



SELF STUDY REPORT

FOR

2nd CYCLE OF ACCREDITATION

NALBARI COLLEGE

NALBARI COLLEGE, NALBARI P.O. DIST NALBARI ASSAM

781335

www.nalbaricollege.org

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Nalbari College is one of the premier colleges of Assam. Established way back in pre-independent era (in 4th July, 1945), this college has taken a pioneering role in shaping and promoting higher education in the entire lower Brahmaputra valley. In the beginning, the college was affiliated to the Calcutta University, it was only in 1948, when Gauhati University was established, it came under the academic jurisdiction of the latter. The college received the UGC recognition under Section 2(f) in 1962. Beginning with a modest number of only 28 students, today it has a sizable strength of about 4500 students (including Higher Secondary programme). Presently the college has been offering 19 UG, 2 PG, 1 PG Diploma and a few certificate programmes. Spreading over 16 acres of land, the college has a built up area of approximately 8 acres.

As an institution, Nalbari College draws strength and inspiration from the untiring efforts of the founding figures of this college and strives to live up to the dreams of these noble souls to produce competent and industrious human resource and to turn the institution into a nodal facilitating centre for inclusive and sustainable development of the region.

Vision

As a college which is approaching 75 years of its glorious existence, Nalbari College is guided by the motto adorning its emblem *Vidyayaa Vindate Amritam* i.e. scholarship offers eternity. The vision of the college is embedded in these golden words.

Mission

- To create better academic environment in order to produce competent and industrious human resource
- To provide student- centered academic and personal enrichment opportunities to enhance lifelong learning.
- To expand and accommodate with the changing traits of higher education
- To reach out to the unreached
- To forge institutional, departmental and individual linkage with society

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- Resourceful, experienced and committed faculty
- Continuous update of domain knowledge of teachers through refresher courses and faculty development programmes

- Healthy interaction between teachers and students which goes beyond the classrooms and thereby promote learning beyond curriculum
- Consistently brilliant results of the college for last several years
- Best Graduate positions (Topper of a faculty in University Final Examination) in UG level for several times (once for two consecutive years in Sanskrit). Even the lone PG department of the college, Assamese has proudly produced a University Topper from the department. In the current session itself the college has produced 7 ranks of toppers across subjects and disciplines in the university.
- Equal emphasis on academic and co-curricular activities for all round development
- Well-stocked and automated library.
- Thrust in ICT based learning.
- Wi-Fi enabled campus
- Promotion of extension activities

Institutional Weakness

- Paucity of adequate infrastructure
- Lack of Govt. provisions for substitute faculties against lien, maternity leave and child care leave.
- Limited scope for research oriented activities
- Lack of skilled non-teaching staff
- Lack of MoUs and linkages with other institutions of prominence
- Lack of full fledged Placement Cell

Institutional Opportunity

- Scope for introducing new courses and programmes
- High quality student intake with brilliant academic result
- Nalbari being a major hub of various forms of performing and folk art forms like *Oja Pali*, *Dhulia*, *Nagara Naam*, Puppet theatre etc., the college is poised to act as a nodal institution for conducting research in these unexplored art forms.
- Bamboo Arts/crafts centre

Institutional Challenge

- Contemporary apathy towards general education
- Lack of coordination between administrative and academic authority i.e. the state government and the university respectively
- Lackadaisical policy of examination and evaluation followed by the parent university
- Ever increasing number of students build up constant pressure in the existing pedagogy and infrastructure.
- Inadequate government funding

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

Nalbari College is a multi-streamed co-educational institution imparting education right from Higher Secondary (10+2) to PG level. At present it offers UG programmes for 09 Humanities & Social Science departments and 07 Science departments and PG programme for Assamese and English. Being aware of the issue of employability of its pass outs, the College with necessary approval from the affiliating university has introduced two professional courses i.e. Bachelor of Physical Education (**B.P. E**) and Bachelor of Science in Information Technology (**B.Sc. IT**) on regular basis since 2013. Nalbari College is probably the first provincialised college to start B.P.E in entire Assam. From the 2017-18 session the college introduced two new self financing courses i.e. Bachelor of Computer Application (BCA) and Post Graduate Diploma in Computer Application (PGDCA). PG course in English has been started from the current session.

Timely feedback is obtained from the students. Measures are taken to enforce necessary improvements by the HODs and the Principal. Teachers are actively involved in curriculum design and development process of the affiliating university as the members of academic bodies and subject experts of curriculum revision committees of UG courses. Faculty members are constantly encouraged to attend refresher courses, orientation programme, workshops and seminars to update their knowledge.

Teaching-learning and Evaluation

The Academic Council of the college consisting of the Principal, Vice-Principal and all the Head of the Departments is the core body that plans, monitors and reviews teaching- learning and other activities of the institution. At the beginning of each academic session the IQAC formulates the Academic Calendar of the college for timely implementation of the curriculum. Faculty members are encouraged to prepare individual teaching plans for their respective classroom teaching well ahead of the commencement of classes. Teaching plans are proven to be great guiding tools that provide the teacher direction and a sense of clarity while teaching. Individual teaching plans are communicated with the respective students so that they can cope with the pace of the delivery of curriculum. The preparation of such a plan significantly helps in improving teaching learning ambience of the college.

To bring transparency to the internal evaluation system of the college, mark sheets of internal examinations are published in the departmental notice boards. Evaluated answer scripts are returned to the students with suggestions to improve wherever necessary. Uniform methods for internal assessment of students have been introduced to curb the difficulties arising out of the use of different methods by academic departments for internal assessment.

Fourteen LCD projectors have been installed in the departmental classrooms to make teaching learning more interactive. Provisions are also made for Wi-Fi facility and smart classroom. College library is automatized and its digitization is in the pipeline. In order to encourage research activities in the college campus, a Research Cell has been established.

Feedbacks are the best measure to review the learning outcomes of the learners. Hence the IQAC regularly collects feedback from students in a specially designed format. Steps are taken to improve overall performance of the college by analyzing the feedback from the students. Measures are taken to enforce necessary improvements by the HODs and the Principal.

Research, Innovations and Extension

The Research Cell of the college comprising of faculty member from various departments monitors and addresses diverse issues pertaining to research. This committee oversees the smooth and efficient coordination of research and development activities in the college campus, thus fostering overall growth. Out of 59 present faculties 32 faculties are with Ph. D and 22 of them are with M. Phil and a good number of others are still pursuing research. One faculty from the Department of Chemistry is pursuing Post Doctoral Research in East China Normal University, Shanghai, China. Regular faculty development programmes are organized to ensure faculty enrichment.

The institution is alive towards its societal commitment. Over the last few years the college have adopted a village (Mugkuchi Village) and a school (Kamrup Vidyapith High School) in the vicinity and initiated some interventions there to effect positive changes in its environment, and health and hygiene status, school education and social awareness. Faculty members have spent quality time with students of the schools, taught them and tried to appreciate their problems. Different departments, cells, centers of the institution have conducted workshops, orientation programmes, awareness lectures on and off the campus involving the people, especially of the rural areas, on sustainable development, gender sensitization, women and law, health and hygiene, especially of women, environmental protection, harnessing and strengthening of cultural forms and strengths, AIDS awareness, blood donation etc. Different Cells and Centres including NCC and NSS wing take the main lead in these community initiatives.

Infrastructure and Learning Resources

As a college established in pre-independent era, Nalbari College faces the daunting task of preserving and repairing and upgrading its early structure in a place prone to regular water logging and floods. In spite of this we have done our best to develop and add built-up space keeping in mind our present and future needs. There are fifty seven classrooms where theory classes and lectures are held. There are fourteen ICT enabled classrooms, three Computer Laboratories, two seminar halls, one UGC Network Resource Centre and one Digital Class Room. The number of laboratories is eighteen that cater to the needs of students. The class rooms and laboratories are spread evenly in different buildings. All together the college has one hundred and nine computers used for academic and administrative purposes.

The Library of the college has a very rich collection across subjects which includes textbooks, reference books, journals, magazines and newspapers. As a part of automation programme SOUL 2.0 has been installed in the library since December, 2014. Circulation work of the library has been started by using bar code in the students' integrated identity card cum library card. The TNG Library is a registered member of N-LIST programme of INFLIBNET since December, 2015. Recently an E-resource centre has been started in the library. It will also serve as a Digital Library Section in near future. Besides this, all departments have Departmental Libraries providing immense help to students in their academic pursuits. The college campus is Wi-Fi enabled.

For the outdoor games and sports, the College has one of the biggest playgrounds measuring 20,664 square meters on its campus. Students and teacher's along with local sports persons make optimum use of this playground. Facilities for indoor sports are being developed now. An indoor stadium is under construction.

Student Support and Progression

The vision of the college is tailored with its mission to produce competent and industrious human resource. The college has an enviable track record of brilliant results. Many a times it has clinched the position of University Toppers both in UG and PG levels. In the current session itself the college has produced 7 ranks of toppers across subjects and disciplines in the university. Apart from regular academic exercises, our students have also left their mark in co and extracurricular activities. The field of quizzing is being dominated by the students of Nalbari College for last few decades. In the Youth Festival organised by Gauhati University, our students continue their dominance with the award of Best Zonal Team for three consecutive years. This is the result of the continuous and balanced effort of the college to encourage, monitor and nurture the abilities of the young learner. This untiring vision ward zeal of the college marks its distinctiveness.

To nurture leadership qualities and execution skills of the students, the College creates a platform for the active representation and participation of the students in the various academic and administrative bodies like IQAC, Grievance Redressal Cell, Anti Ragging Committee, Magazine Committee, Campus Discipline Committee, Beautification Committee, and Hostel Management Committee.

The college has a rich legacy of brilliant alumni. Most of them are successful in their own profession. From Vice Chancellors to successful politicians, entrepreneurs, academicians our alumni bring laurels to the institution. The Alumni Association of Nalbari College is a vibrant wing of this age old institution with chapters like Departmental Alumni, Boys' Hostel Alumni etc. The association usually meets once in a year. The Alumni meets with the current batches and mentors them through the networking forums to the best of their abilities.

Governance, Leadership and Management

The efforts of the institution towards attaining the goals enshrined in the mission and vision statements of the college are led by the principles of good governance, effective leadership and skillful management. The present governance of the College is sincerely alive to the vision-mission statement. Formed by acclaimed intellectual(s) and Scholars, the G.B. is leading from the front in the right direction. It is the highest decision making body in which two teacher representatives are elected by the Teachers Unit to represent them. Besides this mechanism, there are other overseers like IQAC and other Centers and Cells through which teachers involve themselves in the overall practice of governance of the College, be it matter academic or administrative.

The perspective plan prepared to realize the vision through the mission stated above. It envisages a sustainable increase of infrastructure in next ten years, introduction of more skill based career oriented programmes, elevation of UG courses to PG level in at least 10 departments of Arts and Science stream, increasing the percentage of students' progression to higher education, doubling the mobilization of research funding from various government and non government agencies etc.

Institutional Values and Best Practices

The institution fervently promotes gender equity, environmental consciousness, socio-economic understanding, awareness for national integration and human values. The students and teachers participate in the programmes disseminating such values both within and outside the campus. The College has its own mechanism for solid, liquid and e-waste management. Construction of waste management plant for solid wastes pits for liquid wastes

and MoU with a local farm for disposal of e-wastes are some of the significant steps of such continuous green efforts. Constant encouragement to use bicycles, public transport and car-pooling is another modest step towards carbon emission in the campus. Plantation of saplings in and around the college campus is a regular activity of the institution. Facilities for physically handicapped like ramps, restrooms, scribes etc. are provided in the institution. Several initiatives have been taken up based on location advantage and disadvantages. Code of conduct for staff and students is made available online in the college portal. Institute emphasizes on core its core values. Events for promoting truth, love, non violence and peace are organized. Institution observes the birth and death anniversaries of great personalities. The institution maintains complete transparency in financial, academic and administrative functions.

NAAC

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	NALBARI COLLEGE
Address	Nalbari College, Nalbari P.O. Dist Nalbari Assam
City	NALBARI
State	Assam
Pin	781335
Website	www.nalbaricollege.org

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	Dipak Goswami	03624-220241	9435027960	-	nalbaricollege@rediffmail.com
IQAC Coordinator	Pradyumna Sarma	-	7002500871	-	pradyumnasarma@gmail.com

Status of the Institution	
Institution Status	Government

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details	
Date of establishment of the college	01-01-1945

University to which the college is affiliated/ or which governs the college (if it is a constituent college)

State	University name	Document
Assam	Gauhati University	View Document

Details of UGC recognition

Under Section	Date	View Document
2f of UGC	01-12-1963	View Document
12B of UGC	17-06-1972	View Document

Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)

Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
No contents				

Details of autonomy

Does the affiliating university Act provide for conferment of autonomy (as recognized by the UGC), on its affiliated colleges?	No
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Recognitions

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

Location and Area of Campus

Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	Nalbari College, Nalbari P.O. Dist Nalbari Assam	Rural	16.1	32828.26

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BA,Assamese	36	HS	Assamese	198	198
UG	BA,Assamese	36	HS	Assamese	850	850
UG	BA,English	36	HS	English	865	865
UG	BA,Political Science	36	HS	English + Assamese	262	262
UG	BA,Economics	36	HS	English + Assamese	201	201
UG	BA,Sanskrit	36	HS	English	67	67
UG	BSc,Mathematics	36	HS	English	194	194
UG	BA,Mathematics	36	HS	English	1	1
UG	BA,Philosophy	36	HS	English + Assamese	259	259
UG	BSc,Physics	36	HS	English	152	152
UG	BSc,Chemistry	36	HS	English	226	226
UG	BSc,Botany	36	HS	English	230	230
UG	BSc,Zoology	36	HS	English	230	230
UG	BSc,Geography	36	HS	English	65	65
UG	BA,Geography	36	HS	English + Assamese	90	90
UG	BSc,Statistics	36	HS	English	69	69
UG	BA,History	36	HS	English +	205	205

				Assamese		
UG	BSc,Geology	36	HS	English	55	55
UG	BA,Education	36	HS	Assamese	213	213
UG	BSc,B Sc It	36	HS	English	33	33
UG	BPEd,B P E	36	HS	English + Assamese	4	4
UG	BCA,B C A	36	HS	English	20	0
UG	BSc,Computer Application	36	HS	English	68	68
UG	BA,Computer Application	36	HS	English + Assamese	40	40
PG	MA,Assamese	24	BA	Assamese	50	50
PG	MA,English	24	BA	English	20	0
PG Diploma recognised by statutory authority including university	PGDCA,P G D C A	12	BA OR BSc	English	22	22

Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	0				22				43			
Recruited	0	0	0	0	16	6	0	22	23	14	0	37
Yet to Recruit	0				0				6			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				22			
Recruited	0	0	0	0	0	0	0	0	11	11	0	22
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				31
Recruited	19	1	0	20
Yet to Recruit				11
Sanctioned by the Management/Society or Other Authorized Bodies				36
Recruited	27	9	0	36
Yet to Recruit				0

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

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt.	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	9	3	0	12	8	0	32
M.Phil.	0	0	0	3	1	0	11	7	0	22
PG	0	0	0	7	2	0	2	1	0	12

Temporary Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt.	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	1	0	0	1
PG	0	0	0	0	0	0	10	11	0	21

Part Time Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt.	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	1	0	0	1
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	7	6	0	13

Details of Visting/Guest Faculties					
Number of Visiting/Guest Faculty engaged with the college?	Male		Female		Total
	2		0		2

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	860	0	0	0	860
	Female	435	0	0	0	435
	Others	0	0	0	0	0
PG	Male	7	0	0	0	7
	Female	43	0	0	0	43
	Others	0	0	0	0	0
PG Diploma recognised by statutory authority including university	Male	9	0	0	0	9
	Female	13	0	0	0	13
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years					
Programme		Year 1	Year 2	Year 3	Year 4
SC	Male	76	71	70	59
	Female	54	40	38	42
	Others	0	0	0	0
ST	Male	18	31	20	23
	Female	10	12	10	4
	Others	0	0	0	0
OBC	Male	212	281	245	204
	Female	95	108	86	100
	Others	0	0	0	0
General	Male	365	378	623	567
	Female	244	335	357	328
	Others	0	0	0	0
Others	Male	18	19	25	23
	Female	11	16	14	17
	Others	0	0	0	0
Total		1103	1291	1488	1367

3. Extended Profile

3.1 Program

Number of courses offered by the institution across all programs during the last five years

Response: 89

File Description	Document
Institutional Data in Prescribed Format	View Document

Number of programs offered year-wise for last five years

2017-18	2016-17	2015-16	2014-15	2013-14
8	5	5	5	5

3.2 Students

Number of students year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
3832	3276	2987	2795	2907

File Description	Document
Institutional Data in Prescribed Format	View Document

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

2017-18	2016-17	2015-16	2014-15	2013-14
421	421	413	348	345

File Description	Document
Institutional data in prescribed format	View Document

Number of outgoing / final year students year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
522	633	541	425	443

File Description	Document
Institutional Data in Prescribed Format	View Document

3.3 Teachers

Number of full time teachers year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
59	60	60	60	60

File Description	Document
Institutional Data in Prescribed Format	View Document

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

2017-18	2016-17	2015-16	2014-15	2013-14
65	65	65	65	65

File Description	Document
Institutional data in prescribed format	View Document

3.4 Institution

Total number of classrooms and seminar halls

Response: 60

Total Expenditure excluding salary year-wise during the last five years (INR in Lakhs)

2017-18	2016-17	2015-16	2014-15	2013-14
184.47776	148.48130	260.35653	297.80579	138.88466

Number of computers

Response: 109

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

1.1.1 The institution ensures effective curriculum delivery through a well planned and documented process

Response:

Nalbari College is affiliated to Gauhati University, Assam and hence it adheres to the curriculum prescribed by the parent university. The Academic Council of the college consisting of the Principal, Vice-Principal and all the Head of the Departments decides the best method of deploying and delivering the curriculum. At the beginning of each academic session the IQAC formulates the Academic Calendar of the college for timely implementation of the curriculum. The Academic Calendar is then uploaded in the college website for the accessibility of the students. Faculty members are encouraged to prepare individual teaching plans for their respective classroom teaching. Individual teaching plans are communicated with the respective students so that they can cope with the pace of the delivery of curriculum. The preparation of such a plan helps with effective distribution of syllabus, clarity of curriculum and timely completion of the course.

The college has a general class routine for lectures, laboratory works according to the level of the courses and extent of curriculum. The individual departments and faculty members follow it in letter and spirit with the intention of doing justice to the curriculum and to the young learners. The routine has provisions for tutorial classes which help the students to discuss different academic issues with their teachers in a relaxed, informal atmosphere.

The teachers use different methods such as lecture, discussion, home assignment, project work to make the curriculum soak into the students. Relevant texts and references are facilitated to the teachers and students through central library, departmental seminar libraries, e-resources, disseminated through reprographic techniques and other measures. Use of smart boards and digital class-rooms is another aspect of this overall attempt towards the effective delivery of the curriculum. Subjects having practical component to the teaching-learning process, use well-equipped laboratories to conduct experiments. There is also provision for field visit and excursions in some subjects so as to make the students understand certain portions of the curriculum. Paper presentations, writing of home assignments are also used and encouraged to make the teaching of the curriculum more effective.

Time-bound and transparent tests/examinations and evaluations also help in the effectiveness of curriculum delivery. Continuous evaluation is maintained throughout the year by conducting unit tests and sessional examinations. Evaluated answer scripts are returned to the students with suggestions to improve wherever necessary.

Timely feedback is obtained from the students. Measures are taken to enforce necessary improvements by the HODs and the Principal. Faculty members are constantly encouraged to attend refresher courses, orientation programmes, workshops and seminars to update their knowledge. Through these methods of planning and implementation, effective delivery of curriculum is sought to be ensured by the institution.

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

1.1.2 Number of certificate/diploma program introduced during the last five years

Response: 4

1.1.2.1 Number of certificate/diploma programs introduced year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
1	0	3	0	0

File Description	Document
Minutes of relevant Academic Council/BOS meetings	View Document
Details of the certificate/Diploma programs	View Document
Any additional information	View Document

1.1.3 Percentage of participation of full time teachers in various bodies of the Universities/ Autonomous Colleges/ Other Colleges, such as BoS and Academic Council during the last five years

Response: 40.13

1.1.3.1 Number of teachers participating in various bodies of the Institution, such as BoS and Academic Council year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
5	5	5	5	4

File Description	Document
Details of participation of teachers in various bodies	View Document
Any additional information	View Document

1.2 Academic Flexibility

1.2.1 Percentage of new Courses introduced out of the total number of courses across all Programs offered during last five years

Response: 23.33

1.2.1.1 How many new courses are introduced within the last five years

Response: 143

File Description	Document
Minutes of relevant Academic Council/BOS meetings.	View Document
Details of the new courses introduced	View Document

1.2.2 Percentage of programs in which Choice Based Credit System (CBCS)/Elective course system has been implemented

Response: 0

1.2.2.1 Number of programs in which CBCS/ Elective course system implemented.

File Description	Document
Name of the programs in which CBCS is implemented	View Document

1.2.3 Average percentage of students enrolled in subject related Certificate/ Diploma programs/Add-on programs as against the total number of students during the last five years

Response: 1.34

1.2.3.1 Number of students enrolled in subject related Certificate or Diploma or Add-on programs year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
22	48	48	41	46

File Description	Document
Details of the students enrolled in Subjects related to certificate/Diploma/Add-on programs	View Document

1.3 Curriculum Enrichment

1.3.1 Institution integrates cross- cutting issues relevant to Gender, Environment and Sustainability, Human Values and Professional Ethics into the Curriculum

Response:

The college believes that integrating cross cutting issues with the curriculum would create positive effect on the students both in terms of their education and societal commitment. Being an affiliated college, our curriculum is framed and updated by the affiliating University. But some of our faculty members, as members of Committee of Courses and Studies (CCS), provide their inputs and insights that go into the making and revision of the curriculum. So the curriculum reflects the collective wisdom and aim of the University and its affiliated colleges. A number of U.G. and P.G. courses offered by the parent university (Gauhati University) address Gender, Environment and Sustainability and Human Values directly or indirectly. Some of these issues directly dealt with through papers like Ethics in Philosophy (Philosophy-M 604), Morality and Moral Philosophy (Philosophy-M-504), Economic, Political and Environmental Geography (Geography E 601), Environmental Economics (Economics- M 503), Ecology, Wildlife conservation and Management (Zoology- M-202), Sociology and Environmental Science (B.P.E. Part I.2), Environmental and Population Education (Education-6.02) etc. In Humanities, especially in language and literature, there are papers and portions like Nature (English-Paper 17), Women's Writing (English-Paper 14) that addresses some of these issues directly. Besides these, language and literature subjects, if properly presented, have a huge potential to inculcate these cross-cutting issues. All the U.G. students of 3rd and 4th Semester are compulsorily taught a full paper on Environmental Studies. To supplement this, the college conducts several awareness programmes and related activities in association with NGOs and various cells and centres of the college.

File Description	Document
Any Additional Information	View Document

1.3.2 Number of value added courses imparting transferable and life skills offered during the last five years

Response: 2

1.3.2.1 Number of value-added courses imparting transferable and life skills offered during the last five years

Response: 2

File Description	Document
Details of the value-added courses imparting transferable and life skills	View Document
Brochure or any other document relating to value added courses.	View Document

1.3.3 Percentage of students undertaking field projects / internships	
Response: 32.93	
1.3.3.1 Number of students undertaking field projects or internships	
Response: 1262	
File Description	Document
Institutional data in prescribed format	View Document

1.4 Feedback System

1.4.1 Structured feedback received from 1) Students, 2) Teachers, 3) Employers, 4) Alumni and 5) Parents for design and review of syllabus-Semester wise/ year-wise A. Any 4 of the above B. Any 3 of the above C. Any 2 of the above D. Any 1 of the above Response: A. Any 4 of the above	
File Description	Document
Action taken report of the Institution on feedback report as stated in the minutes of the Governing Council, Syndicate, Board of Management	View Document
URL for stakeholder feedback report	View Document

1.4.2 Feedback processes of the institution may be classified as follows: A. Feedback collected, analysed and action taken and feedback available on website B. Feedback collected, analysed and action has been taken C. Feedback collected and analysed D. Feedback collected Response: A. Feedback collected, analysed and action taken and feedback available on website

File Description	Document
Any additional information	View Document
URL for feedback report	View Document

NAAC

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1 Average percentage of students from other States and Countries during the last five years

Response: 0.01

2.1.1.1 Number of students from other states and countries year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
00	00	00	02	00

File Description

Document

List of students (other states and countries)

[View Document](#)

Institutional data in prescribed format

[View Document](#)

2.1.2 Average Enrollment percentage (Average of last five years)

Response: 145.57

2.1.2.1 Number of students admitted year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
1367	1488	1291	1103	1161

2.1.2.2 Number of sanctioned seats year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
975	950	930	780	770

File Description

Document

Institutional data in prescribed format

[View Document](#)

2.1.3 Average percentage of seats filled against seats reserved for various categories as per applicable reservation policy during the last five years

Response: 66.67

2.1.3.1 Number of actual students admitted from the reserved categories year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
273	275	280	227	242

File Description	Document
Institutional data in prescribed format	View Document

2.2 Catering to Student Diversity

2.2.1 The institution assesses the learning levels of the students, after admission and organises special programs for advanced learners and slow learners

Response:

Diversity is both real and ideal. In almost all spheres, diversity is an asset, not a liability. The space of education, especially higher education, is no exception. Students belonging to different socio-economic background, regions, states, languages, cultures, races and religions – turn the space into an exciting abode of experience and knowledge. In our college too, students vary along such axes as caste, faith, region, locality, socio-economic background, ethnicity, and above all intellectual capability or strength.

The college is fairly aware of the unique needs of every student and accordingly facilitates special learning, based on the academic capabilities of each student. The institution identifies these students into two broad categories- advanced and slow learners and works out special methods to derive maximum outcome from each cluster. The advanced and slow learners of a subject are identified by the concerned faculty, based on their performance in class tests, unit tests, and sessional examinations. They are also identified on the basis of their participation, involvement, performance in the class room centric activities such as discussions, assignments etc. Apt strategies are adopted accordingly.

Strategies adopted for facilitating Advanced Learners:

- Encouragement for independent learning through providing updated reference material
- Group discussion and specific home assignments to foster critical thinking
- Continuous motivation for problem solving and decision making exercises
- Motivation for classroom presentation by using ICT like power point.
- Arrangement of annual academic lecture, field trip, industry visit etc. for exposure of the learners
- Motivational lectures organized by the Career Counseling and Guidance Cell of the college to channelize their potential to accomplish better success
- Special workshops like drama workshop, painting and poetry workshop, craft designing workshop etc. to improve the hands-on skills of the students

- Regular enrichment programmes
- Academic and personal counseling through Mentoring System

Strategies adopted for facilitating Slow Learners:

- Tutorial classes and doubt clearing sessions after class hours
- Bilingual explanations of critical topics
- Appropriate counseling with additional teaching
- Measures to improve the communication skills of the learners through seminar presentation
- Regular monitoring of their progress through tests and sessional examinations
- Academic and personal counseling through Mentoring System

Through these practices and programmes, the institution tries to instill a sense of equality among this diverse body of students.

File Description	Document
Any additional information	View Document

2.2.2 Student - Full time teacher ratio

Response: 64.95

2.2.3 Percentage of differently abled students (Divyangjan) on rolls

Response: 0.03

2.2.3.1 Number of differently abled students on rolls

Response: 1

File Description	Document
List of students(differently abled)	View Document
Institutional data in prescribed format	View Document

2.3 Teaching- Learning Process

2.3.1 Student centric methods, such as experiential learning, participative learning and problem solving methodologies are used for enhancing learning experiences

Response:

The teaching learning process revolves round the need, interest and capabilities of students. It is geared towards the intellectual and moral benefits of the learners. They come first among all the stakeholders. Hence, ideally teaching-learning methods adopted by an institution should be student-centric, student-

friendly. Keeping this idea in mind our college also adopts various student-centric methods for enhancing learning experience of the students.

Experiential learning

- Experimental method is used in laboratories of science subjects to acquaint the students with the facts through direct experience individually. Students verify the facts of the subject with the help of experiments.
- Student's projects are integral parts of some of the UG departments like Assamese, Botany, Chemistry, Geography, History, Physics, Philosophy, Statistics and Zoology. Submission of projects in Environmental Studies is mandatory for 3rd and 4th Semester students of UG classes. Project work significantly contributes to the idea of self learning and self reliance and provides an opportunity to the student for freedom of thought and free exchange of different views.
- To expand the horizon of knowledge through books, journals, e-resources, a Library Orientation Programme is also conducted regularly for the newly admitted ones.

Participative Learning:

- To accelerate the learning process the institution uses cooperative and collaborative methodologies like group discussion and assignments. These methods demand intensive interaction and participation of students and eventually students are seen to grasp concepts better and faster.
- Whatsapp and other social media platforms have become important interactive tools in teaching and learning process these days. Every academic department has whatsapp group for each class and this has significantly eased out answering any question, negotiating any intellectual, linguistic hurdle even outside the college hours. This also allows the students to feel like he/she is a part of the class.
- There are also provisions of field trip, industry visits and study tours across the country which exposes the students to the world of practical knowledge and helps to hone their skills and abilities.
- Our college has vibrant wings of NCC and NSS. The volunteers take active part in various civic activities and outreach programmes which in turn develop their societal responsibility and leadership quality.

Problem solving methodologies

- Students of the college under the aegis of Student's Union organize various extra and co curricular activities in the campus round the year. The Annual College Week, Vice President's Special Programme, PNC Memorial All Assam Inter College Debating Competition, Inter Institution Drill Competition etc are some of these events which are being regularly arranged by the students. The experience of organizing such events undoubtedly hone the qualities like managerial skill, spot decision making, problem solving ability, group cohesion etc. in the students.

So far as methods are concerned, we have picked up the direction, but at the same time we are aware of the grounds that remain to be covered.

File Description	Document
Any additional information	View Document

2.3.2 Percentage of teachers using ICT for effective teaching with Learning Management Systems (LMS), E-learning resources etc.

Response: 55.93

2.3.2.1 Number of teachers using ICT

Response: 33

File Description	Document
List of teachers (using ICT for teaching)	View Document

2.3.3 Ratio of students to mentor for academic and stress related issues

Response: 58.95

2.3.3.1 Number of mentors

Response: 65

File Description	Document
Any additional information	View Document

2.3.4 Innovation and creativity in teaching-learning

Response:

Teaching learning is an age old practice over the world. This practice is indispensable to make individual better and to help the storehouse of knowledge grow. But it is liable to be monotonous and dull for both teachers and students as the practice is continuous over years. This necessitates resort to innovation and creativity in the way students are taught. The teaching-learning process has been increasingly directed towards such an end through different means aimed at making the process of education participative, problem solving, innovative and experimental.

In order to nurture innovative, creative and critical thinking, the college organizes hosts of academic, extra and co-curricular activities for students:

- To foster the multifarious creativity of the learners, the college has introduced four innovative platforms viz. Performing (Visual) Art Centre, Centre for Theory and Praxis, Language and Linguistic Centre and Poetry and Philosophical Centre for creative and collaborative learning.
- The College regularly publishes its annual magazine '*Nalbari Mahabidyalay Alochani*'. This magazine provides a platform for the interested students to explore their literary talent. It is worth mentioning that this year, the college bagged the prize for Best Magazine in the Zonal Inter College Youth Festival organized by Gauhati University.
- Besides the college magazine, every department of the college regularly publishes departmental

wall magazine.

- To give an exposure to the students on various emerging and urgent issues of national and regional importance the college has been annually organizing a State Level Debate Competition to commemorate eminent student's leader and alumnus of the college late Prasanna Narayan Choudhury.
- In this digital world overshadowed by social and interactive media, the students of this college have developed a very healthy practice of crafting handwritten magazines for last three years.
- Besides this a number of societies like Nalbari Branch of Assam Science Society, Physics Forum, Chemical Society, Sanskrit Adhayan Chakra, Botanical Society, Nalbari College Geographical Society, Zoological Society, etc. are actively functioning in the college to capture and nurture critical thinking, creativity and scientific temper among the students to transform them into life-long learners and innovators.
- The NCC and NSS unit of the college and the Nalbari College Students' Union are also working to tap hidden resources and talents and consistently encouraging the students to engage in extracurricular activities.
- Critical thinking among the students is also cultivated through creative assignments, academic projects, group discussions etc.

As a result of such efforts the entire learning ambience has become less burdensome, more playful.

2.4 Teacher Profile and Quality

2.4.1 Average percentage of full time teachers against sanctioned posts during the last five years

Response: 92

File Description	Document
Year wise full time teachers and sanctioned posts for 5 years	View Document
List of the faculty members authenticated by the Head of HEI	View Document

2.4.2 Average percentage of full time teachers with Ph.D. during the last five years

Response: 44.51

2.4.2.1 Number of full time teachers with Ph.D. year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
32	27	26	23	25

File Description	Document
List of number of full time teachers with PhD and number of full time teachers for 5 years	View Document

2.4.3 Teaching experience per full time teacher in number of years

Response: 19

2.4.3.1 Total experience of full-time teachers

Response: 1121

2.4.4 Percentage of full time teachers who received awards, recognition, fellowships at State, National, International level from Government, recognised bodies during the last five years

Response: 3.34

2.4.4.1 Number of full time teachers receiving awards from state /national /international level from Government recognised bodies year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
00	01	00	00	01

File Description	Document
Institutional data in prescribed format	View Document
e-copies of award letters (scanned or soft copy)	View Document

2.4.5 Average percentage of full time teachers from other States against sanctioned posts during the last five years

Response: 1.85

2.4.5.1 Number of full time teachers from other states year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
01	01	01	01	02

File Description	Document
List of full time teachers from other state and state from which qualifying degree was obtained	View Document

2.5 Evaluation Process and Reforms

2.5.1 Reforms in Continuous Internal Evaluation(CIE) system at the institutional level

Response:

Nalbari College is affiliated to Gauhati University, Assam and accordingly, it adheres to the syllabus prescribed by the parent university. The university has its own broad guidelines for internal evaluation which are duly communicated to the affiliated colleges. Besides these broad based guidelines of the university, the college has also formulated certain modalities for continuous internal evaluation which are being reformed from time to time. The main emphasis of these reforms is to engage students in learning and assessed in quick successions. Continuous internal evaluation reduces their burden of preparing too much for the final examinations that are conducted after a long gap. Therefore, it remains a constant effort of the college to evenly spread the evaluation process to entire span of the learning period.

Students are made aware of the internal evaluation process through orientation programmes at the beginning of every session. Teaching plans of faculty members contains evaluation procedures. Tentative dates of internal examinations are clearly stated in the Academic Calendar of the college. Actual dates of internal examinations are displayed in college website and departmental and central notice boards.

While the regulations prescribed by the parent university are scrupulously practiced at level of our institution, we have also tried to bring in variety and frequency to this internal evaluation through components like unit tests, home assignments, group discussion, seminar presentation, surprise quiz etc. The internal assessment is done on the basis of marks and participation in these components along with the marks of the sessional examination.

Guardians/Parent meetings are also regularly arranged by the departments to make them aware of the progress of their wards.

2.5.2 Mechanism of internal assessment is transparent and robust in terms of frequency and variety

Response:

Internal assessment is aimed at making the process of evaluation continuous and holistic. It is carried out to ensure the clear understanding of class room teaching by the students. There is a precise in-house mechanism for conducting these assessments.

For unit/class tests students are informed by the respective teachers well ahead of the test, while for sessional examinations scheduled dates are displayed in the departmental and central notice board of the college. The sessional examination is conducted by an Examination Board constituted of three active members headed by the Vice-Principal of the college. The board notifies the academic departments to set

question papers for the examination. The question setters give careful consideration of the syllabus prescribed and the portion covered in classroom. The pattern of question paper of the final examination is closely followed to make the students acquaint with the upcoming final examination. After appropriate approval of the heads of the department, the question papers are submitted to the exam board.

The exams are conducted as per the guidelines prescribed by the affiliating university. The invigilators maintain the code and conduct of examination halls. After the completion of examination, the answer scripts are evaluated by the faculty members of respective departments. Utmost priority is given to maintain sincerity, impartiality and fairness of judgment.

Evaluated answer scripts are generally shown to the students of Major classes to point out their mistakes and to offer necessary suggestions for improvements. This helps the students to figure out their mistakes and to note down the correction. For the students of General course mark sheets are displayed in the notice board of the respective departments. For any query and confusion, students can consult the respective teacher.

Internal assessment is combined reflection of marks obtained in the sessional examination along with auxiliary components like unit tests, home assignments, group discussion, seminar presentation etc. Finalized marks are verified by the teachers and students before submitting it to the university in prescribed formats.

File Description	Document
Any additional information	View Document

2.5.3 Mechanism to deal with examination related grievances is transparent, time-bound and efficient

Response:

Examination related grievances are mainly of two categories i.e. grievances about internal assessment conducted by the institution and grievances about final examination conducted by the university. Hence, both these grievances are redressed according to their merit with utmost care to student sensitivity.

Institutional Level:

- The Heads of the Department are primarily responsible for redressal of all grievances about evaluation, including the internal assessment marks awarded to the students. They have the initial jurisdiction over complaints against internal assessment. In case of dissatisfaction, the same may be put before the Principal. The Examination Board appointed by the principal then looks into such grievances and redress them at the earliest.
- Institutional level grievances are solved within two three days.
- The college has a Grievance Redressal Cell comprising of senior faculty members for objective and effective redressal of the grievances of the students.

University Level:

- An aggrieved student with grievance at university level shall make an application to the university through the principal of the college. The principal, after verifying the facts, shall forward it to the concerned section of the university. The university redress all such grievances within a reasonable time.
- For speedy redressal of the grievances of the students, the university has uploaded different proformas in its website with easy instructions to fill up and submit them back to the university. These applications are processed urgently to rectify the grievances as early as possible. The process is fairly transparent, and it can be pursued at the level of the individual student or institution.
- To make the mechanism more convincing and transparent there is provision to exercise RTI and get Xerox copies of evaluated answer scripts.

The overall emphasis is to make the process of grievance redressal transparent, time bound and efficient. Of course, it would be the height of audacity to feel complacent and claim perfection in this regard. It is and will remain an ongoing process with modifications and adaptations at regular intervals at the level of the college as well as the university.

2.5.4 The institution adheres to the academic calendar for the conduct of CIE

Response:

In the beginning of each academic year, the affiliating university publishes its academic calendar with timelines for both internal and external examinations. On the basis of it, the college also prepares its institutional academic calendar where tentative dates of internal examinations are clearly stated. The institution ensures effective time management and carries out effective planning to stick to academic calendar. This allows the teachers and the students to comprehensively finish their teaching and learning and regular assessment of the same.

2.6 Student Performance and Learning Outcomes

2.6.1 Program outcomes, program specific outcomes and course outcomes for all programs offered by the Institution are stated and displayed on website and communicated to teachers and students

Response:

Mechanism of Communication of POs, PSOs and COs to teachers and students :

Programme Outcomes are displayed at the notice board in front of every department. Learning Outcomes are available in the departments for ready reference to the teachers and students. The college has clearly stated the learning outcomes for its courses on College website (www.nalbaricollege.org). Every course has specific set of objectives which are approved by the Committee for Courses and Studies (CCS) of Gauhati University. Course Outcome of the respective subjects is designed by considering these objectives. The copies of the syllabi are kept in respective departments, the College library and also in the website of the college for the use of the students and teachers.

File Description	Document
COs for all courses (exemplars from Glossary)	View Document
Link for Additional Information	View Document

2.6.2 Attainment of program outcomes, program specific outcomes and course outcomes are evaluated by the institution

Response:

The college measures the attainment of the Programme Outcomes, Program Specific Outcomes and Course Outcome through the evaluation systems for each programme which is a combination of formative and summative evaluation. The affiliating university reserves 80% marks for summative assessment and 20% marks for formative evaluation. Accordingly, the knowledge and skills described by the course outcomes are measured through the semester examinations, sessional examinations along with the in-house mechanism of continuous internal evaluation which includes auxiliary components like unit tests, home assignments, group discussion, seminar presentation etc. Throughout the semester the departments record the performance of students. Course outcomes are also evaluated through the departmental review meetings of the end semester examination results. The individual departments assess the results of the courses and chalk out desirable interventions to achieve better outcomes. The attainment of Programme Outcome is monitored through the progression of alumni of the institution.

2.6.3 Average pass percentage of Students

Response: 67.7

2.6.3.1 Total number of final year students who passed the examination conducted by Institution.

Response: 522

2.6.3.2 Total number of final year students who appeared for the examination conducted by the institution

Response: 771

File Description	Document
Institutional data in prescribed format	View Document

2.7 Student Satisfaction Survey

2.7.1 Online student satisfaction survey regarding teaching learning process

Response: 3.45

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

3.1.1 Grants for research projects sponsored by government/non government sources such as industry ,corporate houses, international bodies, endowment, chairs in the institution during the last five years (INR in Lakhs)

Response: 76.65

3.1.1.1 Total Grants for research projects sponsored by the non-government sources such as industry, corporate houses, international bodies, endowments, Chairs in the institution year-wise during the last five years(INR in Lakhs)

2017-18	2016-17	2015-16	2014-15	2013-14
0	30.72	38.0	6.98	0.95

File Description

Document

List of project and grant details

[View Document](#)

3.1.2 Percentage of teachers recognised as research guides at present

Response: 0

3.1.2.1 Number of teachers recognised as research guides

3.1.3 Number of research projects per teacher funded, by government and non-government agencies, during the last five year

Response: 0.37

3.1.3.1 Number of research projects funded by government and non-government agencies during the last five years

Response: 5

3.1.3.2 Number of full time teachers worked in the institution during the last 5 years

Response: 67

File Description

Document

Any additional information

[View Document](#)

3.2 Innovation Ecosystem

3.2.1 Institution has created an ecosystem for innovations including incubation centre and other initiatives for creation and transfer of knowledge

Response:

The College has a Research Cell comprising faculty member from various departments to monitor and address diverse issues pertaining to research. This committee oversees the smooth and efficient coordination of research and development activities in the college campus, thus fostering overall growth. The composition of the institutional research committee is as follows:

Chairman : Dr. Dipak Goswami, Principal

Co-coordinator: Dr. Subrata Barman, HOD & Associate Professor, Dept. of Economics

Members : Mrs. Manjula Dutta Raybarua, Vice-Principal

Dr. Gautam Kr. Handique, HOD & Associate Professor, Dept. of Botany

Dr. Pradyumna Sarma, Associate Professor, Dept. of History

Dr. Dhiraj Talukdar, Associate Professor, Dept. of Chemistry

Aims and Objectives of the Cell:

- To inculcate the spirit and culture of research among faculty as well as students
- To regularly organize research promotion events like conferences, seminars, workshops, invited lectures etc. in the campus
- To motivate faculty for doctoral and post doctoral research
- To provide guidance for publication of research papers in reputed journals

Initiatives of the Cell:

- Research atmosphere of the college has been augmented through continuous encouragement and support to the teachers. The faculty members are empowered to take up research activities utilizing the existing facilities of the college.
- Proposals of Research Projects of the faculty members submitted to various funding agencies are screened by the committee before final submission. Accordingly, in 2014-15, the committee had screened and forwarded four (04) proposals of Minor Research Projects (MRP) to the University Grants Commission (UGC).
- With a view to give adequate exposure to the faculty and the students of the college national level seminar and workshops are periodically being organized in the college.
- The college also motivates the students to prepare posters, individual projects on academic topic, individual power point presentations etc.
- Though there is no separate incubation centre, the college provides e-resources to the faculty and

students through N-List-INFLIBNET. The college campus is enabled with Wi-Fi facility.

3.2.2 Number of workshops/seminars conducted on Intellectual Property Rights (IPR) and Industry-Academia Innovative practices during the last five years

Response: 1

3.2.2.1 Total number of workshops/seminars conducted on Intellectual Property Rights (IPR) and Industry-Academia Innovative practices year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
1	0	0	0	0

File Description	Document
Report of the event	View Document
List of workshops/seminars during the last 5 years	View Document
Any additional information	View Document

3.3 Research Publications and Awards

3.3.1 The institution has a stated Code of Ethics to check malpractices and plagiarism in Research

Response: No

File Description	Document
Institutional data in prescribed format	View Document

3.3.2 The institution provides incentives to teachers who receive state, national and international recognition/awards

Response: Yes

File Description	Document
Any additional information	View Document

3.3.3 Number of Ph.D.s awarded per teacher during the last five years

Response: 0

3.3.3.1 How many Ph.Ds awarded within last five years

3.3.3.2 Number of teachers recognized as guides during the last five years

File Description	Document
List of PhD scholars and their details like name of the guide , title of thesis, year of award etc	View Document

3.3.4 Number of research papers per teacher in the Journals notified on UGC website during the last five years

Response: 0.8

3.3.4.1 Number of research papers in the Journals notified on UGC website during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
4	10	16	11	7

File Description	Document
List of research papers by title, author, department, name and year of publication	View Document

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

Response: 1.79

3.3.5.1 Total number of books and chapters in edited volumes / books published, and papers in national/international conference-proceedings year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
17	46	19	6	19

File Description	Document
List books and chapters in edited volumes / books published	View Document

3.4 Extension Activities

3.4.1 Extension activities in the neighbourhood community in terms of impact and sensitising students to social issues and holistic development during the last five years

Response:

Education confined to academic activities in class-rooms and laboratories tend to turn institutions into islands. The teachers and students tend to be theoretical and self – centered because of such attitude to education. This is not good for the society and the nation, and ultimately the individual. Led by this realization, educational institutions have tried to extend their activities to the society around in different ways. These activities pertain to academic sphere, health and hygiene, socio-economic issues and cultural sphere. Our college community is no exception to this philosophy. Over the last few years we have adopted a village (Mugkuchi Village) and a school (Kamrup Vidyapith High School) in the vicinity and initiated some interventions there to effect positive changes in its environment, and health and hygiene status, school education and social awareness. Faculty members have spent quality time with students of the schools, taught them and tried to appreciate their problems. Different departments, cells, centers of the institution have conducted workshops/orientation programmes/awareness lectures on and off the campus involving the people, especially of the rural areas, on sustainable development, gender sensitization, women and law, health and hygiene, especially of women, environmental protection, harnessing and strengthening of cultural forms and strengths, aids awareness, blood donation etc. The college has been conceiving these and executing these extension activities through IQAC, Teacher’s Unit, NCC wing, NSS unit, Women’s Studies and Development Cell, Centre for Theory and Praxis, Language and Linguistic Centre, Poetry and Philosophy Center and the regular departments independently, and in collaboration. Things need to be more intensified, better organized and coordinated though.

3.4.2 Number of awards and recognition received for extension activities from Government /recognised bodies during the last five years

Response: 12

3.4.2.1 Total number of awards and recognition received for extension activities from Government /recognised bodies year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
6	3	1	1	1

File Description	Document
Number of awards for extension activities in last 5 years	View Document
e-copy of the award letters	View Document

3.4.3 Number of extension and outreach Programs conducted in collaboration with Industry, Community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., during

the last five years**Response:** 29

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

2017-18	2016-17	2015-16	2014-15	2013-14
5	5	4	9	6

File Description	Document
Number of extension and outreach programs conducted with industry,community etc for the last five years	View Document
Any additional information	View Document

3.4.4 Average percentage of students participating in extension activities with Government Organisations, Non-Government Organisations and programs such as Swachh Bharat, Aids Awareness, Gender Issue, etc. during the last five years

Response: 2.43

3.4.4.1 Total number of students participating in extension activities with Government Organisations, Non-Government Organisations and programs such as Swachh Bharat, Aids Awareness, Gender Issue, etc. year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
258	46	0	45	70

File Description	Document
Average percentage of students participating in extension activities with Govt or NGO etc	View Document

3.5 Collaboration

3.5.1 Number of linkages for faculty exchange, student exchange, internship, field trip, on-the-job training, research, etc during the last five years

Response: 2

3.5.1.1 Number of linkages for faculty exchange, student exchange, internship, field trip, on-the-job training, research, etc year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
1	1	0	0	0

File Description	Document
Number of Collaborative activities for research, faculty etc	View Document
Copies of collaboration	View Document

3.5.2 Number of functional MoUs with institutions of National/ International importance, Other Institutions, Industries, Corporate houses etc., during the last five years (only functional MoUs with ongoing activities to be considered)

Response: 0

3.5.2.1 Number of functional MoUs with institutions of national, international importance, other universities, industries, corporate houses etc. year-wise during the last five years (only functional MoUs with ongoing activities to be considered)

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	0	0

File Description	Document
Details of functional MoUs with institutions of national, international importance, other universities etc during the last five years	View Document

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1 The institution has adequate facilities for teaching- learning. viz., classrooms, laboratories, computing equipment, etc.

Response:

Our college being a relatively older one, (established long back in 1945) faces the daunting task of preserving and repairing and upgrading its early structure in a place prone to regular water logging and floods. In spite of this we have done our best to develop and add built-up space keeping in mind our present and future needs. There are fifty seven (57) classrooms where theory classes and lectures are held. There are fourteen (14) ICT enabled classrooms, three (03) Computer Centres, two (02) Seminar Halls, one (01) UGC Network Resource Centre and one (01) Digital Class Room. The number of laboratories is eighteen (18) that cater to the needs of students of major and general course in Physics, Chemistry, Botany, Zoology, Geology, Geography, Statistics, B. Sc IT and Education. The class rooms and laboratories are spread evenly in different buildings. All the classrooms can accommodate general classes as well as tutorial space. All together the college has one hundred and nine (109) computers used for academic and administrative purposes. Along with the central library, each academic department of the college is equipped with a departmental library separately. Further, the college campus is enabled with Wi-Fi facility.

But it must be admitted that the idea of surface of adequacy experiences a lot of continuous pressure due to mainly two reasons: increasing number of students, and newer expectations and recommendations. We have been doing our best to keep pace with such factors.

4.1.2 The institution has adequate facilities for sports, games (indoor, outdoor),gymnasium, yoga centre etc., and cultural activities

Response:

Students only, books only - make the teaching-learning process rather jarring and monotonous. The possibility of losing out on a healthy body is also very real in such an eventuality. There is one way for preventing this: cultivation of sports & games and culture alongside curricular activities. For the outdoor games and sports, the College has one of the biggest playgrounds measuring 20,664 square meters on its campus. It came into being with the institution itself in 1945. Students and teachers use it regularly for athletics, volleyball, football, cricket etc. though water logging in rainy season creates problems. Facilities for indoor sports are being developed now. An indoor stadium is under construction. There are spaces like hall, common rooms that the students have been using for indoor games like chess, carom and table tennis. The college also has a gymnasium with multi-gym facilities. Cultural interests and activities like song, music, dance, drama, lead to the holistic and balanced growth of students, and consequently the society. The college has modest infrastructure in terms of halls and one old auditorium to facilitate these activities.

4.1.3 Percentage of classrooms and seminar halls with ICT - enabled facilities such as smart class, LMS, etc

Response: 26.67

4.1.3.1 Number of classrooms and seminar halls with ICT facilities

Response: 16

File Description	Document
Number of classrooms and seminar halls with ICT enabled facilities	View Document

4.1.4 Average percentage of budget allocation, excluding salary for infrastructure augmentation during the last five years.

Response: 25.27

4.1.4.1 Budget allocation for infrastructure augmentation, excluding salary year-wise during the last five years (INR in Lakhs)

2017-18	2016-17	2015-16	2014-15	2013-14
28.60	24.18	30.58	120	59.05

File Description	Document
Details of budget allocation, excluding salary during the last five years	View Document

4.2 Library as a Learning Resource

4.2.1 Library is automated using Integrated Library Management System (ILMS)

Response:

About the Library : The central library of Nalbari College is named after 'TRAILOKYA NATH GOSWAMI' the founder Principal of the College in recognition of his erudition and distinguished services to the College. The Library of this college has a very rich collection in various subjects which includes textbooks, reference books, journals, magazines and newspapers. Besides this, all departments have Departmental Libraries providing immense help to students in their academic pursuits.

Library Facilities : TNG Library provides the following for the benefit of the student community and the teaching faculty in general –

- A good collection of multiple copies of textbooks and other recommended books for the various courses offered in the college.

- A wide range of references documents such as Encyclopedias on various subjects, Dictionaries, Handbooks, Yearbooks, Manuals, Reports including a good number of Rare & Old government reports, Atlases, Gazetteers, Census reports etc.
- Light reading materials, Fiction, Humor books, Art books, Biographies etc.
- A selected list of Journals Magazines and Newspapers.
- Physical facilities like Reading Rooms, Modern furniture, Drinking water, computers, Modern lavatory, Equipment etc.

Library Collection : (As per Accession Register up to 31-05-2018)

Total Collection	66923
(Text Books & Reference)	(As per Accession Register)
Magazines	16
Journals	16
Newspapers	12
E-Journals	6000+
E-Books	31,35,000+

* e-Books,e-Journals, e-books and Digital Databases are accessed from INFLIBNET N-LIST databases.

Services:

- Lending, Renewal & Reservation Services
- Reference Service
- Current Awareness Services
- Extension Services
- Internet Access
- OPAC Facility
- Photo- copy Facility
- Databases available in the Library
- E-Resources (E-journals & E-Books)
- Departmental Library service
- Suggestion Box
- User Orientation Programme
- Information Display Board
- News / Notice Board

Working Hours:

	Working Hours	
	From	To
On Working days	9.30 A. M.	5.30 P. M
On Holidays	Closed	Closed

Library Automation Programme: As a part of automation programme SOUL 2.0 has been installed in the library since December, 2014. Circulation work of the library has been started by using bar code in the students' integrated identity card cum library card. The TNG Library is a registered member of N-LIST

programme of INFLIBNET since December, 2015. Recently an E-resource centre has been started in the library. It will also serve as a Digital Library Section in near future. Wi-Fi connection in the college campus has been started too.

Name of the ILMS software: SOUL

Nature of automation (fully or partially): Partially

Version: 2.0.0.11

Year of automation: December, 2014

File Description	Document
Any additional information	View Document

4.2.2 Collection of rare books, manuscripts, special reports or any other knowledge resources for library enrichment

Response:

Rare Collections in TNG Library			
Sl. No.	Titles	Author	Publish
1	Palgrave's The Golden Treasury		The Mo
2	Kadamkali	Lakshminath Bezbaroa	Sahitya
3	Short Account of Assam	Benudhar Rajkhowa	The Ass
4	The House of Guise	Henry Dwight Sedgwick	The Bo
5	Amrit manthan	Umesh Choudhary	Author
6	Essays	Francis Bacon	J. M. De
7	Illusion and Reality	Christopher Caudwell	Lawren
8	The Age of Tennyson	Hugh walker	G. Bell
9	In Praise of Idleness & Other Essays	Bertrand Russell	George
10	Fight for Kashmir	Dewan Ram Prakash	Tagore

11	The Blue Bird	Maurice Maeterlinck	Methuen
12	The Hindu View of Life	S Radhakrishnan	George
13	English is Our Language	Edna L Sterling	The Cal
14	The Life and Death of Stalin	Louis Fischer	Jonathan
15	The Hidden Land	Ursula Graham Bower	John M
16	Ek Ankia Nat mala (1st Part)	Harichandra Bhattacharyya	Sri Sri S
17	The Return of the Native	Thomas Hardy	Macmil
18	Ramesh Rachanawali	Yogesh Chandra Bagal	Sahitya
19	Geology of Assam	D N D Goswami	Gauhati
20	Coriolanus	R.E.C. Houghton	OUP
21	The Economy of Assam	Deb Kumar Banerjee	Sarma E
22	Dahikatara	Raghunath Choudhary	Gunabh
23	Origin and Development of the Assamese Drama and the Stage	Harichandra Bhattacharyya	Barua A
24	Matthew Arnold Selected poems and prose	F W Watt	OUP,
25	Lectures on the Origin and Growth of Religion (on 1878)	F Max Muller	Indolog
26	Pragatir Aarat	Bhairabchandra Bhattacharyya	Assam I
27	Lakshminath Bezbaroa	Hem Barua	Sahitya
28	Ophaidang	Lakshminath Phukan	Dutta B
29	Men I Met	M N Roy	Lalvani
30	Critical Notes on William Wordsworth	Mrinal Kanti Debnath	Alpha P
31	The Reign of Elizabeth (1558-1603)	J. B. Black	OUP
32	Saraswati-Kanthabharana	Anundoram Borooh	Publicat
33	Ballads and Tales of Assam	Praphulladatta Goswami	Gauhati
34	Padma Puran	Radhanath Rai Choudhary	Deb Sah
35	Mor Sowarani	Padmanath Gohainbarua	Publicat

36	The Holy Lake of the Acts of Rama	W Douglas P Hill	OUP
37	Panchasar	Iswarchandra Baruah	Sanskrit
38	Epics and Puranas in Early Assamese Literarure	S N Sarma	Publicat
39	Songs and Tales of North-east India	Praphulladatta Goswami	The Fol
40	Sadari	Raghunath Choudhary	Bani Pr

File Description	Document
Any additional information	View Document

4.2.3 Does the institution have the following:

- 1.e-journals
- 2.e-ShodhSindhu
- 3.Shodhganga Membership
- 4.e-books
- 5.Databases

- A. Any 4 of the above
- B. Any 3 of the above
- C. Any 2 of the above
- D. Any 1 of the above

Response: A. Any 4 of the above

File Description	Document
Details of subscriptions like e-journals,e-ShodhSindhu,Shodhganga Membership etc	View Document
Any additional information	View Document

4.2.4 Average annual expenditure for purchase of books and journals during the last five years (INR in Lakhs)

Response: 2.29

4.2.4.1 Annual expenditure for purchase of books and journals year-wise during the last five years (INR in Lakhs)

2017-18	2016-17	2015-16	2014-15	2013-14
1.22	3.01	0.44	1.93	4.85

File Description	Document
Details of annual expenditure for purchase of books and journals during the last five years	View Document
Audited statements of accounts	View Document

4.2.5 Availability of remote access to e-resources of the library

Response: Yes

File Description	Document
Any additional information	View Document

4.2.6 Percentage per day usage of library by teachers and students

Response: 1.34

4.2.6.1 Average number of teachers and students using library per day over last one year

Response: 52

File Description	Document
Any additional information	View Document

4.3 IT Infrastructure

4.3.1 Institution frequently updates its IT facilities including Wi-Fi

Response:

Ours is truly an age of information that needs to be accessed and processed really fast. This creates the ecology for knowledge creation leading to all round development. Educational institutions like colleges and universities should act as nodes in this network of information that is truly global now. Our college is doing its best to be a part of this network. In a mode of evolution, the institution has moves from the stage of landline BSNL connection through broadband internet connection to WI-FI campus. At present, there are many computers updated regularly linked to the virtual information highway that help the teachers and students to access information relating to academic matters, admission and administration, and exercising career options.

- The College has three Computer Centres for providing academic computing facilities to the faculty and students.
- All the academic departments have been provided with computers, printers and LCD projectors. Departmental computers are with net connectivity through NMEICT scheme of BSNL which helps the teachers and students to utilize the vast store of e- resources.
- The library is partially automated with SOUL software and it extends with Internet facility to the students and faculty.
- The college has a well furnished smart class room with smart board and projector.
- The college office is being digitalized in a phase manner.
- The college has successfully initiated online admission process from this session.
- There is a Reliance Jio Wi-Fi connection in the college which provides Wi-Fi connectivity in the college campus. .
- One fully digitalized classroom with video conference facilities

All IT facilities including Wi-Fi are regularly updated to have the optimal benefits.

Date of updation of LAN (BSNL) :

Date of updation of Wi-Fi (BSNL) :

Date of updation of Wi-Fi (Reliance-Jio):

4.3.2 Student - Computer ratio

Response: 35.16

4.3.3 Available bandwidth of internet connection in the Institution (Lease line)

>=50 MBPS

35-50 MBPS

20-35 MBPS

5-20 MBPS

Response: 5-20 MBPS

4.3.4 Facilities for e-content development such as Media Centre, Recording facility, Lecture Capturing System (LCS)

Response: No

File Description	Document
Facilities for e-content development such as Media Centre, Recording facility,LCS	View Document

4.4 Maintenance of Campus Infrastructure

4.4.1 Average Expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component, as a percentage during the last five years

Response: 18.94

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

2017-18	2016-17	2015-16	2014-15	2013-14
28.6	24.2	30.57	25.67	59.05

File Description

Details about assigned budget and expenditure on physical facilities and academic facilities

Document

[View Document](#)

4.4.2 There are established systems and procedures for maintaining and utilizing physical, academic and support facilities - laboratory, library, sports complex, computers, classrooms etc.

Response:

Our college is a relatively old one established in 1945. Different systems and procedures have evolved over these decades of its existence, about the maintenance and utilization of its physical infrastructure. For this the need is collection of funds, its judicious utilization to create and maintain physical assets, and discrete distribution of its assets. There are established mechanisms evolved and applied by the institution guided by the Governing Body (G.B.). This is a fairly representative body constituted by the Government and it governs the College as per the policy directions of the Director of Higher Education, Government of Assam. The Building Committee of the college which is constituted in line with the directives of UGC monitors the major construction/renovation works. Distribution of space, classrooms, laboratories, computers etc. is decided as per need. The purchase of laboratory equipments and other chemicals, specimens etc. is done by the Purchase Committee of the college as per requirement submitted by the teaching departments through the HoDs. The Library Committee is responsible for making necessary purchase of learning materials like books and journals as per recommendations received from the academic departments. The committee periodically supervises the functioning of the library. The responsibility of augmentation and maintenance of sports infrastructure is vested upon the Department of Physical Education. Similarly, the IT facilities are supervised by the Department of Computer Science. Sub committees like Canteen Committee, Girls' Hostel Management Committee, Beautification Committee etc. are constituted with a view to ensure optimum utility of the infrastructural facilities of the college. The IQAC along with other cells, centres and committees active in the campus, also provide suggestions to the college authority for necessary alteration in the existing physical and academic support facilities.

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1 Average percentage of students benefited by scholarships and freeships provided by the Government during the last five years

Response: 0.03

5.1.1.1 Number of students benefited by scholarships and freeships provided by the Government year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
1	1	1	1	1

File Description	Document
Average percentage of students benefited by scholarships and freeships provided by the Government during the last five years	View Document
Any additional information	View Document

5.1.2 Average percentage of students benefited by scholarships, freeships, etc. provided by the institution besides government schemes during the last five years

Response: 0.02

5.1.2.1 Total number of students benefited by scholarships, freeships, etc provided by the institution besides government schemes year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
00	1	1	1	00

5.1.3 Number of capability enhancement and development schemes –

1. For competitive examinations
2. Career counselling
3. Soft skill development
4. Remedial coaching
5. Language lab
6. Bridge courses
7. Yoga and meditation

8. Personal Counselling**A. 7 or more of the above****B. Any 6 of the above****C. Any 5 of the above****D. Any 4 of the above****Response:** E. 3 or less of the above

File Description	Document
Details of capability enhancement and development schemes	View Document

5.1.4 Average percentage of student benefited by guidance for competitive examinations and career counselling offered by the institution during the last five years**Response:** 0.03

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

2017-18	2016-17	2015-16	2014-15	2013-14
1	1	1	1	1

File Description	Document
Number of students benefited by guidance for competitive examinations and career counselling during the last five years	View Document

5.1.5 Average percentage of students benefited by Vocational Education and Training (VET) during the last five years**Response:** 0.03

5.1.5.1 Number of students attending VET year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
1	1	1	1	1

File Description	Document
Details of the students benefitted by VET	View Document

5.1.6 The institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases

Response: No

File Description	Document
Details of student grievances including sexual harassment and ragging cases	View Document

5.2 Student Progression

5.2.1 Average percentage of placement of outgoing students during the last five years

Response: 0

5.2.1.1 Number of outgoing students placed year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	0	0

File Description	Document
Details of student placement during the last five years	View Document

5.2.2 Percentage of student progression to higher education (previous graduating batch)

Response: 22.05

5.2.2.1 Number of outgoing students progressing to higher education

Response: 170

File Description	Document
Details of student progression to higher education	View Document

5.2.3 Average percentage of students qualifying in State/ National/ International level examinations during the last five years (eg: NET/ SLET/ GATE/ GMAT/ CAT/ GRE/ TOEFL/ Civil Services/State government examinations)

Response: 4

5.2.3.1 Number of students qualifying in state/ national/ international level examinations (eg: NET/ SLET/ GATE/ GMAT/ CAT/ GRE/ TOEFL/ Civil services/ State government examinations) year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
12	4	3	6	5

5.2.3.2 Number of students who have appeared for the exams year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
150	150	150	150	150

File Description

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

Document

[View Document](#)

5.3 Student Participation and Activities

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

Response: 0

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

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	0	0

File Description	Document
Number of awards/medals for outstanding performance in sports/cultural activities at national/international level during the last five years	View Document

5.3.2 Presence of an active Student Council & representation of students on academic & administrative bodies/committees of the institution

Response:

The college has a student council namely “Nalbari College Students’ Union” (NCSU). The office bearers of NCSU take office for one year. All the office bearers and class representatives are elected by an electoral college consisting of students who are engaged in full time studies in this college. The union consists of one President, one Vice President, one General Secretary, one Assistant General Secretary (Day Shift), one Assistant General Secretary (Evening Shift), one Secretary Boys’ Common Room, one Secretary Fine Arts & Cultural Affairs, one Secretary Major Games, one Secretary College Magazine, one Secretary Social Service League, one Secretary General Sports and Minor Games and one Secretary Girls’ Common Room. The Secretary Girls’ Common Room is elected by the girl students only. Each session, the Principal deposes a group of teachers as Professor-in-Charge of different portfolios with a senior teacher as the Union in-Charge to monitor and navigate the activities of the Students’ Union.

The mission of the Students’ Union is to protect and promote the interest of the students’ community inside the college campus. The union communicates the voice of the common students to the college authority as they are directly connected with the latter. It also plays key roles in conducting Annual College Week and Fresher’s Social. An All Assam Debating Competition in memory of veteran students’ leader Prasanna Narayan Choudhury is also in the annual calendar of activity of the Union. The Vice President of the body conducts a Special Program annually. The publication of the college magazine in time is also in the annual priority list of the NCSU. Thus, from preventing ragging in the campus to suggesting the administration to improve the amenities of the student, the NCSU has become a vital organ of Nalbari College community

To nurture leadership qualities and execution skills of the students, the College creates a platform for the active representation and participation of the students in the various academic and administrative bodies.

Sl. No.	Name of the Academic/ Administrative Body	Student Representatives
1	IQAC	General Secretary, NCSU
2	Grievance Redressal Cell	President and Vice President, NCSU
3	Anti Ragging Committee	President, Vice President and General Secretary, NCSU
4	Magazine Committee	Secretary, College magazine of NCSU as the editor
5	Campus Discipline Committee	President, Vice President and General Secretary, NCSU
6	Beautification Committee	Secretary Girls’ Common Room, NCSU
7	Hostel Management Committee	Monitress of Girls’ Hostel

5.3.3 Average number of sports and cultural activities/ competitions organised at the institution

level per year**Response:** 45.2

5.3.3.1 Number of sports and cultural activities / competitions organised at the institution level year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
56	57	39	37	37

File Description**Document**

Number of sports and cultural activities / competitions organised per year

[View Document](#)**5.4 Alumni Engagement****5.4.1 The Alumni Association/Chapters (registered and functional) contributes significantly to the development of the institution through financial and non financial means during the last five years****Response:**

The college has a rich legacy of brilliant alumni. Most of them are successful in their own profession. From Vice Chancellors to successful politicians, entrepreneurs, academicians our alumni bring laurels to the institution.

The Alumni Association of Nalbari College is a vibrant wing of this age old institution with chapters like Departmental Alumni, Boys' Hostel Alumni etc. The association usually meets once in a year. The Alumni meets with the current batches and mentors them through the networking forums to the best of their abilities. They share their experiences, knowledge and advice the students. Through these alumni meets, a strong bond is created between the passed- out students and the current batch. Our alumni are alive to the societal cause also. A group of alumni of the Boys' Hostel visit the *Santi Nibash Ashram* an old age home and generously donated amenities to the needy boarders. Departmental Alumni meets are regularly conducted by all the departments. The passed outs of yester years share their accomplishments and their success mantra with the younger mates of the departments.

5.4.2 Alumni contribution during the last five years(INR in Lakhs)**? 5 Lakhs****4 Lakhs - 5 Lakhs****3 Lakhs - 4 Lakhs**

1 Lakh - 3 Lakhs**Response:** 3 Lakhs - 4 Lakhs

File Description	Document
Any additional information	View Document
Alumni association audited statements	View Document

5.4.3 Number of Alumni Association / Chapters meetings held during the last five years**Response:** 0**5.4.3.1 Number of Alumni Association /Chapters meetings held year-wise during the last five years**

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	0	0

File Description	Document
Number of Alumni Association / Chapters meetings conducted during the last five years	View Document

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1 The governance of the institution is reflective of an effective leadership in tune with the vision and mission of the institution

Response:

Any educational institution should have a proper vision and a matching mission to which its governance should be tailored. Our college has been treading this policy to exist with improvement with plan and participation of teachers at different levels.

The vision statement of the College revolves round the motto in its crest – *Vidyaya Vindate Amritom* – knowledge leads to eternity. It is the goal of the institution to impart education to the students, who will make the future of the society, the locality, the state, the nation and the world – through different disciplines and subjects. This is aimed at making students knowledgeable with enough critical faculties to distinguish and discriminate. There is also emphasis on imparting/facilitating the learning of different skills that will turn them into whole personalities having more chance of being employed, and ideal citizen of the state and good human beings. Main

The matching mission for this vision is to sustain the attained infrastructure and quality, and improve upon it. Creation of more options, especially those having contemporary relevance, while strengthening the earlier ones, is a crucial component of this mission. Integration of different skills, traditional and unconventional to the sphere of education on the campus is another aspect of the mission that will turn the students into whole personality not lopsided ones. Opening of Cells/Centers, platforms and practices to such an end is an indispensable part of our mission.

The strategic plan/perspective plan is already there, prepared to realize the vision through the mission stated above. It envisages a sustainable increase of infrastructure in next ten years, introduction of more skill based career oriented programmes, elevation of UG courses to PG level in at least 10 departments of Arts and Science stream, increasing the percentage of students' progression to higher education, doubling the mobilization of research funding from various government and non government agencies etc.

The present governance of the College is sincerely alive to the vision-mission statement and preserving the Strategic/Perspective plan accordingly. Formed by acclaimed intellectual(s) and Scholars, the G.B. is leading from the front in the right direction (vision wards). It is the highest decision making body in which two teacher representatives are elected by the Teachers Unit to represent them. Besides this mechanism, there are other overseers like IQAC and other Centers and Cells through which teachers involve themselves in the overall practice of governance of the College, be it matter academic or administrative.

6.1.2 The institution practices decentralization and participative management

Response:

The Election process of Nalbari College students' Union is one of the Practices of the college where decentralization and participative management in the institution is practiced regularly. The whole election

process is headed by the Principal of the college as Returning Officer (RO). The Principal and Returning Officer appoint the students' Union In charge as Assistant Returning officer for the election procedure.

RO and ARO appoint the Scrutiny Committee which is constituted with Vice- Principal as chairman and other 10 faculties as members of the committee to scrutinize the nominations of the candidates for different portfolios.

For smooth conduction of the election process 10 observers from the senior faculty members are appointed by RO and ARO. One Ballot paper In-charge is also appointed to keep the records of the total ballot papers received and returned in the day of the polling.

Based on the different class, year and enrollment of the students 6 Booths are made for casting their votes viz.

1. Booth 1 for TDC Arts 1st Semester Students
2. Booth 2 for TDC Science, BSc. IT 1st Semester and BPE 1st Year Students
3. Booth 3 for TDC Arts and Science 3rd Semester and BPE 2nd Year Students
4. Booth 4 for TDC Arts and Science, BSc. IT 5th Semester, BPE 3rd Year and all PG Students
5. Booth 5 for HS Arts and Science 1st Year Students
6. Booth 6 for HS Arts and Science 2nd Year Students

Each Booth is monitored by an In-charge of Booth and Ballot paper Account under supervision of the Ballot paper In-charge.

For Counting the casted votes following duties are assigned to the faculty members:

1. Two faculty members as Strong Room In-charge
2. Two faculty members as Counting In-charge
3. Three faculty members as Observers of the Counting tables;

under the supervision of ARO.

On the basis of the contested portfolio the number of Counting tables are arranged with two faculty members as counting officers for each table and two Students' Counting Agent cum Observers nominated by the contested candidates of the election.

The college office Staff and other employees are also engaged in different assisting duties like hall arrangement, refreshment during polling and counting process and also in maintaining discipline and order.

The example of conduction of election is itself a healthy evidence of participative management where every stakeholder of the institution contributes their best effort for smooth functioning of the event. The same effort of decentralization and participative management can also be seen in other academic and administrative operations of the college too.

File Description	Document
Any additional information	View Document

6.2 Strategy Development and Deployment

6.2.1 Perspective/Strategic plan and Deployment documents are available in the institution

Response:

The college has its own strategic and perspective plan which is prepared to realize the vision and mission of the college. An example of successful implementation of the strategic plan is the introduction of more new skill based programmes. As per the suggestions made by the NAAC Peer Team to introduce new courses in innovative and emerging areas, the institution has started two skill based self financing programmes namely B. Sc. in Information Technology (B.Sc. IT) and Bachelor of Physical Education (B,P.E) from the session 2013-14. The introduction of these two courses has created positive vibes in the campus. A good stock of students have shown their interest towards self financing skill based courses. Reviewing this trend, the college authority has decided to initiate more of such courses like PGDCA, BCA and MA in English from the current session to open up career opportunities for students.

6.2.2 Organizational structure of the institution including governing body, administrative setup, and functions of various bodies, service rules, procedures, recruitment, promotional policies as well as grievance redressal mechanism

Response:

The institution has a well set decision making processes headed by the Governing Body (G.B.), which is constituted in line with the directives of the state government. As the highest decision making body of the college, the G.B. frames directive principles guiding the institution and amends and approves policies from time to time. The Principal along with the G.B make policy decisions and the Academic Council in collaboration with the Vice-Principal serves as the internal decision making body regarding academic matters. The two way mechanism of seeking responses, getting feedback and implementing policies is exercised through the Principal. The IQAC is an important agency of internal decision making. It implements norms and sets standards for quality and excellence in the campus. There are different bodies like Teachers' Unit, Non-Teaching Unit, Building Committee, Campus Discipline Committee, Grievance Redressal and Anti-Ragging Cell, Research Cell, Women's Study and Development Cell etc., that give academic and administrative leadership to the institution. An optimum level of decentralization and participative decision making process are, thus, practiced in the campus..

Like other colleges of Assam, the service rules of our college is also controlled and monitored by the Directorate of Higher Education, Assam. In matters of service procedures, recruitment and promotional polices the college strictly adheres to the directives and guidelines of the state/central government and UGC.

The college has a Grievance Redressal Cell for timely and smooth redressal of grievances of the students and the staff. This cell is constituted of a senior teacher as the Coordinator and a few members from teaching staff, non- teaching staff and students union. All complaints are taken seriously and are thoroughly analysed and discussed by the cell. The final decision is reported to the concerned person through the Principal. All the grievances and complaints, if any are documented and made sure that they

are addressed timely.

6.2.3 Implementation of e-governance in areas of operation

1. Planning and Development
2. Administration
3. Finance and Accounts
4. Student Admission and Support
5. Examination

- A. All 5 of the above
- B. Any 4 of the above
- C. Any 3 of the above
- D. Any 2 of the above

Response: C. Any 3 of the above

File Description	Document
Screen shots of user interfaces	View Document
Details of implementation of e-governance in areas of operation Planning and Development, Administration etc	View Document

6.2.4 Effectiveness of various bodies/cells/committees is evident through minutes of meetings and implementation of their resolutions

Response:

Name of the Activity: Workshop on Office Management

Bodies/Cells/Committees: IQAC

As an evidence of successful implementation of plan of actions based on the minutes of the meetings of various bodies, cells and committees, the implementation of Resolution no. 1 to Resolution no. 5 of the minutes of IQAC meeting held on 7.02.2015 can be stated here.

Resolution no. 1: It has been resolved that a skill based workshop for the non teaching staff be organized by the IQAC. Members of the non teaching staff from neighbouring colleges are also to be invited to the workshop. Resource Persons in various fields of expertise are to be invited for this two day long workshop.

Resolution no. 2: The date of the proposed workshop is scheduled on 12th and 13th February, 2014.

Resolution no. 3: Honourable Vice Chancellor or Register of Gauhati University is to be invited as the inaugurator of the workshop.

Resolution no. 4: A committee was formed to organize the workshop headed by the Principal.

Resolution no. 5: It was decided that a general meeting of the teaching and non-teaching staff will be held shortly to discuss various issues regarding the workshop.

Report of the Event:

Two Day long Workshop on Office Management for Non Teaching Staff was conducted on 13th and 14th February. Prof. B.C. Goswami, Director of Academic Staff College, Gauhati University inaugurated the occasion. Altogether 31 participants from 11 colleges took part in the workshop. Distinguished Resource Persons like Dr. Sanjay Dutta, Director, Pre-Examination Training Centre, Gauhati University, Dr. Hemen Kr. Sarma, Treasurer, Kumar Bhaskar Varma Sanskrit and Ancient Studies University, Brij Raj Goswami, Chartered Accountant, Nath and Sharma Associates, Guwahati, Dinapati Sarma, Rtd. Assistant Director of Audit, Government of Assam were invited and they shared valuable inputs regarding professional ethics and office management.

File Description	Document
Any additional information	View Document

6.3 Faculty Empowerment Strategies

6.3.1 The institution has effective welfare measures for teaching and non-teaching staff

Response:

There are a few welfare schemes that cater to the needs of teachers and employees on the one hand, and the needy students on the other. The first one is a mutual benefit fund called *Teachers' Mutual Benefit Fund, Nalbari College*. This fund provides loan facilities to the teaching and non teaching staff of the college with nominal interest and minimum paper works. The share from the members is collected from the salary and the dividend is also distributed among the share holders yearly. Any accidental medical help or other financial need is to meet up by this fund. For the last few decades, almost all the members of college fraternity are availing the benefits of this welfare scheme in time of need and emergency because a substantial amount is available at very low interest and at short notice.

For the poor and needy students, there is a provision of onetime financial aid. This is known as Students Mutual Aid Fund. Students seeking financial assistance may submit applications to the office of the Principal within a stipulated period. A committee of faculty members deputed by the Principal shortlists the applicants on the basis of merit and the selected candidates are to collect their amount from the college office.

The College has provided residential quarter facilities within the college campus to some of the teaching staffs including the Superintendent of Girls' Hostel on expenditure-sharing basis. Modest residential

facility for some of the Grade IV staff is also provided by the college authority within the campus.

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

Response: 0

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

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	0	0

File Description

Document

Details of teachers provided with financial support to attend conferences,workshops etc during the last five years

[View Document](#)

6.3.3 Average number of professional development /administrative training programs organized by the institution for teaching and non teaching staff during the last five years

Response: 0

6.3.3.1 Total number of professional development / administrative training programs organized by the Institution for teaching and non teaching staff year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	00	0

File Description

Document

Details of professional development / administrative training programs organized by the Institution for teaching and non teaching staff

[View Document](#)

6.3.4 Average percentage of teachers attending professional development programs viz., Orientation Program, Refresher Course, Short Term Course, Faculty Development Program during the last five

years

Response: 0

6.3.4.1 Total number of teachers attending professional development programs, viz., Orientation Program, Refresher Course, Short Term Course, Faculty Development Programs year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	0	0

File Description

Document

Details of teachers attending professional development programs during the last five years

[View Document](#)

6.3.5 Institution has Performance Appraisal System for teaching and non-teaching staff

Response:

Performance of the employees associated with an institution decides its quality and stature. To maintain continuity with suitable improvement of such performance, standardized assessment at regular intervals is a must. Our college develops a mechanism of its own for performance appraisal of faculty members through the Internal Quality Assurance Cell (IQAC). The IQAC serves a performance appraisal format to each of the fulltime faculty before the completion of the academic year. All faculty members are to report their annual activities and submit it within a stipulated timeframe. The teachers have to appraise the IQAC of their academic and research works, publications and contributions to corporate life, co-curricular, extension, professional development, etc. The IQAC monitors promotion of the faculty members and verifies the API of the concerned teachers in which they are required to be assessed of their performances. The teachers and employees who avail duty leave to participate in any training programme need to report their completion of the programme to the Principal and that is recorded in their service books. They also need to submit a Xerox or scanned copy of their certificate in the IQAC office for archival purpose.

6.4 Financial Management and Resource Mobilization

6.4.1 Institution conducts internal and external financial audits regularly

Response:

The college conducts internal as well as external financial audits regularly. Internal audit is an ongoing continuous process in addition to the external audits to verify and certify the entire income and expenditure and the capital expenditure of the institute each year. A competent Internal Auditor is appointed by the college authority and a team of non-teaching staff under him do a thorough check and verification of all vouchers of the transactions that are carried out in each financial year. An external audit by a registered

chartered firm is also carried out on an elaborate way on annual basis. The objections raised by the auditors are duly addressed. So far there have been no major findings or objections. Minor errors of omissions and commissions when pointed out by the audit team are immediately rectified and precautionary steps are taken to avoid recurrence of such errors in future. The institute regularly follows Internal & external financial audit system

6.4.2 Funds / Grants received from non-government bodies, individuals, Philanthropists during the last five years (not covered in Criterion III) (INR in Lakhs)

Response: 0

6.4.2.1 Total Grants received from non-government bodies, individuals, philanthropists year-wise during the last five years (INR in Lakhs)

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	0	0

File Description

Document

Details of Funds / Grants received from non-government bodies during the last five years

[View Document](#)

6.4.3 Institutional strategies for mobilisation of funds and the optimal utilisation of resources

Response:

The health of any educational institution, college or university, is ontologically linked to availability and utilization of resources. Good and adequate infrastructure, enough space, educated and skilled staff, good students – all make and flow from resources ultimately. But having enough resources will not ensure the internal strength of the institution, in itself. There must be proper planning to get the maximum returns in terms of both quantity and quality on every pie spent. Nalbari College as an institution is aware of this necessity and has been doing its best within limitations on these two fronts: mobilizations of funds and utilization of resources. The college takes steps to mobilize resources in different ways:

- Admission fees of students, periodically revived and raised
- Submission of proposals to the government departments and funding agencies like U.G.C.
- Submission of proposals to ministries, C.M., M.L.As and M.Ps
- Introduction of Self Financed Courses
- Imposition of rental charges for using the PGA Hall and Play Ground of the college
- Giving the college canteen to a vendor on rent
- Earning resources as Institutional share for providing Study Centre of IDOL, GU and KKHSOU

- Resource collected from sell of fish of college pond
- Resource generated from the Community Information Centre, Nalbari College.

Every pie of the resources thus mobilized are utilized with utmost transparency with the approval of the Governing Body. The G.B. constitutes two committees such as Purchase Committee and Building Committee to supervise the details of the processes like tender, quotations, quality, etc. Expenditure thus incurred in them subjected to audit – both internal and external. This ensures optimum utilization of the resources mobilized.

6.5 Internal Quality Assurance System

6.5.1 Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes

Response:

The Internal Quality Assurance Cell (IQAC) of Nalbari College was formed back in 2007 as a part of post accreditation quality sustenance initiative. The IQAC strives to bring quality enhancement into the academic sphere of the institution. As a nodal agency the cell also significantly contributes to develop and implement quality benchmark for academic and administrative activities of the college.

The IQAC has been contributing to institutionalize the quality assurance strategies and processes by undertaking various effective measures. Our college is committed to its mission to impart quality education and to produce competent and industrious human resource through empowering the young learners. The IQAC supports the institution to focus on this stated mission and never to deviate from its goal. Accordingly, the cell persists with its efforts to create a conducive learning environment that fosters all around development of its students so that they can be accommodated with the changing traits of higher education. To initiate diverse academic and governance activities the IQAC has formed a number of cells and centers.

The efforts of the cell for institutionalizing the quality assurance strategies and processes can be best seen in:

- the incremental improvement of physical infrastructure of the college
- introduction of new subjects (both in UG and PG levels)
- increased use of ICT in the classrooms
- introduction of mentor-mentee system
- expansion of various extension activities through NSS, NCC and other cells of the college
- promotion of research atmosphere in the campus through faculty development programmes, workshops, symposia etc.
- initiatives for student support and grievance redressal mechanism
- regular collection of feedback from students and other stakeholders

6.5.2 The institution reviews its teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals through IQAC set up as per norms

Response:

The IQAC reviews its teaching-learning process, structures & methodologies of operation annually. It also verifies the learning outcomes periodically through student feedback and departmental meetings.

The Academic Council of the college consisting of the Principal, Vice-Principal and all the Head of the Departments is the core body that plans, monitors and reviews teaching- learning and other activities of the institution. At the beginning of each academic session the IQAC formulates the Academic Calendar of the college for timely implementation of the curriculum. Faculty members are encouraged to prepare individual teaching plans for their respective classroom teaching well ahead of the commencement of classes. Teaching plans are proven to be great guiding tools that provide the teacher direction and a sense of clarity while teaching. Individual teaching plans are communicated with the respective students so that they can cope with the pace of the delivery of curriculum. The preparation of such a plan significantly helps in improving teaching learning ambience of the college.

Departmental Review Meetings are the best forum to improve the quality of teaching of respective academic departments. In these periodic review meetings, individual teachers report to the HoD their progress of syllabus and also share any doubts/problems they confront in the teaching process. Such healthy exchange of ideas help the faculties to improve their methodology of teaching.

To bring transparency to the internal evaluation system of the college, mark sheets of internal examinations are published in the departmental notice boards. Evaluated answer scripts are returned to the students with suggestions to improve wherever necessary. In cognition of the technical difficulties arising out of the use of different methods by academic departments for internal assessment of the students, the IQAC initiates adoption of uniform methods for internal assessment of students by all departments.

In order to make teaching learning more interactive, the IQAC initiated the installation of LCD projectors in the departmental classrooms. Provisions are also made for Wi-Fi facility and smart classroom. College library is automatized and its digitization is in the pipeline. In order to encourage research activities in the college campus, a Research Cell has been established.

Feedbacks are the best measure to review the learning outcomes of the learners. Hence the IQAC regularly collects feedback from students in a specially designed format. Steps are taken to improve overall performance of the college by analyzing the feedback from the students. Measures are taken to enforce necessary improvements by the HODs and the Principal.

6.5.3 Average number of quality initiatives by IQAC for promoting quality culture per year

Response: 0

6.5.3.1 Number of quality initiatives by IQAC for promoting quality year-wise for the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	00	0	0

File Description	Document
Number of quality initiatives by IQAC per year for promoting quality culture	View Document

6.5.4 Quality assurance initiatives of the institution include:

1. Regular meeting of Internal Quality Assurance Cell (IQAC); timely submission of Annual Quality Assurance Report (AQAR) to NAAC; Feedback collected, analysed and used for improvements
2. Academic Administrative Audit (AAA) and initiation of follow up action
3. Participation in NIRF
4. ISO Certification
5. NBA or any other quality audit

A. Any 4 of the above

B. Any 3 of the above

C. Any 2 of the above

D. Any 1 of the above

Response: C. Any 2 of the above

File Description	Document
e-copies of the accreditations and certifications	View Document
Details of Quality assurance initiatives of the institution	View Document

6.5.5 Incremental improvements made during the preceding five years (*in case of first cycle*) Post accreditation quality initiatives (*second and subsequent cycles*)

Response:

Post accreditation quality initiatives carried on by the college:

Infrastructural Growth:

- New Girls' Hostel along with the quarter of the Superintendent
- New Administrative building
- Construction and renovation of TNG Library
- One Digital Class Room
- New College Canteen Building with renovated Boys' Common Room and Guest House
- Pedestrian friendly footpaths connecting various blocks and buildings of the college
- A new pavilion for the college field with UGC funding
- Installation of 35 KV generator
- Installation of 5 KV Solar Panel under the government scheme
- Procurement of multi gym facility
- New Science Block
- New Indoor Stadium

Academic Growth:

- Successful implementation of three UGC funded Career Oriented Programmes viz. Travel and Tourism Guidance, Disaster Management and Entrepreneurship Development
- Introduction of new self financed regular skill based courses like Bachelor of Physical Education, B.Sc. IT, PGDCA and BCA
- Introduction of major course in Statistics
- Introduction of Geology and Education as a general course subject in UG level
- Introduction of Study Centres of Institute of Distance and Open Learning (IDOL), Gauhati University and Krishna Kanta Handiqui State Open University (KKHSOU)
- Introduction of PG in English
- Introduction of three Skill Based Add on Programmes (Viz. Retail, Tourism & Hospitality and IT) introduced by National Skill Development Council (NSDC)

Technology Up gradation:

- UGC funded Network Resource Centre with 5 computers along with printer and a fax machine
- Installation of Office Automation Software
- Online Admission process has been introduced
- Library automation with SOUL 2.0 software
- Installation of biometric attendance device for all staff
- Subscription of N-LIST programme
- Provision of Integrated Identity Card for students
- Installation of CCTV camera in the college campus
- Installation of LCD projectors in all Major Class Rooms of the departments
- Wi-Fi enabled campus

Faculty/Staff Development and Research:

- Out of 59 present faculties 32 faculties are with Ph. D and 22 of them are with M. Phil and a good number of others are still pursuing research
- FIP facility availed by one faculty
- One faculty is presently pursuing Post Doctoral Research in East China Normal University, China
- Two day workshop on Office Management for Non-Teaching Staff
- One National Level Workshop and two National Level Seminars were conducted

- Regular Faculty Development Programmes

Students' Welfare and Extension:

- Provision of spacious and hygienic canteen for students
- Provision of internet browsing facility for students in the central library
- Provision of hygienic drinking water
- Provision of separate common rooms for boys and girls fitted with indoor sports material
- Provision of financial assistance to poor but meritorious students
- Constant efforts for overall personality development of the students emphasising up gradation of soft skill and career opportunities
- Introduction of four innovative centres viz. Centre for Theory and Praxis, Language and Linguistic Centre, Poetry and Philosophy Centre and Fine (Visual) Arts Centre
- Wide range of extension activities carried out through NCC, NSS and other cells and centres
- Adoption of one village and one high school as a part of community initiative of the institution

File Description	Document
Any additional information	View Document

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1 Number of gender equity promotion programs organized by the institution during the last five years

Response: 10

7.1.1.1 Number of gender equity promotion programs organized by the institution year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
02	01	03	02	02

File Description

Document

List of gender equity promotion programs organized by the institution

[View Document](#)

Any additional information

[View Document](#)

7.1.2

1. Institution shows gender sensitivity in providing facilities such as:

1. Safety and Security
2. Counselling
3. Common Room

Response:

Nalbari College community is alive to the issue of Gender Sensitivity. It strives to nurture gender sensitive temper in and outside the campus. To ensure gender sensitization, the college takes appropriate measures in the following specified area:

Safety and Security:

- The college has a safe and secured campus with 24 X 7 CCTV surveillance along with provision of security guards and night watchman.
- Bodies like Anti Ragging Cell, Campus Discipline Committee, and Internal Complaint Committee etc. keep a strict vigil of the activities of the campus.
- The library provides separate reading space for both boys and girls.
- There is a provision of functional Health Care Centre with facility of a nurse to meet up emergent health issues of the college fraternity as a whole.
- Security arrangement with 24X7 power backup facility is there in Girls' Hostel of the college along with the provision of an on call Doctor.

Counseling:

- Personal and health counseling for girl students are regularly conducted in the college. The lead in this regard is taken by Women's Study and Development Centre, IQAC, NSS and NCC units of the college.

Common Room:

The College provides separate common rooms for both boys and girls with sanitary amenities. The Girls' Common room is equipped with Sanitary Napkin Incinerator.

7.1.3 Alternate Energy initiatives such as:**1. Percentage of annual power requirement of the Institution met by the renewable energy sources**

Response: 0

7.1.3.1 Annual power requirement met by the renewable energy sources (in KWH)

7.1.3.2 Total annual power requirement (in KWH)

Response: 57

File Description	Document
Details of power requirement of the Institution met by renewable energy sources	View Document

7.1.4 Percentage of annual lighting power requirements met through LED bulbs

Response: 50.27

7.1.4.1 Annual lighting power requirement met through LED bulbs (in KWH)

Response: 7456.50

7.1.4.2 Annual lighting power requirement (in KWH)

Response: 14831.46

File Description	Document
Details of lighting power requirements met through LED bulbs	View Document

7.1.5 Waste Management steps including:

- Solid waste management**

- **Liquid waste management**
- **E-waste management**

Response:

The College has its own mechanism for Waste Management which is as follows:

- **Solid waste management:** Each blocks of the college has number of dustbins to collect the dry waste products which are segregated in the central waste management plant into three categories viz. Single used plastic, Recyclable & Reusable and Biodegradable wastes. Scrap vendors carry away the Single used plastic and some amount of the Recyclable and Reusable waste products. Biodegradable solid waste is then dumped at the Vermi Compost plant.
- **Liquid waste management:** The sewage of the college is drained into the soak pits constructed for this purpose.
- **E-waste management:** The College has a MoU with a local computer farm named Nexus Computers, which takes away the e-waste products for recycling.

File Description	Document
Any additional information	View Document

7.1.6 Rain water harvesting structures and utilization in the campus**Response:**

The geographical location of college is in a rainfall intensive area. The ground water level of this area is high therefore the ground water scarcity is not a major issue in this locality. A Rainwater storage plant is functioning in the department of Chemistry. The water collected through this plant is reused in the college as an alternative for distilled water in the laboratories and also in power backup systems. Further there are two ponds in the college campus which are effectively used to save rain water for different purposes.

7.1.7 Green Practices

- **Students, staff using**
 - a) **Bicycles**
 - b) **Public Transport**
 - c) **Pedestrian friendly roads**
- **Plastic-free campus**
- **Paperless office**
- **Green landscaping with trees and plants**

Response:

The college is committed to protect the environmental heritage of its campus and has adopted apposite steps for conservation of biodiversity and habitat of existing species in the campus.

Bicycles & Public Transport:

The employees and students residing close proximity to the college are encouraged to come by bicycles. Provision of carpooling is there for the teachers who come from distant places. Thus we prevent the emission of carbon dioxide in the college campus.

Pedestrians Friendly Roads:

Provision of pedestrian friendly roads connecting different blocks and buildings of college facilitates free movement of students and teachers. Elderly members of surrounding area use these roads for their early morning and late evening walks.

Plastic free campus:

Use of plastic bags and cups are discouraged in the campus. Usage of paper plates / leaf plates and glass cups or paper cups is mandatory in the college canteen.

Paperless office:

The institution is trying its best to make its office paperless one. Office automation, online admission, online exam form fill up, Wi-Fi enabled campus are some small but important steps in this regard.

Green landscaping with trees and plants:

The college campus is surrounded by green landscaping and plantation of saplings in the campus is a regular activity. As a part of its green mission the college has initiated a project of habitat restoration of house sparrows. Constant efforts are being made for supporting the natural eco system in and around the college campus. The college pond ecosystem provides a rich biodiversity of aquatic fauna and flora. A lot of organism resides in this ecosystem. It also provides a captive breeding site to various endangered endemic fish species. Various types of aquatic birds like cattle egret, pond heron, kingfisher etc. frequently visit the pond for feeding purpose. Moreover, the tall trees surrounding the pond provide shelter to the aquatic birds and the decomposed leaves enrich the fertility of the soil. This enrichment ultimately increases the quality of water of the pond.

7.1.8 Average percentage expenditure on green initiatives and waste management excluding salary component during the last five years

Response: 0.46

7.1.8.1 Total expenditure on green initiatives and waste management excluding salary component year-wise during the last five years(INR in Lakhs)

2017-18	2016-17	2015-16	2014-15	2013-14
1.55	1.74	.33	.19	.12

File Description	Document
Green audit report	View Document
Details of expenditure on green initiatives and waste management during the last five years	View Document

7.1.9 Differently abled (Divyangjan) Friendliness Resources available in the institution:

1. Physical facilities
2. Provision for lift
3. Ramp / Rails
4. Braille Software/facilities
5. Rest Rooms
6. Scribes for examination
7. Special skill development for differently abled students
8. Any other similar facility (Specify)

A. 7 and more of the above

B. At least 6 of the above

C. At least 4 of the above

D. At least 2 of the above

Response: C. At least 4 of the above

File Description	Document
Resources available in the institution for Divyangjan	View Document

7.1.10 Number of Specific initiatives to address locational advantages and disadvantages during the last five years

Response: 10

7.1.10.1 Number of specific initiatives to address locational advantages and disadvantages year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
2	2	2	2	2

File Description	Document
Number of Specific initiatives to address locational advantages and disadvantages	View Document

7.1.11 Number of initiatives taken to engage with and contribute to local community during the last five years (Not addressed elsewhere)

Response: 16

7.1.11.1 Number of initiatives taken to engage with and contribute to local community year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
04	02	02	04	04

7.1.12

Code of conduct handbook exists for students, teachers, governing body, administration including Vice Chancellor / Director / Principal /Officials and support staff

Response: Yes

File Description	Document
Any additional information	View Document
URL to Handbook on code of conduct for students and teachers , manuals and brochures on human values and professional ethics	View Document

7.1.13 Display of core values in the institution and on its website

Response: Yes

File Description	Document
Provide URL of website that displays core values	View Document

7.1.14 The institution plans and organizes appropriate activities to increase consciousness about

national identities and symbols; Fundamental Duties and Rights of Indian citizens and other constitutional obligations**Response:** Yes

File Description	Document
Details of activities organized to increase consciousness about national identities and symbols	View Document

7.1.15 The institution offers a course on Human Values and professional ethics**Response:** No**7.1.16 The institution functioning is as per professional code of prescribed / suggested by statutory bodies / regulatory authorities for different professions****Response:** Yes**7.1.17 Number of activities conducted for promotion of universal values (Truth, Righteous conduct, Love, Non-Violence and peace); national values, human values, national integration, communal harmony and social cohesion as well as for observance of fundamental duties during the last five years****Response:** 8

7.1.17.1 Number of activities conducted for promotion of universal values (Truth, Righteous conduct, Love, Non-Violence and peace); national values, human values, national integration, communal harmony and social cohesion as well as for observance of fundamental duties year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
1	0	2	3	2

File Description	Document
List of activities conducted for promotion of universal values	View Document

7.1.18 Institution organizes national festivals and birth / death anniversaries of the great Indian personalities**Response:**

As an educational institution, the college organizes national festivals and birth and death anniversaries of many great Indian personalities to show respect to these great Indian traditions and her visionaries. Some important events celebrated in the campus are:

- Republic Day
- Independence Day
- National Science Day
- Teachers Day
- World Environmental Day
- International Earth Day, 22nd April
- NSS Day, 24th September
- NCC Day 23rd November
- Dr. Bhupen Hazarika's Death anniversary, 5th November
- National Youth Day 12th January
- Gandhi Jayanti
- House Sparrow Day is celebrated on 20th march (Celebrated since 2015)
- International Yoga Day, 21 June
- Biodiversity Day, 22nd May

File Description	Document
Any additional information	View Document

7.1.19 The institution maintains complete transparency in its financial, academic, administrative and auxiliary functions

Response:

Complete transparency is maintained by the college in financial, academic and administrative functions in the following manner:

Financial Transparency:-

The income generated by the college from different sources and financial aid received from Government of Assam and other agencies is recorded properly in the record books (cash book etc.) as per norms. The expenditure is done from the amount as per recommendation of the Building Committee in case of construction work and purchase committee in case of purchase of various items. In case of expenditure to be made for the purchase of books recommendations from library committee is needed. Each account is audited separately by internal and external auditor deputed by Government for every year.

Academic Transparency: -

The College maintains maximum transparency in academic activities. All academic matters are discussed in the meetings of Academic Councils and final decisions are taken by the Principal and Governing Body. Admission process is conducted by the Admission Committee while examinations are conducted by the examination committee. Both the process is supervised by Academic council.

Administrative Transparency:-

Complete transparency is maintained in case of all administrative matters. Appointments are made

transparently as per guidelines of the government as well as UGC. Examination is conducted as per guidelines of the parent university. For construction works, appropriate procedures are maintained in case of supply of materials etc. Various committees are setup to look after these matters.

7.2 Best Practices

7.2.1 Describe at least two institutional best practices (as per NAAC Format)

Response:

BEST PRACTICE – 1

Title of the Practice:

“VP’s Special programme” a special annual programme organized on behalf of Nalbari College Students Union by the Vice President of Students Union of Nalbari College.

Objectives:

- To give the young learners exposure to various facets of life
- To infuse the much needed habit of self confidence, team work, group decision and leadership abilities among the budding leaders
- To instil stronger peer relationship among students

The Context:

The adolescence and early youth has been regarded as a very insecure period for the collegiate students. There are more questions than answers roaming around their youthful minds. Hence, to inculcate motivation and bring focus to these young minds, the college authority has introduced a very innovative annual event to be planned and executed by the students under the leadership of the elected Vice President (V.P) of the Students Union of the college. The programme is named as the VP’s Special programme.

The Practice:

The distinctiveness of this practice may be seen in its modus operandi. It is a programme meticulously planned and executed by the students. The role of teachers in this programme is only supervisory. It has been practiced since 2011-12 session.

The programmes are as follows:

Year 1: VP’s Special programme in 2011-12

Programme Title: Painting Workshop

Resource Persons : 14 Resource Persons were present in the workshop viz; Tapan Bordoloi, Noni Barpujari, Aminul Haque, Champak Borbora, Kishore Kumar Das, Girish Bora, Debanada Ulup, Pradip

Kumar Dey, Paran Banti Devi, Lutfu Akhtar, Mukul Sarma, Madhusudan Das, Ratan Kumar Ray Hazong and Pijush Sarma

On 13th Oct 2012, the Student Union and the Teachers' unit of Nalbari College in association with Gauhati Artists' Guild organised a Painting Workshop. Fourteen eminent artists of Assam and a student of the college participated in the Workshop. On this event Nalbari College family felicitated renowned artist "*Jiwan Silpi*" Adya Sarma.

Year 2 : VP's Special programme in 2012-13

Programme Title: '*Kabirat Rangor Abir*' (Poetics through Blended Colours)

Guest of Honour: Benu Mishra, Acclaimed Artist

"*Kabirat Rangor Abir*", an exhibition of the selected works of acclaimed artist Benu Misra on the poems of Hiren Bhattacharya, recipient of Sahitya Akademi Award ; Dr. Birendranath Dutta, renowned Folklorist, Academician, former president of Axom Xahitya Xobha and Singer; Jyotiprasad Saikia a renowned poet was held on 15th and 16th Nov, 2013 in collaboration with Nalbari College Teachers' Unit.

The exhibition was inaugurated by noted thinker Sashi Sarma, retired faculty of Nalbari College. In the same event a poetry book entitled "*Phagun Ahakei Ba Nahakei Tair Bukut Ranga Phul Phuliboi*" composed by Manas Jyoti Kalita a student of Zoology Department, Nalbari College was released by Dr. Basanta Kumar Bhattacharyya renowned litterateur and retired faculty of the college.

Year 3 : VP's Special programme in 2013-14

Programme Title: The Updation of National Register of Citizens will ensure the dominance of the indigenous people of Assam (Symposium)

Guest Speaker:

- Mr. Nekibur Zaman, Renowned Activist & Advocate, Guwahati High Court
- Mr. Dipankar Nath, President, All Assam Students' Union
- Mr. Bhupendra Kr. Bhattacharya, Veteran Journalist & Editor, Focus N.E. News Channel, Guwahati

Year 4 : VP's Special programme in 2014-15

Programme Title: '*Seujar Swapna*' (The Dream of Green)

Guest of Honour: Padma Shri Jadav Payeng, Acclaimed Environmental Activist

'*Seujar Swapna*' was an environmental awareness programme. It reflects the longing of our youths for a green earth. The programme was graced by Padma Shri recipient Jadav Payeng, popularly known as the 'Forest Man of India' for his unique contribution of single handedly converting a washed out land into a dense forest of 1300 acre. The programme was inaugurated by the exhibition of a documentary entitled 'The Forest Man' on the life of Mr. Payeng. In the presence of a full house of students and teachers, the veteran shared his peerless experiences and took part in a healthy interaction with the audience. Along with

the programme, a photography competition and exhibition entitled 'Nature' was also organized.

Year 5 : VP's Special programme in 2015-16

Programme Title: '*Kabya Swapna*' (Workshop on Poetry)

Resource Persons:

- Dr. Basanta Kr. Bhattacharyya, Renowned Litterateur
- Dr. Pankaj Gobinda Medhi, Renowned Litterateur
- Mr. Pranab Barman, Renowned Poet

Year 6 : VP's Special programme in 2016-17

Programme Title: '*Amar Dristieo Lakshya Jane*'

Inaugurator: Vidya Sagar, Acclaimed Singer

'*Amar Dristieo Lakshya Jane*' is a programme for the visually challenged singers in and around Nalbari district. 13 numbers of such visually challenged folk performers who use to earn their livelihood by singing in the railway platforms and local trains were invited, felicitated and interacted in one platform. These artists enthralled the audience with their mesmerizing voices. The event was inaugurated by noted Assamese singer Vidya Sagar.

'*Amar Dristieo Lakshya Jane*' is a famous line from equally famous song of Dr. Bhupen Hazarika and it literally means 'our vision too have destiny'.

Evidence of Success:

The mark of success of this programme can be judged from the increasing involvement as well as expectations of students in this programme. VP's Special Programme was introduced as an annual event in 2010 and since then every students' union tried to outsmart the previous one by holding this special event with more innovation and involvement. As a matter of fact, this programme tends to be the unofficial yard stick of performance for the students unions, both outgoing and incoming.

As one of the most 'happening' annual event of the college campus, VP's Special Programme has evidently brought positive vibes in the campus. These outcomes can be summed up as follows:

- Increased sense of belongingness to the institution
- Improved self confidence
- Enhanced interpersonal skills
- Discovery of valuable personal qualities previously unknown
- Increased perseverance and resilience

Problems Encountered and Resources Required:

The main constrain for this programme is fund. With the increased interest and enthusiasm in implementing the event the expenditure also goes upward. Every year the actual expenditure of holding

this special programme exceeds and there is a constant pressure from the student's union to increase budgetary allotment for this event.

BEST PRACTICE – 2

Title of the Practice:

'Kavya Dibash' (The Day for Poetry)

Objectives:

- To provide exposure to recent trends of poetry to the students
- To facilitate interaction with renowned poets
- To relate poetry with the ethnic heritage of our society.
- To reflect our traditional community life through poetry.
- To encourage and preserve practice of poetry writing in colloquial dialect.

The Context:

Nalbari College has proudly produced some of the best poets of the state and this tradition is still on the move. It is therefore necessary to create proper ambience to nurture these young talents. It will help in preserving the lively tradition of poetics in the region. In the present context when colloquial dialect is under the threat of extinction, special emphasis is given in this program in writing poems in colloquial words and dialect.

The Practice:

In order to foster the creative enterprise of the students, the Poetry and Philosophical Centre (PPC) of the college decided to organise a programme entitled '*Kavya Dibash*' (The Day for Poetry) on 6th of March every year. Renowned local poets, most of whom are the alumni of the college assemble in an open stage and recite their own poems. Discussion and criticism on the poems are made in the open forum on the spot and accordingly skills and trends are reviewed by the experts and new poets are thus oriented for their practice of writing poems. Teachers and students of the college also take part in the proceeding.

Evidence of Success:

The programme has successfully completed two years. The whole college fraternity eagerly waits for 6th of March to celebrate this event in a very enthusiastic way to engage themselves in this innovative programme by taking respite from their otherwise monotonous academic routine. All the poems recited in the programme held on the first year 2017 were collected by the organizing committee and then published in a volume entitled '*Nalanit Daukir Mat*' on behalf of Poetry and Philosophical Centre, Nalbari College.

Problems Encountered and Resources Required:

The paucity of fund is a perennial problem in conducting such activities. Most programmes have been organized from the college fund which is mainly raised through various fees from the students.

The tight academic schedule of the semester system has left little space and time for the students and

teachers to get involved in non-academic activities.

7.3 Institutional Distinctiveness

7.3.1 Describe/Explain the performance of the institution in one area distinctive to its vision, priority and thrust

Response:

The vision statement of the College revolves round the motto in its crest *Vidyaya Vindate Amritam* – knowledge leads to eternity. It is the goal of the institution to impart education to the students, who will make the future of the society, the locality, the state, the nation and the world – through different disciplines and subjects. This is aimed at making students knowledgeable with enough critical faculties to distinguish and discriminate. There is also emphasis on facilitating the learning of different skills that will turn them into whole personalities having more chance of being employed, and ideal citizen of the state and good human beings.

The vision of the college is tailored with its mission to produce competent and industrious human resource. The college has an enviable track record of brilliant results. Many a times it has clinched the ranks of University Toppers both in UG and PG levels. In the current session itself the college has produced 7 toppers across subjects and disciplines in the university. Apart from regular academic exercises, our students have also left their mark in co and extracurricular activities. The field of quizzing is being dominated by students of Nalbari College for last few decades. In the Youth Festival organised by Gauhati University our students continue their dominance with the award of Best Zonal Team for consecutively three years. This is the result of the continuous and balanced effort of the college to encourage, monitor and nurture the abilities of the young learner. This untiring vision ward zeal of the college marks its distinctiveness.

Student Centric and Student Friendly Approach in Teaching-Learning:

All system of education, formal or informal, is geared towards the intellectual and moral benefits of the students. They come first among all the stakeholders. Hence, ideally teaching-learning methods adopted by an institution should be student-centric and student-friendly. As an institution, we have started to move away from the conventional method of teaching from a privileged position of authority and dumping down the learners. In all subjects students are encouraged to raise questions, initiate and participate in discussions, selection, collection and distribution of materials, preparation of charts and models etc. This makes learning experience much more participative and friendly. Similarly there is also a thrust towards learning, and validating bookish, theoretical knowledge, through experiences in laboratories, in field visits and real life student centric methods. Answering any question, negotiating any intellectual, linguistic hurdle, the nature of which differs from discipline to discipline, subject to subject. Thus the students are encouraged to practice individually, in pairs or groups. At such rudimentary levels – the students are encouraged to cultivate the aptitude to solve various problems they encounter in their academic pursuits through proper preparation and presentation, conception and completion of projects, etc. This teaches them how to solve various problems through the application of intellect, imagination and co-operation. These things, though small, go a long way in the career and life of students later. We have picked up the direction so far as methods are concerned, but at the same time we are aware of the grounds that remain to be

covered.

Student Centric and Student Friendly Approach in Co and Extracurricular Activities:

The college is constantly upgrading its efforts to create apposite ambience to nurture innovative, creative and critical thinking of the young learners. A host of platforms are there for the students for co and extracurricular activities and some are still in the pipeline.

- To foster the multifarious creativity of the learners, the college has introduced four innovative platforms viz. Fine (Visual) Arts Centre, Centre for Theory and Praxis, Language and Linguistic Centre and Poetry and Philosophy Centre for creative and collaborative learning. Under the supervision of the two concrete display spaces have been created to lure the artists of the locality and students to exhibit their creations periodically. Further, with a view to provide exposure of recent trends of poetry to the students, Poetry and Philosophy Centre in association with the Students' Union organises an annual event namely '*Kavya Dibash*' (The Day for Poetry) on 6th of March.
- To give an exposure to the students on various emerging and urgent issues of national and regional importance the college has been annually organizing a State Level Debate Competition to commemorate eminent student's leader and alumnus of the college late Prasanna Narayan Choudhury.
- In this digital world overshadowed by social and interactive media, the students of this college have developed a very healthy practice of crafting handwritten magazines for last three years.
- Workshops and training programmes for development soft skills are regularly conducted in the campus. The Painting workshop cum of veteran artist Benu Mishra demands mention here. Prominent acting personalities including National School of Drama passed outs like Sima Biswas an alumnus of this college are invited as resource persons of the drama workshops held in the campus in summer and winter breaks.
- To inculcate motivation and bring focus to the young minds, the college authority has introduced a very innovative annual event to be planned and executed by the students under the leadership of the elected Vice President (V.P) of the Students' Union of the college. The programme is named as the VP's Special Programme. The distinctiveness of this practice may be seen in its modus operandi. It is a programme meticulously planned and executed by the students. The role of teachers in this programme is only supervisory. As one of the most 'happening' annual event of the college campus, VP's Special Programme has evidently brought positive vibes in the campus. These outcomes can be summed up as follows:
 - Increased sense of belongingness to the institution
 - Improved self confidence
 - Enhanced interpersonal skills
 - Discovery of valuable personal qualities previously unknown
 - Increased perseverance and resilience

As a result of such efforts the entire learning ambience in the college has become less burdensome, more playful.

5. CONCLUSION

Additional Information :

In addition to the regular UG and PG programmes the college also imparts education to Higher Secondary (10+2) students of both Arts and Science.

In order to facilitate those students who cannot pursue regular education the college offers distance learning mode through its affiliating centres of Institute of Distance and Open Learning (**IDOL**), Krishna Kanta Handique State Open University (**KKHSOU**) and Assam State Open School (**ASOS**).

The issue of employability is in the prime agenda of the college. Therefore, in coming years the college is prospecting to introduce more and more such programmes which would provide employment opportunity to the students. Serious efforts are also to be carried out to initiate an active Placement Cell for initiating tie-ups with reputed professional houses for campus placements.

Concluding Remarks :

As an institution, Nalbari College is well aware of its strength and opportunities and at the same time is sincerely concerned of its weakness and threats. The experience collected from its long standing existence is the main inventory of strength of the college which empowers the institution to formulate apt measures to translate the shortcomings into positive outcomes.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																				
1.3.2	<p>Number of value added courses imparting transferable and life skills offered during the last five years</p> <p>1.3.2.1. Number of value-added courses imparting transferable and life skills offered during the last five years Answer before DVV Verification : 4 Answer after DVV Verification: 2</p>																				
2.2.3	<p>Percentage of differently abled students (Divyangjan) on rolls</p> <p>2.2.3.1. Number of differently abled students on rolls Answer before DVV Verification : 4 Answer after DVV Verification: 1</p> <p>Remark : As per the documents provided by HEI, only Mr. Dipjyoti Dutta was admitted in the current year.</p>																				
2.4.5	<p>Average percentage of full time teachers from other States against sanctioned posts during the last five years</p> <p>2.4.5.1. Number of full time teachers from other states year-wise during the last five years Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>01</td> <td>02</td> <td>02</td> <td>02</td> <td>02</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>01</td> <td>01</td> <td>01</td> <td>01</td> <td>02</td> </tr> </tbody> </table> <p>Remark : As per full time teachers from other states provided by HEI for 2014-15, 2015-16 and 2016-17.</p>	2017-18	2016-17	2015-16	2014-15	2013-14	01	02	02	02	02	2017-18	2016-17	2015-16	2014-15	2013-14	01	01	01	01	02
2017-18	2016-17	2015-16	2014-15	2013-14																	
01	02	02	02	02																	
2017-18	2016-17	2015-16	2014-15	2013-14																	
01	01	01	01	02																	
3.1.1	<p>Grants for research projects sponsored by government/non government sources such as industry ,corporate houses, international bodies, endowment, chairs in the institution during the last five years (INR in Lakhs)</p> <p>3.1.1.1. Total Grants for research projects sponsored by the non-government sources such as industry, corporate houses, international bodies, endowments, Chairs in the institution year-wise during the last five years(INR in Lakhs) Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	2017-18	2016-17	2015-16	2014-15	2013-14															
2017-18	2016-17	2015-16	2014-15	2013-14																	

0	30.72	38.0	6.98	4.95
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Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
0	30.72	38.0	6.98	0.95

3.1.3 Number of research projects per teacher funded, by government and non-government agencies, during the last five year

3.1.3.1. Number of research projects funded by government and non-government agencies during the last five years

Answer before DVV Verification : 7

Answer after DVV Verification: 5

3.1.3.2. Number of full time teachers worked in the institution during the last 5 years

Answer before DVV Verification : 67

Answer after DVV Verification: 67

Remark : as per document provided by HEI duly signed by principal of HEI.

3.4.2 Number of awards and recognition received for extension activities from Government /recognised bodies during the last five years

3.4.2.1. Total number of awards and recognition received for extension activities from Government /recognised bodies year-wise during the last five years

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
7	2	0	0	0

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
6	3	1	1	1

3.4.3 Number of extension and outreach Programs conducted in collaboration with Industry, Community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., during the last five years

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

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
3	5	4	9	5

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
5	5	4	9	6

4.1.4 Average percentage of budget allocation, excluding salary for infrastructure augmentation during the last five years.

4.1.4.1. Budget allocation for infrastructure augmentation, excluding salary year-wise during the last five years (INR in Lakhs)

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
40	50	130	120	60

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
28.60	24.18	30.58	120	59.05

Remark : As per extract of consolidated fund allocation towards infrastructure augmentation not provided by HEI for 2017-18,2016-17, 2015-16 and 2013-14. For 2014-15 data is not been provided by HEI.

4.4.1 Average Expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component, as a percentage during the last five years

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

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
40.74	37.99	39.98	25.67	66.36

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
28.6	24.2	30.57	25.67	59.05

Remark : As per As per Expenditure incurred on maintenance of physical facilities provided by HEI for 2013-14, 2014-15, 2015-16, 2016-17 and 2017-18.

5.1.1 Average percentage of students benefited by scholarships and freeships provided by the Government during the last five years

5.1.1.1. Number of students benefited by scholarships and freeships provided by the Government year-wise during the last five years

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
1513	1247	625	308	126

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
1	1	1	1	1

Remark : Supporting document not provided by HEI.

5.1.2 Average percentage of students benefited by scholarships, freeships, etc. provided by the institution besides government schemes during the last five years

5.1.2.1. Total number of students benefited by scholarships, freeships, etc provided by the institution besides government schemes year-wise during the last five years

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
00	25	72	13	00

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
00	1	1	1	00

Remark : Supporting document not provided by HEI.

5.1.3 Number of capability enhancement and development schemes –

1. For competitive examinations
2. Career counselling
3. Soft skill development
4. Remedial coaching
5. Language lab
6. Bridge courses
7. Yoga and meditation

8. Personal Counselling

Answer before DVV Verification : D. Any 4 of the above

Answer After DVV Verification: E. 3 or less of the above

Remark : Supporting document not provided by HEI.

5.1.4 Average percentage of student benefited by guidance for competitive examinations and career counselling offered by the institution during the last five years

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

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
185	345	151	659	200

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
1	1	1	1	1

Remark : Supporting document not provided by HEI.

5.1.5 Average percentage of students benefited by Vocational Education and Training (VET) during the last five years

5.1.5.1. Number of students attending VET year-wise during the last five years

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
246	177	82	71	58

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
1	1	1	1	1

Remark : Supporting document not provided by HEI.

5.1.6 The institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases

Answer before DVV Verification : Yes

Answer After DVV Verification: No

Remark : Supporting document not provided by HEI.

5.3.1	<p>Number of awards/medals for outstanding performance in sports/cultural activities at national / international level (award for a team event should be counted as one) during the last five years.</p> <p>5.3.1.1. Number of awards/medals for outstanding performance in sports/cultural activities at national/international level (award for a team event should be counted as one) year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="304 427 1046 562"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>2</td> <td>1</td> <td>2</td> <td>0</td> <td>0</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="304 640 1046 775"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> </tbody> </table> <p>Remark : Supporting document not provided by HEI.</p>	2017-18	2016-17	2015-16	2014-15	2013-14	2	1	2	0	0	2017-18	2016-17	2015-16	2014-15	2013-14	0	0	0	0	0
2017-18	2016-17	2015-16	2014-15	2013-14																	
2	1	2	0	0																	
2017-18	2016-17	2015-16	2014-15	2013-14																	
0	0	0	0	0																	
5.4.3	<p>Number of Alumni Association / Chapters meetings held during the last five years</p> <p>5.4.3.1. Number of Alumni Association /Chapters meetings held year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="304 1093 1046 1227"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>3</td> <td>2</td> <td>0</td> <td>0</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="304 1305 1046 1440"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> </tbody> </table> <p>Remark : No relevant document provide by HEI.</p>	2017-18	2016-17	2015-16	2014-15	2013-14	1	3	2	0	0	2017-18	2016-17	2015-16	2014-15	2013-14	0	0	0	0	0
2017-18	2016-17	2015-16	2014-15	2013-14																	
1	3	2	0	0																	
2017-18	2016-17	2015-16	2014-15	2013-14																	
0	0	0	0	0																	
6.3.3	<p>Average number of professional development /administrative training programs organized by the institution for teaching and non teaching staff during the last five years</p> <p>6.3.3.1. Total number of professional development / administrative training programs organized by the Institution for teaching and non teaching staff year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="304 1798 1046 1933"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>3</td> <td>3</td> <td>1</td> <td>2</td> <td>2</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="304 2011 1046 2089"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	2017-18	2016-17	2015-16	2014-15	2013-14	3	3	1	2	2	2017-18	2016-17	2015-16	2014-15	2013-14					
2017-18	2016-17	2015-16	2014-15	2013-14																	
3	3	1	2	2																	
2017-18	2016-17	2015-16	2014-15	2013-14																	

0	0	0	00	0
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Remark : Supporting document not provided by HEI.

6.3.4 Average percentage of teachers attending professional development programs viz., Orientation Program, Refresher Course, Short Term Course, Faculty Development Program during the last five years

6.3.4.1. Total number of teachers attending professional development programs, viz., Orientation Program, Refresher Course, Short Term Course, Faculty Development Programs year-wise during the last five years

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
32	11	4	23	10

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	0	0

Remark : Link has not accessible.

6.5.3 Average number of quality initiatives by IQAC for promoting quality culture per year

6.5.3.1. Number of quality initiatives by IQAC for promoting quality year-wise for the last five years

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
3	3	1	2	2

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	00	0	0

Remark : Supporting document not provided by HEI.

7.1.1 Number of gender equity promotion programs organized by the institution during the last five years

7.1.1.1. Number of gender equity promotion programs organized by the institution year-wise during the last five years

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14

02	01	03	02	02
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Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
02	01	03	02	02

7.1.3	<p>Alternate Energy initiatives such as:</p> <p>1. Percentage of annual power requirement of the Institution met by the renewable energy sources</p> <p>7.1.3.1. Annual power requirement met by the renewable energy sources (in KWH) Answer before DVV Verification : 0 Answer after DVV Verification: 0</p> <p>7.1.3.2. Total annual power requirement (in KWH) Answer before DVV Verification : 0 Answer after DVV Verification: 57</p>																				
7.1.10	<p>Number of Specific initiatives to address locational advantages and disadvantages during the last five years</p> <p>7.1.10.1. Number of specific initiatives to address locational advantages and disadvantages year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <tr> <td>2017-18</td> <td>2016-17</td> <td>2015-16</td> <td>2014-15</td> <td>2013-14</td> </tr> <tr> <td>4</td> <td>2</td> <td>2</td> <td>4</td> <td>4</td> </tr> </table> <p>Answer After DVV Verification :</p> <table border="1"> <tr> <td>2017-18</td> <td>2016-17</td> <td>2015-16</td> <td>2014-15</td> <td>2013-14</td> </tr> <tr> <td>2</td> <td>2</td> <td>2</td> <td>2</td> <td>2</td> </tr> </table>	2017-18	2016-17	2015-16	2014-15	2013-14	4	2	2	4	4	2017-18	2016-17	2015-16	2014-15	2013-14	2	2	2	2	2
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4	2	2	4	4																	
2017-18	2016-17	2015-16	2014-15	2013-14																	
2	2	2	2	2																	
7.1.11	<p>Number of initiatives taken to engage with and contribute to local community during the last five years (Not addressed elsewhere)</p> <p>7.1.11.1. Number of initiatives taken to engage with and contribute to local community year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <tr> <td>2017-18</td> <td>2016-17</td> <td>2015-16</td> <td>2014-15</td> <td>2013-14</td> </tr> <tr> <td>02</td> <td>03</td> <td>02</td> <td>02</td> <td>02</td> </tr> </table> <p>Answer After DVV Verification :</p> <table border="1"> <tr> <td>2017-18</td> <td>2016-17</td> <td>2015-16</td> <td>2014-15</td> <td>2013-14</td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </table>	2017-18	2016-17	2015-16	2014-15	2013-14	02	03	02	02	02	2017-18	2016-17	2015-16	2014-15	2013-14					
2017-18	2016-17	2015-16	2014-15	2013-14																	
02	03	02	02	02																	
2017-18	2016-17	2015-16	2014-15	2013-14																	

04	02	02	04	04
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7.1.17 Number of activities conducted for promotion of universal values (Truth, Righteous conduct, Love, Non-Violence and peace); national values, human values, national integration, communal harmony and social cohesion as well as for observance of fundamental duties during the last five years

7.1.17.1. Number of activities conducted for promotion of universal values (Truth, Righteous conduct, Love, Non-Violence and peace); national values, human values, national integration, communal harmony and social cohesion as well as for observance of fundamental duties year-wise during the last five years

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
1	0	2	3	2

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
1	0	2	3	2

2.Extended Profile Deviations

ID	Extended Questions																				
1.1	Number of courses offered by the institution across all programs during the last five years Answer before DVV Verification : 613 Answer after DVV Verification : 89																				
2.3	Number of outgoing / final year students year-wise during the last five years Answer before DVV Verification: <table border="1"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>771</td> <td>633</td> <td>541</td> <td>425</td> <td>443</td> </tr> </tbody> </table> Answer After DVV Verification: <table border="1"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>522</td> <td>633</td> <td>541</td> <td>425</td> <td>443</td> </tr> </tbody> </table>	2017-18	2016-17	2015-16	2014-15	2013-14	771	633	541	425	443	2017-18	2016-17	2015-16	2014-15	2013-14	522	633	541	425	443
2017-18	2016-17	2015-16	2014-15	2013-14																	
771	633	541	425	443																	
2017-18	2016-17	2015-16	2014-15	2013-14																	
522	633	541	425	443																	