Wage etc.	1392159.00
		By Electricity and Solar Power	547703.00
		By Hostel	19067.00
		By Hardware	37900.00
		By Newspaper	22680.00
		By Library	34102.00
		By FDP Salary	24500.00
C/F	16235476.09	C/F	8005427.00

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24/11/15
Principal
Jagiroad College
Jagiroad





Self Study Report (Cycle-2)

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JAGIROAD COLLEGE JAGIROAD, MORIGAON, (ASSAM)

General Fund

RECEIPTS AND PAYMENTS ACCOUNT FOR THE YEAR ENDED 31ST MARCH 2013

RECEIPTS	AMOUNT	PAYMENTS	AMOUNT
B/F	16235476.09	B/F	8005427.00
		By Fixed Deposit	1500000.00
		By Laboratory Expenses	9943.00
		By Bank Charge	10721.00
		By Contingency	113430.00
		By Cultural	125582.00
		By Games	194583.00
		By EVST	15650.00
		By Student Union	128839.00
		By Magazine	32843.00
		By Earth Filling	80470.00
		By UGC & CPF	88946.00
		By <u>Closing Balance</u>	
		Cash in Hand	0.00
		Cash at Bank	
		Canara Bank A/c No. 1436101009914	5929042.09
	16235476.09		16235476.09


In terms of our separate report of even date

Date:- 24/12/2015
Place:- Nagaon


Principal
Jagiroad College
Jagiroad



For Samir Das & Associates
Chartered Accountants


Samir Das
Proprietor
M.No.:- 054429



Self Study Report (Cycle-2)

JAGIROAD COLLEGE JAGIROAD, MORIGAON, (ASSAM) General Fund RECEIPTS AND PAYMENTS ACCOUNT FOR THE YEAR ENDED 31ST MARCH 2014			
RECEIPTS	AMOUNT	PAYMENTS	AMOUNT
To <u>Opening Balance</u>		By Payment of Salary, Remuneration etc. to ad-hoc Staff	2263830.00
Cash in Hand	0.00	By Establishment Expenses	302769.00
<u>Cash at Bank</u>		By Registration, Enrollment	606320.00
Canara Bank A/c No. 1436101009914	5929042.09	By Income Tax Deposit	519641.00
To Received Fee from Students	11731056.00	By Seminar Expenses	40187.00
To Cancellation of Examination DD	237950.00	By Students Welfare Activities	261907.00
To Scholarship Grant Received	972390.00	By Literary Expenses	22886.00
To Bank Interest Received	294436.00	By Construction, Renovation, Repairing etc.	1048200.00
To GSLI Final Settlement	156852.00	By Travelling Expenses	146864.00
To Solar System	90000.00	By Payment of Electrical Bill etc.	536662.00
To Income Tax	223241.00	By Hostel Maintenance Expenses	2060.00
To Other Misc. Collection	91039.24	By Extension Education Programme	30803.00
To Unpresent Cheque	17300.00	By Library Expenses	150206.00
		By Telephone & Internet Charge	53875.00
		By Contingency Expenses	104507.00
		By Scholarship Expenses	1283090.00
		By Field Expenses	7300.00
		By Stationery Expenses	154056.00
		By Maintenance of Laboratory	232763.00
		By Examination Expenses	2941119.00
		By Tuition Fee Refunded to Govt. (70%)	4205754.00
		By Payment of GSLI Maturity Amount	88956.00
		By Common Room Expenses	7969.00
		By Earth Filling	117800.00
		By Advertisement	59190.00
C/F	19743306.33	C/F	15188714.00

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Principal
Jagiroad College
Jagiroad





Self Study Report (Cycle-2)

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JAGIROAD COLLEGE JAGIROAD, MORIGAON, (ASSAM)

General Fund

RECEIPTS AND PAYMENTS ACCOUNT FOR THE YEAR ENDED 31ST MARCH 2014

RECEIPTS	AMOUNT	PAYMENTS	AMOUNT
B/F	19743306.33	B/F	15188714.00
		By Publication	201450.00
		By Games & Sports	114292.00
		By Bank Charge	31166.00
		By Cultural Expenses	50605.00
		By Refund	76000.00
		By Social Services Expenses	6782.00
		By Fixed Deposit	1500000.00
		By Furniture	376562.00
		By Solar System	627500.00
		By NCC & Scout Expenses	34101.00
		By Newspaper Expenses	16984.00
		By <u>Closing Balance</u>	
		Cash in Hand	0.00
		Cash at Bank	
		Canara Bank A/c No. 1436101009914	1519150.33
	19743306.33		19743306.33

In terms of our separate report of even date

Date:- 24/12/2015
Place:- Nagaon



For Samir Das & Associates
Chartered Accountants

Samir Das
Proprietor
M.No:- 054429

Borkey
24/12
Principal
Jagiroad College
Jagiroad



Self Study Report (Cycle-2)

JAGIROAD COLLEGE JAGIROAD, MORIGAON, (ASSAM)

General Fund

RECEIPTS AND PAYMENTS ACCOUNT FOR THE YEAR ENDED 31ST MARCH 2015

RECEIPTS	AMOUNT	PAYMENTS	AMOUNT
To <u>Opening Balance</u>		By Payment of Salary, Remuneration etc. to ad-hoc Staff	3069553.00
Cash in Hand	0.00	By Establishment Expenses	1362214.00
Cash at Bank		By Registration, Enrollment	1807890.00
Canara Bank A/c No. 1436101009914	1519150.33	By Income Tax Deposit	28240.00
To Received Fee from Students	14507340.00	By Seminar Expenses	24344.00
To Bank Interest Received	110896.00	By Students Welfare Activities	250088.00
To Govt. Grant Received	200000.00	By Literary Expenses	3480.00
To Misc. Collection	106997.00	By Construction, Renovation, Repairing etc.	2814166.00
		By Travelling Expenses	193465.00
		By Payment of Electrical Bill etc.	478510.00
		By Hostel Maintenance Expenses	101055.00
		By Extension Education Programme	54065.00
		By Library Expenses	127918.00
		By Telephone & Internet Charge	18570.00
		By Contingency Expenses	288726.00
		By Earth Filling	80850.00
		By Medical Expenses	1544.00
		By Stationery Expenses	250640.00
C/F	16444383.33	C/F	10955318.00

Cont....2

B. B. B.
24/12
Principal
Jagiroad College
Jagiroad





Self Study Report (Cycle-2)

2

JAGIROAD COLLEGE JAGIROAD, MORIGAON, (ASSAM)

General Fund

RECEIPTS AND PAYMENTS ACCOUNT FOR THE YEAR ENDED 31ST MARCH 2015

RECEIPTS	AMOUNT	PAYMENTS	AMOUNT
B/F	16444383.33	B/F	10955318.00
		By Maintenance of Laboratory	40616.00
		By Examination Expenses	3535769.00
		By N.C.C	37254.00
		By Payment of GSLI Maturity Amount	67896.00
		By Newspaper	21376.00
		By Refund	7940.00
		By Bank Charge	23769.00
		By Advertisement	118642.00
		By Cultural	55162.00
		By Games & Sports	100224.00
		By <u>Closing Balance</u>	
		Cash in Hand	0.00
		<u>Cash at Bank</u>	
		Canara Bank A/c No. 1436101009914	1480417.33
	16444383.33		16444383.33

In terms of our separate report of even date

For **Samir Das & Associates**
Chartered Accountants

Date:- 24/12/15
Place:- Nagaon



Samir Das
Proprietor
M.No.:- 054429

B. Das
24/12/15
Principal
Jagiroad College
Jagiroad



Self Study Report (Cycle-2)

➤ UGC Dev. Fund

JAGIROAD COLLEGE JAGIROAD, MORIGAON, (ASSAM) UGC Development Fund RECEIPTS AND PAYMENTS ACCOUNT FOR THE YEAR ENDED 31ST MARCH 2013			
RECEIPTS	AMOUNT	PAYMENTS	AMOUNT
To <u>Opening Balance</u>		By Purchase of Books	254906.00
Cash in Hand	0.00	By Payment of MRP Grants	135000.00
<u>Cash at Bank</u>		By Payment of F.I.P Salary to Biswajita Baruah	177106.00
SBI A/c No. 10705637401	9134673.00	By Installation of Dip Wel for Drinking Water	129700.00
To Received MRP Grant from UGC	230000.00	By Internet Charge	24800.00
To FDP Contingency Grant Received from UGC	45000.00	By Remedial Coaching Remuneration	138900.00
To Seminar Grant Received from UGC	112000.00	By Purchase of Equipments	873873.00
To Bank Interest Received	378456.00	By Construction, Renovation, Repairing etc.	1603303.00
To Salary Grant Received from UGC	177106.00	By Excursion Expenses	170000.00
To GDA Grant Received	2545000.00	By Installation of Solar Power	617500.00
To Received Grant for AIDS Control	9000.00	By Refund of Swimming Pool	5000000.00
		By Payment of Contingency Grant	15000.00
		By Furniture	414770.00
		By Bank Charge	14719.00
		By AIDS Control Expenses	1250.00
		By <u>Closing Balance</u>	
		Cash in Hand	0.00
		<u>Cash at Bank</u>	
		SBI A/c No. 10705637401	3060408.00
	12631235.00		12631235.00

In terms of our separate report of even date

For Samir Das & Associates
Chartered Accountants

Date:- 24/12/2013
Place:- Nagaon

Benay
24/12
Principal
Jagiroad College
Jagiroad



Samir Das
Proprietor
M.No:- 054429



Self Study Report (Cycle-2)

JAGIROAD COLLEGE JAGIROAD, MORIGAON, (ASSAM) UGC Development Fund RECEIPTS AND PAYMENTS ACCOUNT FOR THE YEAR ENDED 31ST MARCH 2014			
RECEIPTS	AMOUNT	PAYMENTS	AMOUNT
To <u>Opening Balance</u>		By Purchase of Books	266412.00
Cash in Hand	0.00	By Purchase of Software	67599.00
<u>Cash at Bank</u>		By Purchase of Equipments	2599033.00
SBI A/c No. 10705637401	3060408.00	By Construction, Renovation, Repairing etc.	733309.00
To Received MRP Grant from UGC	375500.00	By Printing Expenses	143920.00
To FDP Contingency Grant Received from UGC	15000.00	By Counseling Expenses	150000.00
To Ad-hoc Grant Received from UGC	337000.00	By Payment of Contingency Grant	30000.00
To Bank Interest Received	183784.00	By Furniture	235000.00
To Additional Grant Received from UGC	249920.00	By Bank Charge	415.00
To Govt. Grant Received	10440000.00		
To Received Grant for AIDS Control	4000.00		
To Repairing Grant Received from UGC for PG	450000.00		
		By <u>Closing Balance</u>	
		Cash in Hand	0.00
		<u>Cash at Bank</u>	
		SBI A/c No. 10705637401	10889924.00
	15115612.00		15115612.00

In terms of our separate report of even date

For **Samir Das & Associates**
Chartered Accountants

Date:- 24/12/15
Place:- Nagaon

Samir Das
Principal
Jagiroad College
Jagiroad



Samir Das
Proprietor
M.No.:- 054429



Self Study Report (Cycle-2)

JAGIROAD COLLEGE JAGIROAD, MORIGAON, (ASSAM) UGC Development Fund RECEIPTS AND PAYMENTS ACCOUNT FOR THE YEAR ENDED 31ST MARCH 2015			
RECEIPTS	AMOUNT	PAYMENTS	AMOUNT
To <u>Opening Balance</u>		By Purchase of Books	66535.00
Cash in Hand	0.00	By Payment of Travel Grant	213472.00
<u>Cash at Bank</u>		By Purchase of Equipments	405250.00
SBI A/c No. 10705637401	10889924.00	By Construction of GDA Building etc.	3405428.00
To Received MRP Grant from UGC	1060895.00	By Competence Building Expenses	114900.00
To FDP Contingency Grant Received from UGC	45000.00	By IQAC Expenses	120829.00
To Sports Grant Received	600000.00	By Payment of Contingency Grant	15000.00
To Bank Interest Received	487101.00	By Publication Expenses	152490.00
To GDA Grant Received from UGC	2215000.00	By Bank Charge	650.00
To IQAC Grant Received from UGC	300000.00	By Amount Transferred to Adv. Dip. In Const. Works Fund	900000.00
To Received Grant for AIDS Control	4000.00	By Amount Transferred to Community College Fund	3030000.00
To Community College Grant Received from UGC	3030000.00	By Payment of FDP Salary to the staff	3234486.00
To Travel Grant Received from UGC	213472.00	By Extension Education Expenses	7000.00
To Adv. Diploma on Construction Grant	900000.00	By Refund of Infrastructure Grant to UGC	1000000.00
To B.Voc Degree Prog. Grant Received	6500000.00	By Maintenance of Instrumentation	162437.00
To FDP Salary Grant Received from UGC	3566331.00	By <u>Assam Govt. Infrastructure Grant</u>	
		a) Library Development	798917.00
		b) Field Development	91000.00
		c) Construction of Digital Library	6882581.00
		By <u>Amount Transferred to B.Voc Fund</u>	
		a) Bank Transferred	5811661.00
		b) Expenditure Transferred	688339.00
		By Payment of MRP Grant	735500.00
		By <u>Closing Balance</u>	
		Cash in Hand	0.00
		<u>Cash at Bank</u>	
		SBI A/c No. 10705637401	1975248.00
	29811723.00		29811723.00

In terms of our separate report of even date

For Samir Das & Associates
Chartered Accountants

Date:- 24/12/2015
Place:- Nagaon

Signature
Principal
Jagiroad College
Jagiroad



Signature
Samir Das
Proprietor
M.No.:- 054429




Self Study Report (Cycle-2)


➤ B.Voc. Fund


JAGIROAD COLLEGE JAGIROAD, MORIGAON, (ASSAM) B.Voc Degree Programme Fund RECEIPTS AND PAYMENTS ACCOUNT FOR THE YEAR ENDED 31ST MARCH 2015			
RECEIPTS	AMOUNT	PAYMENTS	AMOUNT
To <u>Opening Balance</u>		By Purchase of Equipments	65887.00
Cash in Hand	0.00	By Payment of Advertisement Charge	500.00
Cash at Bank	0.00	By Inspection Expenses	10998.00
		By Furniture Expenses	615014.00
To <u>Grant-in-aid</u>		By Sanitation Expenses	182419.00
Received from UGC, vide letter		By Bank Charge	268.00
No. F.2-51/2014(NSQF), Dtd.		By Renovation of Class Room & Office	474326.00
15/09/2014	6500000.00		
To Bank Interest	1909.00	By <u>Closing Balance</u>	
To Realisation of VAT	26091.00	Cash in Hand	0.00
		Cash at Bank	
		Canara Bank SB A/c No.	
		1436101019173	5178588.00
	6528000.00		6528000.00

In terms of our separate report of even date

Date:- 24/12/2015
Place:- Nagaon


 Principal
 Jagiroad College
 Jagiroad



For **Samir Das & Associates**
 Chartered Accountants

Samir Das
 Proprietor
 M.No.:- 054429



Self Study Report (Cycle-2)

➤ Community College Fund

JAGIROAD COLLEGE JAGIROAD, MORIGAON, (ASSAM) Community College Fund			
RECEIPTS AND PAYMENTS ACCOUNT FOR THE YEAR ENDED 31ST MARCH 2015			
RECEIPTS	AMOUNT	PAYMENTS	AMOUNT
To <u>Opening Balance</u>		By Purchase of Books	40858.00
Cash in Hand	0.00	By Payment of Advertisement Charge	67995.00
<u>Cash at Bank</u>		By Purchase of Electricals	55665.00
Canara Bank A/c No. 1436101018953	3030000.00	By Renovation of Building etc.	182340.00
To Bank Interest	37841.00	By Meeting Expenses	17690.00
To Sale Proceed of Admission Form	9200.00	By Sanitation Expenses	121491.00
To Collection of Fee from Students	342300	By Payment of Remuneration to Staff	57290.00
		By Laboratory Expenses	27744.00
		By Bank Charge	3.00
		By Payment of Students Safety Insurance Scheme Premium	9350.00
		By Furniture	346512.00
		By Payment of Printing Charge	12050.00
		By <u>Closing Balance</u>	
		Cash in Hand	0.00
		<u>Cash at Bank</u>	
		SBI A/c No. 10705637401	2480353.00
	3419341.00		3419341.00

In terms of our separate report of even date

Date:- 24/12/2015
Place:- Nagaon

Principal
Jagiroad College
Jagiroad

For Samir Das & Associates
Chartered Accountants

Samir Das
Proprietor
M.No:- 054429



➤ CoP Fund

JAGIROAD COLLEGE JAGIROAD, MORIGAON, (ASSAM) Construction Works Fund RECEIPTS AND PAYMENTS ACCOUNT FOR THE YEAR ENDED 31ST MARCH 2015			
RECEIPTS	AMOUNT	PAYMENTS	AMOUNT
To <u>Opening Balance</u>		By Furniture	19500.00
Cash in Hand	0.00		
Cash at Bank	0.00		
To <u>Grant-in-aid</u>		By <u>Closing Balance</u>	
Received from UGC, vide letter No. F.4-428/2013(COC), Dtd. 17/11/2014	900000.00	Cash in Hand	0.00
		Cash at Bank	
		HDFC A/c No. 50100078839646	880500.00
	900000.00		900000.00

In terms of our separate report of even date

Date:- 24/12/2015
Place:- Nagaon

Balraj
24/12
Principal
Jagiroad College
Jagiroad

For Samir Das & Associates
Chartered Accountants

Samir Das
Proprietor
M.No.:- 054429

6.4.4 Give details on the efforts made by the institution in securing additional funding and the utilization of the same (if any).

The college approaches various agencies to impress upon them for assistances/donations for the overall development of the institution. In the last four years the college has procured the following grants as additional funds and utilized these effectively.

1. Additional Grants(Merged scheme)
2. Equipment grant-UGC
3. ACA grant (govt of Assam)
4. Infrastructure grant (Govt. of Assam)
5. Community College grant-UGC
6. BVoc. grant (UGC)
7. ASTEC grant (Medicinal Plant)
8. GU grant-Ornamental fish
9. Red Ribbon Club grant
10. IQAC grant



1. UGC-Development Assistance for under Graduate Education

Sl. No	Items	Grant Allocated	Grant Received	Grant utilized
1	Books & Journals	3, 50, 000.00	3, 50, 000.00	Fully Utilized
2	Equipments	4, 50, 000.00	4, 50, 000.00	Fully Utilized
3	Construction/ extension/ Renovation of Building (Specify type of Building)	9, 00, 000.00		
4	Improvement of facilities in existing premises	1, 00, 000.00	1, 00, 000.00	Fully Utilized
	Total	18, 00, 000.00	9, 00, 000.00	9, 00, 000.00

2. UGC-Professional Courses leading to degree

Sl. No	Name of Courses	Grant Allocated	Grant Received	Grant utilized
1	Construction of classroom building	3, 00, 000.00	1, 50, 000.00	Fully Utilized
2	Repairing Travel & Tourism department	1, 50, 000.00	75, 000.00	Fully Utilized
	Total	4, 50, 000.00	2, 25, 000.00	4, 50, 000.00

3. UGC-Merge scheme

Sl. No	Name of Scheme	Item	Grant Allocated	Grant Received	Grant utilized
1	College with Relativity higher proportion of SC/ST/OBC (non-creamy layer)/minorities/ economically deprived/ physically challenged or College is Minority Institution	Stipend for students for economically deprived, BLF (Below poverty line) card holder of the concerned state/U1	6, 00, 000.00	1, 20, 000.00	4, 50, 200.00
2	Special grant for enhancement of initiative for capacity building in colleges	Building, Classroom, laboratory	4, 00, 000.00		
		Furniture fixtures for new classroom, laboratory	3, 00, 000.00		3, 50, 600.00
3	Establishment of day care centers n colleges	Essential facilities	2, 00, 000.00	2, 00, 000.00	Nil
4	Colleges in Backward Areas (identified Districts enclosed)	Building (limited 9 Lakhs)	9, 00, 000.00		
		Books & Journals	2, 00, 000.00	2, 00, 000.00	Fully Utilized
		Equipments including PC (where not	1, 00, 000.00		Fully Utilized



Self Study Report (Cycle-2)

		adequate, more than 50 students per PC)			
5	Remedial Coaching for SC/ST/OBC (Excluding creamy layer) and Minorities	Equipment	3, 00, 000.00	3, 00, 000.00	Fully Utilized
		Books, journals & study materials	2, 00, 000.00	2, 00, 000.00	Fully Utilized
		Recurring items including honorarium, remuneration, TA payment to Part time LCD, Contingency	10, 00, 000.00	2, 00, 000.00	6, 80, 600/-
6	Coaching for NET/SLET for SC/ST/OBC (excluding creamy layer) and minorities (Colleges with post graduate department only)	Equipment	2, 50, 000.00	2, 50, 000.00	Fully Utilized
		Books, journals & study materials	1, 00, 000.00	1, 00, 000.00	Fully Utilized
		Recurring items including honorarium, remuneration, TA payment to Part time LCD, Contingency	7, 00, 000.00	1, 40, 000.00	Nil
7	Coaching classes for entry in services for SC/ST/OBC (excluding creamy layer) and Minorities	Equipment	3, 00, 000.00	3, 00, 000.00	Fully Utilized
		Books, journals & study materials	2, 00, 000.00	2, 00, 000.00	Fully Utilized
		Recurring items including honorarium, remuneration, TA payment to Part time LCD, Contingency	10, 00, 000.00	2, 00, 000.00	2, 000.00
8	Providing access to differently abled person (one time assistance)	Ramps, rails, toilet ets. to suit special needs of differently-abled persons	5, 00, 000.00		
9	Providing Special equipment to augment educational services for differently-abled persons (one time assistance)	Computer with screen reading software low-vision aids, scanners, mobility devices	1, 50, 000.00	1, 35, 000.00	Nil
10	Career Counseling Cell	Computers with internet, Printer, Photocopier, Fax	2, 00, 000.00	2, 00, 000.00	Fully Utilized
		Hiring charges, TA/DA/ to counselor, resource, persons, payment of honorarium, reading material, contingency	1, 00, 000.00	20, 000.00	52, 800.00



4. Additional Grant (for equipments)

Sl. No	Name of Scheme	Grant Allocated	Grant Received	Grant utilized
1	Additional Grant	48, 12, 820/-	24, 98, 620/-	48, 12, 820/-

5. GDA Grant (XII Plan):

Sl. No	GENERAL DEVELOPMENT GRANTS	Appr oved in p.c. of GDA	Approved amount	Grant Received	Amount Utilized
1	Books & Journals	10%	610000.00	224000.00	Fully
2	Equipment	9%	549000.00	201600.00	Fully
3	Instrumentation Maintanance Facility	5%	305000.00	112000.00	Fully
4	Renovation/Extension/Construction of Build.	50%	3050000.0	1120000.00	Fully
5	Improvement of existing premises	1%	61000.00	22400.00	Fully
6	Competance Building initiatives in Colleges	4.50%	274500.00	100800.00	Fully
7	Cultural Activity	0%	0.00	0.00	Fully
8	Educational Innovation	3%	183000.00	67200.00	Fully
9	Field Worl/Study Tours	3%	183000.00	67200.00	Fully
10	Extension Activity	3%	183000.00	67200.00	Fully
11	Improvement of facilities in existing premises	3%	183000.00	67200.00	Fully
12	Establishment of Day Care Centres	0%	0.00	0.00	Fully
13	Human Rights & Duties Education	1.50%	91500.00	33600.00	Fully
14	Career and Counselling Cell	4%	244000.00	89600.00	Fully
15	I C T in Education	3%	183000.00	67200.00	Fully
	Grand Total	100%	6100000.0	2240000.00	
	-		0		

6. Infrastructure grant (Govt. of Assam)

Session	Description	Grant Allotted	Grant Received	Amount Utilised	
2011-12	Infrastructure Dev. Grant-(ACA)	9,80,000.00	9,80,000.00	Fully Utilised	
2012-13	Infrastructure Dev. Grant-(ACA)	14,70,000.00	14,70,000.00	Fully Utilised	
	Students Welfare (Games, Magazine, Youth Festival)	4,00,000.00	4,00,000.00	Fully Utilised	



2013-14	Infrastructure Dev. Grant	99,50,000.00	99,50,000.00	Ongoing	
2014-15	Infrastructure Dev. Grant(SC/ST)	2,00,000.00	2,00,000.00	Fully Utilised	

7. Community College grant-UGC:

Session	Description	Grant Allotted	Grant Received	Amount Utilised	
2014-15	UGC-Community College grant	1,27,00,000.00	30,30,000.00	Ongoing	

8. BVoc grant (UGC)

Session	Description	Grant Allotted	Grant Received	Amount Utilised	
2014-15	UGC-B.Voc grant	1,85,00,000.00	65,00,000.00	Ongoing	

9. Adv. Diploma in Construction Works (UGC)

Session	Description	Grant Allotted	Grant Received	Amount Utilised	
2014-15	UGC-CoP grant	10,00,000.00	9,00,000.00	Ongoing	

10. ASTEC grant (Medicinal Plant)

Session	Description	Grant Allotted	Grant Received	Amount Utilised	
2014-15	Biodiversity sensitization	90,000.00	88,000.00	Fully Utilised	

11. GU grant-Ornamental fish

Session	Description	Grant Allotted	Grant Received	Amount Utilised	
2014-15	Ornamental fish	27,200	27,200.00	Fully Utilised	

12. Red Ribbon Club grants:

Session	Description	Grant Allotted	Grant Received	Amount Utilised	
2014-15	AIDS awareness	13,000	13,000	Fully Utilised	

13. IQAC grant

Session	Description	Grant Allotted	Grant Received	Amount Utilised	
2013-14	IQAC	3,00,000.00	3,00,000.00	On going	



6.5 Internal Quality Assurance System (IQAS)

6.5.1 Internal Quality Assurance Cell (IQAC)

a. Has the institution established an Internal Quality Assurance Cell (IQAC)? If 'yes', what is the institutional policy with regard to quality assurance and how has it contributed in institutionalizing the quality assurance processes?

- a) Yes, the IQAC was established at the College on 20/03/2007.
- ✧ The IQAC is instrumental in introducing and maintaining quality culture among its stakeholders.
 - ✧ The IQAC holds meetings with the internal and external stakeholders from time to time in its ways of coordinating in the assurance of quality culture. In this regard, it is closely assisted by the different cells and committees formed under it.
 - ✧ Many of the quality improvement related activities such as decreasing of percentage of dropouts, improvement of examination results, improvement of attendance of students in classes, holding of departmental seminars, printing of research journals for budding researchers, insurance of students, incentives for best performers (for both staff or students), publication of more wall magazines, supply of cool and purified drinking water system, training on self-defense for girl-students, introduction of employment oriented professional courses, class room modernization, improvement of laboratory of Education department and Geography department, etc. are carried out through the relevant cells of the IQAC.
 - ✧ The Academic Committee also reflects seriously upon the specific decisions taken by the IQAC and provides additional inputs if required through the members of the committee.

b) How many decisions of the IQAC have been approved by the management / authorities for implementation and how many of them were actually implemented?

- In principle, the management does not interfere in the activities of the IQAC.
- Since all the decisions taken by the IQAC are in consultation with various cells/committees, the management generally gives approval to all its decisions. The management emphasizes on strict implementation of its decisions and provides additional support, if necessary.



c) Does the IQAC have external members on its committee? If so, mention any significant contribution made by them.

- ✧ Yes, the IQAC has two external members. The IQAC inducts these two members from different backgrounds in its different tenures. They provide valuable suggestions for the betterment of the institution.

d) How do students and alumni contribute to the effective functioning of the IQAC?

- Though all the activities of the college and the IQAC are student - centric, the students and the alumni do not have a direct role to play in it. They are indirectly involved in the activities of the IQAC. For instance, feedbacks collected from them are invaluable resources for the IQAC to take up action plans in regards to teaching –learning development.
- The views expressed by the members and office bearers of the JCSU in its meetings with IQAC and the Principal are considered seriously.
- The IQAC also pays enough importance upon the views of the Alumni. It is after the aspirations expressed by the alumni that the college has recently convened the Silver Jubilee of the Science Stream in a befitting manner, where the alumni of the college took active part.
- Alumni of the relevant fields are also invited to act as resource persons in talks organized by IQAC.

e) How does the IQAC communicate and engage staff from different constituents of the institution?

- ✧ The IQAC adopts the policy of engaging staff from different constituents of the institution in several of its activities.
- ✧ Committees, sub-committees and cells formed by the IQAC include representatives from all different components of the institution's staff viz. teaching, non-teaching and library.

6.5.2 Does the institution have an integrated framework for Quality assurance of the academic and administrative activities? If 'yes', give details on its operationalisation.

- This college has had its innate tradition of maintaining quality assurance mechanism since its inception.
- It has set a framework of activities to develop a quality system for



conscious, consistent and catalytic programmed action to improve academic and administrative performances.

- It effectively undertakes institutional functioning through a process of internalization of quality culture. In this regard, the Governing Body, the IQAC, the Academic and various other Committees play the pivotal roles.
- All academic policies are formulated through discussions with the committees concerned
- Faculty maturation, orientations and trainings to the other staff contribute effectively to the quality assurance.
- Feedbacks from the important stakeholders are analyzed upon, institutional and intra-departmental workshops, seminars on quality related themes are organized, documentation of the various activities are meticulously maintained, good practices are adopted by all the components of the college staff and the students, AQARs for every year are prepared separately.
- The IQAC also plays a pivotal role in integration of both academic and administrative activities into the system.

6.5.3 Does the institution provide training to its staff for effective implementation of the Quality assurance procedures? If 'yes', give details enumerating its impact.

- Yes, to upgrade personal skills, to improve quality and to equip with recent trends, one has to attend training related to them.
- The authority always encourages its staff to attend such programme where quality improvement of human resources takes place.
- The College organizes computer training programme to its non-teaching staff with the help of Computer department.
- The College organizes letter drafting skill for its office staff with the help of the English department.
- Teachers are enlightened by inviting dignitaries on specific topic.
- The College also deputed its office staff to attend skill development workshop.
- The College also deputed teaching staff of Tourism and Commerce Department to attend Faculty Development Programme.
- The College also deputed faculties to attend Rover & Ranger Training.
- Apart from these, the individual faculty members attend Refresher, Orientation, Short Term Training programmes to upgrade their teaching skills and the College authority allowed them to attend such programme.



6.5.4 Does the institution undertake Academic Audit or other external review of the academic provisions? If 'yes', how are the outcomes used to improve the institutional activities?

- The Academic Committee does this regularly in its regular sitting and measures are taken to improve the performances.
- As a result, the College could notice the improved performances by the students in various term end examinations.
- The GU authority also regularly inspects its various departments.
- All the academic activities including performances are placed at the College G.B. meeting for further discussion and advice.

6.5.5 How are the internal quality assurance mechanisms aligned with the requirements of the relevant external quality assurance agencies/regulatory authorities?

- The quality assurance initiative introduced by NAAC, works in a big way in maintaining the institutional quality from all aspects. It guides in following certain parameters for the betterment of the institution and above all a holistic development of all its learners. The concept of certification after formal spot inspection awakens us to make ourselves ready for such activities. The IQAC acts as a catalytic agent to internalize our quality culture. It is instrumental in making such guidelines which could be effective in almost all the parameters of quality improvement. In this regard, it basically follows the guidelines set by the NAAC.
- Besides, the Gauhati University authority and the Department of Higher Education, the UGC also supports adequately in the maintenance of an internal quality assurance mechanism.

6.5.6 What institutional mechanisms are in place to continuously review the teaching learning process? Give details of its structure, methodologies of operations and outcome?

- The IQAC, Academic Committee, and the Governing Body are in place to continuously review the teaching learning processes.
- At departmental level, the Heads of the different departments arrange such review works which are later placed in the Academic Committee meetings and finally reviewed by the G.B.
- Students' feedbacks are also regularly reviewed by the IQAC. Sometimes parent's suggestions are also taken into account.



6.5.7 How does the institution communicate its quality assurance policies, mechanisms and outcomes to the various internal and external stakeholders?

- The college follows various methods to communicate its quality assurance policies, mechanisms and outcomes to various internal and external stakeholders.
- They are communicated through:
 - i. Notice Board
 - ii. Prospectus,
 - iii. News Bulletins
 - iv. Web notifications
 - v. Direct Communications (in different in-house meetings with students, staff, with local people etc. and through verbal inputs)
 - vi. Through SMS also.
 - vii. Sometimes through print or e-media.
 - viii. Local News Channel etc.

Any other relevant information regarding Governance Leadership and Management which the College would like to include.

- The college authority puts utmost importance on bringing bridges between the college family and the local community. Members from the public are often invited to attend several of its activities.
- Prominent personalities among the citizens in the vicinities are invited to the College to grace in different in-house functions/meetings and as speakers in various functions and assemblies.
- Book fare, Science exhibitions are being organized in the premises of the College from time to time.
- In the community linkage programmes and extension activities like camps on women-sensitization, blood donation, awareness meet on mental health, cancer care, traffic rules, alumni meet, entrepreneurial and skill development programmes, organized by the college, the members of the public render their spontaneous associations.
- The college invites personalities who are recognized as the achievers (and hence role-models to the society) in their respective fields for different interactive sessions with the teachers and the students as means of both motivation and enrichment. Dr. Udhav Kr. Bharali-internationally acclaimed innovator too attended the college twice upon our invitation. In them, he demonstrated some of his superb innovations. During one of his visits, Dr. Bharali exhorted our students to take a cue from the word: IMPOSSIBLE saying that they could reverse the same to I M POSSIBLE by way of concentrating all their energy in right direction.



Criterion-VII : Innovations and Best Practices

7.1 Environment consciousness

7.1.1. Does the institute conduct green audit of its campus and facilities?

- ❖ Nestled by the picturesque Sonaikuchi Hill Reserve Forest, the serenity of the campus readily captures the heart of any new visitor. It is a normal practice for the members of the College family, more particularly the students and the members of the teaching and non-teaching staff to keep alive the ubiquitous greenness of the campus at all costs. The College takes pride in the fact about its ashram like ambience, as it is a repository of more than 150 numbers of trees and plants. Quite a few of these plants are significant species from the botanical point of view. The Dept. of Botany has made a survey about such plants. The teachers and students of the Science stream have rendered their labour of love towards developing a plot of land in front of the science building into a small repository of valuable plants. An orchadium has also come up in the joint initiative of the students and the teachers inside the campus. The members of the teaching and non-teaching staff take time off for plantation of trees in the campus. What is more, the teachers and the students together attend to the beautification of the campus and they take care of the flower gardens. The Beautification Cell and the Extension Cell under the IQAC take up programmes for conservation and maintenance of the greenery of the campus by drawing support from both the staff and the students.
- ❖ A section of the students in the 4th semester during the Session 2012-13 conducted a study for a project work on the "A Comprehensive Study on the Status of the Environment of Jagiroad College Campus", as part of their course in Environmental Studies subject. The project undertaken under the supervision of Dr. Dipak Jyoti Baruah, Associate Professor, Dept. of English could shed valuable lights on the environmental scenario of the College campus.

7.1.2 What are the initiatives taken by the College to make the campus Eco-friendly?

The College can boast itself of its ashram-like sylvan atmosphere. It adopts different initiatives to make the campus eco-friendly. Some of them are:

- ❖ It has adopted the conservation and the nurturing of the greenery of the campus as one of its best practices.
- ❖ The Beautification Cell and the Extension Cell take up programmes for preservation and maintenance of the greenery of the campus by drawing



- active supports from the students and the teaching and the non-teaching staff.
- ❖ The College has installed a 50 KW Solar Power Plant in order to facilitate uninterrupted round the clock power supply. The measure has come out as an alternative source of energy, since it has added to the institution's bid for carbon neutrality.
 - ❖ The institution's policy of replenishment in preserving the stock of plants too has paid the dividend.
 - ❖ Awareness programmes on conservation of nature and sustainable development, such as- holding of meetings, Days (World Environment Day, Tourism Day etc.) too have come to build up a sense of responsibility in the mind of the students.
 - ❖ Taking cue of the Environmental Studies subject, the students are made to be aware about the need of reflecting seriously about their own surroundings and vicinities; thus the students grow a strong orientation for themselves upon the need of doing the best for keeping the campus of their College Eco-friendly.
 - ❖ A section of the students in the 4th semester during the Session 2012-13 conducted a study for a project titled: "A Comprehensive Study on the Status of the Environment of Jagiroad College Campus", as part of their course in Environmental Studies subject. The project undertaken under the supervision of Dr. Dipak Jyoti Baruah, Associate Professor, Dept. of English could shed valuable lights on the environmental scenario of the College campus.
 - ❖ The College has been putting thrusts upon inculcation of the healthy practices like switching off the lights and fans at the end of the classes or sessions so that the possibility of un-useful spending of energy can be checked.
 - ❖ The College also makes it a principle not to destroy polyethylene or plastic materials by fire, so that the campus can be kept free from any threat from toxicity. Adherence to such a principle in context of hazardous waste management can be cited as an effort by the College for the promotion of carbon neutrality.

7.2 Innovations

7.2.1. Give details of innovations introduced during the last four years which have created a positive impact on the functioning of the college.

- ❖ In case of Major classes, teachers take the students out to the library and help them in finding out the suitable reference materials. They also guide the students about how to pursue a study through reference books and



especially about how to find out the useful relevant information from the books and about note taking.

- ❖ In certain classes like in the BSc Functional English, the concerned teachers engage, provoke and inform the students on language skills through group activities method while imparting a major chunk of its 24 units. Such a method has turned out to be learner-friendly and has proved immensely effective for developing the learners' skills.
- ❖ The programmes run by the Tourism Department are of professional nature and hence the faculty members of the Department in their transaction supplement the lesson with case studies, projects, exposure trips, interviews with tourists, guides and administrators, colloquiums, special training in hospitality, ticketing etc.
- ❖ Various Departments organize excursion trips for students to places of ecological importance. Some of the departments like the Geography dept. and the Environmental Studies dept. select sites for visit from among the biological diversity hotspots both within and outside the state. The students after their return from their trips need to write field study reports. Such programmes act as potential means towards environmental awareness.
- ❖ For a few departments like the Tourism, inter-disciplinary teaching is adopted wherever applicable -which ensures optimum use of the human resource.
- ❖ In the Chemistry Department, the senior students with advanced proficiency level in the subject are engaged for guiding the Junior learners in executing Project works.
- ❖ A few teachers along with a few enterprising students of the College are collecting various historical and traditional physical properties and articles belonging to the four local communities, namely: Assamese, Tiwa, Bodo and Plains Karbi for showcasing the colourful traditional social and cultural life of these people. This has come to aide the students of the College in complementing their learnings about the history and heritage of these people.
- ❖ The Publication Cell of the IQAC has come out with the unique idea of launching the publication of a bi-annual research journal exclusively for the students of the college. *Initiative* (ISSN 2349-2953): the journal acts like the mouthpiece of the young researchers of the institution. The students of the College stand to gain a lot from this journal as in publishing their works, they in their pursuits become inevitably exposed to the rigours of research,-something, which could prove a vital legacy in the academic and intellectual prospects in their future life. The journal



epitomizes the institution's efforts for building up of a research culture among the student

7.3 Two best practices which have contributed to the achievement of the institutional objectives and /or contributed to the quality improvement of the core activities of the college.

BEST PRACTICE-1

(i) Title of the Practice:

Collection of Tangible Items for Showcasing the Various Aspects of the Traditional Social and Cultural Life of Four Ethnic Communities, viz. Assamese, Tiwa, Bodo and Plains Karbi.

(ii) Goal:

- [1] enrich the students' knowledge about heritage by engaging them to the relevant activities that can bring them closer to such specimen(items)that can authentically represent the 'stories' and the people concerned.
- [2] motivate the students to explore the past and traditional scenario of the heritage of these communities.
- [3] spread and stimulate awareness and interests on the subject.
- [4] contribute in conservation of the heritage.
- [5] introduce the rich heritage of the local communities to the outer world.
- [6] motivate the students to take the subjects like history, heritage and anthropology as the ones of serious, systematic and purposeful activity.

(iii) The Context:

Culturally, Jagiroad, the place where the College is situated, is the abode of a very rich ethnic heritage of yore. The place, which was earlier known as Nakhola, is being regarded to be the last and still existing capital of the Gobha kingdom of the Tiwas-one of the tribes of the state endowed with the distinctive indigenous life-world. The Tiwas of this 'kingdom', still retains, as a matter of fact, their own ceremonial Prince Regent. In spite of vestiges about such a rich past, the history of middle Assam is still in a fragmentary condition and is often neglected by historians. Due to this, many articles, artifacts etc. that can authentically represent the 'stories' of the people concerned have already gone missing or lost, while the few remaining vestiges too show signs of disappearance. An exposure to the heritages of the local ethnic communities is therefore very much a call of the hour, for this can lead to more findings and their study can ultimately help us to reconstruct the lost history about these tribes and communities. It is at such a backdrop that a Practice was adopted for collection of the relevant tangible items regarding the heritage of the Tiwa tribe. This was followed by a



collection of such items of the three other ethnic communities, namely: Assamese, Plains Karbi and Bodo.

(iv) The Practice:

The Practice has been undertaken by a body of volunteering students and teachers. The Four teachers who are supervising and guiding the students and are taking most of the initiatives (in active supports from the faculties of the Department of Tourism) pertain to the Departments of History (Mr. Tulsi Bordoloi), Geography (Mr. Hareswar Bordoloi) and Biotechnology (Mr. Biswajyoti Chetia). Although, to begin with, it was decided to start collection of tangible items for showcasing the various aspects of the heritage reflecting the traditional social and cultural life of the Plains Tiwas, considering the Tiwas' proximity of living with the Bodos, the Plains Karbis and the non-tribal Assamese, it was later decided to extend the Practice to include all these three communities also. The District of Morigaon presents a significant concentration of Tiwa people in the plains. According to folk tradition of the Tiwas, the original home of the Gobha king was located in the hills of Karbi Anglong. The name of the village was Marjong. It is located at a distance of 35-40 kilometers south of Jagiroad. Jagiroad, also known as Nakhola, is presently the place of residence of the Gobha royal family. Due to such a historical past, the Tiwas have maintained a distinct existence as a distinct society through all the varied historical situations. However, it is significant to see that the Tiwas who live in close proximity with the Assamese and other communities, in spite of their distinctive identity; they maintain a very cordial and healthy relationship with the neighboring communities. The ethnic Assamese is that community which comprises of a number of subgroups of people associated with the Assamese language. Historically, the definition of the Assamese people has remained in a flux. The Assamese basically means the Assamese speaking Indo-Aryan groups comprising both Hindus and Muslims and the Tai-Ahoms. The Tai Ahom is the majority people of Assam. The Plains Karbis reside in the plains of Kamrup and Morigaon districts of Assam and the Ri-Bhoi District of Meghalaya. Culturally and Customarily they have different sets of social behaviour and functions to their counterparts at Karbi Anglong. The Bodos have their lineage from the Indo-Mangoloid family. Bodos basically lead an agrarian kind of life. Bodo villages are situated in the plains of the valleys of Assam. The Tiwas, the Assamese, the plains Karbis and the Bodos- all of them have their unique identities with their own varieties of tradition, culture, dresses and exotic way of living. Naturally, therefore, the Practice has been able to draw enough of interests from the participants.



(vi) Evidence of Success:

- ❖ Thanks to the enthusiastic participation by the students, the College could develop a mini cultural museum.
- ❖ Enthused by the Practice, the College has planned to construct a full fledged cultural museum plus tribal research centre in the premise. A new museum building is under construction in front of the central library.
- ❖ The Practice has inspired a number of participating students from the Dept. of Tourism to undertake documentation of the collection- programme from the viewpoint of tourism.
- ❖ Side by side with collection of the material items, the participants needed to read reference materials in journals, books, souvenirs etc., which naturally helped in broadening of their knowledge-base.
- ❖ The students visited personally various places in their vicinity during their extensive field work and thus they could gather new knowledge about various other aspects of the communities regarding their heritage. For example, they could also gather knowledge about the archaeological sites and materials relating to the historical past of the Tiwas.
- ❖ The enterprise created an interest in the pure enjoyment and appreciation of history.

(vi) Problems Encountered and Resources Required:

- ❖ It was very difficult to convince the people who owned the articles to part with them for conserving them in the mini-museum. A few of the articles had to be collected by paying the costs spent by the owners in constructing/making them.
- ❖ The College had to spend enough resources for both collecting the items and developing the museum. Due to financial constraints, it took a prolonged period to bring the project to its present position.
- ❖ Travelling to the various places to explore the artifacts and other items was very difficult, as there was in most cases, communication bottleneck due mainly to poor transport connectivity.

Contact Details

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Departmental Profiles

Evaluative Report of the Departments

The Self-evaluation of every department may be provided separately in about 3-4 pages, avoiding the repetition of the data.

1. Assamese Department

Evaluative Report of the Departments

1. Name of the department : Assamese
2. Year of Establishment : 1979
3. Names of Programmes / Courses offered (UG, PG, M. Phil., Ph.D., Integrated Masters, Integrated Ph.D., etc.):
 - U.G (Major)
 - UG (General)
4. Names of Interdisciplinary courses and the departments/units involved:
Hindi, Bengali, IDOL (MA)
5. Annual/ semester/choice based credit system (programme wise): Semester System (From 2011)
6. Participation of the department in the courses offered by other departments:
 - BCom (Functional Assamese)
7. Courses in collaboration with other universities, industries, foreign institutions, etc.: NIL
8. Details of courses/programmes discontinued (if any) with reasons: Nil
9. Number of Teaching posts:

Professors	Sanctioned	Non-Sanction	Filled
Associate Professors	02	-	02
Asst. Professors	01	03 (Part Time)	04

10. Faculty profile with name, qualification, specialization, (D.Sc/D.Litt/Ph.D/M.Phil etc)



Name	Qualification	Designation	Specialization	No. of Years of Experience	No. of Ph.D. Students guided for the last 4 years
Mrs. Adity Das Baruah	M.A., M Phil.	Asso. Prof.	Literature	26yrs	NIL
Dr. Habibur Rahman	M.A., PhD	Asso. Prof.	Language	20yrs	NIL
Dr. Mira Baishya	M.A., PhD	Asst. Prof.	Literature & Language	1 yr	NIL
Ms. Barna Sarma	M.A., B. Ed.,	Asst. Prof.	Language	6 yrs	NIL
Mr. Debajit Saikia	M. A.	Asst. Prof.	Language	4 yrs	NIL
Mr. Bishnu Deka	M. A.	Asst. Prof.	Literature	2 yrs	NIL

11. List of senior visiting faculty: Nil.
12. Percentage of lectures delivered and practical classes handled (programme wise) by temporary Faculty: 45%
13. Student -Teacher Ratio (programme wise):

Programme	Session	Total Students	Student-Teacher Ratio
UG Major	2010-11	15	2.5:1
UG General		450	75:1
UG Major	2011-12	22	3.6:1
UG General		271	40.1:1
UG Major	2012-13	27	4.5:1
UG General		277	46.1:1
UG Major	2013-14	32	5.3:1
UG General		225	37.5:1
UG Major	2014-15	56	9.3:1
UG General		295	49.1:1

14. Number of academic support staff (technical) and administrative staff sanctioned and filled: Nil
15. Qualifications of teaching faculty with DSc/ D.Litt/ Ph.D/ MPhil / PG.:



- PhD: 02
 - M. Phil: 01
 - PG: 02
16. Number of faculty with ongoing projects from a) National funding agencies and grants received: Nil
17. Departmental projects funded by DST - FIST; UGC, DBT, ICSSR, etc. and total grants received: Nil
18. Research Centre /facility recognized by the University: Nil
19. Publications:
- a) Publication per faculty:

Sl. No.	Name of the Teacher	No. of Publications
1	Mrs. Adity Das Baruah	07
2	Dr. Habibur Rahman	06
3	Dr. Mira Baishya	08
4	Ms. Barna Sarma	04
5	Mr. Devojit Saikia	05
6	Mr. Bishnu Deka	02

- b) Number of papers published in peer reviewed journals (national / international) by faculty and students: Nil
- c) Number of publications listed in International Database (For Eg: Web of Science, Scopus, Humanities International Complete, Dare Database - International Social Sciences Directory, EBSCO host, etc.): Nil
- d) Monographs: Nil
- e) Chapter in Books: Nil
- f) Books Edited: Nil
- g) Books with ISBN/ISSN numbers with details of publishers: Nil
20. Areas of consultancy and income generated: Nil
21. Faculty as members in: Nil
22. Student projects
- a) Percentage of students who have done in-house projects including inter departmental/ Programmed: 80% (Major Students)
- b) Percentage of students placed for projects in organizations outside the institution i.e.in Research laboratories/Industry/ other agencies: Nil
23. Awards/ Recognitions received by faculty and students:
- Supriya Sutradhar received the best literary award of the college in 2014
24. List of eminent academicians and scientists / visitors to the department:
- a) Dr. Angshuman Das, Asso. Prof., Assamese, Moirabari College
25. Seminars/ Conferences/Workshops organized & the source of funding: Nil
26. Student profile programme/course wise:



Session	Name of the Course/programme	Applications received	Selected	Pass percentage
2010-2011	Major	30	15	100%
	General	500	450	98%
2011-2012	Major	45	22	91%
	General	350	271	98%
2012-2013	Major	62	27	100%
	General	370	277	97%
2013-2014	Major	74	32	100%
	General	360	225	97%
2014-2015	Major	120	56	100%
	General	350	295	92%

27. Diversity of Students

Name of the Course	% of students from the same state	% of students from other States	% of students From abroad
UG	100%	-	-

28. How many students have cleared national and state competitive examinations such as NET, SLET, GATE, Civil services, Defense services, etc.?: Nil

29. Student progression

Student progression	Against % enrolled
UG to PG	35%
PG to M. Phil.	Nil
PG to Ph.D.	Nil
Ph.D. to Post-Doctoral	Nil
Employed <ul style="list-style-type: none">• Campus selection• Other than campus recruitment	Nil Nil
Entrepreneurship/Self-employment	Nil

30. Details of Infrastructural facilities

- Library: Departmental Library – 470 Books
- Internet facilities for Staff & Students: Common internet in the college



- c) Class rooms with ICT facility: No
- d) Laboratories: Facilities available: NA
31. Number of students receiving financial assistance from college, university, government or other Agencies: Nil
32. Details on student enrichment programmes (special lectures / workshops / seminar) with external Experts: Nil
33. Teaching methods adopted to improve student learning:
- Library Work
 - Group Discussion
34. Participation in Institutional Social Responsibility (ISR) and Extension activities:
- Three faculties are participating in extension activities through the Women's Wing
35. SWOC analysis of the department and Future plans:

Strengths:

- Faculty members work as a dedicated team & value each other's suggestion for improvement

Weakness:

- Dearth of teachers in the dept. compared to the class-load

Opportunities

- The dept. may explore the possibility of opening PG courses

Challenges

- Students are from families with rural & poor economic background

Future Plans

- To organize workshops and awareness programmes in local schools on Assamese language
- To organize workshops regarding skill development and employment
- To conduct state and national level seminars
- To form 'Pratibha Sandhani Mancha' for the physical and mental development of students
- To publish a book on Assamese language, literature and culture
- To introduce P.G course
- To develop the existing museum in the department

**2. Bengali Department****Evaluative Report of the Departments**

1. Name of the department : Bengali
2. Year of Establishment : 1979
3. Names of Programmes / Courses offered (UG, PG, M. Phil., Ph.D., Integrated Masters, Integrated Ph.D., etc.):
 - U.G (Major)
 - UG (General)
4. Names of Interdisciplinary courses and the departments/units involved: Assamese Department (Comparative Studies), 6th Semester major course, 3rd Paper.
5. Annual/ semester/choice based credit system (programme wise): Semester System (From 2011)
6. Participation of the department in the courses offered by other departments: Karengor Ligiri (Assamese Novel), 6th Semester, 6th Paper.
7. Courses in collaboration with other universities, industries, foreign institutions, etc.: NIL
8. Details of courses/programmes discontinued (if any) with reasons: No
9. Number of Teaching posts:

Professors	Sanctioned	Non-Sanction	Filled
Associate Professors	Nil	-	-
Asst. Professors	01	-	01
Asst. Prof. (Part Time)	--	02	02

10. Faculty profile with name, qualification, specialization, (D.Sc/D.Litt/Ph.D/M.Phil etc)

Name	Qualification	Designation	Specialization	No. of Years of Experience	No. of Ph.D. Students guided for the last 4 years
Indrani Bhattacharjee	M.A. M.Phil	Asst. Prof.	Literature	13yrs	NIL
Soma Bose	M.A.	Asst. Prof. (Part ime)	Literature	04yrs	NIL
Rinka Dey	M.A.	Asst. Prof. (Part ime)	Literature	04 months	NIL



11. List of senior visiting faculty: NIL
12. Percentage of lectures delivered and practical classes handled (programme wise) by temporary Faculty:
13. Student -Teacher Ratio (programme wise):

Programme	Session	Total Students	Student-Teacher Ratio
UG Major	2010-11	01	0.3:1
UG General		21	7:1
UG Major	2011-12	02	0.7:1
UG General		15	5:1
UG Major	2012-13	-	-
UG General		09	3:1
UG Major	2013-14	02	0.7:1
UG General		14	4.6:1
UG Major	2014-15	03	1:1
UG General		06	2:1

14. Number of academic support staff (technical) and administrative staff sanctioned and filled: NA
15. Qualifications of teaching faculty with DSc/ D.Litt/ Ph.D/ MPhil / PG.:
 - M. Phil: Ms. Indrani Bhattacharjee
 - PG: Ms. Soma Bose & Ms. Rinka Dey
16. Number of faculty with ongoing projects from a) National b) International funding agencies and Grants received: -
17. Departmental projects funded by DST - FIST; UGC, DBT, ICSSR, etc. and total grants received: -Nil
18. Research Centre /facility recognized by the University: Nil
19. Publications:
 - a) Publication per faculty

Sl. No.	Name of the Teacher	No. of Publications
1	Indrani Bhattacharjee	01

- b) Number of papers published in peer reviewed journals (national / international) by faculty and students



- c) Number of publications listed in International Database (For Eg: Web of Science, Scopus, Humanities International Complete, Dare Database - International Social Sciences Directory, EBSCO host, etc.)
- d) Monographs
- e) Chapter in Books
- f) Books Edited
- g) Books with ISBN/ISSN numbers with details of publishers
- 20. Areas of consultancy and income generated: Nil
- 21. Faculty as members in: Nil
 - a) National committees
 - b) International Committees
 - c) Editorial Boards
- 22. Student projects
 - a) Percentage of students who have done in-house projects including inter departmental/ Programmed: Nil
 - b) Percentage of students placed for projects in organizations outside the institution i.e.in Research laboratories/Industry/ other agencies: Nil
- 23. Awards/ Recognitions received by faculty and students: Nil
- 24. List of eminent academicians and scientists / visitors to the department: Nil
- 25. Seminars/ Conferences/Workshops organized & the source of funding: Nil
- 26. Student profile programme/course wise:

Session	Name of the Course/programme	Applications received	Selected	Pass percentage
2010-2011	Major	02	01	100%
	General	30	21	90.4%
2011-2012	Major	03	02	100%
	General	15	15	86.6%
2012-2013	Major	-	-	-
	General	10	09	100%
2013-2014	Major	03	02	100%
	General	15	14	100%
2014-2015	Major	04	03	100%
	General	06	06	66%



27. Diversity of Students

Name of the Course	% of students from the same state	% of students from other States	% of students From abroad
B.A.	100%	-	-

28. How many students have cleared national and state competitive examinations such as NET, SLET, GATE, Civil services, Defense services, etc.? Does not arise

29. Student progression

Student progression	Against % enrolled
UG to PG	57%
PG to M.Phil.	Nil
PG to Ph.D.	Nil
Ph.D. to Post-Doctoral	Nil
Employed <ul style="list-style-type: none">• Campus selection• Other than campus recruitment	Nil
Entrepreneurship/Self-employment	

30. Details of Infrastructural facilities

- a) Library: Departmental Library – 130 Books
- b) Internet facilities for Staff & Students: Yes
- c) Class rooms with ICT facility: NO
- d) Laboratories: Facilities available: NA

31. Number of students receiving financial assistance from college, university, government or other Agencies: Nil

32. Details on student enrichment programmes (special lectures / workshops / seminar) with external Experts: Nil

33. Teaching methods adopted to improve student learning: Along with conventional method we practice interactive session, seminar presentation & group discussion among the students.

34. Participation in Institutional Social Responsibility (ISR) and Extension activities:

- Tree plantation on the World Environment Day
- Participation in the Social Awareness Programme



35. SWOC analysis of the department and Future plans:

Strengths:

- Qualified faculty members
- A good numbers of availability of books
- Usage of modern as well as traditional methods of teaching techniques
- Updating students with latest developments in the field of Bengali literature along with other current affairs
- Taking care of each student individually which help them to score good percentage

Weakness:

- Low preference by students for taking Bengali in comparison to other MIL subjects

Opportunities

- Chances of organizing seminars
- Scope of conducting short-term translation courses
- Inter-disciplinary classes may be planned
- Literary activities, workshops may be organised
- May take steps to enhance students' written communication skill helping them to become good authors, print media journalists, faculty in future

Challenges

- Managing both pass and major classes with only one sanctioned faculty and two part-timers
- At the time of increasing students' preferences towards career oriented courses, attracting them to literature subjects is very difficult

Future Plans

- To publish a departmental magazine with literary works
- To form a 'Literary Society' for conducting workshops, seminars and improving the writing skill among the students

**3. Bio-Technology Department****Evaluative Report of the Departments**

1. Name of the department : BIOTECHNOLOGY
2. Year of Establishment : 2008
3. Names of Programmes / Courses offered (UG, PG, M. Phil., Ph.D., Integrated Masters; Integrated Ph.D., etc.): UG (General)
4. Names of Interdisciplinary courses and the departments/units involved: Environmental Studies
5. Annual/ semester/choice based credit system (programme wise): NO
6. Participation of the department in the courses offered by other departments: NO
7. Courses in collaboration with other universities, industries, foreign institutions, etc.: NO
8. Details of courses/programmes discontinued (if any) with reasons: NO
9. Number of Teaching posts:

	Sanctioned	Filled
Associate Professors	NIL	NIL
Asst. Professors	NIL	2

10. Faculty profile with name, qualification, designation, specialization, (D.Sc./D.Litt. /Ph.D. / M. Phil.etc.)

Name	Qualification	Designation	Specialization	No. of Years of Experience	No. of Ph.D. Students guided for the last 4 years
Biswajyoti Chetia	M. Sc.	Asst. Prof.	Applied Biotechnology	05	NIL
Monita Chetri	M. Sc; SLET	Asst. Prof.	Bioscience and Bioinformatics	01	NIL

11. List of senior visiting faculty : NIL
12. Percentage of lectures delivered and practical classes handled(programme wise) by temporary faculty : NIL
13. Student -Teacher Ratio (programme wise)



Programme	Session	Total Students	Student-Teacher Ratio
UG General	2010-11	28	14:1
UG General	2011-12	24	12:1
UG General	2012-13	28	14:1
UG General	2013-14	45	22.5:1
UG General	2014-15	17	8.5:1

14. Number of academic support staff (technical) and administrative staff; sanctioned and filled: Nil
15. Qualifications of teaching faculty with D.Sc/ D.Litt/ Ph.D/ M.Phil / PG.:
P.G. = 02
16. Number of faculty with ongoing projects from a) National b) International funding agencies and grants received: NIL
17. Departmental projects funded by DST - FIST; UGC, DBT, ICSSR, etc. and total grants received: NIL
18. Research Centre /facility recognized by the University: NIL
19. Publications :
 - a) Publication per faculty: Mr. Biswajyoti Chetia: 01
 - b) Number of papers published in peer reviewed journals (national / international) by faculty and Students.: Nil
 - c) Number of publications listed in International Database (For Eg: Web of Science, Scopus, Humanities International Complete, Dare Database - International Social Sciences Directory, EBSCO host, etc.) : Nil
20. Areas of consultancy and income generated : Nil
21. Faculty as members in : Nil
 - a) National committees
 - b) International Committees
 - c) Editorial Boards....Nil
22. Student projects:
 - a) Percentage of students who have done in-house projects including inter departmental/ Programme: NIL
 - b) Percentage of students placed for projects in organizations outside the institution i.e.in Research laboratories/Industry/ other agencies: Nil



23. Awards/ Recognitions received by faculty and students: Summer Research Fellowship- 2013
24. List of eminent academicians and scientists / visitors to the department: NIL
25. Seminars/ Conferences/Workshops organized & the source of funding: NIL
- a) National
- b) International
26. Student profile programme/course wise:

Name of the Course/programme (refer question no. 4)	Applications received (BIOTECH)	Selected	Enrolled		Pass percentage
			*M	*F	
UG (2010 -2011)	30	28	18	10	100
UG (2011 - 2012)	25	24	14	10	100
UG (2012 - 2013)	39	28	20	08	100
UG (2013 - 2014)	50	45	34	11	100
UG (2014 - 2015)	20	17	11	06	100

27. Diversity of Students

Name of the Course	% of students from the same state	% of students from other States	% of students From abroad
UG (2010 -2011)	100	NIL	NIL
UG (2011 - 2012)	100	NIL	NIL
UG (2012 - 2013)	100	NIL	NIL
UG (2013 - 2014)	100	NIL	NIL
UG (2014 - 2015)	100	NIL	NIL

28. How many students have cleared national and state competitive examinations such as NET, SLET, GATE, Civil services, Defense services, etc.? : DOES NOT ARISE

29. Student progression

Student progression	Against % enrolled
UG to PG	40%
PG to M.Phil.	DOES NOT ARISE
PG to Ph.D.	DOES NOT ARISE
Ph.D. to Post-Doctoral	DOES NOT ARISE
Employed <ul style="list-style-type: none">Campus selectionOther than campus recruitment	Nil
Entrepreneurship/Self-employment	DOES NOT ARISE



30. Details of Infrastructural facilities

- a) Library: DEPARTMENTAL LIBRARY SINCE 2010
- b) Internet facilities for Staff & Students: NO
- c) Class rooms with ICT facility: NO
- d) Laboratories: ONE (GENERAL LABORATORY)

31. Number of students receiving financial assistance from college, university, government or other Agencies: NIL

32. Details on student enrichment programmes (special lectures / workshops / seminar) with external Experts: NO

33. Teaching methods adopted to improve student learning:

- a) CONVENTIONAL METHOD
- b) AUDIO VISUAL.

34. Participation in Institutional Social Responsibility (ISR) and Extension activities: ENVIRONMENTAL AWARENESS THROUGH DEPARTMENTAL PROJECTS.

35. SWOC analysis of the department and Future plans:

STRENGTH:

- 1. Teaching Aids: Audio-visual aids, power-point presentation, demonstrations.
- 2. Passed Percentage: 100%
- 3. Availability of essential books

WEAKNESS:

- 1. Lack of lab equipments
- 2. Availability of reference books and journals.

FUTURE PLANS:

- i. Opening of Major course.
- ii. Well establishment of lab.
- iii. D.B.T. sponsored institutional biotech hub.
- iv. Govt. funding Minor Research Projects.
- v. More intakes of Students.



4. Bodo Department

Evaluative Report of the Departments

1. Name of the department : Bodo
2. Year of Establishment : 1993
3. Names of Programmes / Courses offered (UG, PG, M.Phil., Ph.D., Integrated Masters, Integrated Ph.D., etc.): UG (General)
4. Names of Interdisciplinary courses and the departments/units involved: Nil
5. Annual/ semester/choice based credit system (programme wise): Semester System
6. Participation of the department in the courses offered by other departments: Nil
7. Courses in collaboration with other universities, industries, foreign institutions, etc.: Nil
8. Details of courses/programmes discontinued (if any) with reasons: Nil
9. Number of Teaching posts:

Professors	Sanctioned	Non-Sanction	Filled
Associate Professors	Nil	Nil	Nil
Asst. Professors	Nil	01	01

10. Faculty profile with name, qualification, specialization, (D.Sc/D.Litt/Ph.D/M.Phil etc)

Name	Qualification	Designation	Specialization	No. of Years of Experience	No. of Ph.D. Students guided for the last 4 years
Ms. Paney Bodo	M.A.	Asst. Professor (Part Time)	Literature	02 yrs	NIL

11. List of senior visiting faculty: Nil
12. Percentage of lectures delivered and practical classes handled (programme wise) by temporary Faculty: 100%
13. Student -Teacher Ratio (programme wise):



Programme	Session	Total Students	Student-Teacher Ratio
UG General	2010-11	-	-
UG General	2011-12	5	5:1
UG General	2012-13	4	4:1
UG General	2013-14	2	2:1
UG General	2014-15	4	4:1

14. Number of academic support staff (technical) and administrative staff sanctioned and filled: Nil
15. Qualifications of teaching faculty with DSc/ D.Litt/ Ph.D/MPhil/PG.: PG: 01
16. Number of faculty with ongoing projects from a) National funding agencies and grants received: Nil
17. Departmental projects funded by DST - FIST; UGC, DBT, ICSSR, etc. and total grants received: Nil
18. Research Centre /facility recognized by the University: Nil
19. Publications:

- Publication per faculty

Sl. No.	Name of the Teacher	No. of Publications
1	Ms. Paney Bodo	-

- Number of papers published in peer reviewed journals (national /international) by faculty and students: Nil
 - Number of publications listed in International Database (For Eg: Web of Science, Scopus, Humanities International Complete, Dare Database International Social Sciences Directory, EBSCO host, etc.): Nil
 - Monographs: Nil
 - Chapter in Books: Nil
 - Books Edited: Nil
 - Books with ISBN/ISSN numbers with details of publishers: Nil
20. Areas of consultancy and income generated: Nil
21. Faculty as members in: Nil
22. Student projects: Nil
- a) Percentage of students who have done in-house projects including inter departmental/ Programmed: Nil



- b) Percentage of students placed for projects in organizations outside the institution i.e.in Research laboratories/Industry/ other agencies: Nil
23. Awards/ Recognitions received by faculty and students: Nil
24. List of eminent academicians and scientists / visitors to the department: Nil
25. Seminars/ Conferences/Workshops organized & the source of funding: Nil
26. Student profile programme/course wise:

Session	Name of the Course/programme	Applications received	Selected	Pass percentage
2010-2011	General	-	-	-
2011-2012	General	5	5	100%
2012-2013	General	4	4	100%
2013-2014	General	2	2	100%
2014-2015	General	4	4	100%

27. Diversity of Students

Name of the Course	% of students from the same state	% of students from other States	% of students From abroad
UG (Gen)	100%	-	-

28. How many students have cleared national and state competitive examinations such as NET, SLET, GATE, Civil services, Defense services, etc.?: Nil

29. Student progression

Student progression	Against % enrolled
UG to PG	Nil
PG to M.Phil.	Nil
PG to Ph.D.	Nil
Ph.D. to Post-Doctoral	Nil
Employed <ul style="list-style-type: none">Campus selectionOther than campus recruitment	Nil Nil
Entrepreneurship/Self-employment	Nil



30. Details of Infrastructural facilities

- a) Library: No
- b) Internet facilities for Staff & Students: Common internet in the college
- c) Class rooms with ICT facility: No
- d) Laboratories: Facilities available: NA

31. Number of students receiving financial assistance from college, university, government or other Agencies: Nil

32. Details on student enrichment programmes (special lectures / workshops / seminar) with external Experts: Nil

33. Teaching methods adopted to improve student learning: Conventional Method

34. Participation in Institutional Social Responsibility (ISR) and Extension activities: Working through Jagiroad College Women's Wing

35. SWOC analysis of the department and Future plans:

Strengths:

- Dedicated teacher

Weakness:

- Students' reluctance to study the subject

Opportunities

- Introduction of Major Course

Challenges

- Students are from families with rural & poor economic background

Future Plans

- Establishment of a departmental library



5. Botany Department

Evaluative Report of the Departments

1. Name of the department: Botany
2. Year of Establishment: 1986
3. Names of Programmes / Courses offered (UG, PG, M.Phil., Ph.D., Integrated Masters; Integrated Ph.D., etc.): U.G (Major & General)
4. Names of Interdisciplinary courses and the departments/units involved: Environmental Studies, Biotechnology
5. Annual/ semester/choice based credit system (programme wise): Semester
6. Participation of the department in the courses offered by other departments:
 - i) Classes taken in Environmental Studies.
 - ii) Guiding the student's projects of environmental studies.
7. Courses in collaboration with other universities, industries, foreign institutions, etc. Nil
8. Details of courses/programmes discontinued (if any) with reasons: Nil
9. Number of Teaching posts:

Faculty	Sanctioned	Non - Sanctioned	Filled
Associate Professors	3		3
Asst. Professors		1	1

10. Faculty profile with name, qualification, designation, specialization, (D.Sc./D.Litt. /Ph.D. / M. Phil. etc.,)

Name	Qualification	Designation	Specialization	No. of Years of Experience	No. of Ph.D. Students guided for the last 4 years
Dr.. Anil Bora	M.Sc, Ph.D.	Asso. Prof.	Plant Pathology	28Yrs	-
Mr. Dulal Ch. Dutta	M.Sc,	Asso. Prof.	Microbiology	27Yrs	-
Mr. Subrata Paul	M.Sc.	Asso. Prof.	Plant Taxonomy	21Yrs	-
Dr. Bharati Sarmah	M.Sc., Ph.D.	Asstt. Prof.	Plant Physiology	10Yrs	-



11. List of senior visiting faculty: NIL
12. Percentage of lectures delivered and practical classes handled (programme wise) by temporary faculty: Lecture – 20% Practical– 20% Per Semester
13. Student -Teacher Ratio (programme wise):

Programme	Session	Total Students	Student-Teacher Ratio
UG Major	2010-11	04	1:1
UG General		-	-
UG Major	2011-12	03	0.75:1
UG General		-	-
UG Major	2012-13	05	1.25:1
UG General		-	-
UG Major	2013-14	09	2.25:1
UG General		-	-
UG Major	2014-15	11	2.75:1
UG General		-	-

14. Number of academic support staff (technical) and administrative staff; sanctioned and filled: 02
15. Qualifications of teaching faculty with DSc/ D.Litt/ Ph.D/ MPhil / PG.:
PhD: 02 , PG: 02
16. Number of faculty with ongoing projects from a) National b) International funding agencies and grants received: Nil
17. Departmental projects funded by DST - FIST; UGC, DBT, ICSSR, etc. and total grants received: Nil
18. Research Centre /facility recognized by the University: NO
19. Publications:
- a) Publication per faculty-
- | | |
|--------------------------|----|
| 1) Dr. Anil Bora : | 0 |
| 2) Mr. Dulal Ch. Dutta : | 02 |
| 3) Mr. Subrata Paul : | 02 |
| 4) Dr. Bharati Sarmah : | 00 |



- b) Number of papers published in peer reviewed journals (national / international) by faculty and Students : NIL
- c) Number of publications listed in International Database (For Eg: Web of Science, Scopus: NIL
- d) Books Edited--- NIL
- e) Books with ISBN/ISSN numbers with details of publishers :NIL
- f) Citation Index ---NIL
- 20. Areas of consultancy and income generated: Nil
- 21. Faculty as members in:
 - a) National committees : 04
 - b) International Committees
 - c) Editorial Boards....
- 22. Student projects
 - a) Percentage of students who have done in-house projects including inter Departmental/ Programmed: Nil
 - b) Percentage of students placed for projects in organizations outside the institution i.e.in Research laboratories/Industry/ other agencies: NIL
- 23. Awards/ Recognitions received by faculty and students: Runa Doimari (1st Sem)
- 24. List of eminent academicians and scientists / visitors to the department: Nil
- 25. Seminars/ Conferences/Workshops organized & the source of funding:
 - a) One ASTEC sponsored Project on “ Sensitization on Biodiversity ” was completed.
- 26. Student profile programme/course wise:

Session	Name of the Course/programme	Applications received	Selected	Pass percentage
2010-2011	Major	04	04	70%
	General	-	-	-
2011-2012	Major	03	03	66%
	General	-	-	-
2012-2013	Major	05	05	60%
	General	-	-	-
2013-2014	Major	09	09	88%
	General	-	-	-
2014-2015	Major	11	11	91%
	General	-	-	-



27. Diversity of Students

Name of the Course	% of students from the same state	% of students from other States	% of students From abroad
B.Sc	100%	-	-

28. How many students have cleared national and state competitive examinations such as NET, SLET? GATE, Civil services, Defense services, etc? → Not attended.

29. Student progression

Student progression	Against % enrolled
UG to PG	30%
PG to M.Phil.	Not yet.
PG to Ph.D.	10%
Ph.D. to Post-Doctoral	Not yet.
Employed <ul style="list-style-type: none">• Campus selection• Other than campus recruitment	Nil 60
Entrepreneurship/Self-employment	30%

30. Details of Infrastructural facilities

- Library: Departmental Library – 250 Books
- Internet facilities for Staff & Students: No
- Class rooms with ICT facility: NO
- Laboratories: Facilities available : Yes

31. Number of students receiving financial assistance from college, university, government or other Agencies: Nil

32. Details on student enrichment programmes (special lectures / workshops / seminar) with external :

- Regular departmental Seminar among the students

33. Teaching methods adopted to improve student learning:- Audio-Visual

34. Participation in Institutional Social Responsibility (ISR) and Extension activities:

- Demonstration of simple laboratory equipments to visiting school students time to time.
- Involvement of faculties in developing scientific temper among the school children under the banner of Assam Science society.



- c) Involvement of faculties in the nearby institution in the programmes like science exhibition.
- d) Adoption of model village

35. SWOC analysis of the department and Future plans:

In spite of having several limitations the faculties of the department always doing for its betterment. Some of the positive and negative/ limited aspects of the department are-

Strengths-

- i) Faculties are cooperative and hard working.
- ii) As the number of students is less, scope for taking individual care is always there.
- iii) Apart from general library department has its own collection of books to help the students.

Weaknesses-

- i) As there is no feeder higher secondary school in the surroundings of the college, so the quantity and quality of students coming for major course is not satisfactory..
- ii) Most of the students are from vernacular medium, so maximum stress is always needed to make them able to follow the classes.
- iii) As the economic conditions of most of the students are not good, they exhibit less interest to buy books, rather, they fully depends on library books. Some of them are even doing side work to support their livelihood.

Opportunities-

- i) The spirit of the faculties, healthy environment in the department and supportive nature of the authority is an opportunity for the department, which may be utilize for uplifting the department.

Challenges-

- i. Overcoming the weakness of the department is a challenge for us.

Future plan-

To uplift the quality of the students and increasing the awareness of the society the department has decided to conduct the following programme in near future-

- i) National Seminar on Ecological theme.
- ii) Holding of seminar among students in every semester.
- iii) Popular talk on Biodiversity Conservation
- iv) Awareness Programme on Organic Farming



6. Chemistry Department

Evaluative Report of the Departments

1. Name of the department: CHEMISTRY
2. Year of Establishment: 1986
3. Names of Programmes / Courses offered (UG, PG, M. Phil., Ph.D., Integrated Masters; Integrated Ph.D., etc.): UG (Major & General)
4. Names of Interdisciplinary courses and the departments/units involved: BIOTECHNOLOGY
5. Annual/ semester/choice based credit system (programme wise): Semester System
6. Participation of the department in the courses offered by other departments: NO
7. Courses in collaboration with other universities, industries, foreign institutions, etc.: NO
8. Details of courses/programmes discontinued (if any) with reasons: NO
9. Number of Teaching posts:

Professors	Sanctioned	Filled
Associate Professors	4	4
Asst. Professors	1	1

10. Faculty profile with name, qualification, designation, specialization, (D.Sc./D.Litt./Ph.D. M. Phil. etc)

Name	Qualification	Designation	Specialization	No. of Years of Experience	No. of Ph.D. Students guided for the last 4 years
Dr. Gopi Adhikari	M. Sc, M. Phil, Ph.D.	Asso. Prof.	Inorganic	23	NIL
Mr. M Maulick	M. Sc, M. Phil	Asso. Prof.	Physical	21	NIL



Dr. C R Sarkar	M. Sc, Ph.D	Asso. Prof.	Organic	20	NIL
Dr. S S Phukan	M. Sc, Ph. D.	Asso. Prof.	Physical	16	NIL
Dr. Linton Hazarika	M. Sc, Ph. D.	Asst. Prof.	Inorganic	13	NIL

11. List of senior visiting faculty: NIL
12. Percentage of lectures delivered and practical classes handled (programme wise) by temporary faculty: NIL
13. Student -Teacher Ratio (programme wise):

Programme	Session	Total Students	Student-Teacher Ratio
UG Major	2010-11	07	1.4:1
UG General		38	7.6:1
UG Major	2011-12	04	0.8:1
UG General		22	4.4:1
UG Major	2012-13	04	0.8:1
UG General		19	3.8:1
UG Major	2013-14	09	1.8:1
UG General		36	7.2:1
UG Major	2014-15	06	1.2:1
UG General		30	6:1

14. Number of academic support staff (technical) and administrative staff; sanctioned and filled
15. Qualifications of teaching faculty with DSc/ D.Litt/ Ph.D/ MPhil / PG.:
Ph. D. = 03, M. Phil: 03
16. Number of faculty with ongoing projects from a) National b) International funding agencies and grants received: ONE (NATIONAL)
17. Departmental projects funded by DST - FIST; UGC, DBT, ICSSR, etc. and total grants received: ONE (UGC)
18. Research Centre /facility recognized by the University: NIL
19. Publications:
- Publication per faculty



Sl. No.	Name of the Teacher	No. of Publications
1	Mr. Gopi Adhikari	05
2	Mr. M Maulick	03
3	Mr. C R Sarkar	00
4	Dr. S S Phukan	05
5	Dr. Linton Hazarika	02

- Number of papers published in peer reviewed journals (national / international) by faculty and students
 - Number of publications listed in International Database (For Eg: Web of Science, Scopus, Humanities International Complete, Dare Database - International Social Sciences Directory, EBSCO host,etc)
 - Monographs
 - Chapter in Books
 - Books Edited
 - Books with ISBN/ISSN numbers with details of publishers
20. Areas of consultancy and income generated : NIL
21. Faculty as members in : NIL
- a) National committees
 - b) International Committees
 - c) Editorial Boards....
22. Student projects
- a) Percentage of students who have done in-house projects including inter departmental/ Programme: 100%
 - b) Percentage of students placed for projects in organizations outside the institution i.e.in Research laboratories/Industry/ other agencies: 10%
23. Awards/ Recognitions received by faculty and students : NIL
24. List of eminent academicians and scientists / visitors to the department: NIL
25. Seminars/ Conferences/Workshops organized & the source of funding : NIL
- a) National
 - b) International

**26. Student profile programme/course wise:**

Session	Name of the Course/programme	Applications Received	Selected	Pass percentage
2010-2011	Major	07	07	100%
	General	38	38	74%
2011-2012	Major	04	04	75%
	General	22	22	86%
2012-2013	Major	04	04	100%
	General	19	19	95%
2013-2014	Major	09	09	100%
	General	36	36	78%
2014-2015	Major	06	06	67%
	General	30	30	83%

27. Diversity of Students

Name of the Course	% of students from the same state	% of students from other States	% of students From abroad
UG (2010 -2011)	100	NIL	NIL
UG (2011 - 2012)	100	NIL	NIL
UG (2012 - 2013)	100	NIL	NIL
UG (2013 - 2014)	100	NIL	NIL

28. How many students have cleared national and state competitive examinations such as NET, SLET, GATE, Civil services, Defense services, etc.? TET:

01 NET: 04

29. Student progression

Student progression	Against % enrolled
UG to PG	20%
PG to M. Phil.	Nil
PG to Ph.D.	Nil
Ph.D. to Post-Doctoral	Nil
Employed	
• Campus selection	Nil
• Other than campus recruitment	60%
Entrepreneurship/Self-employment	10%



30. Details of Infrastructural facilities

- a) Library : DEPARTMENTAL LIBRARY SINCE 1993
- b) Internet facilities for Staff & Students: NO
- c) Class rooms with ICT facility: NO
- d) Laboratories: Two (GENERAL LABORATORY) & One (PHYSICAL LABORATORY)

31. Number of students receiving financial assistance from college, university, government or other Agencies: NIL

32. Details on student enrichment programmes (special lectures / workshops / seminar) with external Experts: NO

33. Teaching methods adopted to improve student learning: along with conventional method we practise interactive method, seminar presentation & group discussion among the students, use of chemical models as teaching aids.

34. Participation in Institutional Social Responsibility (ISR) and Extension activities: Environmental Awareness through departmental projects.

35. SWOC analysis of the department and Future plans:

Strengths:

- Availability and adequacy of qualified and competent teachers to adopt innovative teaching-learning process

Weaknesses:

- Insufficient general infrastructure and lab facilities

Opportunities:

- Socio-economically disadvantaged learners who have immense potentials

Challenges:

- To assist in a systematic manner all the learners equally so that the scope of their progression and employability are enhanced

Future Plans:

- Arrangement of campus interview
- Enrichment of departmental library facility
- More environmental awareness through in-house projects
- Publication of departmental journal
- Organising national level seminar



7. Commerce Faculty

Evaluative Report of the Faculty

1. Name of the department: Commerce
2. Year of Establishment: 2013
3. Names of Programmes / Courses offered (UG, PG, M. Phil., Ph.D., Integrated Masters; Integrated Ph.D., etc.): U.G. (Major & General)
4. Names of Interdisciplinary courses and the departments/units involved: MTM, Hindi, Assamese, Bodo, English
5. Annual/ semester/choice based credit system (programme wise): Yes
6. Participation of the department in the courses offered by other departments: Yes, MTM, Computer Dept., Community College, IDOL, KKHSOU
7. Courses in collaboration with other universities, industries, foreign institutions, etc.: NO
8. Details of courses/programmes discontinued (if any) with reasons: NO
9. Number of Teaching posts:

Faculty	Sanctioned	Filled
Associate Professors	NIL	NIL
Asst. Professors	NIL	5

10. Faculty profile with name, qualification, designation, specialization, (D.Sc./D.Litt. /Ph.D. / M. Phil. etc.,)

Name	Qualification	Designation	Specialization	No. of Years of Experience	No. of Ph.D. Students guided for the last 4 years
Mr. Naranyan Kafle	M.Com	Asst. Prof.	Accountancy	2	NIL
Ms. Sangeeta Sarma	M.Com	Asst. Prof.	Management	2	NIL
Mr. Sanjib Ghimire	M.Com	Asst. Prof.	Accountancy	2	NIL
Mrs. Farhana Yasmin	M.Com	Asst. Prof.	Finance	1	NIL
Mr. Lakshyajit Shyam	M. Com., M. Phil.	Asst. Prof.	Marketing	1	NIL



11. List of senior visiting faculty: Nil
12. Percentage of lectures delivered and practical classes handled (programme wise) by temporary faculty: NIL
13. Student -Teacher Ratio (programme wise):

Programme	Session	Total Students	Student-Teacher Ratio
UG	2013-14	93	31:1
UG	2014-15	95	24:1

14. Number of academic support staff (technical) and administrative staff; sanctioned and filled: NIL
15. Qualifications of teaching faculty with DSc/ D.Litt/ Ph.D/ MPhil / PG.:
PG : 01, M. Phil. : 01, Pursuing PhD: 03
16. Number of faculty with ongoing projects from a) National b) International funding agencies and grants received: NIL
17. Departmental projects funded by DST - FIST; UGC, DBT, ICSSR, etc. and total grants received: NIL
18. Research Centre /facility recognized by the University: NIL
19. Publications: Yes
 - Publication per faculty

Sl. No.	Name of the Teacher	No. of Publications
1	Sangeeta Sarma	02

- Number of papers published in peer reviewed journals (national / international) by faculty and Students
 - Number of publications listed in International Database (For Eg: Web of Science, Scopus, Humanities International Complete, Dare Database - International Social Sciences Directory, EBSCO host, etc.)
 - Monographs
 - Chapter in Books
 - Books Edited
 - Books with ISBN/ISSN numbers with details of publishers
20. Areas of consultancy and income generated: YES

Name	Area of consultancy	Organisation
Sangeeta Sarma	Entrepreneurship	IIE
Narayan Kafle	Entrepreneurship	IIE
Sanjib Ghimire	Entrepreneurship	IIE



21. Faculty as member in: NIL
a) National committees
b) International Committees
c) Editorial Boards: Nil
22. Student projects: NIL
23. Awards/ Recognitions received by faculty and students: NIL
24. List of eminent academicians and scientists / visitors to the department:
a) Prof. H. C. Gautam, Former HoD & Dean, Faculty of Commerce, GU
b) Prof. Bhaskarjyoti Bora, HoD & Dean, Faculty of Commerce, GU
25. Seminars/ Conferences/Workshops organized & the source of funding: NIL
26. Student profile programme/course wise:

Session	Name of the Course/programme	Applications Received	Selected	Pass percentage
2013-2014	Major	70	52	-
	General	98	93	62.6%
2014-2015	Major	-	-	-
	General	115	94	-

27. Diversity of Students

Name of the Course	% of students from the same state	% of students from other States	% of students From abroad
UG (2013-2014)	100	NIL	NIL
UG(2014-2015)	100	NIL	NIL

28. How many students have cleared national and state competitive examinations such as NET, SLET, GATE, Civil services, Defense services, etc. ? Does not arise
29. Student progression

Student progression	Against % enrolled
UG to PG	Does not Arise
PG to M.Phil.	Does not Arise
PG to Ph.D.	Does not Arise
Ph.D. to Post-Doctoral	Does not Arise
Employed <ul style="list-style-type: none">Campus selectionOther than campus recruitment	Does not Arise
Entrepreneurship/Self-employment	Does not Arise



30. Details of Infrastructural facilities
- Library: 450 Books (Approx)
 - Internet facilities for Staff & Students: NO
 - Class rooms with ICT facility: NO
 - Laboratories: Facilities available: Nil
31. Number of students receiving financial assistance from college, university, government or other Agencies: NIL
32. Details on student enrichment programmes (special lectures / workshops / seminar) with external Experts:
- a) Special Lecture by Prof. H. C. Gautam, GU on 'Generally Accepted Accounting Principles'
33. Teaching methods adopted to improve student learning: Library visit, Field visit, Group discussion, Microteaching
34. Participation in Institutional Social Responsibility (ISR) and Extension activities: Participation in extension activities like women Empowerment, plantation, participation in IGNOU, IDOL, K.K Handique open University, classes taken at IIE, Jagiroad
35. SWOC analysis of the department and Future plans:
- Strength:**
- Faculty- Young, dynamic, self motivated, hardworking, dedicated
- Weakness:**
- Newly introduced stream hence the lack of adequate infrastructure facilities
 - Requisite of additional teaching faculties
 - Lack of modern teaching aid and equipments such as projectors, digital blackboards etc.
- Opportunities:**
- Fulfilling the rising demand of Commerce education in and around Jagiroad
- Challenges:**
- Providing industry exposure to the students
- Future Plans:**
- To introduce major courses in Finance and E-Commerce
 - Launching of H.S and P.G courses



8. Computer Department

Evaluative Report of the Departments

1. Name of the department: Computer Application
2. Year of Establishment: 1996
3. Names of Programmes / Courses offered (UG, PG, M.Phil., Ph.D., Integrated Masters; Integrated Ph.D., etc.): UG & PG (PGDCA)
4. Names of Interdisciplinary courses and the departments/units involved:

Course	Semester	Paper	Department involved
Under Graduate	6 th Semester	Paper 602 – Practical	Dept of Accountancy
	5 th Semester	Paper 502	Dept.of Accountancy
	1 st Semester	Paper 101	Dept.of Mathematics
	1 st Semester	Paper 1.1	Dept of Mathematics
Post Graduate	2 nd Semester	Paper 2.3	Dept.of Mathematics

5. Annual/ semester/choice based credit system (programme wise):Semester System
6. Participation of the department in the courses offered by other departments: Yes, TTM, Community College, B Voc
7. Courses in collaboration with other universities, industries, foreign institutions, etc.: Yes, Engaged with the free computer course for SC/ST Students offered by NIELITE
8. Details of courses/programmes discontinued (if any) with reason: Yes
 - a) Short term course in Computer Application Purpose: Due to less student enrollment and time schedule Problem.
9. Number of Teaching posts:

Professors	Sanctioned	Filled
Associate Professors	NIL	NIL
Asst. Professors	NIL	03 (Contractual)
Lab Instructor	NIL	01



10. Faculty profile with name, qualification, designation, specialization, (D.Sc./D.Litt. /Ph.D. / M. Phil. etc.,)

Name	Qualification	Designation	Specialization	No. of Years of Experience	No. of Ph.D. Students guided for the last 4 years
Muktab Hussain	MSc (IT), MLIsC	Asst. Prof.	DBMS, OOPs	10	NIL
Dharmeswar Tarang	MSc (CS)	Asst. Prof.	Data Structure & Programming in C, C++	1	NIL
Bipul Kr. Biswas	MSc IT	Asst. Prof.	Operating System	07	NIL
Dilip Hazarika	B.Tech (IT)	Lab Instructor	Web Technology	01	NIL

11. List of senior visiting faculty: NIL
 12. Percentage of lectures delivered and practical classes handled (programme wise) by temporary Faculty: 100%
 13. Student -Teacher Ratio (programme wise):

Programme	Ratio
Under Graduate	25:1
Post Graduate	15:1

14. Number of academic support staff (technical) and administrative staff; sanctioned and filled: NIL
 15. Qualifications of teaching faculty with DSC/ D.Litt./ Ph.D. / MPhil / PG.: PG: 03
 16. Number of faculty with ongoing projects from a) National b) International funding agencies and Grants received: NIL
 17. Departmental projects funded by DST - FIST; UGC, DBT, ICSSR, etc. and total grants received: NIL
 18. Research Centre /facility recognized by the University: NIL
 19. Publications: NIL
- Publication per faculty



- Number of papers published in peer reviewed journals (national / international) by faculty and Students
 - Number of publications listed in International Database (For Eg: Web of Science, Scopus, Humanities International Complete, Dare Database - International Social Sciences Directory, EBSCO host, etc.)
20. Areas of consultancy and income generated: NIL
21. Faculty as members in : NIL
- a) National committees
 - b) International Committees
 - c) Editorial Board:.....Nil
22. Student projects
- Percentage of students who have done in-house projects including inter departmental/ Programme: NIL
 - Percentage of students placed for projects in organizations outside the institution i.e.in Research laboratories/Industry/ other agencies: NIL
23. Awards/ Recognitions received by faculty and students: NIL
24. List of eminent academicians and scientists / visitors to the department: NIL
25. Seminars/ Conferences/Workshops organized & the source of funding: NIL
26. Student profile programme/course wise:

Session	Name of the Course/programme	Applications received	Selected	Pass percentage
2010-2011	Major	-	-	-
	General	22	22	82%
2011-2012	Major	-	-	-
	General	12	12	75%
2012-2013	Major	-	-	-
	General	14	14	50%
2013-2014	Major	-	-	-
	General	43	43	
2014-2015	Major	-	-	-
	General	34	34	

**27. Diversity of Students**

Name of the Course	% of students from the same state	% of students from other States	% of students From abroad
UG (2010-2011)	100	NIL	NIL
UG (2011-2012)	100	NIL	NIL
UG(2012-2013)	100	NIL	NIL
UG (2013-2014)	100	NIL	NIL
UG (2014 – 2015)	100	NIL	NIL
UG(2015 – 2016)	100	NIL	NIL

28. How many students have cleared national and state competitive examinations such as NET, SLET, GATE, Civil services, Defense services, etc. ? DOES NOT ARISE

29. Student progression

Student progression	Against % enrolled
UG to PG/PGDCA	30%
PG to M.Phil.	Does not Arise
PG to Ph.D.	Does not Arise
Ph.D. to Post-Doctoral	Dose not Arise
Employed <input type="checkbox"/> Campus selection <input type="checkbox"/> Other than campus recruitment	No
Entrepreneurship/Self-employment	Does Not Arise

30. Details of Infrastructural facilities

- a) Library: 450 Books (Approx)
- b) Internet facilities for Staff & Students: NO



- c) Class rooms with ICT facility: NO
- d) Laboratories: Facilities available
- 31. Number of students receiving financial assistance from college, university, government or other Agencies: Nil
- 32. Details on student enrichment programmes (special lectures / workshops / seminar) with external Experts: Popular talk, seminars and workshops are organized by the department.
- 33. Teaching methods adopted to improve student learning: Group discussion, Microteaching
- 34. Participation in Institutional Social Responsibility (ISR) and Extension activities: Faculties are working under the Website Management Committee of the College.
- 35. SWOC analysis of the department and Future plans:

Strengths:

- Faculty members work as a dedicated team & value each other's suggestion for improvement
- Laboratory is satisfactory

Weaknesses:

- Lack of classrooms

Opportunities

- The dept. may explore the possibility of opening modern IT courses

Challenges

- Students are from families with rural & poor economic background

Future Plans

- Enrichment of departmental library facility
- Publication of departmental journal
- Arrangement of campus interview



9. Economics Department

Evaluative Report of the Departments

1. Name of the department: Economics
2. Year of Establishment: 1979
3. Names of Programmes / Courses offered (UG, PG, M. Phil., Ph.D., Integrated Masters, Integrated Ph.D., etc.):
 - UG (Major)
 - UG (General)
4. Names of Interdisciplinary courses and the departments/units involved: Nil
5. Annual/ semester/choice based credit system (programme wise): Semester System (From 2011)
6. Participation of the department in the courses offered by other departments:
 - Dept. of Pol. Science
 - MTM
 - Commerce
 - Courses offered by KKHSOU Branch of the college
7. Courses in collaboration with other universities, industries, foreign institutions, etc.: NIL
8. Details of courses/programmes discontinued (if any) with reasons: Nil
9. Number of Teaching posts:

Professors	Sanctioned	Non-Sanction	Filled
Associate Professors	03	-	02
Asst. Professors	01	-	01

10. Faculty profile with name, qualification, specialization, (D.Sc/D.Litt/Ph.D/M.Phil etc)



Name	Qualification	Designation	Specialization	No. of Years of Experience	No. of Ph.D. Students guided for the last 4 years
Dr. Purushottam Bhandari	M.A., M Phil., PhD	Asso. Prof.	International Economics & HRD	30yrs	NIL
Mrs. Ranju Gogoi Chutia	M.A., M Phil.	Asso. Prof.	Agricultural Economics	23yrs	NIL
Dr. Amiya Sarma	M.A., PhD	Asst. Prof.	Econometrics, Operations Research	09 yr	NIL

11. List of senior visiting faculty: Nil
12. Percentage of lectures delivered and practical classes handled (programme wise) by temporary Faculty: Nil
13. Student -Teacher Ratio (programme wise):

Programme	Session	Total Students	Student-Teacher Ratio
UG Major	2010-11	17	4:1
UG General		29	7:1
UG Major	2011-12	21	5:1
UG General		33	8:1
UG Major	2012-13	20	5:1
UG General		36	9:1
UG Major	2013-14	12	3:1
UG General		50	13:1
UG Major	2014-15	09	2:1
UG General		31	8:1

14. Number of academic support staff (technical) and administrative staff sanctioned and filled: Nil
15. Qualifications of teaching faculty with DSc/ D.Litt/ Ph.D/ MPhil / PG.:
- PhD: 02
 - M. Phil: 01
16. Number of faculty with ongoing projects from a) National funding agencies and grants received: Nil



17. Departmental projects funded by DST - FIST; UGC, DBT, ICSSR, et and total grants received: Nil

18. Research Centre /facility recognized by the University: Nil

19. Publications:

- Publication per faculty

Sl. No.	Name of the Teacher	No. of Publications
1	Dr. Purushottam Bhandari	03
2	Mrs. Ranju Gogoi Chutia	-
3	Dr. Amiya Sarma	01

- Number of papers published in peer reviewed journals (national / international) by faculty and students: 01 National
- Number of publications listed in International Database (For Eg: Web of Science, Scopus, Humanities International Complete, Dare Database - International Social Sciences Directory, EBSCO host, etc.) : Nil
- Monographs: Nil
- e) Chapter in Books: 04
- Books Edited: 01
- Books with ISBN/ISSN numbers with details of publishers:
- Economic System, Omsons Publication
- Freedom Movement

20. Areas of consultancy and income generated: Nil

21. Faculty as members in: Nil

22. Student projects

- a) Percentage of students who have done in-house projects including inter departmental/ Programmed: 100% (5th Sem Major Students)
- b) Percentage of students placed for projects in organizations outside the institution i.e.in Research laboratories/Industry/ other agencies: Nil

23. Awards/ Recognitions received by faculty and students:

- Student Ms. Alpana Roy received second prize in Kamrupia Lokgeet competition at Youth Festival, GU, 2012-13
- Ms. Alpana Roy received second prize in national level Karate Competition held in Mumbai in 2014

24. List of eminent academicians and scientists / visitors to the department:

- Prof. E. Bijoy Singh, Dept. of Economics, Manipur University



- Prof. Dilip Kr. Baruah, Former Principal, Cotton College
 - Dr. Ratul Mahanta, Dept. of Economics, GU
 - Dr. Daisy Das, Dept. of Economics, Cotton College State University
 - Dr. Harekrishna Dev Sarma, Principal, Arya College, Guwahati
 - Dr. Bishnu Upadhyaya, Principal, GKB College, Morigaon
25. Seminars/ Conferences/Workshops organized & the source of funding:
- Organised UGC funded national seminar on 'Infrastructure for Economic Development of Assam: Problems & Prospects' on 3-4 Feb., 2012
 - Submitted proposal for national seminar on 'Financial Inclusion & Economic Development' to UGC
26. Student profile programme/course wise:

Session	Name of the Course/programme	Applications received	Selected	Pass percentage
2010-2011	Major	20	17	71%
	General	30	29	69%
2011-2012	Major	25	21	81%
	General	33	33	76%
2012-2013	Major	24	20	80%
	General	41	36	75%
2013-2014	Major	15	12	92%
	General	54	50	98%
2014-2015	Major	12	09	89%
	General	41	31	81%

27. Diversity of Students

Name of the Course	% of students from the same state	% of students from other States	% of students From abroad
UG (Gen)	100%	-	-
UG (Maj)	100%	-	-



28. How many students have cleared national and state competitive examinations such as NET, SLET, GATE, Civil services, Defense services, etc.?: SLET:02, TET: 10

29. Student progression

Student progression	Against % enrolled
UG to PG	50%
PG to M.Phil.	10%
PG to Ph.D.	20%
Ph.D. to Post-Doctoral	Nil
Employed	
• Campus selection	Nil
• Other than campus recruitment	25%
Entrepreneurship/Self-employment	50%

30. Details of Infrastructural facilities

- Library: Departmental Library – 110 Books
- Internet facilities for Staff & Students: Common internet in the college
- Class rooms with ICT facility: No
- Laboratories: Facilities available: NA

31. Number of students receiving financial assistance from college, university, government or other Agencies:

32. Details on student enrichment programmes (special lectures / workshops / seminar) with external Experts: Nil

33. Teaching methods adopted to improve student learning:

- Library Work
- Group Discussion
- Power Point Presentation

34. Participation in Institutional Social Responsibility (ISR) and Extension activities:

- One of the faculty members is participating in extension activities through the Women's Wing & all faculty members are working through different cells in IQAC of the college



35. SWOC analysis of the department and Future plans:

Strengths:

- Qualified and experienced faculty members
- Departmental library with relevant text books & references
- Good enrolment in the major course
- Wall magazine attempting to encourage students for writing
- Takes special initiatives to aid poor & needy major students
- Regular departmental seminars, group discussions & workshops

Weaknesses:

- No computer, printer & internet
- Fewer enrolment in general course
- Students have less command over English
- No digital classroom
- Limited classrooms & limited space in the dept.

Opportunities

- Scope for better performance of the students
- Scope of initializing interdisciplinary courses
- Alumni are holding good positions

Challenges

- Reluctance among students to study Economics
- To popularize the subject among students coming from rural & poor economic background
- To make students comfortable with basic mathematics & statistics
- To introduce ICT based teaching-learning mechanisms

Future Plans

- To enrich the departmental library
- To organize a national seminar
- Introduction of PG course in Economics
- To encourage students to research oriented activities



10. Education Department

Evaluative Report of the Departments

1. Name of the department : Education
2. Year of Establishment : 1979
3. Names of Programmes / Courses offered (UG, PG, M. Phil., Ph.D., Integrated Masters; Integrated Ph.D., etc.): U.G.: Major U.G.: General
4. Names of Interdisciplinary courses and the departments/units involved: Evst (BA IV Sem) IGNOU(B.A & M.A).Idol (MA class)
5. Annual/ semester/choice based credit system (programme wise): NO
6. Participation of the department in the courses offered by other departments: Environmental Studies
7. Courses in collaboration with other universities, industries, foreign institutions, etc.: NO
8. Details of courses/programmes discontinued (if any) with reasons: NO
9. Number of Teaching posts:

Professor	Sanctioned	Filled
Associate Professor	03	03
Assistant Professor	01	01

10. Faculty profile with name, qualification, designation, specialization, (D.Sc./D.Litt. /Ph.D. / M. Phil. etc.,)

Name	Qualification	Designation	Specialization	No. of Years of Experience	No. of Ph.D. Students guided for the last 4 years
Mr. Pabon Ch. Gogoi	M.A., M Phil.	Asso. Prof.	Dissertation	32 Yrs	NIL
Mrs. Malaya Goswami	M.A.	Asso. Prof.	Lab Practical	31 Yrs	NIL
Dr. Hema Kt. Chutia	M.A., M. Phil, Ph.D	Asso. Prof.	Do	27 Yrs	NIL
Dr. Srijani Das	M.A., M. Phil, Ph.D	Asst. Prof.	Do	12 Yrs	NIL



11. List of senior visiting faculty: NIL
12. Percentage of lectures delivered and practical classes handled (programme wise) by temporary faculty: NIL
13. Student -Teacher Ratio (programme wise):

Programme	Session	Total Students	Student-Teacher Ratio
UG Major	2010-11	07	1.75:1
UG General		116	29:1
UG Major	2011-12	05	1.25:1
UG General		86	21.5:1
UG Major	2012-13	11	2.75:1
UG General		181	45.25:1
UG Major	2013-14	08	2:1
UG General		60	15:1
UG Major	2014-15	22	5.5:1
UG General		87	21.75:1

14. Number of academic support staff (technical) and administrative staff; sanctioned and filled: NIL
15. Qualifications of teaching faculty with DSc/ D.Litt/ Ph.D/ MPhil / PG.:
- Mr. Pabon Ch. Gogoi : M.A., M. Phil.
 - Mrs. Malaya Goswami : M. A.
 - Dr Hema Kt. Chutia : M.A., M. Phil, Ph.D
 - Dr. Srijani Das : M.A., M. Phil, B.Ed, Ph.D
16. Number of faculty with ongoing projects from a) National b) International funding agencies and grants received: NIL
17. Departmental projects funded by DST - FIST; UGC, DBT, ICSSR, etc. and total grants received: NIL
18. Research Centre /facility recognized by the University: NIL
19. Publications:

• Publication per faculty

Sl. No.	Name of the Teacher	No. of Publications
1	Mr. Pabon Ch. Gogoi	-
2	Mrs. Malaya Goswami	-
3	Dr. Hema Kt. Chutia	-
4	Dr. Srijani Das	03



- Number of papers published in peer reviewed journals (national / international) by faculty and Students:
 - Number of publications listed in International Database (For Eg: Web of Science, Scopus, Humanities International Complete, Dare Database - International Social Sciences Directory, EBSCO host, etc.): Nil
 - Chapter in Books
 - Books Edited
 - Books with ISBN/ISSN numbers with details of publishers
20. Areas of consultancy and income generated: NIL
21. Faculty as members in :
- National committees : 02
 - International Committees : -
 - Editorial Board : -
22. Student projects
- a) Percentage of students who have done in-house projects including inter departmental/ Programme: 1) 6th Semester (Major) 100% (Paper 6.6) Course related project.
- b) Percentage of students placed for projects in organizations outside the institution i.e.in Research laboratories/Industry/ other agencies: Nil
23. Awards/ Recognitions received by faculty and students:
- a) Dr. Srijani Das : Ph.D, 2013
- b) Mrs. Malaya Goswami : Jury Member i) National Film Festival, 2013.
ii) Selected Zonal member for Assam, NEZCC
24. List of eminent academicians and scientists / visitors to the department:
1. Dr. Gayatri Goswami, Prof., Gauhati University, Education department
 2. Dr. Jagat Swargiary, Prof., Gauhati University, Education department
 3. Dr. Anjana Goswami, Director, Ashadeep, Guwahati
 4. Dr. Sangita Goswami, Psychologist
 5. Dr.Beda Kumar Chaliha, Principal, Raha College



25. Seminars/ Conferences/Workshops organized & the source of funding: NIL

26. Student profile programme/course wise:

Session	Name of the Course/programme	Applications received	Selected	Pass percentage
2010-2011	Major	15	07	100%
	General	136	116	99%
2011-2012	Major	12	05	80%
	General	150	86	99%
2012-2013	Major	23	11	100%
	General	254	181	99%
2013-2014	Major	16	08	75%
	General	145	60	85%
2014-2015	Major	30	22	73%
	General	178	87	88%

27. Diversity of Students

Name of the Course	% of students from the same state	% of students from other States	% of students From abroad
UG (Gen)	100%	-	-
UG (Maj)	100%	-	-

28. How many students have cleared national and state competitive examinations such as NET, SLET, GATE, Civil services, Defense services, etc.? TET : 01

29. Student progression

Student progression	Against % enrolled
UG to PG	8%
PG to M.Phil.	-
PG to Ph.D.	-
Ph.D. to Post-Doctoral	-
Employed	
• Campus selection	-
• Other than campus recruitment	
Entrepreneurship/Self-employment	-

30. Details of Infrastructural facilities

a) Library: 450 Books (Approx.)



- b) Internet facilities for Staff & Students: NIL
 - c) Class rooms with ICT facility: NIL
 - d) Laboratories: Facilities available
31. Number of students receiving financial assistance from college, university, government or other Agencies: Nil
32. Details on student enrichment programmes (special lectures / workshops / seminar) with external Experts: Popular talk seminars and workshop are organized by the department.
33. Teaching methods adopted to improve student learning: Library visit, Field visit, Group discussion, Microteaching, Excursions, Observing Speed day etc.
34. Participation in Institutional Social Responsibility (ISR) and Extension activities: Participation in extension activities like women Empowerment, plantation, participation in IGNOU, IDOL, K.K Handique State Open University
35. SWOC analysis of the department and Future plans:

Strengths:

- Qualified and experienced Teachers
- A good departmental library
- Sufficient laboratory equipments

Weaknesses:

- Lack of I.T. facility
- Lack of sufficient classroom

Opportunities:

- Up gradation of the courses
- Extra guidance to the students
- Opportunity for research work
- Departmental publications

Challenges:

- To create an environment for all round development of the students
- Empowering the community (Tribal Dominated area)
- Creating Environmental awareness in Jagiroad Area

Future Plan:

- Developing peer teaching
- Inviting guest lectures
- Exchange programme with the nearby Colleges
- Visiting programme to some special institutions of Assam
- Organising department club and wall Magazine



11. English Department

Evaluative Report of the Departments

1. Name of the department: English
2. Year of Establishment: 1979
3. Names of Programmes / Courses offered (UG, PG, M. Phil., Ph.D., Integrated Masters, Integrated Ph.D., etc.): U.G (Major) UG (General)
4. Names of Interdisciplinary courses and the departments/units involved: Environmental Studies in Degree (UG Course)
5. Annual/ semester/choice based credit system (programme wise): Semester System (From 2011)
6. Participation of the department in the courses offered by other departments:
 - a) MTM
 - b) B Voc (Retail Management & Fashion Technology)
 - c) Community College (PPT & Acting)
7. Courses in collaboration with other universities, industries, foreign institutions, etc.: NIL
8. Details of courses/programmes discontinued (if any) with reasons: Crash course in Communicative English remains suspended from 2014-15 due to:
 1. Unavailability of suitable candidates to be faculties in the subject &
 2. Lack of enrollment.
9. Number of Teaching posts:

Professors	Sanctioned	Non-Sanction	Filled
Associate Professors	04	-	04
Asst. Professors	-	-	-



10. Faculty profile with name, qualification, specialization, (D.Sc/D.Litt/Ph.D/M.Phil etc)

Name	Qualification	Designation	Specialization	No. of Years of Experience	No. of Ph.D. Students guided for the last 4 years
Dr. Inishi Choudhury Mahanta	M.A., PhD	Asso. Prof.	Victorian Fiction	27yrs	NIL
Dr. Dipak Jyoti Baruah	M.A., PhD	Asso. Prof.	Victorian Novel	26yrs	NIL
Dr. Md. Sohail Ahmed	M.A., PhD	Asso. Prof.	Continental Drama & Language	21 yrs	NIL
Mrs. Jita Baruah	M.A., B. Ed., M. Phil.	Asso. Prof.	Indian Writing in English	16 yrs	NIL

11. List of senior visiting faculty:

- Dr. Malaya Khound, former faculty, Delhi University
- Dr. Kishor Bhattacharjya, HOD, Folklore, GU
- Prof. Gautam Sharma, HOD, English, Cotton College
- Dr. Aparna Bhattacharjya, Former HOD, English, GU

12. Percentage of lectures delivered and practical classes handled (programme wise) by temporary Faculty: Nil

13. Student -Teacher Ratio (programme wise):

Programme	Session	Total Students	Student-Teacher Ratio
UG Major	2010-11	03	0.8:1
UG General		163	40.8:1
UG Major	2011-12	01	0.3:1
UG General		205	51.3:1
UG Major	2012-13	04	1:1
UG General		330	82.5:1
UG Major	2013-14	04	1:1
UG General		491	122.8:1
UG Major	2014-15	03	0.8:1
UG General		400	100:1



14. Number of academic support staff (technical) and administrative staff sanctioned and filled: Nil
15. Qualifications of teaching faculty with DSc/ D.Litt/ Ph.D/ MPhil / PG.:
- PhD: 03
 - M. Phil: 01
16. Number of faculty with ongoing projects from a) National funding agencies and grants received: Minor Research Project by one faculty, Funding Agency: UGC, Amount: Rs. 1.25 Lacs
17. Departmental projects funded by DST - FIST; UGC, DBT, ICSSR, etc. and total grants received: -Nil
18. Research Centre /facility recognized by the University: Nil
19. Publications:
- a) Publication per faculty

Sl. No.	Name of the Teacher	No. of Publications
1	Dr. Inishi Choudhury Mahanta	-
2	Dr. Dipak Jyoti Baruah	05
3	Dr. Md. Sohail Ahmed	-
4	Mrs. Jita Baruah	-

- b) Number of papers published in peer reviewed journals (national / international) by faculty and students
- c) Number of publications listed in International Database (For Eg: Web of Science, Scopus, Humanities International Complete, Dare Database - International Social Sciences Directory, EBSCO host, etc.)
- d) Monographs
- e) Chapter in Books
- f) Books Edited
- g) Books with ISBN/ISSN numbers with details of publishers
20. Areas of consultancy and income generated: Nil
21. Faculty as members in:
- a) National committees 04
 - b) International Committees -
 - c) Editorial Boards 03
22. Student projects
- a) Percentage of students who have done in-house projects including inter departmental/ Programmed:8% (in the Environmental Studies)



- b) Percentage of students placed for projects in organizations outside the institution i.e.in Research laboratories/Industry/ other agencies: Nil
23. Awards/ Recognitions received by faculty and students:
- a) Dr. Dipak Jyoti Baruah chaired a technical session of National Seminar on English organised by Sonapur College in 2015
 - b) Dr. Dipak Jyoti Baruah took the responsibility of Preliminary panel Advisor for Sahitya Akademi Yuba Prakashan
 - c) Sri Pijush Biswas, a student of 6th sem. Was awarded 2nd prize in 20th Asian & International WFSKO Cup Karate Championship organised by World Funa Koshi Shotokan Karate Organisation at Mulund, Mumbai, Feb., 2015
24. List of eminent academicians and scientists / visitors to the department:
- a) Dr. Aparna Bhattacharjya, Former HOD, English, GU
 - b) Dr. Malaya Khound, Former Lecturer, Dept. of Language & Literature, Delhi University
 - c) Prof. Gautam Sharma, Prof., English, Cotton College
 - d) Dr. Alaka Sharma, Prof., Economics, USTM, Meghalaya
 - e) Dr. Abani Bhagawati, Prof. in Geography, GU
 - f) Dr. Dayananda Pathak, Retired Principal, Pragjyotish College
 - g) Mr. Munin Mahanta, Ex MLA, Morigaon
25. Seminars/ Conferences/Workshops organized & the source of funding:
- a) Departmental colloquium held on Translation funded by the college
 - b) Workshop organised on 'Official Letter Drafting' funded by the college
26. Student profile programme/course wise:

Session	Name of the Course/programme	Applications received	Selected	Pass percentage
2010-2011	Major	06	03	33.3%
	General	200	163	71.1%
2011-2012	Major	03	01	0%
	General	250	205	65.9%
2012-2013	Major	10	04	75%
	General	420	330	57.3%
2013-2014	Major	07	04	100%
	General	550	491	
2014-2015	Major	08	03	66.7%
	General	510	400	



27. Diversity of Students

Name of the Course	% of students from the same state	% of students from other States	% of students From abroad
UG (General)	90%	10%	-
UG (Major)	90%	10%	

28. How many students have cleared national and state competitive examinations such as NET, SLET, GATE, Civil services, Defense services, etc.?: Nil

29. Student progression

Student progression	Against % enrolled
UG to PG	40%
PG to M.Phil.	Nil
PG to Ph.D.	Nil
Ph.D. to Post-Doctoral	Nil
Employed	
• Campus selection	Nil
• Other than campus recruitment	Nil
Entrepreneurship/Self-employment	Nil

30. Details of Infrastructural facilities

- Library : Departmental Library
- Internet facilities for Staff & Students: Common internet in the college
- Class rooms with ICT facility :Common smart classrooms occasionally used by the Dept.
- Laboratories: Facilities available :NA

31. Number of students receiving financial assistance from college, university, government or other Agencies: Nil

32. Details on student enrichment programmes (special lectures / workshops / seminar) with external Experts: Special lecture on translation by Dr. Malaya Khound, Delhi University

33. Teaching methods adopted to improve student learning:

- Special doubt clearance sessions are held
- Engaging students in group activities
- Providing supplementary reading materials & hand-outs
- Helping students in finding out references in the library
- Evaluations of students' progress are done by holding unit tests, giving assignments

34. Participation in Institutional Social Responsibility (ISR) and Extension activities:



- Two faculties are participating in extension activities through the Women's Wing
- Two faculties are associated with the governance of two schools
- Faculties are associated with the adoption of model village - Sonaikuchi

35. SWOC analysis of the department and Future plans:

Strengths:

- Faculty members work as a dedicated team & value each other's suggestion for improvement
- Three faculties of the dept. are holding doctorates from prestigious institutions, one of the faculties also holds with B Ed & M Phil degrees
- Two faculties are prolific creative writers contributing in the state's premier literary journals
- Faculties generally associate themselves actively with various social & cultural activities. They are being associated with the people oriented organizations like Indian People's Theatre Association (IPTA), Indian Society for Cultural Unity & Friendship (ISCUF), Centre for Environment, Education & Economic Development (CEEED) & North East Policy Institute (NEPI)
- Strong bond of relationship between the teachers & students
- Teachers possess enough experience & exposure in the academics

Weakness:

- Dearth of teachers in the dept. compared to the class-load
- Want of suitable classrooms
- ICT facility is not available in the dept.
- Most students are not competent in spoken English
- Not enough seminars & workshops have been organised

Opportunities

- The dept. may explore the possibility of opening PG courses
- May explore the possibility of conducting students' exchange & faculty exchange programmes
- May initiate short term or crash courses in ELT, translation studies & conversational skills

Challenges

- Students are from families with rural & poor economic background
- Job opportunities are very limited

Future Plans

- For opening P.G. Programme
- Diploma in i) Linguistic, ii) translation
- Exchange programme with nearby colleges



12. Geography Department

Evaluative Report of the Departments

1. Name of the department : Geography
2. Year of Establishment : 1979
3. Names of Programmes / Courses offered (UG, PG, M. Phil., Ph.D., Integrated Masters, Integrated Ph.D., etc.):
 - UG (Major)
 - UG (General)
4. Names of Interdisciplinary courses and the departments/units involved:
 - i) TTM & MTM
 - ii) Environmental Studies
5. Annual/ semester/choice based credit system (programme wise): Semester System (From 2011)
6. Participation of the department in the courses offered by other departments:
 - i) TTM
7. Courses in collaboration with other universities, industries, foreign institutions, etc.: NIL
8. Details of courses/programmes discontinued (if any) with reasons: Doesn't arise
9. Number of Teaching posts:

Professors	Sanctioned	Non-Sanction	Filled
Associate Professors	03	-	03
Asst. Professors	01	-	01
Asst. Prof. (Part Time)	01	01	01

10. Faculty profile with name, qualification, specialization, (D.Sc/D.Litt/Ph.D/M.Phil etc)



Name	Qualification	Designation	Specialization	No. of Years of Experience	No. of Ph.D. Students guided for the last 4 years
Munindra Tahbildar	M.Sc. M.Phil	Asso. Prof.	Cartography	36yrs	NIL
Rudra Kumar Das	M.A.	Asso. Prof.	Regional Planning	28yrs	NIL
Dr. Khagen Sarma	M.A., Ph.D	Asso. Prof.	Political Geography	27 yrs	NIL
Ratunoni Das	M.A.	Asst. Prof.	Fluvial Geomorphology	4 yrs.	NIL
Hareswar Bordoloi	M.A.	Asst. Prof. (Part-time)	Cartography	3yrs.	NIL

11. List of senior visiting faculty:

- Dr. Ashok Kr. Bora, Former HoD, Deptt. Of Geography, G.U.
- Dr. Ranjan Saikia, Former HoD, Deptt. Of Geography, Cotton College
- Prof. Suren Talukdar, Deptt. Of Geography, Cotton College
- Dr. Bhaben Kalita, Former HoD, Deptt. Of Geography, Cotton College
- Dr. Rubul Hazarika, Deptt. Of Geography, B. Barooah College

12. Percentage of lectures delivered and practical classes handled (programme wise) by temporary Faculty:

- Hareswar Bordoloi:- Theory – 14% per semester
Practical – 16% per semester

13. Student -Teacher Ratio (programme wise):

Programme	Session	Total Students	Student-Teacher Ratio
UG Major	2010-11	07	1.75:1
UG General		22	4.4:1
UG Major	2011-12	20	4:1
UG General		28	5.6:1
UG Major	2012-13	26	5.2
UG General		52	10.4:1
UG Major	2013-14	16	3.2:1
UG General		39	7.8:1
UG Major	2014-15	17	3.4:1
UG General		34	6.8:1



14. Number of academic support staff (technical) and administrative staff sanctioned and filled: NA

15. Qualifications of teaching faculty with DSc/ D.Litt/ Ph.D/ MPhil / PG.:

- Ph.D : 01
- M.Phil : 01
- P.G. : 02

16. Number of faculty with ongoing projects from a) National b) International funding agencies and grants received: Munindra Tahbilder : for one UGC project.

17. Departmental projects funded by DST - FIST; UGC, DBT, ICSSR, etc. and total grants received: -- One UGC Project (Major) for Rs. 11.87 lacs. (ongoing)

18. Research Centre /facility recognized by the University: Nil

19. Publications:

a) Publication per faculty

Sl. No.	Name of the Teacher	No. of Publications
1	Dr. Khagen Sarma	03
2	Hareswar Bordoloi	05

b) Number of papers published in peer reviewed journals (national / international) by faculty and students

Sl. No.	Name of the Teacher	Nos.
1	Hareswar Bordoloi	01

c) Number of publications listed in International Database (For Eg: Web of Science, Scopus, Humanities International Complete, Dare Database - International Social Sciences Directory, EBSCO host, etc.) Nil

d) Monographs

e) Chapter in Books

f) Books Edited

g) Books with ISBN/ISSN numbers with details of publishers

20. Areas of consultancy and income generated: Nil

21. Faculty as members in:

- a) National committees : Nil
- b) International Committees : Nil
- c) Editorial Boards : Nil



22. Student projects : Students of 6th semester major prepare a dissertation on some local topics
- a) Percentage of students who have done in-house projects including inter departmental/ Programmed: Yes, 20%
 - b) Percentage of students placed for projects in organizations outside the institution i.e.in Research laboratories/Industry/ other agencies: Nil
23. Awards/ Recognitions received by faculty and students: Sri Kulendu Bora, a 4th semester student of Major course obtained the following awards :
- 1) 2nd position in the 20th Asian International WESKO Karate Championship held in Mumbai
 - 2) 2nd position in the 3rd All Assam Kick-Boxing Championship held in Rangia
24. List of eminent academicians and scientists / visitors to the department:
- a) Dr. M. Taher, Former HoD, Deptt. Of Geography, G.U.
 - b) Dr. Abani Bhagawati, Former HoD, Deptt. Of Geography, G.U.
 - c) Dr. Ashok Kr. Bora, Former HoD, Deptt. Of Geography, G.U.
 - d) Dr. Rubul Hazarika, Deptt. of Geography, B. Barooah College, Guwahati
25. Seminars/ Conferences/Workshops organized & the source of funding:Nil
26. Student profile programme/course wise:

Session	Name of the Course/programme	Applications received	Selected	Pass percentage
2010-2011	Major	15	07	100%
	General	30	22	77.27%
2011-2012	Major	30	20	95.0%
	General	32	28	82.1%
2012-2013	Major	35	26	84.6%
	General	75	52	94.2%
2013-2014	Major	28	16	100%
	General	60	39	92.3%
2014-2015	Major	27	17	94.1%
	General	55	34	91.1%

27. Diversity of Students

Name of the Course	% of students from the same state	% of students from other States	% of students From abroad
B.A.	100%	-	-



28. How many students have cleared national and state competitive examinations such as NET, SLET, GATE, Civil services, Defense services, etc.?: Doesn't arise.

29. Student progression

Student progression	Against % enrolled
UG to PG	23.8%
PG to M.Phil.	Nil
PG to Ph.D.	Nil
Ph.D. to Post-Doctoral	Nil
Employed <ul style="list-style-type: none">• Campus selection• Other than campus recruitment	Nil
Entrepreneurship/Self-employment	

30. Details of Infrastructural facilities

- a) Library: Departmental Library – 500 Books, 20 Journal
- b) Internet facilities for Staff & Students : Yes
- c) Class rooms with ICT facility : Nil
- d) Laboratories: Facilities available : Departmental laboratory with GIS

31. Number of students receiving financial assistance from college, university, government or other Agencies:

32. Details on student enrichment programmes (special lectures / workshops / seminar) with external Experts:

- i) Popular talk on GIS by Dr. Rubul Hazarika, Deptt. Of Geography, B.Barooah College
- ii) A Special Lecture on the Practical applications of GIS by Technical expert Mr Sumanta Saha.

33. Teaching methods adopted to improve student learning: Along with conventional method we practice interactive session, seminar presentation & group discussion among the students.

34. Participation in Institutional Social Responsibility (ISR) and Extension activities:

- Tree plantation on the World Environment Day
- Participation in the Social Awareness Programme
-



35. SWOC analysis of the department and Future plans:

Strengths:

- The department feels proud of its unity between teachers and students. The mutual understanding among the students creates a family environment and solve different problems among them. The dedication of the teachers towards teaching, well departmental library probes a good result in the college. An organization The Jagiroad College Geographical Society, a sister organization of NEIGS(North East Geographical Society) run under Geography department and worked in different field like conduction of departmental seminars, popular talks, invite visiting faculties, extension activities etc.

Weakness:

- The department needs a well equipped laboratory for practical works.
- A Separate GIS laboratory room is in urgent necessity to render recent technical practical works.
- The department strongly demands to fill up the 5th sanctioned post of teacher which is lying under conditional recommendation of DHE, Assam

Opportunities

- Act as bridge in between arts and science
- Geography ranked high in National Student Survey
- Geography have good functional skill
- Geography seek environment and social awareness
- Geography provides field base experience to the students

Challenges

The department always-

- Studying issues & needs for understanding of processes and concepts
- Keeping up to date from news to new development
- Doing meaningful field works and projects
- Using latest technology like GIS,GPS, Remote Sensing and Google Earth

Future Planes

- Organize a National Seminar and workshop
- Extension lecture at nearby schools to make popular geography a subject
- For holding popular talk, exhibition every year
- For holding awareness programmes for pollution and natural hazards

**13. Hindi Department****Evaluative Report of the Departments**

1. Name of the department: Hindi
2. Year of Establishment: 1995
3. Names of Programmes / Courses offered (UG, PG, M. Phil., Ph.D., Integrated Masters, Integrated Ph.D., etc.): U.G.
4. Names of Interdisciplinary courses and the departments/units involved:
IDOL (MA)
5. Annual/ semester/choice based credit system (programme wise):
Semester System (From 2011)
6. Participation of the department in the courses offered by other departments:
Assamese
7. Courses in collaboration with other universities, industries, foreign institutions, etc.: NIL
8. Details of courses/programmes discontinued (if any) with reasons: Nil
9. Number of Teaching posts:

Professors	Sanctioned	Non-Sanction	Filled
Associate Professors	-	-	-
Asst. Professors	-	02	02

10. Faculty profile with name, qualification, specialization, (D.Sc/D.Litt/Ph.D/M.Phil etc)

Name	Qualification	Designation	Specialization	No. of Years of Experience	No. of Ph.D. Students guided for the last 4 years
Mr. Om Prakash Deka	M.A.	Asst. Prof.	Hindi Nibandh Sahitya	19yrs	NIL
Ms. Usha Rani Deka	M.A., B. Ed.	Asst. Prof.	Translation	05yrs	NIL



11. List of senior visiting faculty: Nil
12. Percentage of lectures delivered and practical classes handled (programme wise) by temporary Faculty: 50%
13. Student -Teacher Ratio (programme wise): 30:1
14. Number of academic support staff (technical) and administrative staff sanctioned and filled: Nil
15. Qualifications of teaching faculty with DSc/ D.Litt/ Ph.D/ MPhil / PG.:
 - B. Ed.: 01
 - PG: 01
16. Number of faculty with ongoing projects from a) National funding agencies and grants received: Nil
17. Departmental projects funded by DST - FIST; UGC, DBT, ICSSR, etc. and total grants received: Nil
18. Research Centre /facility recognized by the University: Nil
19. Publications:
 - a) Publication per faculty: Nil
 - b) Number of papers published in peer reviewed journals (national / international) by faculty and students: Nil
 - c) Number of publications listed in International Database (For Eg: Web of Science, Scopus, Humanities International Complete, Dare Database - International Social Sciences Directory, EBSCO host, etc.)
 - d) Monographs
 - e) Chapter in Books
 - f) Books Edited
 - g) Books with ISBN/ISSN numbers with details of publishers
20. Areas of consultancy and income generated: Nil
21. Faculty as members in: Nil
22. Student projects:
 - a) Percentage of students who have done in-house projects including inter departmental/ Programmed: Nil
 - b) Percentage of students placed for projects in organizations outside the institution i.e.in Research laboratories/Industry/ other agencies: Nil
23. Awards/ Recognitions received by faculty and students: Nil
24. List of eminent academicians and scientists / visitors to the department: Nil
25. Seminars/ Conferences/Workshops organized & the source of funding: Nil
26. Student profile programme/course wise:



Session	Name of the Course/programme	Applications received	Selected	Pass percentage
2010-2011	BA	17	17	100%
2011-2012	BA	18	18	100%
2012-2013	BA	12	12	100%
2013-2014	BA	10	10	100%
2014-2015	BA	09	09	100%

27. Diversity of Students

Name of the Course	% of students from the same state	% of students from other States	% of students From abroad
BA	90%	10%	-

28. How many students have cleared national and state competitive examinations such as NET, SLET, GATE, Civil services, Defense services, etc.?: Nil

29. Student progression

Student progression	Against % enrolled
UG to PG	50%
PG to M.Phil.	Nil
PG to Ph.D.	Nil
Ph.D. to Post-Doctoral	Nil
Employed	
• Campus selection	Nil
• Other than campus recruitment	Nil
Entrepreneurship/Self-employment	Nil

30. Details of Infrastructural facilities

- a) Library: Departmental Library
- b) Internet facilities for Staff & Students: Common internet in the college
- c) Class rooms with ICT facility: No
- d) Laboratories: Facilities available: NA

31. Number of students receiving financial assistance from college, university, government or other Agencies: Nil



32. Details on student enrichment programmes (special lectures / workshops / seminar) with external Experts:
33. Teaching methods adopted to improve student learning:
- Library Work
 - Group Discussion
34. Participation in Institutional Social Responsibility (ISR) and Extension activities:
- One of the faculties is participating in extension activities through the Women's Wing
35. SWOC analysis of the department and Future plans:

Strengths:

- Continuously good result

Weakness:

- No sanctioned post (Running the dept. with ad-hoc staff)

Opportunities

- Scope for contributing to Hindi literature by both students and teachers

Challenges

- A few students study the subject

Future Plans

- Starting extension work with 'SABDABHARATI' – an NGO
- Undertaking comparative study of Hindi literature with 'Pradeshik Sahitya'



14. History Department

Evaluative Report of the Departments

1. Name of the Department: History
2. Year of Establishment : 1979
3. Names of Programmers/ Courses offered (UG. PG, M.Phil, Ph.D, and Integrated Masters; Integrated Ph.D, etc.): UG (Gen & Maj)
4. Names of Interdisciplinary courses and the departments/units involved: None
5. Annual/semester/choice based credit system (programme wise): Semester System
6. Participation of the department in the Courses offered by other departments: The teachers of the department are involved in part-time/visiting teaching-learning, counseling and evaluation assignments in Master in Travel Tourism (MTM) programme
7. Courses in collaboration with other universities, Industries, foreign institutions, etc ;: Nil
8. Details of courses/programmes discontinued (if any) with reasons : Nil
9. Number of Teaching Posts

	Sanctioned	Filled
Associate Professors	03	03
Asst. Professors	01	01

10. Faculty profile with name, qualification, designation, specialization, (D.Sc/D.Litt/Ph.D/M.Phil etc):

Name	Qualification	Designation	Speciali- zation	No. of Years of Expreience	No. of Ph.D. Students Guided for the last 4 years
Mr. Tulsi Kr. Bordoloi	MA	Asso. Prof.	Ancient India	27 years	Nil
Mr. Khagen Gogoi	MA	Asso. Prof.	Modern India	20 years	Nil
Mrs. Malabika Dihingia Baruah	MA	Asso. Prof.	Medieval India	19 years	Nil
Mrs. Dhanada Kakati	MA, M Phil	Asst. Prof.	Medieval India	7 years	Nil



11. List of senior visiting faculty: Nil
12. Percentage of lectures delivered and practical classes handled (programme wise) by temporary faculty : NIL
13. Student-Teacher Ratio (programme wise)

Programme	Session	Total Students	Student-Teacher Ratio
UG Major	2010-11	03	0.75:1
UG General		13	3:1
UG Major	2011-12	01	0.25:1
UG General		13	3:1
UG Major	2012-13	02	0.5:1
UG General		18	4.5:1
UG Major	2013-14	04	1:1
UG General		24	6:1
UG Major	2014-15	04	1:1
UG General		34	8.5:1

14. Number of academic support staff (technical) and administrative staff; sanctioned and filled : Nil
15. Qualifications of teaching faculty with DSc/D.Litt/Ph.D/MPhil/PG.: PG: 03 & M Phil: 01
16. Number of faculty with ongoing projects from a) National b) International funding agencies and grants received: None
17. Department projects funded by DST-FIST-UGC, DBT, ICSSR etc. and total grants received: Nil
18. Research Center/facility recognized by the University: None
19. Publications:

a) Publication per faculty:

Sl. No.	Name of the Teacher	No. of Publications
1	Mr. Tulsi Kr. Bordoloi	-
2	Mr. Khagen Gogoi	-
3	Mrs. Malabika Dihingia Baruah	-
4	Mrs. Dhanada Kakati	05

- b) Number of papers published in peer reviewed journals (national/international) by faculty and students :NIL



- c) Numbers of publications listed in International Database (For Eg: Web of Science, Scopus, Humanities International Complete, Dare Database – International Social Science Directory, EBSCO host, etc.)
 - d) Monographs: NIL
 - e) Chapter in Books: NIL
 - f) Books Edited: Nil
 - g) Books with ISBN/ISSN numbers with details of publishers : NIL
20. Areas of consultancy and income generated:
- (Although income in terms of financial benefit has not been generated by the department, Prof. Tulsi Bordoloi has been a resourceful faculty member in terms of his close exchanges and consultancy which he offered to visiting scholars like Dr. Philipe Ramirez of CNRS, France and Dr. Makiko Kimura. Dr. Ramirez in his recent book entitled People of the Margins: Across Ethnic Boundaries in North-East India (Spectrum,2014) has specifically acknowledged Prof. Bordoloi's assistance. The Department has a future plan to tap his and other faculty members' close understanding of the cultural nuances of various ethnic tribes by establishing a center of cultural studies to foster research and consultancy.)
21. Faculty as members in:
- a) National committees : Nil
 - b) International Committees : Nil
 - c) Editorial Board : 01
22. Student projects
- a) Percentage of students who have done in-house projects including inter departmental/programme: 100% (only for students enrolled in B.A. Sixth Semester Major Course)
 - b) Percentage of students placed for projects in organizations outside the institution i.e.in Research laboratories: Nil
23. Awards /Recognitions received by faculty and students: NIL
24. List of eminent academicians and scientists / visitors to the department:
- a) Dr. Phillipe Ramirez (Researcher and Member, Center National de la Recherche Scientifique (CNRS), Centre d'Etudes Himalayannes, France)
 - b) Dr. Makkiko Kimura (Associate Professors, Tsuda College, Tokyo, Japan)
 - c) Dr. Payal Banerjee (Assistance Professors of Sociology, Smiths College ,USA
 - d) Dr. Sambit Mallick (Associate Professors, IIT Guwahati)



- e) Dr. Kishor Bhattacharjee (Associate Professors and Head, Department of Folklore, GU)
- f) Prof. Desmond Kharmaphlawng (Head, Department of Cultural Studies, NEHU)
- g) Dr. Amalendu Guha (Eminent Historian of the State, earlier associated with CSSS, Kolkata)
- h) Prof. J.B Bhattacharjee (Head Department of History, NEHU)
- i) Dr. Rajen Saikia (Eminent Historian, Past President of Modern India Section, India History Congress)
- j) Dr. Romesh Kalita, Prof Darrang College, History Department
25. Seminar / Conferences/Workshop organized & the source of funding a) National b) International: None
26. Student Profile Programme/course wise: Session 2011-12

Session	Name of the Course/programme	Applications received	Selected	Pass percentage
2010-2011	Major	05	03	67%
	General	13	13	85%
2011-2012	Major	02	01	100%
	General	13	13	69%
2012-2013	Major	03	02	100%
	General	18	18	72%
2013-2014	Major	06	04	100%
	General	24	24	92%
2014-2015	Major	06	04	50%
	General	34	34	68%

27. Diversity of Students

Name of the class	% of Students from the same state	% of students from other States	% of students from abroad
UG General	100%	Nil	Nil
UG Major	100%	Nil	Nil

28. How many students have cleared national and state competitive examinations such as NET,SLET,GATE,Civil services,Defense services,etc.?
29. Student Progression



Students Progression	Against % Enrolled
UG to PG	75%
PG to M.Phil.	Not Applicable
PG to Ph.D	Not Applicable
Ph.D to Post-Doctoral	Not Applicable
Employed <ul style="list-style-type: none">• Campus Selection• Other than campus recruitment	- 95%
Entrepreneurship/Self-employment	20%

30. Details of Infrastructural facilities

- Library
- Internet facilities for Staff & Students
- Classrooms with internet facility: Nil

31. Numbers of students receiving financial assistance from college, university, government or other agencies: 10%

32. Details on student enrichment programmes (special lectures /workshops/seminar)with external experts:

- Symposium held on “One Hundred and Fiftieth Anniversary of Phulagari Dhewa (1864)” in December 2011. Dr.Ramesh Chandra Kalita, an eminent historian of the State delivered the key-note address.
- On 9th January, 2013, Dr. Payal Banarjee, Assistant Professor of Smiths College, USA, delivered a lecture on “Varied Manifestations of Globalisation with special reference to South Asia”.
- On 18th February, 2014, Dr. Sambit Malick, Associate Professor of IITG, delivered a special lecture on “Splitting and Splicing Culture: Production and Management of knowledge in the era of Globalisation”.

33. Teaching method adopted to improve students’ learning

- The Department has evolved its own mechanisms of active learning instructional strategies which give directions to engage students in (a) thinking critically or creatively,(b)speaking with a partner, in a small group, or with the entire class, (c) expressing ideas through writing,(d)exploring personal attitudes and values and (e) developing communication skill in a multicultural ambience. Departmental meetings and brainstorming among the faculty members help in evolving learning-friendly teaching strategies. While this integrative approach is found to be useful and practical in respect of B.A. level Major Course or Higher Secondary Standard classes, the teachers are fairly dependent on lecture-demonstration methods. As a sizeable section of



the students belong to socio-economically disadvantaged and marginalized tribes like Tiwas and Karbis and scheduled castes belonging to rural hinterlands of Morigaon district, the individual and collective cultural psychology of the learners require special attention of the teachers. For both Major and General Course students stress is laid on developing writing and thinking skill through assignments, group discussions etc.

34. The department actively participates in extension activities and tries best to contribute in ISR of the college. Prof Tulsi Kumar Bordoloi with his prolonged experience and dedicated endeavour to create cultural and political awareness of the Tiwas has been recognized as a leading cultural figure in the entire Morigaon district of Assam. He also worked tirelessly in laying the foundation of Tiwa Mathonlai Tokhra (Tiwa Sahitya Sabha) and ensure its development through publication of a number of invaluable books in Assamese, Tiwa and English. Prof Bordoloi also played an instrumental role in the development of a cultural museum in the college when it was mooted in 2004. Prof. Khagen Gogoi has been closely associated with local sports and adventure organizations and has served as a very active Secretary of the Jagiroad Sports Association. Malabika Dihingia Baruah has been associated with the local Tiwa language learning academy and Sadou Assam Lekhika Sarmaroh. Dhanada Kakati is also actively associated with Tiwa literary and cultural organizations.

35. SWOC analysis of the department and Future plans

Strengths:

- Faculty members work as a dedicated team & value each other's suggestion for improvement
- Increasing trend in enrolment & continuously improving results
- Faculty members are having sufficient knowledge & understanding about the local ethnic composition of people

Weakness:

- Lack of research oriented activities
- Lack of well equipped classrooms and departmental library

Opportunities

- Updation of the departmental library
- Encouraging students to research activities

Challenges

- Students are from families with rural & poor economic background
- Most of the students do not have much command over English

Future Plans

- Setting up a cultural study centre
- Historical explorations through research, publication and consultancy

**15. Mathematics Department****Evaluative Report of the Departments**

1. Name of the department Mathematics
2. Year of Establishment 1986
3. Names of Programmes / Courses offered (UG, PG, M. Phil, Ph.D, and Integrated Masters ; Integrated Ph.D ,etc.): UG (Gen & Maj.)
4. Names of Interdisciplinary courses and department /units involved: Nil
5. Annual/Semester /choice based credit system (programme wise) : Semester System
6. Participation of the department in the course offered by other department:
Course offered by Commerce stream
7. Courses in collaboration with other universities, industries, foreign, institutions, etc.: Nil
8. Details of courses/ programmes discontinued (if any) with reasons: Nil
9. Number of teaching posts

Professors	Sanctioned	Filled
Associate Professors	3	1 in FDP,1 in Lien
Asst. Professors	1	Non-Sanction

10. Faculty profile with name, qualification, designation, specialization,(D.Sc /D.Litt./Ph.D./M.Phil. etc)

Name	Qualification	Designation	Spealization	No. of Years	No. of Ph.D. Students guided for the last 4 years
Mrs. A.D. Purakaystha	M.Sc.	Asst. Prof.	Numbers theory	24 years	Nil
Mr. A. R. Burhagohain (on FDP leave)	M.Sc.	Assoc. Prof.	Pure Mathematics	19 Years	Nil
Mrs. Mitali Sarma	M.Sc, .Phil, Ph.D.	Asst. Prof.	Applied Mathematics	17 years	Nil
Ms. Popy Deka	M.sc.	Contactual	Applied	1year	Nil
Dr. Sahidul Islam Khan	M.Sc, .Phil, Ph.D	Asst. Prof .(F.D.P)	Pure Math	3 months	Nil



11. List of senior visiting faculty: Nil
12. Percentage of lectures delivered and practical classes handled programme wise by temporary faculty:
13. Student-Teacher Ratio (programme wise) :

Programme	Session	Total Students	Student-Teacher Ratio
UG Major	2010-11	04	1:1
UG General		02	0.5:1
UG Major	2011-12	01	0.25:1
UG General		02	0.5:1
UG Major	2012-13	06	1.5:1
UG General		02	0.5:1
UG Major	2013-14	04	1:1
UG General		00	00
UG Major	2014-15	00	00
UG General		00	00

14. Numbers of academic support staff (technical) and administrative staff; sanctioned and filled: Nil
15. Qualifications of teaching faculty with DSc /D.Litt / Ph.D /M.Phil /PG: Ph.D:02, MPhil : 02, PG: 02
16. Number of academic support staff (technical)and administrative staff; sanctioned and filled: Nil
17. Departmental projects funded by DST-FIST;UGC, DBT,ICSSR, etc. and total grants received.: Nil
18. Research Center /facility recognized by the University: Nil
19. Publications:
- a) Publication per faculty

Sl. No.	Name of the Teacher	No. of Publications
1	Mrs. A.D. Purakaystha	-
2	Mrs. Mitali Sarma	-
3	Ms. Popy Deka	-
4	Dr. Sahidul Islam Khan	07

- b) Numbers of papers published in peer reviewed journals (national / international) by faculty and students



- c) Number of publications listed in International Database (For Eg. Web of Science, Humanities International complete, Dare Database – International Social Sciences Directory, EBSCO host, etc.)
- d) Chapter in Books
- e) Books Edited
- f) Books with ISBN/ISSN numbers with details of publishers
- 20. Areas of consultancy and income generated: Nil
- 21. Faculty as members in
 - a) National Committees: Nil
 - b) International Committees: Nil
 - c) Editorial Boards: Nil
- 22. Student projects
 - a) Percentage of students who have done-in-house projects including inter departmental / programmed: Nil
 - b) Percentage of students placed for projects in organizations outside the institution i.e.in Research laboratories/Industry/other agencies: Nil
- 23. Awards/Recognitions received by faculty and students: Nil
- 24. List of eminent academicians and scientists/visitors to the department: Nil
- 25. Seminars / Conferences /Workshops organized & the source of funding: Nil
- 26. Student profile programme/Course wise:

Session	Name of the Course/programme	Applications received	Selected	Pass percentage
2010-2011	Major	04	04	100%
	General	02	02	100%
2011-2012	Major	01	01	100%
	General	02	02	0
2012-2013	Major	06	06	83%
	General	02	02	50%
2013-2014	Major	04	04	75%
	General	00	00	0
2014-2015	Major	00	00	0
	General	00	00	0

27. Diversity of Students

Name of the Course	%of students from the same state	%of students from other States	%of students from abroad
B.Sc	100%	-	-



28. How many students have cleared national and state competitive examinations such as NET, SLET, GATE, Civil services, Defense services, etc.?

29. Students progression

Student progression	Against % enrolled
UG to PG	90%
PG to M. Phil.	Nil
PG to Ph.D.	Nil
Ph.D. to Post-Doctoral	Nil
Employed <ul style="list-style-type: none">• Campus selection• Other than campus recruitment	Nil
Entrepreneurship/Self-employment	Nil

30. Details of Infrastructural facilities

- a) Library : 460 Books
- b) Internet facilities for Staff & Students: Nil
- c) Class rooms with ICT facility: Digital Class Rooms
- d) Laboratories: General

31. Number of students receiving financial assistance from college, university, government or other agencies: Nil

32. Details on students enrichment programmes (special lectures / workshop /seminar) with external experts: Nil

33. Teaching methods adopted to improve students' learning: Conventional

34. Participation in Institutional Social Responsibility (ISR) and Extension activities : Nil

35. SWOC analysis of the department and Future plans:

- Now days it is observed that student reluctant to take mathematics as one of the subject are as fearness about maths is playing in their mind. This Growing fearness about these subjects.
- On this account our department is constantly taking special attention and take care to motivatie the students to wipe out their fearness about the subjects.
- Concerning course planning agencies/authorities should also take a serious note on it.

Future Plans:

- Seminars to be presented by major students in regular intervals.
- Mathematical workshop, quizzes for students.
- Internal Talent Search Examination.
- Special coaching for mathematics Olympiad.
- One Mathematical laboratory for various mathematical models.

**16. Physics Department****Evaluative Report of the Departments**

1. Name of the department: Physics
2. Year of Establishment: 1986
3. Names of Programmes / Courses offered (UG, PG, M. Phil., Ph.D., Integrated Masters; Integrated Ph.D., etc.): Undergraduate Course
4. Names of Interdisciplinary courses and the departments/units involved : NIL
5. Annual/ semester/choice based credit system (programme wise): Semester
6. Participation of the department in the courses offered by other departments:
7. Courses in collaboration with other universities, industries, foreign institutions, etc.: NIL
8. Details of courses/programmes discontinued (if any) with reasons: NIL
9. Number of Teaching posts:

Cadre of Staff	Sanctioned	Filled
Professors	NIL	NIL
Associate Professors	3	03
Asst. Professors	01	01

10. Faculty profile :

Name	Qualification	Designation	Specialization	No. of Years of Experience	No. of Ph.D. Students guided for the last 4 years
Prabir Banerjee	M.Sc	Asso. Prof.	Electronics	25 Years	NIL
H.Kalita	M.Sc	Asso. Prof.	Nuclear Physics	21 Yers	NIL
R.Kr.Das	M.Sc	Asso. Prof.	Theoretical Physics	20Years	NIL
L.Sarma (on FDP leave)	M.Sc, M.Phil	Asst. Prof.	Solid State physics	15Years	NIL

11. List of senior visiting faculty: NIL
12. Percentage of lectures delivered and practical classes handled (programme wise) by temporary faculty: 20%
13. Student -Teacher Ratio (programme wise): 25:1
14. Number of academic support staff (technical) and administrative staff; sanctioned and filled: NIL
15. Qualifications of teaching faculty with DSc/ D.Litt/ Ph.D/ MPhil / PG.:
Ph.D.: 02, M. Phil.: 01, P.G.: 03



16. Number of faculty with ongoing projects from a) National b) International funding agencies and grants received: 1(One)
17. Departmental projects funded by DST - FIST; UGC, DBT, ICSSR, etc. and total grants received: NIL
18. Research Centre /facility recognized by the University: NIL
19. Publications:
 - Publication per faculty
 - Number of papers published in peer reviewed journals (national / international) by faculty and students
 - Number of publications listed in International Database (For Eg: Web of Science, Scopus, Humanities International Complete, Dare Database - International Social Sciences Directory, EBSCO host, etc.)
20. Areas of consultancy and income generated: Nil
21. Faculty as members in :
 - National committees
 - International Committees
 - Editorial Boards....Nil
22. Student projects
 - a) Percentage of students who have done in-house projects including inter departmental/ Programme
 - b) Percentage of students placed for projects in organizations outside the institution i.e.in Research laboratories/Industry/ other agencies: NIL
23. Awards/ Recognitions received by faculty and students:
24. List of eminent academicians and scientists / visitors to the department:
25. Seminars/ Conferences/Workshops organized & the source of funding:
 - a) National Proposal submitted for retiael seminar UGC Sparspral.
 - b) International
26. Student profile programme/course wise:

Session	Name of the Course/programme	Applications received	Selected	Pass percentage
2011-2012	Major	04	04	75%
	General	-	-	-
2012-2013	Major	08	08	50%
	General	-	-	-
2013-2014	Major	05	05	100%
	General	02	02	100%
2014-2015	Major	09	09	100%
	General	-	-	-



27. Diversity of Students

Name of the Course	% of students from the same state	% of students from other States	% of students From abroad
B.A	100%	-	-

28. How many students have cleared national and state competitive examinations such as NET, SLET, GATE, Civil services, Defense services, etc. ? DOES NOT ARISE (ONE STUDENT HAS QUALIFIED TET EXAMINATION)

29. Student progression

Student progression	Against % enrolled
UG to PG	50%
PG to M. Phil.	Nil
PG to Ph.D.	Nil
Ph.D. to Post-Doctoral	Nil
Employed <ul style="list-style-type: none">• Campus selection• Other than campus recruitment	Nil
Entrepreneurship/Self-employment	Nil

30. Details of Infrastructural facilities

- a) Library: Departmental Library
- b) Internet facilities for Staff & Students: Yes
- c) Class rooms with ICT facility: NO
- d) Laboratories: Facilities available Yes

31. Number of students receiving financial assistance from college, university, government or other Agencies: Nil

32. Details on student enrichment programmes (special lectures / workshops / seminar) with external Experts: Popular talk, seminars, Departmental Exhibition, gls Demonstration by Expert.

33. Teaching methods adopted to improve student learning Audio-visual

34. Participation in Institutional Social Responsibility (ISR) and Extension activities: Extension Lecture at Near By School.

35. SWOC analysis of the department and Future plans:

Strength:

- Well experienced, highly qualified, duty-conscious, efficient faculty members.
- Nearly 75% of faculty members have more than 20 years of



Teaching experience.

- Teachers are encouraged to pursue research. About 80% of the faculty members are already involved in research activities.
- Collective leadership and teamwork is the cornerstone for the growth of our Deptt.
- Teacher-Student ratio is 4:1 and this has culminated in academic excellence due to the individual attention that is given by the teachers.
- Adopting latest methodology for nurturing weaker students through remedial classes.

Weakness:

- Basic infrastructures such as adequate number of class rooms, labs, are the additional need.
- There is a need for adequate faculty in the department.

Opportunities:

- It is hoped to increase the strength of the students.

Challenges:

- Availability of competent faculty is a basic requirement for the Success of the teaching-learning process.

The Future Plans of department are:

1. to set up an electronic/electrical equipment testing/repairing.
2. to impart technical training to the students.
3. to provide technical support to students from instrumentation lab. of NPM.
4. to organize/conducted tour to various industries for technical knowledge.
5. to organize campus interview for students by various company for job.

17. Political Science Department

Evaluative Report of the Departments

1. Name of the department: Political Science
2. Year of Establishment: 1979
3. Names of Programmes / Courses offered (UG, PG, M. Phil., Ph.D., Integrated Masters; Integrated Ph.D., etc.): U.G. (Gen & Maj)
4. Names of Interdisciplinary courses and the depts/units involved: Evst
5. Annual/ semester/choice based credit system : Semester System
6. Participation of the dept. in the courses offered by other departments: Evst
7. Courses in collaboration with other universities, industries, foreign institutions, etc.: NIL
8. Details of courses/programmes discontinued (if any) with reasons: NIL
9. Number of Teaching posts:



Professor	Sanctioned	Filled
Associate Professors	01	01
Asst. Professors	03	02
Part Time	-	01

10. Faculty profile with name, qualification, designation, specialization, (D.Sc./D.Litt. /Ph.D. / M. Phil. etc.,)

Name	Qualification	Designation	Specialization	No. of Years of Experience	No. of Ph.D. Students guided for the last 4 years
Mr. Priya Nath Bora	MA	Asso. Prof.	Asian Govt. & Politics	23Yrs	-
Mr. Himangshu Haloi	MA	Asst. Prof.	Society & Politics, Pub. Administration	7Yrs	-
Mrs. Barsha Kalita	MA	Asst. Prof.	Women & Politics, Pub. Administration	01Yr	-
Mr. Narendra Mandal	MA	Asst. Prof. (Contractual)	-	01Yr	-

11. List of senior visiting faculty: NIL

12. Percentage of lectures delivered and practical classes handled (programme wise) by temporary faculty: 25% General 50% Major 7:1

13. Student -Teacher Ratio (programme wise):

Programme	Session	Total Students	Student-Teacher Ratio
UG Major	2010-11	08	2:1
UG General		140	35:1
UG Major	2011-12	08	2:1
UG General		145	36:1
UG Major	2012-13	08	2:1
UG General		153	38:1
UG Major	2013-14	16	4:1
UG General		80	20:1
UG Major	2014-15	12	3:1
UG General		60	15:1



14. Number of academic support staff (technical) and administrative staff; sanctioned and filled: NIL
15. Qualifications of faculty with DSc/ D.Litt/ Ph.D/ MPhil / PG.: PG: 04
16. Number of faculty with ongoing projects from a) National b) International funding agencies and grants received: NIL
17. Departmental projects funded by DST -FIST; UGC, DBT, ICSSR, etc. and total grants received: NIL
18. Research Centre /facility recognized by the University: NIL
19. Publications:

- Publication per faculty

Sl. No.	Name of the Teacher	No. of Publications
1	Mr. Priya Nath Bora	-
2	Mr. Himangshu Haloi	02
3	Mrs. Barsha Kalita	05
4	Mr. Narendra Mandal	-

- Number of papers published in peer reviewed journals (national / international) by faculty and students : Barsha Kalita, Asstt. Prof. – No. of papers published in peer reviewed journals: 4, Himangshu Haloi, Asstt. Prof – No of Journals : 2
 - Number of publications listed in International Database (For Eg: Web of Science, Scopus, Humanities International Complete, Dare Database - International Social Sciences Directory, EBSCO host, etc.)
 - Monographs: Nil
 - Chapter in Books: Barsha Kalita = 01
 - Books Edited: Nil
 - Books with ISBN/ISSN numbers with details of publishers
20. Areas of consultancy and income generated: NIL
21. Faculty as members in :
- a) National committees : 02
 - b) International Committees
 - c) Editorial Boards....Nil
22. Student projects
- a) Percentage of students who have done in-house projects including inter departmental/ Programmed : NIL
 - b) Percentage of students placed for projects in organizations outside the institution i.e.in Research laboratories/Industry/ other agencies: NIL



23. Awards/ Recognitions received by faculty and students: Third prize in Folk Song Competition at Youth Festival, GU, 2013 by Bidya Singh Hanse
24. List of eminent academicians and scientists / visitors to the department: NIL
25. Seminars/ Conferences/Workshops organized & the source of funding:
- National: NIL
 - International : NIL
26. Student profile programme/course wise:

Session	Name of the Course/programme	Applications received	Selected	Pass percentage
2010-2011	Major	15	08	100%
	General	150	140	85.7%
2011-2012	Major	17	08	87.5%
	General	185	145	65.5%
2012-2013	Major	20	08	87.5%
	General	164	153	67.3%
2013-2014	Major	25	16	93.7%
	General	105	80	88.7%
2014-2015	Major	15	12	100%
	General	85	60	85%

27. Diversity of Students

Name of the Course	% of students from the same state	% of students from other States	% of students From abroad
UG (Gen)	100%	-	-
UG (Maj)	100%	-	-

28. How many students have cleared national and state competitive examinations such as NET, SLET, GATE, Civil services, Defense services, etc. ?
Defence: 01
29. Student progression

Student progression	Against % enrolled
UG to PG	10%
PG to M.Phil.	-
PG to Ph.D.	-
Ph.D. to Post-Doctoral	-
Employed	
• Campus selection	-
• Other than campus recruitment	20%
Entrepreneurship/Self-employment	-



30. Details of Infrastructural facilities

a) Library: Text Books: 300
Reference Books: 20

b) Internet facilities for Staff & Students:

c) Class rooms with ICT facility:

d) Laboratories: Facilities available

31. Number of students receiving financial assistance from college, university, government or other Agencies: Nil

32. Details on student enrichment programmes (special lectures / workshops / seminar) with external Experts: Nil

33. Teaching methods adopted to improve student learning: Doubt clearing methods, Unit Test

34. Participation in Institutional Social Responsibility (ISR) and Extension activities:

35. SWOC analysis of the department and Future plans:

Strengths:

- Faculty members work as a dedicated team & value each other's suggestion for improvement
- Qualified and experienced faculty members
- Good numbers of enrolment in the major course

Weakness:

- Dearth of teachers in the dept. compared to the class-load
- Want of suitable classrooms
- ICT facility is not available in the dept.
- Students have less command in English

Opportunities

- The dept. may explore the possibility of opening PG courses

Challenges

- Students are from families with rural & poor economic background
- Students poor performance in English language

Future Plans

- To organize national and international seminars/conferences
- To enrich the departmental library
- Introduction of PG course and interdisciplinary courses

**18. Tourism Department****Evaluative Report of the Departments**

1. Name of the department: Tourism & Travel Management
2. Year of Establishment: UG: 2001 & PG: 2005
3. Names of Programmes / Courses offered (UG, PG, M. Phil., Ph.D., Integrated Masters, Integrated Ph.D., etc.): UG & PG
4. Names of Interdisciplinary courses and the departments/units involved:
 - Dept. of Geography
 - Dept. of Computer Application
 - Dept. of English
 - Commerce Stream
5. Annual/ semester/choice based credit system: Semester System
6. Participation of the department in the courses offered by other departments: B. Voc., Commerce & Evst.
7. Courses in collaboration with other universities, industries, foreign institutions, etc.: NIL
8. Details of courses/programmes discontinued (if any) with reasons: Nil
9. Number of Teaching posts:

Professors	Sanctioned	Non-Sanction	Filled
Associate Professors	-	-	-
Asst. Professors	-	03 (Contractual)	03

10. Faculty profile with name, qualification, specialization, (D.Sc/D.Litt/Ph.D/M.Phil etc)

Name	Qualification	Designation	Specialization	No. of Years of Experience	Ph.D. Students guided for the last 4
Ms. Jhuma Bose	MTM	Asst. Prof.	IT in Tourism & Tourism Resources	06yrs	NIL
Mr. Paranjyoti Mahanta	MTM	Asst. Prof.	Management in Tourism	04yrs	NIL
Mrs. Swapna Medhi	MTM	Asst. Prof.	Travel Organisations, Tour Operation & Ticketing	02 yrs	NIL



11. List of senior visiting faculty:

- Dr. Dipak Jyoti Baruah, HoD, English Department, Jagiroad College
- Dr. Purushottam Bhandari, Economics, Jagiroad College
- Dr. Bhupen Kr. Sarma, Economics, Jagiroad College
- Mr. Munindra Tahbaldar, Geography, Jagiroad College
- Mr. Pabon Gogoi, Education, Jagiroad College
- Dr. Gulab Jha, GU
- Dr. Kandarpa Das, GU

12. Percentage of lectures delivered and practical classes handled (programme wise) by temporary Faculty: Nil

13. Student -Teacher Ratio (programme wise):

Programme	Session	Total Students	Student-Teacher Ratio
UG	2010-11	22	7.3:1
PG		04	1.3:1
UG	2011-12	12	4:1
PG		06	2:1
UG	2012-13	10	3.3:1
PG		09	3:1
UG	2013-14	27	9:1
PG		15	5:1
UG	2014-15	28	9.3:1
PG		14	4.7:1

14. Number of academic support staff (technical) and administrative staff sanctioned and filled: Nil

15. Qualifications of teaching faculty with DSc/ D.Litt/ Ph.D/ MPhil / PG.: PG: 03, Pursuing PhD: 01

16. Number of faculty with ongoing projects from a) National funding agencies and grants received: Nil

17. Departmental projects funded by DST - FIST; UGC, DBT, ICSSR, etc. and total grants received: Nil

18. Research Centre /facility recognized by the University: Nil

19. Publications:

a) Publication per faculty

Sl. No.	Name of the Teacher	No. of Publications
1	Ms. Jhuma Bose	02
2	Mr. Paranjyoti Mahanta	-
3	Mrs. Swapna Medhi	02



- b) Number of papers published in peer reviewed journals (national / international) by faculty and students
- c) Number of publications listed in International Database (For Eg: Web of Science, Scopus, Humanities International Complete, Dare Database - International Social Sciences Directory, EBSCO host, etc.)
- d) Monographs
- e) Chapter in Books
- f) Books Edited
- g) Books with ISBN/ISSN numbers with details of publishers
- 20. Areas of consultancy and income generated: Nil
- 21. Faculty as members in: Nil
- 22. Student projects
 - a) Percentage of students who have done in-house projects including inter departmental/ Programmed: 100%
 - b) Percentage of students placed for projects in organizations outside the institution i.e.in Research laboratories/Industry/ other agencies: Nil
- 23. Awards/ Recognitions received by faculty and students: Nil
- 24. List of eminent academicians and scientists / visitors to the department: Nil
- 25. Seminars/ Conferences/Workshops organized & the source of funding:
 - a) National Seminar on 'Revamping & Reforming Tourism Sector in NE India' funded by UGC
- 26. Student profile programme/course wise:

Session	Name of the Course/programme	Applications received	Selected	Pass percentage
2010-2011	PG	30	22	100%
	UG	05	04	80%
2011-2012	PG	15	12	100%
	UG	08	06	85%
2012-2013	PG	12	10	100%
	UG	12	09	50%
2013-2014	PG	35	27	100%
	UG	20	15	100%
2014-2015	PG	32	28	100%
	UG	20	14	87.5%



27. Diversity of Students

Name of the Course	% of students from the same state	% of students from other States	% of students From abroad
UG	100%	-	-
PG	90%	10%	-

28. How many students have cleared national and state competitive examinations such as NET, SLET, GATE, Civil services, Defense services, etc.?:NET: 01

29. Student progression

Student progression	Against % enrolled
UG to PG	60%
PG to M. Phil.	Nil
PG to Ph.D.	Nil
Ph.D. to Post-Doctoral	Nil
Employed	
• Campus selection	10%
• Other than campus recruitment	70%
Entrepreneurship/Self-employment	10%

30. Details of Infrastructural facilities

- Library: Departmental Library, 50 Books
- Internet facilities for Staff & Students: Common internet in the college
- Class rooms with ICT facility: No
- Laboratories: Facilities available: NA

31. Number of students receiving financial assistance from college, university, government or other Agencies: Nil

32. Details on student enrichment programmes (special lectures / workshops / seminar) with external Experts:

- Organised an interactive session with members of Travel Gurukul in 2014
- Conducted a lecture by Mr. Arijit Purkayastha, proprietor, Koyeli Tours & Travels in 2014

33. Teaching methods adopted to improve student learning:

- Conventional Method
- Group Discussions
- Departmental Seminars



- Field Visit
- 34. Participation in Institutional Social Responsibility (ISR) and Extension activities:
 - Tourism & environmental awareness through tourism projects
 - Participated in the NE Tiwa cultural festival to spread awareness regarding tourism
 - Contacts with the people at the grassroots level while preparing reports & dissertations
- 35. SWOC analysis of the department and Future plans:

Strengths:

- We are one of the two colleges offering PG in MTM in Assam
- Experienced & dedicated faculty members
- Faculty with practical industry experience
- A good numbers of students got placement

Weakness:

- Lack of people awareness about the course
- Most of the students are from rural & poor economic background
- Scarcity of textbooks & study materials in the market

Opportunities

- Immense potential of developing the tourism sector in Assam
- Bright future prospects of placements in the light of Look (Act) East Policy

Challenges

- Students regard private institutes more attractive
- Lack of awareness among students about the prospects of the course
- Making people aware about the prospects

Future Plans

- Liaison with more industry partners for on-job training and placement purposes
- Organising more invited lectures by industry-experienced people
- Conducting student interacting sessions with local people



19. Zoology Department

Evaluative Report of the Departments

1. Name of the department: Zoology
2. Year of Establishment: 1986
3. Names of Programmes / Courses offered (UG, PG, M.Phil., Ph.D., Integrated Masters; Integrated Ph.D., etc.):
 - U.G (Major)
 - U.G (General)
4. Names of Interdisciplinary courses and the departments/units involved: Environmental Studies
5. Annual/ semester/choice based credit system: Semester System
6. Participation of the department in the courses offered by other departments:
 - a) Classes taken in Environmental Studies.
 - b) Guiding the student's projects of environmental studies.
7. Courses in collaboration with other universities, industries, foreign institutions, etc.: Nil
8. Details of courses/programmes discontinued (if any) with reasons: Nil
9. Number of Teaching posts:

Professors	Sanctioned	Non-Sanction	Filled
Associate Professors	03	-	03
Asst. Professors	01	-	01

10. Faculty profile with name, qualification, designation, specialization, (D.Sc./D.Litt. /Ph.D. / M. Phil. etc.)

Name	Qualification	Designation	Specialization	No. of Years of Experience	No. of Ph.D. Students guided for the last 4 years
Dr. Anjana Dutta Barbaruah	M.Sc., Ph.D.	Asso. Prof.	Fish and Fishery Biology	29 Yrs	-
Dr. Utpal Rajguru	M.Sc., Ph.D.	Asso. Prof.	Cell and Molecular Biology	23 Yrs	-
Mr. Achintya Kr. Keot	M.Sc.	Asso. Prof.	Animal Physiology and Biochemistry	20 Yrs	-
Dr. Saptodeepa Roy	M.Sc., Ph.D.	Asst. Prof.	Fish and Fishery Biology	2 Yrs	-



11. List of senior visiting faculty: NIL
12. Percentage of lectures delivered and practical classes handled (programme wise) by temporary faculty: Lecture – 20%, Practical – 20% Per Semester
13. Student -Teacher Ratio (programme wise) :

Programme	Session	Total Students	Student-Teacher Ratio
UG Major	2010-11	03	0.75:1
UG General		03	0.75:1
UG Major	2011-12	07	1.75:1
UG General		-	-
UG Major	2012-13	01	0.25:1
UG General		03	0.75:1
UG Major	2013-14	03	0.75:1
UG General		-	-
UG Major	2014-15	10	2.5:1
UG General		-	-

14. Number of academic support staff (technical) and administrative staff; sanctioned and filled: Laboratory Bearer =02
15. Qualifications of teaching faculty with DSc/ D.Litt/ Ph.D/ MPhil / PG.:
PhD: 03, PG: 01
16. Number of faculty with ongoing projects from
- a) National : 01 (One) Funded by: UGC, Grant Received: Rs.1,02000/-
- b) International funding agencies and grants received: Nil
17. Departmental projects funded by DST - FIST; UGC, DBT, ICSSR, etc. and total grants received: Nil
18. Research Centre /facility recognized by the University: No
19. Publications:
- a) Publication per faculty-

Sl. No.	Name of the Teacher	No. of Publications
1	Dr Anjana Dutta Barbaruah	07
2	Dr. Utpal Rajguru	02
3	Mr. Achinta Kr. Keot	-
4	Dr. Saptadeepa Roy	09



- b) Number of papers published in peer reviewed journals (national / international) by faculty and Students: Dr. Anjana Dutta Barbaruah (1), Dr. U. Rajguru(2) and Dr. Saptadeepa Roy(9)
- c) No. of publications listed in International Database (For Eg: Web of Science, Scopus, Humanities International Complete, Dare Database - International Social Sciences Directory, EBSCO host, etc.): All the papers of Dr. Rajguru and Dr. Saptadeepa listed in Scopus and Web of Science.
- d) Chapter in Books: 09
- e) Books Edited: 01
- f) Books with ISBN/ISSN numbers with details of publishers: 01
20. Areas of consultancy and income generated: Nil
21. Faculty as members in:
- a) National committees : 04
- b) International Committees : Nil
- c) Editorial Boards: 01
22. Student projects
- a) Percentage of students who have done in-house projects including inter Departmental/ Programmed: 30% Departmental & 20% interdepartmental
- b) Percentage of students placed for projects in organizations outside the institution i.e.in Research laboratories/Industry/ other agencies: NIL
23. Awards/ Recognitions received by faculty and students:
24. List of eminent academicians and scientists / visitors to the department:
25. Seminars/ Conferences/Workshops organized & the source of funding: Nil
26. Student profile programme/course wise:

Session	Name of the Course/programme	Applications received	Selected	Pass percentage
2010-2011	Major	03	03	100%
	General	03	03	67%
2011-2012	Major	07	07	100%
	General	-	-	-
2012-2013	Major	01	01	100%
	General	03	03	67%
2013-2014	Major	03	03	100%
	General	-	-	-
2014-2015	Major	10	10	100%
	General	-	-	-



27. Diversity of Students

Name of the Course	% of students from the same state	% of students from other States	% of students From abroad
B.Sc	100%	-	-

28. How many students have cleared national and state competitive examinations such as NET, SLET, GATE, Civil services, Defense services, etc?: Nil

29. Student progression

Student progression	Against % enrolled
UG to PG	30%
PG to M.Phil.	Not yet.
PG to Ph.D.	10%
Ph.D. to Post-Doctoral	Not yet.
Employed <ul style="list-style-type: none">Campus selectionOther than campus recruitment	Nil 80%
Entrepreneurship/Self-employment	30%

30. Details of Infrastructural facilities

- Library: Departmental Library – 350 Books
- Internet facilities for Staff & Students: No
- Class rooms with ICT facility: NO
- Laboratories: Facilities available Yes

31. Number of students receiving financial assistance from college, university, government or other Agencies: Nil

32. Details on student enrichment programmes (special lectures / workshops / seminar) with external

- Workshop on Wild life Photography- by experts.
- Popular talk on Map Mapping and Geo-informatics.
- Regular departmental Seminar among the students

33. Teaching methods adopted to improve student learning- Audio-Visual

34. Participation in Institutional Social Responsibility (ISR) and Extension activities:

- Demonstration of simple laboratory equipments to visiting school students time to time.
- Involvement of faculties in developing scientific temper among the school children under the banner of Assam Science society.



- c) Involvement of faculties in the nearby institution in the programmes like science exhibition.
- d) Adoption of model village

35. SWOC analysis of the department and Future plans:

In spite of having several limitations the faculties of the department always doing for its betterment. Some of the positive and negative/ limited aspects of the department are-

Strengths-

- Faculties are cooperative and hard working.
- As the number of students is less, scope for taking individual care is always there.
- Apart from general library department has its own collection of books to help the students.

Weakness-

- As there is no feeder higher secondary school in the surroundings of the college, so the quantity and quality of students coming for major course is not satisfactory..
- Most of the students are from vernacular medium, so maximum stress is always needed to make them able to follow the classes.
- As the economic conditions of most of the students are not good, they exhibit less interest to buy books, rather, they fully depends on library books. Some of them are even doing side work to support their livelihood.

Opportunities-

- The spirit of the faculties, healthy environment in the department and supportive nature of the authority is an opportunity for the department, which may be utilize for uplifting the department.

Challenges-

- Overcoming the weakness of the department is a challenge for us.

Future plan-

- To uplift the quality of the students and increasing the awareness of the society the department has decided to conduct the following programme in near future-
- National Seminar on Ecological theme.
- Holding of seminar among students in every semester.
- Popular talk on Human animal conflict.
- Awareness Porgramme on HIV-AIDS among students.
- Awareness programme on Health related issues among the villagers in the vicinity of the college.



Skill Development Programmes introduced w.e.f. 2015-16:

Programmes under the BVoc scheme of UGC

20.Retail Management

Nodal Officer: Ms. Malaya Goswami

Name of the Faculties:

1. Mr Shankar Jyoti Barman, MBA (RM)
2. Ms. Priyanka Mazumdar, MBA

21.Acting

Nodal Officer: Mr. Narayan Kafle

Name of the Faculties:

1. Mr Manas Protim Neog, NSD, NET
2. Mr. Sanjeeb Kumar Gohain, M.A. (Mass Comm)



Programmes under the Community College scheme of UGC

22. Pulp and Paper Technology

Nodal Officer: Dr. Gopi Adhikari

Name of the Faculties:

1. Mr N. N. Swargiary
2. A number of guest faculties from the NPM and other experts.

23. Fashion Technology

Nodal Officer: Dr. Srijani Das

Name of the Faculties:

1. Ms. Babli Bora
2. Ms. Mousumee Deb Berma



Annexure-I: GU Affiliation Certificate

**GAUHATI UNIVERSITY**

Tele : 0361 - 2570 415 (Office)
 Fax : 91-0361-2700 311
 Gopinath Bardoloi Nagar
 GUWAHATI - 781 014
 Assam : India

No. GU/AFF/2016/94

Date : 08-01-2016

From : **Dr. S.K. Nath**, M.A., Ph.D.B.Ed,
 Registrar,
 Gauhati University

TO WHOM IT MAY CONCERN

This is to certify that Jagiroad College, Jagiroad, Dist.-Morigaon, Assam is affiliated to the **Gauhati University** since 1984-85 and recognized by the **University Grants Commission** and the following Courses are taught in the said College as per approval.

Sl. No.	Name of the Course(s) and Duration	Affiliation		Period of Validity for the year(s)
		Permanent	Temporary	
1.	Three years B.A. General Course in English, MIL-Assamese, MIL-Bengali, Economics, Education, Political Science, History, Geography	Permanent		
2.	Three years B.A. Major Course in English, Assamese, Political Science, Economics, Geography, History, Education	Temporary		2015-16
3.	Three years B.A. General Course in MIL-Hindi	Temporary		2015-16
4.	Three years B.Sc. General Course in English, Physics, Chemistry, Botany, Zoology, Mathematics, Biotechnology	Temporary		2015-16
5.	Three years B.Sc. Major Course in Botany, Mathematics, Zoology, Chemistry, Physics	Temporary		2015-16
6.	Three years General Course in Alt. English, Computer Science, TTM, Functional English, Early Child Education, Translation Proficiency, Elective Assamese	Temporary		2015-16
7.	Three years B.Com. General Course	Permitted		2015-16
8.	Three years B.Com. Major Course in Accountancy and Management	Permitted		2015-16
9.	PGDCA and MTM Course	Temporary		2015-16
10.	Three years B.Voc. General Course in Retail Management and Acting.	Permitted		2015-16

Received today
 Jagiroad College
 Jagiroad

[Signature]
 Registrar,
 Gauhati University

[Signature]



Annexure-II: UGC 2(f) & 12(B) Certificate

UNIVERSITY GRANTS COMMISSION
BAHADUR SHAH ZAFAR MARG
NEW DELHI-110002.

No.F.B-41/91 (Cp-1)

Dated June, 92
17 JUL 1992

To
The Registrar,
Gauhati University
Guwahati-781 014
Assam

Sub:- List of College prepared under section 2(f) of the UGC Act, 1956 Inclusion of New Colleges.

Sir,

I am directed to refer to your letter No. GU/UGC/V(12) 92/1 dated 10-4-92 on the above subject and to say that the name of the following college has been included in the above list under Non-Govt. colleges teaching upto Bachelor's Degree:-

Name of the College	Year of Estt.	Remarks
Jagiroad College Jagiroad (Morigaon) (Assam) PIN-782 410 (Shri Mahendra Phom	1979	The college is fit to receive central assistance under section 12(B) of the UGC Act, 1956.

Yours faithfully,

R. L. Sondhi
(R L SONDHI)
Under Secretary

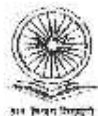
Copy forwarded to :-

1. The principal, Jagiroad college, Jagiroad (Morigaon) Assam. PIN-782 410
2. The Secretary Govt. of India, Ministry/HRD (Deptt. of Education) New Delhi.
3. Section Officer A/G Section.
4. Computer Cell.
5. All officers/Sections in the UGC Office.
6. Guard file.

Kanta Rathi
(MRS. KANTA RATHI)
Section Officer



Annexure-III: UGC GDA Grant Letter



UNIVERSITY GRANTS COMMISSION
NORTH EASTERN REGIONAL OFFICE
3RD FLOOR, HOUSE-60, RENTAL BLOCK
BELTOLA - BASENTHA ROAD
DISPUR, GUWAHATI - 781006, ASSAM
PHONE : 0361 - 2261721 (2)
FAX : 0361 - 2267056
website : www.ugc.ac.in
E-mail : ugcnerogha@rediffmail.com
ugcnerogha@gmail.com

FD Date No. 18124

Date: 29 MAR 2014

No. F. 5-84(2012)(NERO)

March, 2014
29 MAR 2014

The Accounts Officer,
University Grants Commission,
North Eastern Regional Office,
House-60, Rental Block,
Belitola Complex,
Dispur, Guwahati (Assam) - 781006

Subject : Release of Grants-in-aid to Jagiroad College, Jagiroad - 782 410, Dist.- Morigaon, Assam (Affiliated to Gauhati University, Gopinath Baridokai Nagar, Guwahati - 781 014, Assam, India) for the year 2013-14 under Plan in respect of General Development Assistance (GDA) in Colleges for XII Plan period.

Sir/Madam,

I am directed to convey the sanction of the University Grants Commission for payment of grant of ₹ 22,15,000/- (Rupees twenty two lakh fifteen thousand) only towards General Development Assistance (GDA) in Colleges for XII Plan period to the Principal, Jagiroad College, Jagiroad - 782 410, Dist.- Morigaon, Assam for the Plan period to be incurred during 2013-14.

Auth. vide UGC, H.O. Letter No. F. 5-84(2012)(NERO) dated 14.3.2014.

Purpose of Grant	Head of Account (GDA) 1B(5)	XII Plan Allocation (₹)	Grants Already Released (₹)	Present Sanction (₹)	Balance (₹)
General Development Assistance (Plan Block Grant)	201, 20101, 50, 2, 01, 00	22,15,000/-	2,25,000/-	22,15,000/-	19,90,000/-

The college is requested to note:

- General District - General - 74.55%, SC - 15%, ST - 7.35%.
- SC District - General - 97.5%, SC - 40%, ST - 7.5%.
- ST District - General - 99%, SC - 15%, ST - 30%.
- No photocopy of bills/receipts or the originals and detailed bill of purchase should be sent with the accounts submitted unless specifically called for.

2. The sanctioned amount is debitable to the General Development Assistance (GDA) in Colleges for XII Plan period Head 1B(5) and is valid for payment during the current financial year.

3. The amount of the grant shall be drawn by the Joint Secretary, University Grants Commission, North Eastern Regional Office, Guwahati, on the Grant-in-aid bill and shall be disbursed to and credited to the Principal, Jagiroad College, Jagiroad - 782 410, Dist.- Morigaon, Assam through RTGS/NEFT as per the following details:

Received by
Principal
Jagiroad College
29/3/14

Sd/-
Principal
Jagiroad College
Dispur



Page 1 of 3



Self Study Report (Cycle-2)

Payment Details -	
Name & Address of Account Holder	Principal, Jagiroad College, Jagiroad - 782 410, Dist. - Morigaon, Assam
Account No.	10705637401
Name & Address of Bank Branch	State Bank of India, Jagiroad, Jagiroad, Morigaon, Assam
MICR Code of Branch	781002502
IFSC Code	SBIN0002063
Type of Account	SB
Statement/Cash Credit	SB

- The Grant is subject to the adjustment on the basis of the Utilization Certificate in the prescribed format submitted by the University/College/Institution.
- The University/College/Institution shall maintain proper accounts of the expenditure out of the grant which shall be utilized only on approved items of expenditure.
- The University/Institution may follow the General Financial Rules, 2005 and take urgent necessary action to amend their manuals or financial procedures or bring them in conformity with GFRs, 2005 and those don't have their own approved manuals or financial procedures may adopt the provisions of GFRs, 2005 and instructions/guidelines thereunder from time to time.
- The Utilization Certificate to the effect that the Grant has been utilized for the purpose for which it has been sanctioned shall be furnished to the University Grants Commission as early as possible after the close of the current financial year.
- The Assets acquired wholly or substantially out of the University Grants Commission's Grant shall not be disposed or encumbered or utilized for the purpose other than those for which the grant was given without proper sanction of the University Grants Commission and should at any time the University request for sanction, such Assets shall revert to the University Grants Commission.
- A register of Assets acquired wholly or substantially out of the Grant shall be maintained by the University/College in the prescribed format.
- The grantee institution shall ensure the utilization of grants-in-aid for which it is being sanctioned/paid. In case non utilization/partial utilization thereof simple interest @ 10% per annum, as appended from time to time on unutilized amount from the date of draw to the date of refund as per provisions mentioned in General Financial Rules of Govt. of India, will be charged.
- The University/Institution shall follow strictly the Government of India/ University Grants Commission guidelines regarding implementation of the reservation policy [both vertical (for SC, ST & OBC) and horizontal (for persons with disability etc.)] in teaching and non-teaching posts.
- The University/College shall fully implement the official language policy of Union Govt. and comply with the official language Act, 1963 and Official Languages (Use for official purposes of the Union) Rules, 1976 etc.
- The sanction is issued in exercise of the delegation of powers vide University Grants Commission order no. 130/2013 [P. No. 10-11/12 (Admin. IA & B)] dated 28/05/2013.
- The University / Institution shall strictly follow the University Grants Commission Regulations on embedding the essence of Ragging in Higher Education Institutions, 2009.
- The University / Institution shall take immediate action for a recognition by National Assessment and Accreditation Council (NAAC).
- The accounts of the University / Institution will be open for audit by the Comptroller & Auditor General of India in accordance with the provisions of General Financial Rules, 2005.
- The annual accounts i.e. balance sheet, income and expenditure statement and statement of receipts and payments are to be prepared strictly in accordance with the Uniform Format of Accounting prescribed by Government.



Self Study Report (Cycle-2)

18. It is certified that an amount of ₹ out of the grant of ₹ sanctioned vide Letter No. Dated has been utilized by the University/College/Institution for the purpose for which it was sanctioned. Utilization Certificate for ₹ has already been entered at Page No. S. No. Now we may enter Utilization Certificate for ₹ in the U.C. Register at Page No. S. No.

19. It is also certified from the B.U.B. that the funds are available under the scheme entered in BCR at S. No. Page No.

20. Funds to the extent of ₹ are available under the scheme of B.U.B. of the year.

21. This issues with the concurrence of JED Vide Diary No. 28069 & 7764 Dated 10.3.2014 & 4.3.2014 respectively.

22. This issues with the approval of the Joint Secretary (General Development Assistance (GDA) in Colleges for XII Plan period).

Yours faithfully,

(Dr. Mohanlal Arin)
Joint Secretary
UGC-MER

Copy forwarded for information and necessary action to:

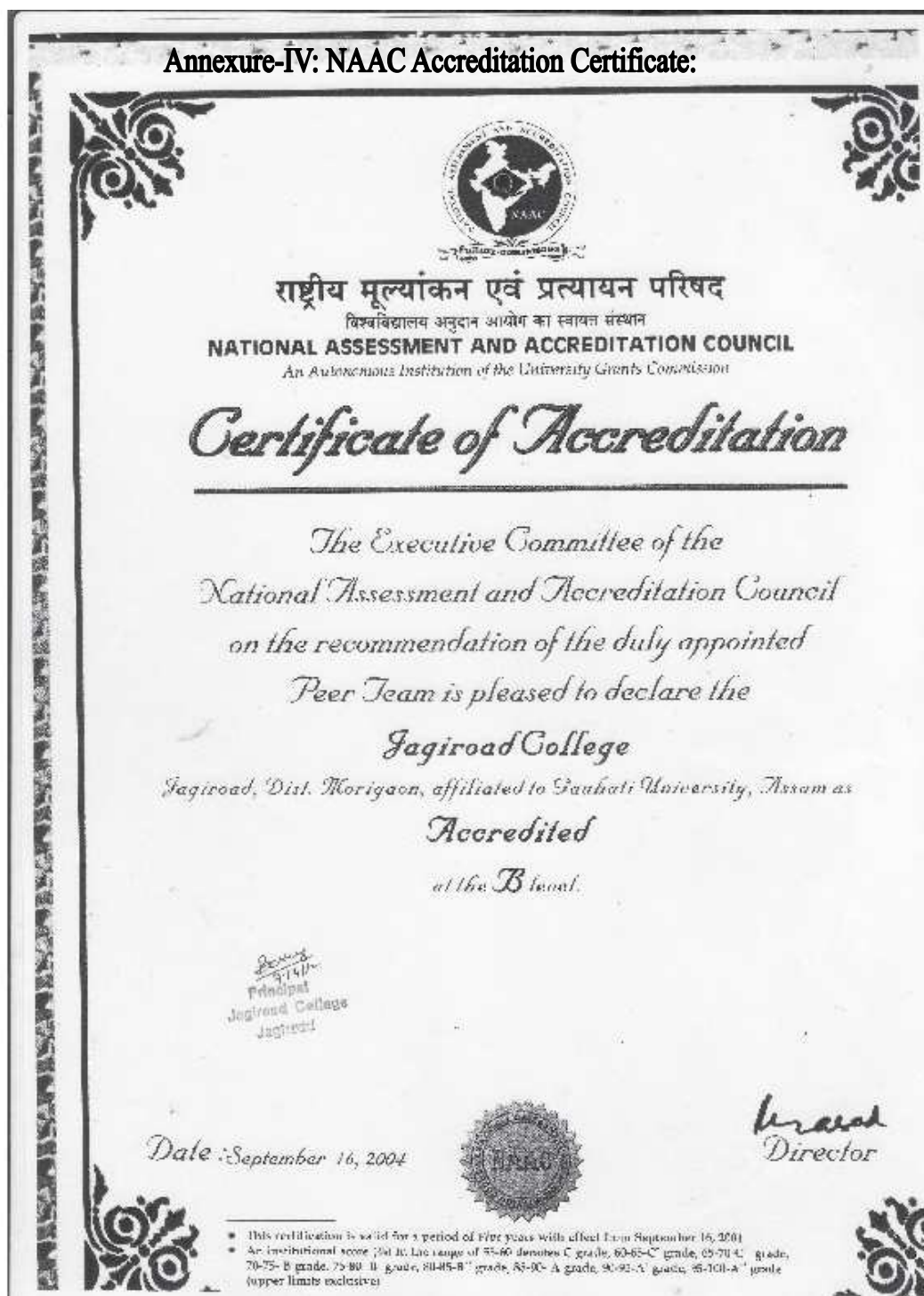
1. The Principal, Jagiroad College, Jagiroad - 781 410, Dist.- Morugaon, Assam.
2. The Registrar, Gauhati University, Copinath Boroeloi Nagar, Gauhati - 781 014, Assam, India.
3. The Director, College Development Council, Gauhati University, Copinath Boroeloi Nagar, Gauhati - 781 014, Assam, India.
4. Accountant General, Govt of India (A&F), Assam, Maidamgonn, Deldah, Gauhati - 781 028.
5. The Director of Higher Education, Kamillaya, Gauhati - 781 019, Assam.
6. Guard File

(Kishor Kumar)
Education Officer
UGC-MER

19/5/15
Principal
Jagiroad College
Jagiroad

Page 3 of 3

Annexure-IV: NAAC Accreditation Certificate:






Quality Profile

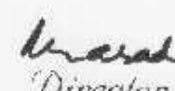
Name of the Institution : Jagir Road College
Place : Jagir Road, Dist. Morigaon, Assam

Criterion	Criterion Score (Ci)	Weightage (Wi)	Criterion X Weightage (Ci x Wi)
I. Curricular Aspects	72	10	720
II. Teaching-learning and Evaluation	70	40	2800
III. Research, Consultancy and Extension	66	05	330
IV. Infrastructure and Learning Resources	80	15	1200
V. Student Support and Progression	68	10	680
VI. Organisation and Management	70	10	700
VII. Healthy Practices	67	10	670
		100	$\Sigma C_i W_i = 7100$

$$\text{Institutional Score} = \frac{\Sigma C_i W_i}{\Sigma W_i} = \frac{7100}{100} = 71.00$$



Principal
Jagir Road College
Jagir Road

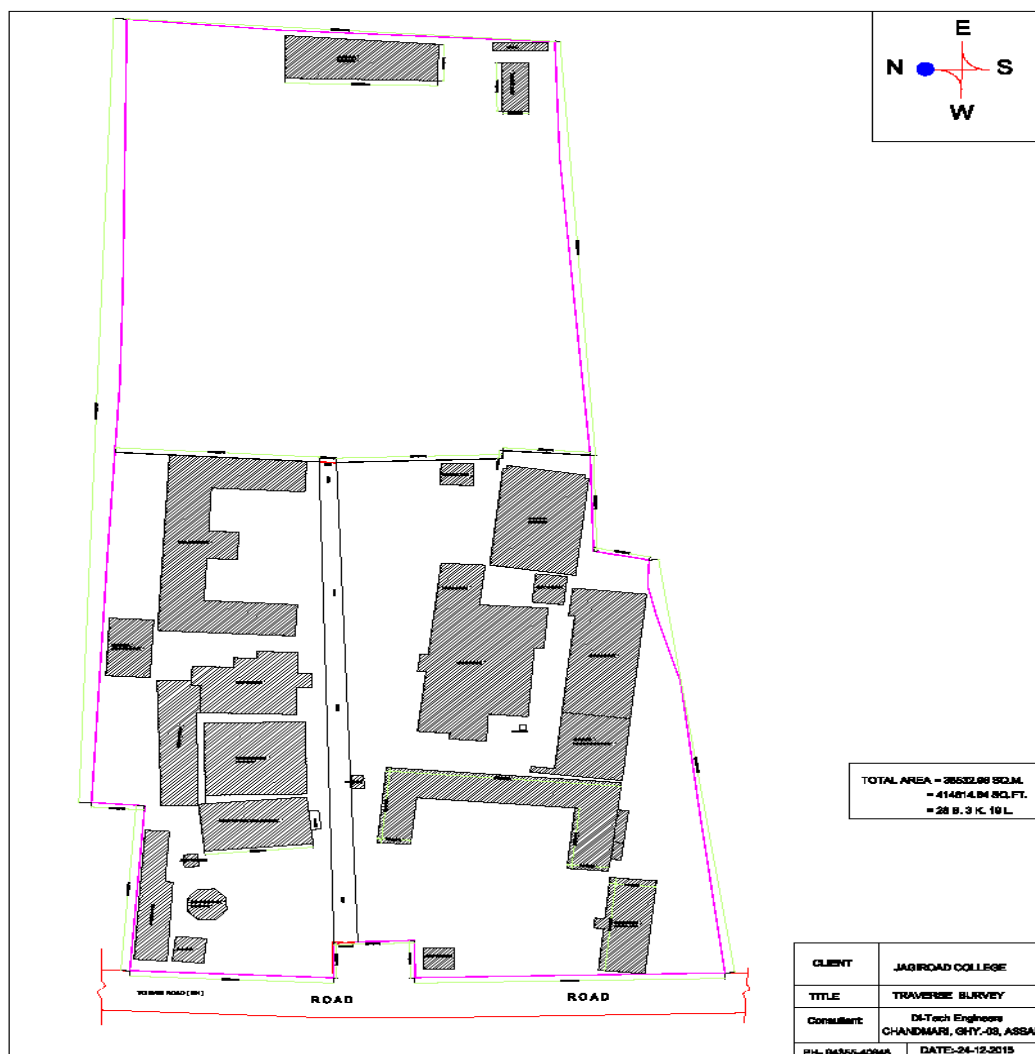


Director

EC/33/472

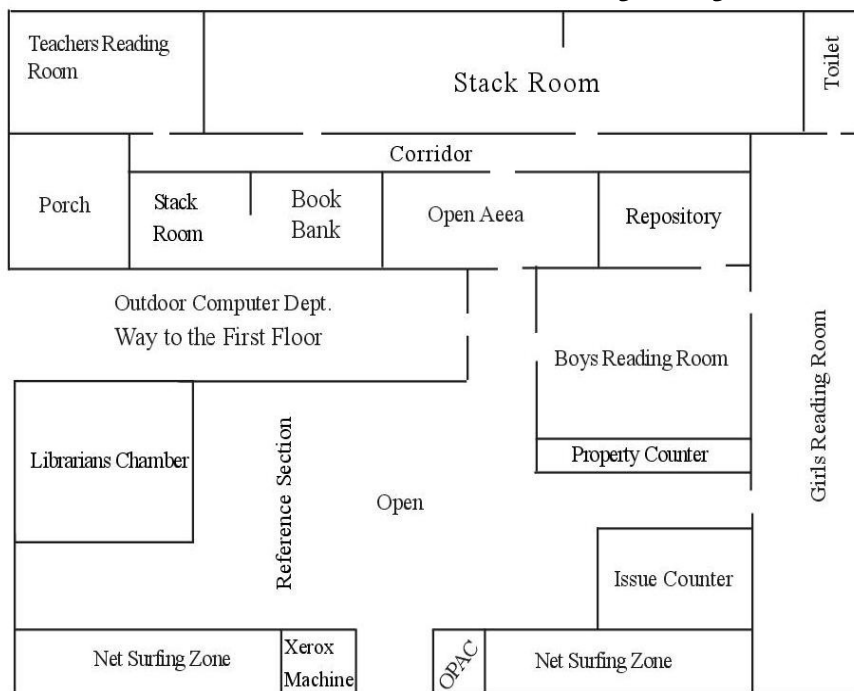


Annexure-V: Campus Layout- (showing existing Structures)





Annexure-VI: Library Layout





Abbreviations used in the SSR

Code	Full Form	Code	Full Form
GU	Gauhati University	ASC	Academic Staff College
AHSEC	Assam Higher Secondary Education Council	GB	Governing Body
UG	Under Graduate	MBA	Master of Business Administration
PG	Post Graduate	CoP	Career Oriented Programme
HoD	Head of the Department	NPM	Nagaon Paper Mill
ACPC	Assam College Principals' Association	PPT	Pulp and Paper Technology
ACTA	Assam College Teachers' Association	FT	Fashion Technology
JCTU	Jagiroad College Teachers' Unit	CC	Community College
UGC	University Grants Commission	BoS	Board of Studies
IIE	Indian Institute of Entrepreneurship	RM	Retail Management
ACTING	Entertainment (Acting)	BVoc	Bachelor of Vocation
NSQF	National Skill Qualification Framework	CCS	Committee of Courses and Studies
GoI	Govt. of India	MTM	Master of Travel Management
NIFTT	National Institute of Fashion and Textile Technology	PGDCA	Post Graduate Diploma in Computer Application
XIMIT	Xavier Institute of Management and Information Technology	VMM	Vishal Mega Mart
RGFTI	Regional Govt. Film and Television Institute	BIn	Bata India
KKHSOU	Krishna Kanta Handique State Open University	ECon	Excel Construction
NBIRT	North Bengal Institute of Rural Technology	OCon	Oasis Construction
CW	Construction Works	JHR	Janambhume Hotels and Resorts
GUIDOL	Gauhati University Institute of Distances and Open Learning	KTT	Koyeli Tours and Travels