

**Self -Study Report**  
H.C.D.G. College, Nitailpukhuri, Sivasagar  
2015

PREFACE

Hem Chandra Dev Goswami College is a fifty year old rural institution of higher education catering to the academic needs of aspiring students of this remote countryside. It has been effectively playing its role as the only institution of higher education in and around a radius of 10 kilometers. The institution was established in 1965 with a mission of providing an opportunity of pursuing higher education to the rural masses. The residents of this place had found it beyond their means to send their wards to far away cities to pursue higher education. It was sometimes financially unaffordable and some other times the daunting difficulties of communication that stood in the way of aspiration and achievement. This institution has been striving hard to fill that gap and many aspiring students have been benefitted by this institution and have gone up in social mobility climbing the ladder of education.

However it would be a gross exaggeration to say that everything is fine with the institution and it has been running smoothly playing its social role in the locality. The institution has its share of problems requiring attention and solution. The process of imparting education continues uninterrupted since its inception. In these last fifty years the institution has grown from strength to strength despite facing serious problems with regard to student enrollment and alarming dropout rate. A comprehensive analysis of the performance of the institution on the **SWOC** criteria would be a more appropriate method of intimation and assessment.

## **1. STRENGTH**

### **a. Teacher quality**

The college has a sanctioned faculty strength of twenty (24) and at present there are six (6) posts lying vacant. Despite the shortage of teaching staff the remaining eighteen members of the teaching staff have successfully transacted the syllabus of this semester. This shows the commitment of the teachers to teaching. The crux of the matter is that the college has a very committed group of teachers.

The teachers of this college are not only committed and sincere they are qualitatively of a higher level. Six of the faculty is Ph.D. degree holders in their respective subjects. Three out of these six doctorate degree holders also have M.Phil. degree to their credit. Three of the faculty members have M.Phil. as their highest qualification. Out of the other nine faculty members four are pursuing the doctorate degrees in their fields of specialization. In a few years time almost 80% of teaching staff will have doctorate degrees to their credit, a matter of pride for any institution of higher education.

### **b. Infrastructure**

The institution has been fortunate enough to receive appropriate amount of grants from various sources like the UGC and the government of Assam. The funds received are properly utilized in improving the much needed infrastructure of the college. Now the institution can boast of a separate administrative block, car parking for teachers, cycle and bike parking for the students, a language laboratory with 15 computers connected to internet, well equipped reading room for teachers as well as students, a library with relevant and useful collection of books, running water facility, drinking water facility, computers to each and every department, well equipped class rooms so on and so forth. These facilities are discussed in detail in the Self Study Report.

### **c. Responsive administration**

The non-teaching staff of the college is also a committed and sincere group of people who provide flawless service to the students in need. The record keeping process has been gradually getting converted into computerization. The members of the non-teaching staff are well versed in computer operation.

All the policies of the institution are adopted keeping in view the interest of the students.

## **2. WEAKNESS**

### **a. Low enrollment**

The teacher quality, good infrastructure, and responsive administration notwithstanding the institution suffers from a perennial malady of low enrollment. The college at present has under three hundred enrolled students in the degree level (The college has a Higher Secondary section too, the students of that section are counted here). One of the foremost causes of this low enrollment rate is attributed to the traditional subjects the institution has been imparting education in. It is an acknowledged fact that there is urgent need of starting new subjects that will attract more students to this institution. Opening a new subject needs a reasonable amount of investment in getting teachers, creating the necessary infrastructure and continuing the course without getting any external financial assistance. All these are herculean tasks for the college. The location of the college restricts it to go for self financed courses as most of the population in this region belong to economically backward class and are unable to afford the high fees of a self financed course. This problem has put the administration of the college in a fix. To solve the problem of low enrollment attempts have been made in the past to open more subjects but lack of a sustained source of funding has always been the insurmountable problem. These reasons have stopped the college from going for job oriented courses.

### **b. High dropout rate**

The students who take admission in the I Semester B.A. course drop out midway before they reach the VI Semester stage. A shocking record of the high dropout rate is that in the year 2011-12 150 students took admission in the I Semester B.A. course and it was found that in 2014 only 35 appeared for the VI Semester examination. However, this year the dropout rate have been considerably low it has come down to 37.17 in the year 2015.

The reasons for this high dropout rate can be attributed to academically disadvantaged family background, economic opportunities available midway through the course and getting of jobs. This problem needs immediate attention.

### **3. Opportunity**

The institution has the scope of turning into an ideal centre of higher education by providing relevant education to its students. Although there are financial and other problems for going straight into opening self financed courses in this rural area, there are avenues like online low cost computer skill development course like the one the college has recently started in collaboration with IIT, Bombay. This course is an online spoken tutorial where the student can download the study material learn on his own and appear in an online examination. The college provides the computer laboratory at a very nominal fees and th certificate obtained makes the student more competent in the job market.

### **4. Challenges**

There are a host of challenges before the institution can attain a position of excellence it has been striving to achieve. In the changed scenario of higher education the new motto has been “Perform or perish”. Unless the institution adopts to a synchronized administrative system, commitment from teachers, strong leadership, it can never dream of attaining the new height it has been aspiring for in near future.

(Dr. Sanijb Borgohain)

Principal

H.C.D.G. College, Nitaipukhuri

## 1. Profile of the Affiliated/Constituent college

Name and address of the college

Name	Hem Chandra Dev Goswami College		
Address	NITAIPUKHURI		
City (Dist)	Sivasagar	PIN: 785671	State ASSAM
Website	<a href="http://www.hcdgcollege.org">http://www.hcdgcollege.org</a>		

## 2. For communication

Designation	Name	Telephone with STD code	Mobile	Fax	Email
Principal	Dr. Sanjib Borgihain	O: 0372227608 R:09435294829	09435294829		hcdgcollege@gmail.com
Vice-principal	Mr.Arun Gohain	O: 9401176801 R:			
Steering Committee Co-ordinator	Dr. Sudhir Kumar Das	O: 0372227608 R:03754227702	9435674992		dasudhirk@gmail.com

## 3. Status of the Institution

Affiliated college

Constituent college

Any other (Specify)

*

## 4. Type of institution

a. By gender

i. For men

ii. For women

iii. Co-education

*

b. By shift

i. Regular

ii. Day

iii. Evening

*

5. Is it a recognized minority institution?

Yes

NO

NO

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

6. Sources of funding:

Government

Grant-in-aid

Self-financing

Any other

Govt.

7. a. Date of establishment of the college: **01.07.1965** (dd/mm/yyyy)

b. University to which the college is affiliated /or which governs the college (If it is a constituent college)

Dibrugarh University, Dibrugarh, Assam

c. Details of UGC recognition

Under Section Date,	Month & Year	Remarks(If any)
<b>I 2f</b>	<b>04.1998</b>	
<b>12B</b>	<b>04.1998</b>	

(Certificate of recognition u/s 2 (f) and 12 (B) of the UGC Act has been attached in **Annexure-I**) (UGC recognition letter)

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

**UNIVERSITY AFFILIATION LETTER attached as Annexure - II**

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

The college is affiliated to the Dibrugarh University, Dibrugarh, Assam since its inception as an Arts faculty college. The affiliation letter to this effect has been attached herewith as Annexure-II. (University Affiliation Letter)

Under Section/ clause	Recognition/Approval Details Institution/ Department Programme	Day, Month and Year (dd-mm-yyyy)	Validity	Remarks
<b>I</b>	<b>General Course in MIL(Assamese), Political Science, Economics, History, Education, English,</b>	<b>July 1966</b>	<b>Permanent</b>	
<b>II</b>	<b>Major Course in Assamese, Economics, Political Science, Education, English, History</b>	<b>July 1966</b>	<b>Temporary</b>	<b>Renewed and up to date</b>
<b>III</b>	<b>English/History</b>	<b>July 1995</b>	<b>Temporary</b>	<b>Renewed and Up to date</b>
<b>IV</b>	<b>Computer Science</b>	<b>2011</b>	<b>Temporary</b>	<b>Renewed and Up to date</b>

(Affiliation Letter mentioning recognition/approval of subjects enclosed Annexure-II)

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

Yes

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

 No

8. Is the college recognized

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

 No

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

b. for its performance by any other governmental agency?

 No

If yes, Name of the agency ..... and  
Date of recognition: ..... (dd/mm/yyyy)

**10. Location of the campus and area in sq.mts:**

**17700 sq. mtrs**

**Location :**

**RURAL/TRIBAL**

**Campus area in sq. mts.            17700 sq. mtrs (11 Bighas or 1.77 hectares)**

**Built up area in sq. mts.**

**9050 sq. mtrs**

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

The college has the following facilities in the campus itself. The college does not have any agreement with any external agency for providing or using these facilities.

- Auditorium/seminar complex with infrastructural facilities: Yes

- Sports facilities: Yes (Volley ball court/Badminton court)
- play ground: Yes
- swimming pool: No
- gymnasium: No

### **Hostel**

Boys' hostel: The college does not have any Boys' Hostel at present.

Number of hostels:

Number of inmates:

Facilities (mention available facilities)

**Girls' Hostel:** Newly constructed Girls' Hostel within the campus.

i. Number of hostels: One (1)

ii. Number of inmates: Provision for 60 boarders

iii. Facilities (mention available facilities):

- |   |            |
|---|------------|
| a. 24 hours running water supply.             | <b>Yes</b> |
| b. Generator for uninterrupted power supply.  | <b>Yes</b> |
| c. Modern and hygienic kitchen:               | <b>Yes</b> |
| d. Secure building inside the college campus: | <b>Yes</b> |

Working women's hostel: **No**

i. Number of inmates: Not Applicable

ii. Facilities (mention available facilities)

Residential facilities for teaching and non-teaching staff (give numbers available — cadre wise) **No**

Cafeteria — **Yes**. There is a college canteen inside the college campus for the staff and students of the college.



	Graduate	(Major/Non-Major)		pass	nglish		
	Post-Graduate						
	Integrated Programmes PG						
	Ph.D.						
	M.Phil.						
	Ph.D						
	Certificate courses						
	UG Diploma						
	PG Diploma						
2	Any Other (specify and provide details)	Skill based add on certificate course in Computer Skill in collaboration with IIT, Bombay.	Six months	All students of the college are eligible for admission	English/Assamese	50	36

13. Does the college offer self-financed Programmes?

No

If yes, how many?

14. New programmes introduced in the college during the last five years if any?

Yes	B.A. Course under Krishna Kanta Handique State Open University in distance mode in 2012. Spoken Tutorial online Computer Course in collaboration with IIT Bombay 2015	No 02		Number	
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15. List the departments: (respond if applicable only and do not list facilities like Library, Physical Education as departments, unless they are also offering academic degree awarding programmes. Similarly, do not list the departments offering common compulsory subjects for all the programmes like English, regional languages etc.)

Faculty	Departments (eg. Physics, Botany, History etc.)	UG	PG	Research
Arts	Economics, Education, History, Political Science, Assamese, English	Undergraduate	NIL	NIL

16. Number of Programmes offered under (Programme means a degree course like BA, BSc, MA, M.Com...)

a. annual system

b. semester system

c. trimester system

17. Number of Programmes with

a. Choice Based Credit System

b. Inter/Multidisciplinary Approach

c. Any other ( specify and provide details)

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

Yes  No

If yes,

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

b. NCTE recognition details (if applicable)

Notification No.: .....

Date: ..... (dd/mm/yyyy)

Validity:.....

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

Yes  No

19. Does the college offer UG or PG programme in Physical Education?

Yes  No

If yes,

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

b. NCTE recognition details (if applicable)

Notification No.: .....

Date: ..... (dd/mm/yyyy)

Validity:.....



## 21. Qualifications of the teaching staff:

Highest qualification	Professor		Associate Professor		Assistant Professor		Total
	Male	Female	Male	Female	Male	Female	
<b>Permanent teachers</b>							
D.Sc./D.Litt.	<b>0</b>	<b>0</b>					
Ph.D.	<b>0</b>	<b>0</b>	<b>02</b>	<b>0</b>	<b>01</b>	<b>03</b>	<b>06</b>
M.Phil.	<b>0</b>	<b>0</b>	<b>02</b>	<b>00</b>	<b>00</b>		<b>02</b>
PG	<b>0</b>	<b>0</b>	<b>02</b>	<b>03</b>	<b>03</b>	<b>02</b>	<b>10</b>
<b>Temporary teachers</b>							
Ph.D.			<b>00</b>	<b>00</b>	<b>00</b>	<b>00</b>	<b>00</b>
M.Phil.			<b>00</b>	<b>00</b>	<b>00</b>	<b>00</b>	<b>00</b>
PG						<b>03</b>	<b>03</b>
<b>Part-time teachers</b>							
Ph.D.							<b>00</b>
M.Phil.							<b>00</b>
PG							<b>00</b>

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

NIL

23. Furnish the number of the students admitted to the college during the last four academic years.

Categories	Year 1 2011-2012		Year 2 2012-13		Year 3 2013-14		Year 4 2014-15	
	Male	Female	Male	Female	Male	Female	Male	Female
SC	<b>02</b>	<b>04</b>	<b>04</b>	<b>01</b>	<b>01</b>	<b>00</b>	<b>04</b>	<b>02</b>
ST	<b>20</b>	<b>14</b>	<b>06</b>	<b>08</b>	<b>14</b>	<b>08</b>	<b>22</b>	<b>08</b>
OBC	<b>38</b>	<b>59</b>	<b>70</b>	<b>20</b>	<b>38</b>	<b>51</b>	<b>36</b>	<b>37</b>
General	<b>02</b>	<b>02</b>	<b>01</b>	<b>00</b>	<b>00</b>	<b>05</b>	<b>06</b>	<b>09</b>
Others	<b>08</b>	<b>05</b>		<b>01</b>	<b>02</b>	<b>00</b>	<b>01</b>	<b>01</b>
Total	<b>68</b>	<b>82</b>	<b>33</b>	<b>45</b>	<b>60</b>	<b>65</b>	<b>66</b>	<b>51</b>

24. Details on students enrollment in the college during the current academic year(2014-15):

Type of students	UG 2014-15	PG	M. Phil.	Ph.D.	Total
Students from the same state where the college is located	<b>117</b>	<b>NIL</b>	<b>00</b>	<b>00</b>	<b>117</b>
Students from other states of India	<b>00</b>	<b>00</b>	<b>00</b>	<b>00</b>	<b>00</b>
NRI students	<b>00</b>	<b>00</b>	<b>00</b>	<b>00</b>	<b>00</b>
Foreign students	<b>00</b>	<b>00</b>	<b>00</b>	<b>00</b>	<b>00</b>
<b>Total</b>	<b>117</b>				

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

UG

57.34 (2013-14) 37.17 2014-15
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NIL
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 PG

26. Unit Cost of Education

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

(a) including the salary component

Rs.93,298/
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(b) excluding the salary component

Rs.2855/
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27. Does the college offer any programme/s in distance education mode (DEP)?

Yes
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If yes,

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

Yes

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

Krishna Kanta Handique State Open University,  
Assam

c) Number of programmes offered

One/  
BA

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

Yes

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

Total number of students (2014-15): 117

Total number of teachers: 19

Teacher/Student ratio: 6.15

29. Is the college applying for

Accreditation :Cycle 1

\*

Cycle 2

Cycle 3

Cycle 4

Re-Assessment:

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

Cycle 1: 18.11.2004..... (dd/mm/yyyy) Accreditation Outcome/Result.....C....

Cycle 2: ..... (dd/mm/yyyy) Accreditation Outcome/Result.....

Cycle 3: ..... (dd/mm/yyyy) Accreditation Outcome/Result.....

**( Enclosed the copy of accreditation certificate(s) and peer team report(s) as an Annexure-III.)**

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

204 days

32. Number of teaching days during the last academic year  
(*Teaching days means days on which lectures were engaged excluding the examination days*)

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

IQAC 15.07. 2008 (dd/mm/yyyy)

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

AQAR (i) 29.08.2014... (dd/mm/yyyy)

AQAR (ii) 29.08.2014 (dd/mm/yyyy)

AQAR (iii) 29.08.2014 (dd/mm/yyyy)

AQAR (iv) 29.08.2014 (dd/mm/yyyy)

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

## **CRITERION I: CURRICULAR ASPECTS**

### **1.1 Curriculum Planning and Implementation**

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

The college is established with the aim of providing an opportunity of higher education to the students of this rural and remote area. So that parents of aspiring students do not have to travel far or send their wards to cities for pursuing higher education.

#### **Vision**

- To provide an institution of quality higher education to the students with rich infrastructure and so that learning experience of the students can be a pleasant one.
- To make the students competent enough to be able to compete with others.
- To expose the students to learn through ICT enabled class rooms and learn to use ICT as a learning tool.

#### **Mission**

- To imbibe in students the importance of education in achieving upward social mobility.
- To make the student realize his real potency and utilize the same for the welfare of the society.

#### **Objectives**

- The institution endeavours to spread the message of importance of education in the present globalized world among the students of this remote area.
- To make this institution one of the best rural centres of higher education by providing the students quality education through the use of modern infrastructure.
- To imbibe a sense of social consciousness among the students by engaging them in various extension activities.
- To shape them as individuals and citizens contributing, according to their capacity, to the well being and progress of the society.
- To inculcate in them a sense of belonging to the country and thereby spread the message of national integration.
- To develop their personality so that they can find themselves fit to compete with the others in the struggle for life as confident young men and women.
- To make them fit and capable to gain accessibility to upward social mobility through proper education.

- To make them understand the importance of education in modern society and spread this message among their peers in their respective fields and thereby help in the spread of literacy.
- To make them aware of their democratic rights and responsibilities so that they can be shaped as conscious and law abiding citizens of the country.
- To broaden their outlook in a way to make them capable to think in terms secularism and rise above narrow parochial considerations.
- To develop in them love for fine arts and crafts and attract them to explore their own inherent artistic talent.
- To make them aware of the environment so that they can be conscious and active to the issues of conservation of the environment.

The vision, mission, and objectives of the institution have been duly communicated to the students, teachers, and other stake holders through the prospectus of the college printed before every academic session.

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

The institution imparts instruction through the University approved curriculum of undergraduate Arts course only. It has six departments viz— Assamese, Economics, Education, English, History, and Political Science. In all these subjects the college has Major and Non-Major Courses. There are optional subjects which are associated with these subjects such as – Creative Writing (Assamese), Multimedia and Web Technology (MLWT), Communication Skill (CMSK, English), and two more compulsory subjects like BMC (Bachelor of Multi Disciplinary Course) (History, Education, Political Science, Assamese), and Environment Science.

For effective implementation of the University prescribed curriculum each teaching day is divided into 8 (eight) 45 minute long periods beginning from 9 A.M. in the morning to 3 P.M. in the afternoon. Periods are equally divided into the six subjects of the B.A. course. More periods are allotted to Major courses per day and Pass or Non-Major courses are spread over these 8 daily periods.

In the beginning of an academic session the daily routine is prepared and the Heads of each department allot classes to teachers. The allotment of classes commensurate with the portion of curriculum assigned to him or her.

The teachers of the institution are instructed to maintain a Lesson Plan where they prepare a teaching plan of the allotted portion of the syllabus and maintain daily record of classes engaged and if not engaged the reason thereof. This Lesson Plan is countersigned by the head of the Department every fortnight.

Before the academic session of the Semester comes to an end, that is, before the end semester examination each teacher has to submit a Course Completion Certificate which is submitted with the IQAC of the institution.

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

The University at the time of introducing the Semester system in undergraduate courses invited a few teachers from some colleges and gave them an orientation course as to adopting the new system.

The University publishes an Academic Calendar at the beginning of every session in which the complete schedule of commencement of classes, conducting of Internal Examinations, seminars, Group Discussions, declaration of results of Internal Assessment Tests are mentioned. The institution follows that Academic Calendar of the University with letter and spirit.

The institution supports the teachers by providing them books from the library and enabling them by subscribing to Nlist, an online scholarly portal of academic articles. The college library is also connected to INFLIBNET which is a huge source of support for improving teaching practices.

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

Teachers are asked to maintain a lesson plan and dividing the topics of curriculum allotted to them. They have to submit a Course Completion Certificate duly forwarded by the Head of the Department. The Internal Assessment tests are conducted periodically to assess the performance of the students.

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

Imparting the curriculum is the sole objective of the institution as it is a rural based Undergraduate mono-faculty (Arts) college and it does not have any such arrangement with research bodies and industry at present.

- 1.1.6 What are the contributions of the institution and/or its staff members to the development of the curriculum by the University?(number of staff members/departments represented on the Board of Studies, student feedback, teacher feedback, stakeholder feedback provided, specific suggestions etc.

One of the teachers of the Deptt. of English (Dr. Sudhir Kumar Das) has been nominated to Board of Studies for the Undergraduate Course of the affiliating university and participated in the deliberations of designing the curriculum of English for the B.A. classes.

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

NO

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

The periodic tests, prescribed by the affiliating University, and the tests conducted by the institution from time to time help the teacher in analyzing whether the stated objectives of the curriculum are achieved or not.

## **1.2 Academic Flexibility**

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

The institution solely focuses on imparting instruction in the subjects approved by the University. It does not give any certificate or diploma course at present.

The main goal of the institution is to provide an opportunity of higher education to the students of this remote and backward area. In pursuing this goal the college offers undergraduate courses in Arts in the following subjects.

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

NO

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

The college offers undergraduate courses in the Arts subjects mentioned above. There are subjects like, Multi Media and Web Technology, Communication Skill, BAMC (Multi-Disciplinary Course), and Environment Science which help in skill development and improve their potential for employability. These subjects prepare a student for general services and some of the students do pursue Post Graduation course after completing a Major course in the undergraduate level.

- Range of Core / Elective options offered by the University and those opted by the college.

This is the broad division of marks under the Semester system as approved by the University and this has been in force since the academic session of 2012-13.

Semester	General Programme				Compulsory	Major Programme		
	Compulsory	Non-major	Skill-Based	Total		Non-Major	Major	Total
<b>I</b>	200	200		200	200	100	100	400
<b>II</b>	200	200		200	200	100	100	400
<b>III</b>	200	200		200	100	100	200	400
<b>IV</b>	200	200		200	100	100	200	400
<b>V</b>		200	200	200			400	400
<b>VI</b>		200	200	200			400	400

For the detailed Semester wise division of core and optional subjects and the full marks allotted as prescribed in the Dibrugarh University Semester Regulation of 2010.

- Choice Based Credit System and range of subject options: NIL
- Courses offered in modular form: NIL
- Credit transfer and accumulation facility: NIL
- Lateral and vertical mobility within and across programmes and courses: NIL
- Enrichment courses: NIL

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

NO

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

The University Regulations (2010) mentions of Skill Based subjects like Computer Skills, Communication Skills, and Functional English. The college offers Computer Skills (Multi Media and Web Technology) and Communication Skill as optional subjects to its Semester students.

The college has started an online computer skill development course in collaboration with the IIT, Bombay from the session beginning in August 2015.

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

The University does not permit combining of conventional face-to-face and Distance Mode of Education for students. However, the college does have a Study centre of B.A. (Distance Mode) of Krishna Kanta Handique State Open University (Assam) since 2012-13 academic session.

### **1.3Curriculum Enrichment**

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

The basic objective of the institution is to provide an opportunity of higher education to the rural and remote students of this area. So while transacting the university prescribed curriculum the college takes special care as majority of students come from academically disadvantaged class of the society. The students are found to be wanting in academic aspects. In order to make these students perform at par with the other institutions the institution undertakes Remedial Course for the students who are academically disadvantaged. The Departments like the History do

undertake study tours to places of historical importance to enhance the knowledge and grasp of the students on the subject they are studying. The Department of Education does undertake practical teaching sessions for their students which help them to have a practical feel of the theories they study. Seminars and Group Discussions regularly held by the Departments do contribute immensely in supplementing curriculum transaction.

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

Since the subjects taught in the college are Humanities subjects and are taught following a pedagogic method there is very limited scope for any reorganization of the curriculum or making it more dynamic. However, the students are made aware of the importance of the Humanities subjects in the present job market. Some of the Skill Based subjects like Computer Skills and Communication Skills do make them eligible for some jobs in the present Job market.

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

The students studying the present curriculum are made aware of these cross-cutting issues. The subject like Computer Skill make them realize the importance of ICT in the present day world. Environment Science is a compulsory subject in the Semester course which makes the students aware of the environmental issues like ecology, biodiversity, Climate Change, Green House Effect, conservation of environment etc. In Political Science, Human Rights is a significant part where students are made aware of issues related to Human Rights.

The college conducts gender sensitization meetings from time to time. It also organizes Environment Awareness camps in remote areas making people aware of the need to conserve the environment. The college has organized five such camps since 2010. The details of those activities are presented in the Activities of the Extension Cell.

### 1.3.4 What are the various value-added courses/enrichment programmes offered to ensure holistic development of students?

The college does not offer any such value-added programmes at present. But it has plans to introduce such programmes to ensure the holistic development of students.

- moral and ethical values
- employable and life skills:
- better career options
  
- **Community Orientation:** Although the college does not offer any value-added programmes with regard to Community Orientation, its Extension Cell and Womens' Cell do conduct various Awareness Camps in the nearby areas with the objective of making the rural masses aware of environmental issues like conservation of ecology and also making them aware of the harmful effect of hunting down migratory birds that come to the nearby bird sanctuary and save the bio-diversity of the area. The Extension Cell and Womens' Cell of the college conduct Gender sensitization awareness camps, making the women aware of their rights by organizing an awareness camp on Domestic Violence Act etc.

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

No such feedback exercise has been undertaken so far as designing of the Undergraduate curriculum purely falls under the domain of the affiliating university and the colleges have no say whatsoever in the matter of designing, modification or frequency of updating of the same.

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

The college does not have any enrichment programmes at present.

#### **1.4 Feedback System (Annexure IV-Sample form of Student's Feedback on teachers)**

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

One of the members of the teaching staff has been nominated to the Board of Studies of Dibrugarh University and participated in the deliberation in designing the English (Major and Non-major) syllabus.

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

No such feedback exercise on the curriculum is undertaken so far since the college cannot bring about any change in the existing curriculum unilaterally. It simply imparts the curriculum provided to it by the university.

1.4.3 How many new programmes/courses were introduced by the institution during the last four years? What was the rationale for introducing new courses/programmes?) Any other relevant information regarding curricular aspects which the college would like to include.

With the introduction of Semester system in the academic session of 2012-13, the college has to impart education in some new subjects such as Computer Skill, Communication Skill, Multi-Disciplinary Course Environment Science etc. However the college has not introduced any new courses on its own in the last four years.

## **CRITERION II: TEACHING - LEARNING AND EVALUATION**

### **2.1 Student Enrollment and Profile**

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

The college advertises through banners in the market place and such other crowded places about the commencement of admission process soon after the results of the qualifying examination is declared, that is, H.S.II year. The admission into Semester courses is done strictly in accordance with government of Assam regulations regarding reservations.

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

Admission is given to students on the basis of the marks secured in the qualifying examination (Ex. For Semester-I qualifying examination is H.S. II year pass marks)

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

The college has been given permission to admit 150 students per class in I Semester B.A., since the number of students applied falls much below the permitted level of the college, the question of minimum and maximum percentage does not arise here. All the applicants to the Semester classes are given admission.

**Admission Process of Demow College, Demow in Sivasagar district** (A college situated some 10 kms away from this institution)

<b>Programmes</b>	<b>Number of applications</b>	<b>Number of students admitted</b>	<b>Demand ratio</b>
<b>B.A. I Semester</b>	<b>290</b>	<b>222</b>	<b>74</b>

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

Respective Departments maintain a student profile of their major students. It can be referred to in the Department Profile.

2.1.5 Reflecting on the strategies adopted to increase/improve access for following categories of students, enumerate on how the admission policy of the institution and its student profiles demonstrate/reflect the National commitment to diversity and inclusion.

Year wise admission of student diversity.

	2010-11	2011-12	2012-13	2013-14	2014-15
* SC/ST	14	22	12	15	26
OBC	33	38	20	38	36
Women	66	80	45	65	51
Differently abled	0	0	0	0	
Economically weaker sections	140	150	126		
Minority community	07	06	02		
Any other	06	04	04	07	4
Total	266	300	204	225	117

Since the area where the college is situated has a heterogeneous society with residents belonging to divergent tribes, like Missings, Deories, tea garden tribes, and non-tribals, and members belonging to minority Muslim community, the college is sensitive to their cultural ethos needs. The college strictly follows the state government's reservation policy in letter and spirit.

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

The trend of student enrollment in the college has always remained a challenge as barring the session 2011-12 when there is a positive demand ratio of 170 applicants against a sanctioned capacity of 150, in all other sessions in the last four years the response have been negative, that is number of applicants is found to be less than the number of sanctioned seats. The reason for the sudden spurt in demand in 2011-12 is the high pass percentage in the Higher Secondary result. But in all other sessions the demand ratio was negative because the place where the college is situated is remote and economically backward. Most of the students come from families belonging to economically weaker section of the society and a majority of them belong to academically disadvantaged families. So it is but natural that we do not get a large number of students for enrollment.

### 2011-12

Programmes	Number of applicants	Number of students admitted	Demand ratio
TDC-I Year (Arts)	170	150	+1.33

### 2012-13

Programmes	Number of applicants	Number of students admitted	Demand ratio
TDC-I Year (Arts)	100	78	Negative

**2013-14**

Programme	Number of applicants	Number of students admitted	Demand Ratio
B.A. I Semester	150	125	Negative

**2014-15**

Programme	Number of applicants	Number of students admitted	Demand Ratio
B.A. I Semester	150	117	Negative

**2.2 Catering to Student Diversity**

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

At present nor in the past there are any differently-abled students in the college.

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

Since the number applicants is less than the permitted number of seats since the last three academic sessions there is no need of conducting any such assessment. The session in which there was a demand for seats, that is 170 applicants against 150 seats, the college followed the Government of Assam's reservation policy and admitted students strictly on a merit on the basis the candidate's marks secured in the qualifying examination.

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

The college regularly conducts Remedial Classes for academically disadvantaged students and the Remedial Classes have helped the students to cope with programmes of their choice.

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

Extension Cell and Women's Cell of the college conducts awareness camps to sensitize students on gender and environment issues. (Please refer to Report of the Extension Cell, **Annexure-V**, and Report of the Womens' Cell, **Annexure-VI**)

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

Special tutorials are conducted by the departments before the end semester examinations for advanced learners by the concerned teachers. However, most of the students of the college are generally from academically disadvantaged background hence they need extra care.

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

The student record of 2011-12 clearly shows that out of 150 students who took admission in B.A. I Semester, only 38 completed the full course. Rest 112 dropped out mid way. Mid-term dropout rate is very high for various reasons like financial or some of the students get jobs mid way in defence forces or in private sector in metropolis in south and north India and stop studies and leave the place.

The students who are economically backward and are incapable of continuing studies purely for financial reasons some members of the teaching staff extend financial help to them and many such students have completed their studies being helped by the teachers of this institution. The fund of the teaching staff takes care of their books and college fees so that the student can study without bothering about financial hardship.

There is also the book bank facility which again is meant for those students who do take admission in the college but cannot afford to buy text/reference books on their own. However, all these measures notwithstanding the dropout rate remains high and has been a formidable threat to the very existence of the college.

## 2.3 Teaching-Learning Process

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

The University provides an Academic Calendar to every college at the beginning of the academic session. The University prescribes the teaching days, conduct of Sessional Examinations, End Semester Examination dates and holidays etc. The college follows that Academic Calendar in letter and spirit.

In order to have more effective imparting of the curriculum the teachers of the college are provided with a lesson plan at the beginning of the academic session which they have to maintain on a daily basis mentioning the topics taken in the class and on a fortnight basis the lesson plans are duly verified and signed by the concerned Head of the Department. Before the end semester each teacher has to submit a course completion certificate (CCC) to the IQAC. This practice ensures smooth imparting of the curriculum. (A specimen copy of the Teacher's Lesson Plan and Course Completion Certificate is attached **Annexure-VII**)

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

The IQAC is an active organ of the institution which oversees the academic atmosphere of the college. The IQAC meets every quarterly and suggests ways and means to improve effective imparting of education in the college. The minutes of the IQAC of the last four sittings have been attached herewith. (**Annexure-VIII**, IQAC Minutes of the session 2014-15)

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

- The college library is connected to INFLIBNET/Nlist and teachers now can access research journals and articles related to their respective subjects through it. This has been the most important support system for teachers.
- At a more physical level the library too have a well furnished reading room exclusively for teachers to consult books.
- The teachers have been allotted separate common rooms where students can easily access them. These support structures are available to the teachers to develop independent learning.
- Teachers are encouraged to participate in seminars/symposia/workshop conducted by various organizations and the college has also conducted four UGC sponsored National Seminars in English (Two), Assamese (One), and Economics (One) so far which have provided the teachers ample opportunity to interact with the renowned personalities of their respective subjects and develop interactive and collaborative learning skill.

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

Since the college is a mono faculty institution imparting education in Arts stream only. In order to develop critical thinking among students departmental Seminars are organized where the students are to present seminar papers and defend it among their peers in the presence of departmental teachers and an external observer. This practice helps them to develop critical thinking and independent development of comprehension of the topic and when they go for higher education this becomes of very helpful for them.

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

Though the college is situated in a rural and remote area it has digitalized four class rooms utilizing UGC provided funds. Teachers impart education in ICT enabled class rooms.

The college has four internet connections provided under NME-ICT scheme. These connections are made accessible to students and teachers as well.

The college has a Language Laboratory constructed through funds from UGC. It has 14 computers with internet connections and can be accessible by students free of cost.

In the last academic session the college started an online computer skill development course “Spoken Tutorial Project” in collaboration with IIT Bombay, funded by National Mission on Education through ICT, MHRD, Govt. of India. The class has a capacity of 50 (fifty) students and 36 (thirty six) students took admission and completed the course successfully.

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

As mentioned earlier teachers are encouraged to participate in UGC sponsored National Seminars as well as Regional, and local level seminars to update their level of knowledge.

Some of the senior teachers of this institution have also acted in the capacity of Resource Persons in National Seminars sponsored by the UGC.

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

The Career Counselling Cell of the college organizes Career Counselling sessions from time to time to make students aware of various career opportunities available to students of Arts stream.

Some teachers too, in an informal way, do counsel the students regarding various psycho-social issues.

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

Some of faculty do use audio-visual teaching aids and engage their classes aided by power point presentation in class instead of the conventional chalk and black board. This has enthused the students to teaching and class room learning.

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

- The library of the college has been modernized and its area increased by constructing new reading room, and language lab.
- The library of the college has been connected with INFLIBNET/Nlist which gives teachers as well as students access to vast majority of scholarly articles and journals.
- Students and teachers as well can access to the internet in the library which provides them an inexhaustive source of learning.
- The number of titles in the library is increasing with every passing session.  
(Please refer to the chart on library details **page No.77** )

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

Completing the syllabus used to be a challenge when there was the traditional Three Year Degree Course with annual examination held in the month of March/April every year. However, since the time Semester system has been introduced syllabus is completed on time. This has been possible because the University provides the college with an Academic Calendar and the college follows the Academic Calendar according which everything falls in line.

Secondly, the IQAC of the college has introduced the system of maintaining the Lesson Plan and the production of the Course Completion Certificate by every teacher at the end of the session. This has streamlined the process of teaching-learning as well as conduct of sessional examinations on time.

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

The IQAC of the college monitors the implementation of the Academic Calendar and the conduct of examinations in respective departments.  
The system of maintaining Lesson Plan ensures quality teaching –learning.

## 2.4 Teacher Quality

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

Highest Qualification	Professor		Associate Professor		Assistant Professor		Total
	Male	Female	Male	Female	Male	Female	
<b>Permanent Teachers</b>							
D.Sc. D.Litt.	0	0					
Ph. D.	0	0	<b>02</b>	<b>00</b>	<b>01</b>	<b>03</b>	
M.Phil.	0	0	<b>02</b>	<b>00</b>		<b>00</b>	
PG	0	0	<b>02</b>	<b>03</b>	<b>03</b>	<b>02</b>	
<b>Temporary Teachers</b>							
Ph.D.							
M.Phil.							
PG						<b>2</b>	
<b>Part Time Teachers</b>							
Ph.D.							
M.Phil							
PG							

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

The college has only one such subject, Computer Skill/Multi-Media & Web Technology, for which there is a teacher with the qualification of PGDCA. There is a dearth of qualified teachers with proper qualification. So the college has to manage with the available candidate.

Secondly, since the course is not a self-financed one, the college has to bear the total cost of the salary of the teacher. More the qualification higher the salary, sometimes unaffordable for a rural college as this. This remains a challenge in imparting technical education in the college.

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

a) Nomination to staff development programmes

Academic Staff Development Programmes	Number of faculty Nominated				
	2010-11	2011-12	2012-13	2013-14	2014-15
Refresher courses	05	01	01	01	3
HRD programmes	00	00	00	00	00
Orientation programmes	01	04	03	04	2
Staff training conducted by the university	01	01	01	00	1
Staff training conducted by other institutions	00	00	00	00	
Summer / winter schools, workshops, etc.	06	12	01	03	1
Invited as Resource Persons	01	00	2	3	2

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

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

**(The college has not undertaken any such training programme for the teaching faculty)**

c) Percentage of faculty

\* invited as resource persons in Workshops / Seminars /Conferences organized by external professional agencies: **11%**

Details of faculty invited as Resource Persons:

**Dr. Sudhir Kumar Das**

1. Dr. Sudhir Kumar Das was invited to the **College of Horticulture and Forestry, Central Agriculture University, Pasighat, Arunachal Pradesh** as a Guest faculty to teach Communicative English from 10.06.2010 to 16.06.2010.
2. Acted as a **Resource Person** and chaired a technical session in the **UGC Sponsored National Seminar** on “Indian Drama: Transition and Tradition” conducted by the Deptt. of English, H.C.D.G. College, Nitaipukhuri. (18<sup>th</sup> and 19<sup>th</sup> March 2012)
3. Invited as **Resource Person** to speak on methodology of teaching English to **TET qualified teachers’ Orientation Programme** held at Pithubar College, Khowang on 3<sup>rd</sup> February 2014.
4. Invited as **Practical Examiner** in Communicative English to the **Central Agriculture University, College of Horticulture and Forestry, Pasighat, Arunachal Pradesh** on 17<sup>th</sup> and 18<sup>th</sup> December, 2014.
5. Invited as **Resource Person** to Nitaipukhuri H.S. School to speak on **Cyber Crime** on 24<sup>th</sup> October, 2014.
6. Invited as **Resource Person** to the **UGC sponsored National Seminar** conducted by Digboi Mahila College, Digboi on 6<sup>th</sup> February 2015.

**Mrs. Gitali Saikia**

1. Invited as Practical Examiner in Communicative English to **Central Agriculture University, College of Horticulture and Forestry, Pasighat, Arunachal Pradesh.**

**Mrs. Manashi Gogoi**, Associate Professor, Deptt. of Education

1. Invited as Resource Person to the **Orientation Programme conducted by Pithubar College, Khowang for the TET selected High School Teachers on 1<sup>st</sup> February 2014.**
2. Invited to Tinghong College, Tingkhong, as a **Resource Person** to a **Seminar on Curriculum Transaction.**

participated in external Workshops / Seminars / Conferences recognized by national/ international/ professional bodies: **80%**

\* presented papers in Workshops / Seminars / Conferences conducted or recognized by professional agencies: **80%**

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

The college provides study leaves to faculty when they pursue research work, or participate in UGC sponsored Orientation Course, Refresher Course, and also grants academic leave for purposes of academic activity.

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

No such award has been received by any faculty so far of the college.

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

An evaluation of teachers is being done by students at the end of the course. Students evaluate the teacher through the questionnaire provided to them by the college and the feedback process is done in such a manner that the teacher cannot know the names of the students who has evaluated him/her. A sample copy of the student's feedback on teachers is provided in (**Annexure-IX**)

## **2.5 Evaluation Process and Reforms**

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

Student's academic performance is continuously evaluated through Sessional and class tests.

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

The institution has adopted the system of transparency in evaluation by showing the Internal Assessment answer scripts to the concerned students. They are not only shown their answer scripts, but also the concerned teacher points out to them their shortcomings so that they can improve in future.

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

The University Regulations for the Semester System states that there shall be continuous evaluation, at least three times in an academic session. The college follows the regulation of the university.

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

The continuous evaluation is carried out by the Internal Assessment Tests conducted twice in each Semester. The Internal Assessment Tests are held for 20 (twenty) marks and two tests for 40 (forty) marks in one Semester. The total marks secured by the student is subsequently computed to out of 10 (ten). The other ten marks is divided equally (five + five) for seminar, group discussion, home assignment and attendance.

Class Tests and Mock Tests held just before the Annual Examination forms the summative aspect of evaluation.

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

Internal Assessment Tests are conducted as per the University provided Academic Calendar and results of which are also declared strictly according to the University Academic Calendar. Since there is a provision of marks being allotted for attendance and Group Discussion it puts weightage on behavioral aspects. Writing Home Assignment on a particular topic and preparing a Seminar Paper for presentation encourages independent learning as in these type of tasks students have to collect data from various sources.

Internal Assessment marks for Semester system undergraduate classes according to Dibrigarh University Regulation 2011 has been divided in the manner as stated in the table below. The end semester examination is held for 80 marks and 20 Internal Assessment marks are meant for continuous comprehensive evaluation.

Sessional	Attendance	Seminar/Group Discussion	Total
10	05	05	20

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

There is a common objective of the college and the affiliating University in the matter of graduate attributes of a student. The college strives to produce graduates who are well informed in their specific subjects and have knack for upgrading their level of information from time to time. They should have reasonable grasp of the subject of their study so that they can proceed to higher studies if they so desire or take up a profession related to their field of expertise acquired through their studies.

Secondly the graduates must be aware of the issues and happenings around them so that they can offer suggestions and sometimes solutions to the issues happening around them.

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

An aggrieved student can apply through RTI and the university produces his/her answer script for due verification of the evaluation of the answer script. If any discrepancy is detected by the candidate during the verification process he/she can bring it to the notice of the concerned authority who address the complaint by a re-evaluation. However, the whole process of grievances in evaluation is purely under the purview of the University not the college concerned.

## **2.6. Student performance and Learning Outcomes**

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

The learning outcomes of the subjects offered in this college are clearly mentioned in the syllabus in each paper. However, a gist of the learning outcome of each subject is mentioned here.

1. **Assamese (Major):** Students having passed with B.A. with Assamese as their Major subject do have familiarity with the socio-cultural background of Assamese literature down the ages. They also have reasonable knowledge of the development of Assamese literature in different time periods. They can appreciate prose and poetry written in the language.

B. **Assamese (Non-major):** The students who study Assamese as a non-major subject do have command over the functional aspect of this language and they do have acquaintance with Assamese literature.

2. **English (Major):** A student offering English as his/her Major subject is expected to have reasonably sound knowledge of English literary history, socio-cultural history and literary traditions. He/She is also expected to have some information of American literature and Indian Writing in English. Over and above the study of literature the student is also made to study the historical background of English language and its nuances.

B. **English (non-major):** After studying English a student will be able to write full paragraphs on a particular topic. He/She can formulate his/her ideas in the form of essays and comprehend a long paragraph on a specific topic and transcode information from visual images, charts, and graphs. He/She can appreciate English prose and poetry not only of English poets but also of commonwealth origin.

### **3. Economics (Major):**

**Economics (Non-major):** Students offering Economics as Major subjects do have a sound understanding of micro and macroeconomics. They are capable of making economic reasoning. They gain knowledge in advanced theoretical issues and their practical implications.

B. **Non-major**: The students get themselves acquainted with basic concepts and theories of micro and macroeconomics and their practical implications. They become familiar with the basic issues of Indian Economics.

4. **Education (Major)**: Students of Education (Major) do have a clear understanding of the concepts, scope and function of Education. They are familiar with the changing educational realities of the contemporary society. They are well acquainted with the new challenges of education in a globalized world.

B. **Education (Non-Major)**: The students of Education (non-major) have a sound knowledge of the basics of Education and its role in making the social mobility of an individual upward.

5. **History (Major)**: A student offering History as Major subject gets familiarized with the various aspects of Assam history, ancient, medieval and modern periods of Indian history. He/She can also acquaint himself/herself with the European history. Apart from these one can also get to study the history of science and technology, women, ecology, environment and history of revolutions.

B. **History (Non-major)**: In non-major a student studies the histories of Assam, India, Europe, and also the history of women.

6. **MLWT: (Multi-Media and Web Technology)** This subject enables a student to independently design websites and know the technology behind it.
7. **B. M. C.: (Multi-Disciplinary Course)** Students offering BMC study interdisciplinary studies like history, human rights, Indian Economy, basic features of Education, sociology, Geography, anthropology and logic and philosophy. It's a unique subject which gives the student something of everything.
8. **Communication Skill (CMSK)**: Those who offer this subject as an optional they acquire a sound knowledge in day to day use of English and the basics of English Grammar and its usage. They become able to read and write English correctly and effectively. They also acquaint themselves with the nuances of the language.

9. **Creative Writing:** This course makes the student capable of understanding the basics of creative writing. This course also prepares the student with skill and professional knowledge in the art of imaginative writing so that he can take up writing as a career.
10. **Political Science (Major):** Students offering Political Science as major have reasonable knowledge on Western Political Thought, Indian government and politics, Public Administration, International Relations and such other contemporary issues like Human Rights, Womens' Studies, Foreign Policy of the country. A student also gets familiar with the concept of International Law and subjects like Rural Development and Rural Administration. In addition to all these as a student of political science one gets to know the issues exclusive to this region such as North-East Politics with special reference to Assam.

**B. Political Science (Non-Major):** A student offering Political Science as Non-Major subject gets acquainted with concepts like Political Theory, Indian Government and Politics, Public Administration, and International Relations. The student can also become familiar with concepts such as Human Rights and Rural Development in India.

11. **Environment Science:** A student makes himself familiarize with various environmental issues affecting the present society. He gets acquainted with the problems and effects associated with ecology, forestry, conservation etc.

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

Student's progress is monitored through the conduct of Internal Assessment Tests twice in every semester. Over and above the conduct of the Internal Assessment there are Seminars, Group Discussions, and Home Assignment writing that also help in assessing the progress of the student. A table is given below mentioning the Programme wise results of the students of the last four sessions.\*

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

Smaller classes with fewer students make it easier for the teachers to focus their teaching on the individual student.

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

By organizing periodic departmental seminars an analytical aptitude is encouraged among the students. This also encourages the student to be research oriented and innovative.

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

Each department maintains a Student Progression Report in which the student's academic performance is monitored. A student whose performance deteriorates over a period of time is put through the Remedial Course so that he can improve his academic performance. Our college caters to students mainly coming from academically disadvantaged classes of the society or from families of first generation learners. So while conducting periodic tests their social background is always kept in consideration.

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

The usual periodic tests on the subjects offered by the students and the annual examination conducted by the university are the yardsticks to measure their learning outcomes.

2.6.7 Does the institution and individual teachers use assessment/evaluation outcomes as an indicator for evaluating student performance, achievement of learning objectives and planning? If 'yes' provide details on the process and cite a few examples. Any other relevant information regarding Teaching-Learning and Evaluation which the college would like to include.

Yes. The institution and individual teachers use assessment/evaluation outcomes as an indicator of evaluating student performance. Before the commencement of the University conducted end semester examination Mock Test is conducted, students who perform comparatively poorly are put under a rigorous remedial session so that they can perform better in the end semester examination.

## **CRITERION III: RESEARCH, CONSULTANCY AND EXTENSION**

### **3.1 Promotion of Research**

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

**NO**

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

**NO**

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

\*autonomy to the principal investigator : **YES**

\* timely availability or release of resources: **YES**

\*adequate infrastructure and human resources: **YES**

\*time-off, reduced teaching load, special leave etc. to teachers: **YES**

\* support in terms of technology and information needs: **YES**

\* facilitate timely auditing and submission of utilization certificate to the funding authorities: **YES**

\*any other: Supports and encourages faculty to for research projects.

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

Periodic conduct of student seminars, organizing National Seminars, discussions on research methodology are some of the steps which helps in developing among students an aptitude for research.

3.1. 5 Give details of the faculty involvement in active research (Guiding student research, leading Research Projects, engaged in individual/collaborative research activity, etc.

There are three teachers who have received research projects. **Mrs. Gitali Saikia** and **Mrs Manashi Gogoi** Associate Professors of Deptt. English and Education respectively jointly have carried out a Minor Research Project on “**Use of Teaching Aids in Primary School Level teaching**” funded by **Sarvashikha Abhiyan**.

**Mr. Tarun Gogoi, Associate Professor** of Department of History has got his Major project entitled “ **Socio-Religious Movement in 20<sup>th</sup> Century Assam: A Study of Srimanta Sankardeva Sangha**” approved by the UGC and is continuing with his investigation.

**Dr. Subrat Jyoti Neog, Assistant Professor** of Department of Assamese has received a Minor Project entitled “The Language of Dr. B.N.Saikia’s Novel: An Analytical Study in the Light of Stylistics” funded by the UGC.

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

The institution has so far never conducted any such programme. However teachers who are interested in pursuing research do attend such programmes. The departmental seminars conducted as part of the semester course of study do encourage the students to be research oriented.

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

It is an institution of undergraduate courses and hence does not have any expertise available with the institution on research.

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

The institution is not a recognized research centre. However during the National Seminars conducted by the college persons of eminence do visit the college and interact with students and teachers.

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

12% of teachers have availed sabbatical leave for research and have completed their research projects within the time frame.

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

The researches done by teachers are in the humanities subjects and mainly analytical in nature so the question of lab to land does not arise here.

### **3.2 Resource Mobilization for Research**

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

Teachers who have obtained their Ph. D. degrees have done it on their own without getting any outside funding.

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

**NO**

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

The college is not a recognized research centre.

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

No inter-disciplinary research has been carried out by any faculty member in the college so far.

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

The computer lab and language lab is used by the teachers and students alike.

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

**NO**

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

Nature of the Project	Duration Year From To	Title of the project	Name of the funding agency	Total Grant		Total grants received so far
				Sanctioned Rs.	Received Rs.	
Minor projects	2010-12	Use of Teaching Aids in Primary Level Schools	Sarva Siksha Abhiyan Mission	22,000	22000	22,000
	2013-16	The Language of Dr. Bhabendra Nath Saikia's Novel: An Analytical Study in the light of Stylistics.	UGC	1.5 Lakh	1,00,000/	1,00,000/
Major projects	2014-16	Socio-Religious Movement in the 20 <sup>th</sup> Century Assam: A Study of Srimanta Sankandev a Sangha	UGC	2,50,000/		1,50,000/
Interdisciplinary projects						
Industry sponsored						

Students , research projects					
Any other (specify )					

### 3.3 Research Facilities

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

The college is not a recognized research centre.

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

Not applicable.

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

Not applicable.

3.3.4 What are the research facilities made available to the students and research scholars outside the campus / other research laboratories? Provide details on the library/ information resource center or any other facilities available specifically for the researchers?

Not applicable.

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

The library of the college has been linked to INFLIBNET and NList. Members of the faculty undertaking research do take the help of these facilities in the college campus.

### 3.4 Research Publications and Awards

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

- \* Patents obtained and filed (process and product): NIL
- \* Original research contributing to product improvement: NIL
- \* Research studies or surveys benefiting the community or improving the services: NIL
- \* Research inputs contributing to new initiatives and social development: NIL

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

Department of English has conducted two National Seminars on 18<sup>th</sup> /19<sup>th</sup> March, 2012 and 21<sup>st</sup> /22<sup>nd</sup> April 2012 on *Ethnic Women: In the Changing Scenario of the North East India* and *Indian Drama: Transition and Tradition* respectively. The Department has published two Research Journals on both these topics, a compilation of the research articles presented in the seminar. The details of the publication are as mentioned below:

Title of the journal:

*Ethnic Women: In Changing Social Scenario in North-East India*

Editorial Board:

Advisor: Dr. Sudhir Kumar Das

President: Dr. Sanjib Borgohain, Principal

Editors:

Mrs. Gitali Saikia

Mr. Tarun Gogoi

Members:

Mr. Sivaranjan Sarmah

Mrs. Manashi Gogoi

Dr. Niva das

Dr. Subratjyoti Neog

Mr. Gupinath Chetia

ISSN: 9788192232492

Publisher: Bedakantha. Jorhat. 2013

Title of the journal: *Indian Drama: Tradition and Transition*

Editorial Board:

Advisor: Dr. Sudhir Kumar Das

President: Dr. Sanjib Borgohain, Principal

Editors:

Mrs. Gitali Saikia

Mr. Subratjyoti Neog

Members:

Mrs. Meghali Baruah

Mrs. Manashi Gogoi

Dr. (Mrs.) Ruplekha Thakuria

Mr. Bitul Saikia

Mr. Tarun Gogoi

ISSN: 9789382931072

Publisher: Bedakantha, Joorhat. 2013

Title of the Research Journal: *Paribartit Pattabhumit Uttarpurba Bharatar Janagosthiya Nari* (Assamese)

Editors:

Mrs. Gitali Saikia

Mr. Tarun Gogoi

Mrs. Manashi Gogoi

Editorial Board:

Advisor: Dr. Sudhir Kumar Das

President: Dr. Sanjib Borgohain, Principal

Members:

Mr. Sibaranjan Sarmah

Mrs. Dipali Gogoi

Dr. Niva Das

Mr. Subratjyoti neog

Mr. Sibananda Sarmah

Publisher:

Bedakantha, Jorhat. 2013

Department of Economics of the college has conducted a two-day UGC sponsored National Seminar on 19/20<sup>th</sup> March 2013 on this occasion a research journal has been published. The details of the research journal are as follows:

Editorial Board:

Advisor: Dr. Sanjib Borgohain

Editor: Mr. Madhab Mahanta

Members:

Mrs. Bornali Saikia Sonowal

Mr. Ranjit Khanikar

Mr. Santanu Chamua

Published by:

Organizing Committee

National Seminar

H.C.D.G.College, Nitaipukhuri

Title of the Journal: *The Economic Times*

3.4.3 Give details of publications by the faculty and students:

\* Publication per faculty

The Department of History regularly publishes a Research Journal in English annually entitled *Journal of Itihas Adhayan Chakra*. The particulars of the journal are as follows:

Editorial Board:

Advisor: Dr. Sanjib Borgohain

Editor: Mr. Tarun Gogoi

Members:

Dr. Sudhir Kumar Das

Mr. Sibranjan Sarmah

Mr. Horen Bhuyan

Mrs. Gitali Saikia

Title of the Journal: *Journal of Etihis Adhyan Chakra*

ISSN:

\* Number of papers published by faculty and students in peer reviewed journals (national /international)

Name of the faculty	Number of Research Papers published	Year of publication	Level
Dr. Sudhir Kumar Das	4	2011-15	National
Mrs. Gitali Saikia	12	2011-15	National
Mr. Tarun Gogoi	07	2011-15	National
Mrs. Bornali S. Saikia	1	2013-15	National
Mrs. Meghali Baruah	4	2013-15	National/International
Dr. Ruplekha Thakuria	8	2013-15	National
Dr. Subrat Jyoti Neog	16	2014-15	National
Mr. Ranjit Khanikar	04	2014-15	National
Dr. Gitamoni Handique	04	2014-15	National
Mr. Bitul Saikia	03	2014-15	National

Details of Research Papers published by the faculty members:

**Dr. Sudhir Kumar Das, Associate Professor, Department of English.**

1. Voice of the Marginalized in *Seven Steps Around the Fire. Indian Drama Tradition & Transition*. ISSN: 9789382931072 January-2013
2. "Maguni's Bullock Cart". (A translation of an Odia Short story). *Indian Literature*. Dec.2013. ISBN. 00195809770019580008
3. Anti-Semitism in Shakespeare's *The Merchant of Venice Panchajanya* Zonal ACTA Journal ISSN 2230-911X. 2014
4. "Nowgong Gazette of 1905: A Colonial Perspective". *Diksha*, Sovenir of Moran College on the occasion of Annual ACTA Conference. 2014. ISBN.

**Mrs. Gitali Saikia, Associate Professor, Department of English.**

**I) English Research Papers with ISSN/ISBN**

1. **Assamese Poets for Peace and Reconciliation.** In Peace and Conflict in North East India. Ed. Dr. Lachit Barua & Ajanta Rajkhowa. Guwahati: Purbanchal Prakash. 2011. ISBN 978-81-7213-121-0
2. **Beyond Gitanjali: Aestheticism and Mysticism in Rabindranath Tagore.** Pachajanya, Research Journal of ACTA, Sivasagar Zone. 2011. ISSN 2230-911X PANCHAJANYA
3. **Challenge of Poverty: Saga of Agony and Poverty of Tea Garden Women.** Ed. Luich Handique & Sujata Borthakur, Women Cell, Nazira College, Sivasagar. 2012. ISBN 978-93-81784-26-6
4. Songs of the Silents: Xitare Xemeka Rati and Dola Hey Dola. Research Journal of Itihash Adhyayan Chakra. HCDG College. 2012. ISSN 2278-4314
5. Dr. Bhupen Hazarika: Voice of the Unvoiced Voice of the Subaltern. In Dr. Bhupen Hazarika: A Voice A Mystery. Institute of North East Studies, Gauhati University. July. 2013. ISBN 978-93-244-0072-7
6. Sudhakantha Dr. Bhupen Hazarika: Subaltern Historiographer. Intuit. A Peer Reviewed Research Journal, published by IQAC, DCB Girls' College, Jorhat. August, 2013. ISSN 2319-2097
7. Subaltern(s) and Sreemanta Sankardeva. In Barnil Sangskriti. Ed. Dr. Dinesh Baisya. Guwahati. ISBN 978-81-923168-3-3
8. Mitabhash: A Unique Literary Creation. In Dr. Nagen Saikia Ek Abirata Yatra. Ed. Dr. Nilakshi Phukan Borgohain. Guwahati: Purbanchal Prakash. 2014
9. Constructing Women: Womenhood in Assamese Folk Narrative. In Avagunthan, Teachers' Unit, Janji College. Ed. Mirabala Bora. ISBN 978-93-82030-75-1
10. Education and Modernization among Deori and Mishing Women (With special reference to Panidehing Area). In Backward Communities of North East India and Their Understanding in Social Background. Published by Khowang College, Dibrugarh. Citran Publication. 2013. ISBN 978-81-923050-9-7

### **In Odiya**

1. Dr. Bhupen Hazarika. In Kadambini, Bhubaneswar. Kabambini Publication. January, 2014. ISSN 2277-1132
2. Assamese Food Culture. Kadambini. Bhubaneswar, Odisha. January, 2014. ISSN 2277-1132

### **Mr. Tarun Gogoi, Associate Professor, Department of History.**

1. Paper entitled ‘Assamese poets for Peace and Reconciliation’ is published in the book ‘Peace, Conflict and North East India’, (P. 72- 80), edited by L. Baruah & A. Rajkhowa, 2010, ISBN – 978-81-7213-121-0.
2. Paper entitled ‘Dr. Bhupen Hazarika Gadya Sahityar Bhasa: Sailee Ek Vaiganik Adhyayan’ is published in ‘Dr. Bhupen Hazarika Jivan Aru Silpa’(p. 152-158) edited by A. Rajkhowa & L. Baruah,2012, ISBN-978-81-7213-163-0.
3. Paper entitled ‘Literary Sources and Problem of Writing History of the Ethnic Women in Colonial Assam’ is published in the book ‘Ethnic Women in Changing Social Scenario in North-East India’, (p. 43-49) edited by G. Saikia & T. Gogoi, 2013, ISBN-978-81-922324-9-2.
4. Paper entitled ‘Need of Reconstruction of Assam History in the Present Context’ is published in the book ‘Mosaic- A Collection of Research Articles’ (P. 140-146) edited by M. Baruah & J. Phukan, 2014, ISBN-978-93-82283-91-1.
5. A paper entitled ‘Relevance of Sankardeva’s Teachings in Twenty-First Century’ is published in ‘**Panchajanya**’ vol.II, 2011 a Research Journal of Sivasagar District college Teacher Association ISSN 2230-911X.
6. A paper entitled ‘Recent Trends in History Writing of North East India’ Published in *Panchajanya* vol.II, 2011 a Research Journal of Sivasagar District college Teacher Association ISSN 2230-911X

7. A research paper entitled ‘Sankardeva Sangha Movement: Its Relations and Attitude towards the Marginalized Communities’ is published in Journal of Itihas Adhyayan Chakra- An Annual Research Publication, 2013, vol. viii, ISSN-2278-4314

**Edited an ISSN Departmental Journal:**

8. Journal of Itihas Adhyayan Chakra, An Annual Research Publication of the Dept. of History of HCDG College, Nitaipukhuri, ISSN 2278-4314

**Edited two ISBN Books:**

- a. ‘Ethnic Women in Changing Social Scenario in North-East India’ ISBN 978-81-922324-9-2
- b. ‘Paribatitra Patabhumit Uttar-Pub Bharatar Janagosthiya Nari’ ISBN 978-93-82931-20-1

**Mrs. Bornali Sonowal Saikia, Assistant professor, Department of Economics.**

1. “Implementation of the Right to Education Act”. Panchajanya. 2013. ISSN. 2230-911X.

**Mrs. Meghali Baruah, Assistant Professor, Department of English**

1. Bharatiya Natak: Parampara aru Parivartan.
2. Absurd Dharmi Adhunik Axomiya Natak: Nibaran  
Bhataccharjya Natarak Bishesh
3. “Status of Sonowal kachari Women in the Changing Social Scenario.” Published in *Ethnic Women*( ISBN 978-81-922324-9-2)
4. “An Analysis of the Poems of Kamala Das: From a Feminine Perspective” Published in *Pierian Spring* (ISSN 2349-3410), an International Research Journal.

**Dr. Ruplekha Thakuria, Assistant Professor, Department of Assamese.**

1. ‘Panchajanya’ Research Journal of ACTA, Sivasagar Zonal committee, 1 ISSN No.2230-9IIX

Title : Jyotiprasad Agurwalar Labhita natakot Bharat Chetona – ati Abolukon. 3<sup>rd</sup> year -3<sup>rd</sup> Edu June, 2012

2. Bharatiya natak parampara aaru paribarton: Prakashak : Asomiya aru enrage bibhag, H.C.D.G. College ISBN No 978-93-5087-054-9 Title : Bharatiyo Loko natyabhinoyar ati bishesh rup-jatra. Nov. 2012

3. Title : Paribortito Samajik Pekhapotot dokhin Kamrupar Rabha janogusthir estri –aasar. ‘ paribortito patobhumit uttar-pub Bharator janagusthiyo nari’ January, 2013

4. Title : Adhunik kalat yatrar uttaran, “Janasawa” Vol – IV, Issue-8, March-2013, ISSN – 2319-2917

5. Title : ‘Natok’ – Sangya Aru upadan, Page Nos. 8-14, “Sahitya Sanskriti Samikhatmak Bisleson, First Edec. 2013, July ISBN – 978-93-82750-49-9

6. Title : ‘Paribesya kola – ‘Yatra’ – Atit Aru Bortoman’. ‘JOSAAC’ – Vol-1 January-2014, Page – 153-156, ISSN – 2348-0602

7. Title : ‘Daksin Kamrupar Ritu Kalin Lok Utsav : Dadhimanthan’ ‘PANCNAJANYA’ 5<sup>th</sup> Edu-2014, Oct, Page 1-7, ISSN- 2230-9IIX

8. Title : Keligopal Nator Adhyatmic Tatta : ETI Ablokan, ‘DIKSHA’ 61ACTA conference, Oct-2014 Page No. 208-214 ISBN : 978-81-928247-8-9

**Dr. Subrat Jyoti Neog, Assistant Professor, Department of Assamese.**

1. Influence of Bollywood in Munin Baruah’s film, (*ISSN-0971-5932*), 2011
2. History of Assamese poetry, (*ISSN-2249-9865*), 2011
3. Jahnu Baruah’s film “Bandhon”, (*ISSN-0971-5932*), 2012
4. Dr. B.N. Saikia’s “Anirban”, (*ISSN-2249-5142*), 2012
5. History of Pakistani film, (*ISSN-2278-4314*), 2012

6. Assamese mobile drama, (*ISBN-978-93-5087-054-9*), 2012
7. Cinematization of literature, (*ISSN-2349-5324*), 2012
8. Farewell-Yash Chopra, (*ISSN-2349-5324*), 2012
1. The language of Laxminath's short story, (*ISBN: 978-81-7213-176-0*),2012
2. The language of Dr. B Hazarika, (*ISBN-978-81-7213-163-0*), 2012
3. Development of ethnic women: inside media and beyond, (*ISBN-978-81-922-324-92*),2012
4. Outlines of Assamese short story, (*ISSN-2231-0517*), 2013
5. Reflection of modern society in Indian films(*ISSN-2349-5324*), 2013
6. The language of Dr Bhupen Hazarika's prose(*ISSN-2349-5324*), 2013
7. Prose style of Homen Borgohain, (*ISBN: 978-93-81689-47-9*),2013
8. Tradition of Indian super hero film, (*ISSN-2349-5324*), 2014
9. Assamese translation of "Gangee Fariste", (*ISSN-2349-5324*), 2014
10. Film and literature, (*ISSN-0971-5932*), 2014
11. S.N. Bhanasalee's "Ramleella", (*ISSN-0971-5932*),2014
12. Style and stylistic, (*ISSN-2348-0602*), 2014
13. Laxminath Bezbaruah's Drama, (*ISBN: 978-93-8111-83-87-8*), 2014
14. Poetry of Hem Chandra Goswami, (*ISBN:978-93-82750-73-4*), 2014

15. The language of Laxminath's "Joymati Kuwari", (*ISBN:978-93-51-041-41-2*), 2014

16. Film Mary Kom, (*ISSN:0971-5932*), 2014

#### Books

1. Film literature, (*ISBN: 978-93-82-726-821*), 2014

2. Toposwini, (*ISBN: 978-81-922-324-5-4*), 2012

3. Indian drama: tradition and transition(ed.)-(assamese version), (*ISBN: 978-93-5087-054-9*), 2013

4. *Sahitya-sanskritir subas*, 2011

5. *Indian drama: tradition and transition*(ed.)-(English version), (*ISBN: 978-93-82931-07-2*), 2013

6. Mandakini(ed.), 2011

7. Asagar maram, ebuku bhalpua, 2011

8. Jilkani(ed.)

### ***E. Research projects:***

UGC sponsored minor research project on -"The language of Dr. B. N. Saikia's novel: an analytical study in the light of stylistics"

Duration: 2 years (2014-2016)

Fund for the project: 2 lakhs

**Mr. Ranjit Khanikar**, Assistant Professor, Department of Economics

1. **Title of the Article:** *Role of MGNERGA in Poverty Alleviation and Rural Development: A Study of Nizkhaloighugra Gram Panchayat, Sonari Development Block, Sivasagar.* Rural Development in the North Eastern Region. Gandhian Studies Centre, Gargaon College, Sivasagar. 2012. ISBN-978-81-922338-5-7

2. **Title of the Article:** *Divided Present of Unified History, Economic Backwardness and Sustainability of Tourism Industry in Assam.* Journal of Itihas Adhyayan Chakra

Department of History, H.G.D.G College, Sivasagar. 2013. ISSN-2278-4314.

3. **Title of the Article:** *Examining MGNERGA as a strategy of Rural Development: A Study of Sonari Development Block, Sivasagar, Assam.* Problems and Prospects of Rural Development in India with special reference to North East India. Khowang College, Dibrugarh. 2013

ISBN-978-81-923050-8-0

4. **Title of the Article:** *Glocalisation and Development of North East Region.* Changing Socio-Political Scenario of North East India: A Study in Wider Perspect. Department of Political Science, THB College, Sonitpur, Assam. 2014. ISBN-978-81-928118-1-9.

3. **Title of the Article:** *Paramparagat Gyan Aru Axomar Arthaxamajik Unnayan: Sanshay aru Sambhabaniata.* Uttar Pub Bharatar Nri-Ghusthiyo Mahilar Paramparagat Dakshata Aru Kalakaushal. Mr. Basanta Phukon & Mrs. Jeoti Panging. Department of History, Moran Mahila Mahavidyalaya, Assam. 2014. ISBN-978-93-5174-936-3.

**Dr. Gitamoni Handique**, Assistant Professor, Department of Political Science

1. "A Study of Voting Behaviour in Rural Areas with Special Reference to Borbaruah Gaon Panchayat Area under Dibrugarh District". *Panchjanya*. ISSN 2230-911X. 2013.

2. "Participation of Tribal Women in Politics: A Case Study of Borbaruah Development Block, Dibrugarh". *Ethnic Women in Changing Social Scenario in N.E. India*. 2013. ISBN 978-81-922324-9-2)

3. "Participation of Rural Women in Politics Especially in Panchayats: A Case Study of Barbaruah Development Block, Dibrugarh". *Research Journal*, MDKG College. 2012. ISSN 2278-1064. 2014.

4. Awareness of Rural People About Provisions and Functions of Panchayat Raj Institutions: A Case Study of Dibrugarh District, Assam". *Pierian Spring*. International Journal. ISSN 2349-3410. 2014

**Mr. Bitul Saikia, Asst. Prof. Deptt. of Political Science**

1. Absurd Dharmi Natak Hisape Arun Sharma aahar natarar eti bisleshan. *Bharatiya Natak: Parampara aru Paribartan*. ISBN 978-93-5087054-9
2. Sankardevar Kirtan Puthi Voktibad or bishor Bharatiya darshanar adharat. Panchajanya. ISSN 2230-911X
3. Tushu Gitor majedi prakash parba Asomor chah janajatir narir manor sorup. Paribartita pattabhumit uterpurba Bharotar janagosthiya nari. 978-93-82931-201

\* Number of publications listed in International Database (for Eg: Web of Science, Scopus, Humanities International Complete, Dare Database - International Social Sciences Directory, EBSCO host, etc.)

\* Monographs

\* Chapter in Books

\* Books Edited

\* Books with ISBN/ISSN numbers with details of publishers

Details of books and chapters in books contributed by the members of teaching staff.

Name of the faculty	Title of the book	Published by	ISBN/ISSN No.	Year of publication
Dr. S.K.Das	<i>A streetcar Named Desire</i> (Edited)	Directorate of Distance Education, Dibrugarh University. Dibrugarh	978-93-82785-14-9	July-2013
	<i>Self Learning Material on European Literature in translation</i> (Edited)	Do	978-93-259-7664-1	January-2014
	<i>Arms &amp; the Man</i> (Edited)	Do	978-93-259-7664-3	August-2012

	<i>Essay Writing (Edited)</i>	Do	978-93-259-7664-09	July-2012
	<i>Criticism Before 20<sup>th</sup> Century</i>	Do	978-93-259-7664-2	2013
Mr. Tarun Gogoi	<i>Itihas Adhyan Chakra Journal(Edited)</i>	H.C.D.G.College Nitaipukhuri	, ISSN 2278-4314	2013
	<i>Ethnic Women in Changing Social Scenario(Edited)</i>	Do	ISBN 978-81-922324-9-2	2013
	‘Paribatitra Patabhumit Uttar-Pub Bharatar Janagosthiya		Nari’ISBN 978-93-82931-20-1	2014
Dr. Subrat Jyoti Neog		Film literature, Toposwini, Indian drama: tradition and transition(ed.)- (assamese version),	(ISBN: 978-93-82-726-821), 2014(ISBN: 978-81-922-324-5-4), 20(ISBN: 978-93-5087-054-9), 2013	
Mrs. Manashi Gogoi	<i>Uttar Purbachanchal Patabhumit Axomiay Nari (Edited)</i>			

- \* Citation Index
- \* SNIP
- \* SJR
- \* Impact factor
- \* h-index

3.4.4 Provide details (if any) of

\* research awards received by the faculty: NO

\* recognition received by the faculty from reputed professional bodies and agencies, nationally and internationally: NO

\* incentives given to faculty for receiving state, national and international recognitions for research contributions: NO

### **3.5 Consultancy**

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

No such interface has ever been arranged so far.

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

The college has not undertaken any consultancy service so far.

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

No such consultancy service is provided by the faculty.

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

Not applicable.

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

Not applicable.

### **3.6 Extension Activities and Institutional Social Responsibility (ISR)**

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

The institution has three active wings the Extension Cell, NSS and the Women's Cell. These three wings of the college undertake institution-neighbourhood community network by engaging students so that they learn to contribute to the welfare of the society.

### Activities of the Womens' Cell:

1. Organized an awareness camp on Domestic Violence in Nemukur, Panidehing, a very interior and remote village, in Collaboration with Nemukur Mahila Samittee on 7<sup>th</sup> November, 2010.
2. Organized an Awareness Camp on Domestic Waste Managemnet on 5<sup>th</sup> June, 2010 in Dehingia Gaon Nobodoi Highschool, in Collaboration with Dehingia Gaon Mahila Somittee.
3. Organized a Memorial Lecture on Ethnic Culture on 27<sup>th</sup> September 2010 in the College.
4. Observed Rabha Divash on 20<sup>th</sup> June, 2010. Organized short story and article writing competition among the housewives of Nitai-Panidehing area.
5. Orgnaized a National Seminar on Ethnic Women on *Changing Social Scenario in North East India* on 27<sup>th</sup> and 28<sup>th</sup> January, 2012.
6. Published a book titled *Paribatirata Patabhumit Uttar Pub Bharatar Janagosthiya Nari*, in January, 2013.
7. Organized an Awareness Camp on Gender Discrimination at H.C.D.G. College, on the occasion of Girl Child Day, 24<sup>th</sup> January, 2013.
8. Vaishnav Pandit Sunaram Chutia Memorial Lecture was organized in H.C.D.G. College in collaboration with Itihash Adhyan Chakra, H.C.D.G. College ON 17<sup>TH</sup> May, 2013
9. Organized an Awareness Camp on Cyber Crime in H.C.D.G. College on 3<sup>rd</sup> September 2014.
10. Organized an Awareness Camp on Elimination of Superstition in Kotiori Higher Secondary School in collaboration with Assam Science Society-Demow Branch on 6<sup>th</sup> May 2013 .

**N.S.S. Activities**

1. Organized a one day Awareness Camp on environment issues for the public at the Market Place at Nitaipukhuri on 00.00.2013.
2. Four N.S.S cadres participated in North-East Youth Festival held in Agartala, Tripura on 12<sup>th</sup> to 16<sup>th</sup> February 2014.

**Activities of the Extension Cell**

2. Organized an Awareness Camp in collaboration with National Environment Awareness Campaign at Borpathar, Tengapani on 6<sup>th</sup> May 2011.
3. Organized an Environment Awareness Camp at Dalappa on 10<sup>th</sup> May 2011.
4. Organized a Free Medical Camp where health check-up and distribution of medicines was carried out totally free among the poor villagers on 27<sup>th</sup> May 2011 in collaboration with National Rural Health Mission, Sivasagar.
5. Organized a Free Medical Camp where health check-up and distribution of medicines was carried out totally free among the poor villagers on 22 September 2013 in collaboration with National Rural Health Mission, Sivasagar.
6. Organized an Awareness Programme on Biodiversity and Environment Pollution in collaboration with National Environment Awareness Campaign at Joymati M.V. School on 14<sup>th</sup> May 2014.
7. Organized an cleanliness drive in collaboration with the Deptt. of History of the college in Lezai Kolakhowa on 12 February 2013.

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

Students are the backbone of various bodies of the college that carry out various extension and social welfare activities. Through their participation students get involved in social movements like conservation of environment, Swachh Bharat Mission and such other activities of social importance.

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

The Governing Body is a representative body which is constituted with representatives from all the stake holders and it is the apex administrative agency of the college. The members do express their perceptions on the overall performance quality of the institution in the session of the GB.

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

	2011-12(Rs.)	2012- 2013 (Rs.)	2013-14 (Rs.)	2014-15 (Rs.)
Funding source	Dibrugarh University	NIL	Dibrugarh University	NIL
NSS	44,500		33,700/	

	2011-12 (Rs.)	2012- 2013 (Rs.)	2013-14 (Rs.)	2014-15 (Rs.)
Funding source	College Fund	College Fund		
Extension Cell				

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

The institution promotes participation of students and faculty in extension and outreach programs through the NSS Unit and Extension Cell of the college.

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

Awareness programmes were undertaken from time to time to spread awareness about various social evils such as evils of domestic violence and superstition among the under privileged.

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

Such programmes inculcate among students a sense of progressiveness and they in turn spread the message of evil effects of environment degradation, superstition and such other social maladies in their respective societies.

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

The institution always collaborates with the local community in all its activities. All the UGC sponsored National Seminars conducted by the college are result of collaboration with the local organizations. For example the National Seminar conducted by the Deptt. of English was in collaboration with the local organization Asom Lekhika Sanstha, Nitaipukhuri, the National Seminar of the Economics Deptt. was also organized in collaboration with Suraksha , a local NGO. All other activities of the college are carried out in collaboration with local organizations.

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

The college is in an active and constructive relationship with Nitaipukhuri Sports Coaching Centre, a local sports organization which has extended all possible assistance to the college when it successfully organized the Inter-College Volleyball Tournament under Dibrugarh University of 2015. The other local organizations actively associated with the college in every aspect are Sakha Sahitya Sabha, Nitaipukhuri, Asom Lekhika Santha, Nitaipukhuri, Suraksha, a Local NGO, Assam Science Society, Sivasagar, National Environment Awareness Campaign, Assam are some of the frontline organizations in relationship with the college in its outreach programmes.

3.6.10 Give details of awards received by the institution for extension activities and/contributions to the social/community development during the last four years.  
No such awards so far received.

### 3.7 Collaboration

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

In matters of research the individual investigator/Research Scholar do contact the institutions related to his/her field of research. The institution as such does not play any role in this regard.

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

No such MOU signed so far with any other institution.

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

Not Applicable

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

- i. Dr. Ananda Bormudoi, Professor, Deptt. of English Dibrugarh University. Dibrugarh. Assam
- ii. Prof. Pura Tado, Deptt. of Political Science Rajiv Gandhi University, Itanagar, Arunchal Pradesh.
- iii. Dr. M.M Buragohain, Ex-Foreign Secreatary. Govt. of India.
- iv. Dr. N.N. Hina, Deptt. of Political Science, Rajiv Gandhi University , Itanagar, Arunchal Pradesh.
- v. Dr. T.Maibang, School of Social Science Rajiv Gandhi University, Itanagar Arunchal Pradesh,
- vi. Mrs. Purobi Bormudoi, Sahitya Akademi Award winner author of Assamese.

- vii. Dr. Mala Ranganathan, Deptt. of English NEHU, Shillong,
- viii. Dr. Pradip Jyoti Mahanta, Head, Cultural Studies, Tezpur University, Tezpur,
- ix. Dr. Nigamananda Das, Professor, Deptt. of English, Nagaland University, Kohima,
- x. Prasanta Sarmah, Director, Dramatic Studies, Sivasagar,
- xi. Dr. Jogen Chetia, Deptt. of Assamese, Dibrugarh University, Dibrugarh .
- xii. Dr. Aparna Konwar, Deptt. of Assamese, Dibrugarh University, Dibrugarh.
- xiii. Dr. Mayashree Goswami, Deptt. of Assamese Dibrugarh University, Dibrugarh.
- xiv. Dr. Bhimkanta Baruah, Deptt. of Assamese, Dibrugarh University, Dibrugarh
- xv. Dr. Abani Bhagawati, Prof. Deptt. of Geography, Guwahati University, Guwahati.
  
- xvi. Rafiquz Zaman, Vice-chancellor, Rajiv Gandhi University of Cooperative Management, Sivasagar,
  
- xvii. Dr. Soundarjya Borbaruah, Professor, IIT Guwahati,
  
- xviii. Prof. N.C.Roy, Rajiv Gandhi University Itanagar, Arunchal Pradesh,

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

- a) Curriculum development/enrichment
- b) Internship/ On-the-job training
- c) Summer placement
- d) Faculty exchange and professional development
- e) Research
- f) Consultancy

g) **Extension:** In extension activities undertaken by the college other local organizations assistance is always sought and in the process these organizations get linked up with the college in its outreach programmes. By now the college has been able to establish contact with organizations like Assam Science Society, National Environment Awareness Campaign (NEAC), Sakha Sahitya Sabha, a branch of the Assam Sahitya Sabha, a literary organization of the state with considerable influence, Asom Lekhika Santha, Nitaipukhuri, the organization that has collaborated with the college in organizing the National Seminar, Suraksha, the local NGO which assisted the college in organizing the National Seminar in Economics, the Sports Coaching Centre of Nitaipukhuri, the local organization that extended full material and man-power support during the Inter-College Volleyball Tournament of Dibrugarh University hosted by the college. Although no MOU has been signed by the college with these organizations the association with these organizations has resulted in successful conduct of various outreach and extension programmes carried out by the college.

h) **Publication:** The college has published four research journals with the help of organizations like Sakha Sahitya Sabha, Nitaipukhuri, Asom Lekhika Santha, Nitaipukhuri.

i) Student Placement

j) Twinning programmes

k) **Introduction of new courses:** The college has tied up with IIT, Bombay and has started an online computer development course for the students, teaching faculty and non teaching staff under the **Spoken Tutorial Project, IIT Bombay, funded by National Mission on Education through ICT, MHRD, Govt. of India.**

l) Student exchange

m) Any other

3.7.6 Detail on the systemic efforts of the institution in planning, establishing and implementing the initiatives of the linkages/ collaborations. Any other relevant information regarding Research, Consultancy and Extension which the college would like to include.

The college organizes various programmes like Swach Bharat Mission, celebration of birth anniversaries, memorial lectures and in organizing these events and also at the time of carrying out extension activities help of local organizations is always sought and received.

## CRITERION IV: INFRASTRUCTURE AND LEARNING RESOURCES

### 4.1 Physical Facilities

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

The institution has received grants from the UGC and the State Government to develop its infrastructure.

The following grants have been received to develop and create new infrastructure and renovate the old.

Year	Type of grant	For the purpose	Infrastructure created	Infrastructure renovated	Total cost Rs.
2010-11	Rs. 30,00000 UGC	Construction of Womens' Hostel	Womens' Hostel		30,00000/
2011-12	1.Rs.24,00000/UG CIX Plan 2.Rs. 5,00000/ do 3.Rs.13,39,700/ do 4.Rs.6,25,000/ do 5.Rs.4,00000 / State Govt.	1.Construction of Womens' Hostel 2.Merged Scheme 3. Merged scheme 4.Merged Scheme 5. for excursion, to organize youth festival, publication of magazine, sports.	Digital class room & Duplicator machine, purchase of Computer	Renovation of class room	24,00000/ 5,00000/ 13,39,000/ 6,25,000/ 4,00000/
2012-13	1.Rs. 2,00000/ UGCXII plan 2.Rs. 2,12,000/UGC XII 3.Rs. 1,50,000/UGCXII	Remedial Classes Seminar Infrastructure development			2,00000/ 2,00000/ 1,50,000/ 100,000/ 4,90,000/

	4.Rs. 100000/UGCXII 5.Rs. 4,90,000/ State Govt.				
2013-14	1.Rs. 3,00000/UGCXII 2.Rs. 2,12,000/UGCXII 3. 99,55,000/State Govt. 4.Rs. 2,55,000/ UGCXII	IQAC GDA MRP	Books & journals Infrastrure Developmen t		100000/ 2,12,000/ Under constructi on
2014-15	1. Rs. 18 Lakhs UGC GDA 2. Rs. 99,50,000 (State Govt.)	General Developmen t Infrastructur e Developmen t	New Administrati ve Block	Renovation of building and class room	Generator, Furniture, electrical equipment, purchased,

#### 4.1.2 Detail the facilities available for

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

- i. Four class rooms converted into digital class rooms.
- ii. A language lab constructed.
- iii. A new Girls' Hostel with capacity to accommodate 60 (sixty) boarders constructed.
- iv. Class rooms renovated.
- v. A new Administrative Block constructed.
- vi. Car parking facility created.
- vii. A reading room for students and teachers constructed.
- viii. Seminar Hall digitalized.
- ix. New computer terminals with internet connections made accessible to students and teachers.
- x. Buildings renovated.
- xi. Library connected to INFLIBNET and Nlist.
- xii. New books and journals added to library subscriptions.
- xiii. New computers purchased
- xiv. Remedial classes engaged.
- xv. New auditorium constructed.

- b) Extra –curricular activities – sports, outdoor and indoor games, gymnasium, auditorium, NSS, NCC, cultural activities, Public speaking, communication skills development, yoga, health and hygiene etc.
- i. Students sent to participate in the inter-college cultural competitions organized by the University.
  - ii. College football team participated in the Inter-college Football Tournament organized under Dibrugarh University
  - iii. Students of the college participated in the Inter-College Volleyball Tournament organized by Dibrugarh University.
  - iv. Communication Skill taught to develop communication.

**Health and hygiene:** Periodic visits of the doctor from the local Health Centre, other free health camps held organized by the State Health department periodically.

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

The class rooms of the college are utilized optimally throughout the year for imparting education and also for conducting examinations. All other infrastructure too are utilized to the maximum.

Refer to the table on expenditures on maintenance of infrastructure in page No. 79

#### MASTER PLAN OF THE COLLEGE **Annexure-X**

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

At present there are no students with physical disabilities.

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

- Hostel Facility – Accommodation available: 60 seater new Girl’s Hostel
- Recreational facilities, gymnasium, yoga center, etc.: Students’ common Room with indoor game facility.

- Computer facility including access to internet in hostel: Digital classroom/Language lab
- Facilities for medical emergencies
- Library facility in the hostels
- Internet and Wi-Fi facility
- Recreational facility-common room with audio-visual Equipments
- Available residential facility for the staff and occupancy Constant supply of safe drinking water
- Security

Newly constructed Girls' Hostel with the capacity to accommodate 60 (sixty) boarders.

Play ground in front of the college where students play volleyball, badminton (boys and girls), Boys' common room, Girls' common room.

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

A rural Health centre is nearby (5 Kms) and doctor can be called at any time. During examinations doctors of the health centre do pay visits to the college. In an emergency the patient can be taken to the hospital or a doctor can be called to the college. In serious case the patient can be moved to the Demow Civil Hospital which is 10 kms away and even in more serious cases the patient can be moved the Dibrugarh Medical Colleg 50 kms away.

The college has 49 nos of computers. There is a computer course (optional) for degree students. There are computers with internet connection made available for the students.

The college has started an online computer skill development programme since August 2015 in collaboration with IIT, Bombay. The first batch of 36 students has successfully completed the course. The second batch will be started from January 2016.

Library with reading room, INFLIBNET and Nlist facility accessible to students. Internet connected Language Lab for students.

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

**IQAC** functions from an independent room. But for Women's Cell, Counseling and Career Guidance Cell do not have independent spaces as office. However, the offices of these Cells operate from the common room of the concerned Prof. in Charge.

**Canteen:** There is a college canteen inside the college campus. The building is constructed by the college and it is leased out to a private party for the purpose of canteen and the lease is renewed every year to the highest bidder.

**Common Room for teachers:** There are three different common rooms for the six departments. One common room is shared by two departments.

**Common room for the students:** There are two separate common rooms for boys and girls with the facility of recreation for both sections. The common rooms have equipments for indoor games like chess, carom board etc.

**Volleyball/Badminton Court:** There is a volleyball court for the students to play in their leisure time. For the girl students there is a badminton court inside the college campus.

**Auditorium:** There is a newly constructed auditorium with a capacity of accommodating about one thousand spectators within the college campus.

**Provision for safe drinking water:** The water supply of the college is filtered through a traditional method of using fine river sand. The filtered water is again filtered through domestic water filters before it is supplied to the students and teachers. Each department is provided with a water filter for safe drinking water. For the students there are tap points of filtered water.

**Reading room:** A spacious reading room is provided to the students as well as teachers of the college inside the library section. The reading room is equipped to accommodate 50 readers at a time.

**Newspaper and journal section:** Taking into consideration the importance of being informed of the happenings around the college has provided its students and teachers a newspaper and journal section within the library building. There are newspaper stands and 9 Assamese and English language newspapers are subscribed everyday for the library. The library subscribes 18 periodicals of Assamese and English language.

## 4.2 Library as a Learning Resource

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

Advisor: Principal

Convener: Mrs. Gitali Saikia

Members:

Tinku Pegu, Librarian

Sibananda Sarmah

4.2.2 Provide details of the following:

- Total area of the library (in Sq. Mts.): 2500 sq. mtrs
- Total seating capacity: 50 (fifty)
- Working hours (on working days, on holidays, before examination days, during examination days, during vacation):
- On working days from 9 A.M. to 4 P.M.
- Before examination days: 8.30 A.M. to 4.30 P.M.

Layout of the library (individual reading carrels, lounge area for browsing and relaxed reading, IT zone for accessing e-resources)

### LAY OUT OF THE LIBRARY Annexure-

4.2.3 How does the library ensure purchase and use of current titles, print and e-journals and other reading materials? Specify the amount spent on procuring new books, journals and e-resources during the last four years.

Library holdings	Year -1 2011-2012		Year – 2 2012-2013		Year – 3 2013-14		Year – 4 2014-15	
	Number	Total Cost	Number	Total Cost	Number	Total Cost	Number	Total Cost
Text books	4616	539928	5718	726281	6733	899271	6733	899271
Reference Books	282	107682	379	148783	584	211136	584	211136

Journals/ Periodicals	15	14640	15	20285	18	26780	18	26780
e- resources	00	00			NL ist subscrip tion			
Any other Newspap ers	08	17670	08	18600	09	20400	09	20400

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

\* OPAC

\* Electronic Resource Management package for e-journals

\* Federated searching tools to search articles in multiple databases

\* Library Website

In-house/remote access to e-publications

\* Library automation

\* Total number of computers for public access:

\* Total numbers of printers for public access: 15

\* Internet band width/ speed 2mbps 10 mbps 1 gb (GB): **2 mbps**

\* Institutional Repository

\* Content management system for e-learning

\* Participation in Resource sharing networks/consortia (like Inflibnet): Nlist subscription.

4.2.5 Provide details on the following items:

\* Average number of walk-ins per day: **120**

\* Average number of books issued/returned: **70**

\* Ratio of library books to students enrolled:  $5000/300=16.66$

\* Average number of books added during last three years: **687 per year**

- \* Average number of login to opac (OPAC)
- \* Average number of login to e-resources
- \* Average number of e-resources downloaded/printed
- \* Number of information literacy trainings organized
- \* Details of “weeding out” of books and other materials

#### 4.2.6 Give details of the specialized services provided by the library

- \* Manuscripts
- \* Reference
- \* Reprography: **Available**
- \* ILL (Inter Library Loan Service)
- \* Information deployment and notification (Information Deployment and Notification)
- \* Download: **YES**
- \* Printing
- \* Reading list/ Bibliography compilation
- \* In-house/remote access to e-resources
- \* User Orientation and awareness: YES
- \* Assistance in searching Databases
- \* INFLIBNET/IUC facilities: **Available**

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

Library is managed by a Library Assistant and a library bearer apart from the librarian who is head of the facility. The library staff educates students as to how to use the library and also help them in locating books they search for.

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

At present there are no visually or physically challenged student in the college.

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

So far the college does not have any such feedback system on the functioning of the library. However, there are proposals for introducing such a system in near future.

### 4.3 IT Infrastructure

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

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

Total number of computers in the college: 49

- Computer-student ratio: **5.63**
- Stand alone facility
- LAN facility
- Wifi facility: **Available**
- Licensed software: **SOUL Installed in library**
- Number of nodes/ computers with Internet facility: ) **14 (Fourteen)**
- Any other

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

Each department has been provided with a computer. Administrative Office is fully computerized. Students can access internet in the Language lab. Library is connected with INFLIBNET/Nlist and students can access to it.

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

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

Details of amount spent in last four years on maintenance of computers.

Year	Spent on maintenance of computers(Rs)
2010-2011	32,200/
2011-2012	2,70,000/
2012-2013	1,50,000/
2013-2014	5,70,000/
2014-2015	25,000/

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

Teaching imparted through digital class rooms by a majority of teachers using the electronic screen and projector and students are encouraged to use internet as a learning resource. Seminars are conducted using power point presentation.

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

There are four fully equipped digital class rooms and a conference hall. Teachers use these technologies extensively and the students too access onternet from the terminals provided to them in the library. Thus the teacher plays the role of a facilitator in the process of teaching-learning.

4.3.7. Does the Institution avail of the National Knowledge Network connectivity directly or through the affiliating university? If so, what are the services availed of? NO

#### **4.4 Maintenance of Campus Facilities**

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

	Year 2011-12)	Head	Amount Spent (Rs.)
a.		Building	50,000/
b.		Furniture	20,000/
c.		Equippment	15,000/
d.		Computers	25,000/
e.		Vehicles	Not Applicable
f.		Any other	20,000/

	Year (2012-13)	Head	Amount Spent (Rs.)
a.		Building	60,000/
b.		Furniture	40,000/
c.		Equipment	30,000/
d.		Computers	49,000/
e.		Vehicles	Not Applicable
f.		Any other	25,000/

	Year (2013-14)	Head	Amount Spent (Rs.)
a.		Building	50,000/
b.		Furniture	30,000/
c.		Equipment	10,000/
d.		Computers	40,000/
e.		Vehicles	Not Applicable
f.		Any other	25,000/

	Year (2014-15)	Head	Amount Spent (Rs.)
a.		Building	6,00,000/
b.		Furniture	25,000/
c.		Equipment	15,000/
d.		Computers	25,000/
e.		Vehicles	Not Applicable
f.		Any other	20,000/

4.4.2. What are the institutional mechanism for maintenance and upkeep of the infrastructure, facilities and equipments of the college?

Periodic maintenance of infrastructure and maintenance is carried out regularly to keep them functional.

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

The institution carries out calibration and other precision as per manufacturer's instructions.

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

Extensive use of voltage stabilizers and use of generators during power cuts. Periodic maintenance is carried out of all the electrical and electronic equipments.

Any other relevant information regarding Infrastructure and Learning Resources which the college would like to include.

## **CRITERION V: STUDENT SUPPORT AND PROGRESSION**

### **5.1 Student Mentoring and Support**

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

Prospectus of the college is published at the beginning of every academic session and it carries all the necessary and relevant information about the institution. The information given in the prospectus is observed and implemented in letter and spirit.

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

The state govt. provides an annual scholarship to BPL students which disbursed to them as and when the grant is received.

In the session 2011-12 we have received a grant from the UGC to be disbursed among the economically weaker section students off the college. That has been disbursed.

Some faculty members of the college do adopt a few poor yet meritorious students and support them financially and with books so that they can pursue their studies without much hindrance.

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

The state government provides an annual stipend to SC/ST/OBC students and about thirty 60% (sixty percent)

#### 5.1.4 What are the specific support services/facilities available for

- Students from SC/ST, OBC and economically weaker Sections State Government provided scholarship disbursed.
- **Students with physical disabilities:**  
At present there is no student with physical disability in our institution.
- **Overseas students:**  
There are no overseas students in our institution.
- Students to participate in various competitions/National and International:
- **Medical assistance to students:** Periodic health camps and emergency medical facility from the nearby Primary Health Centre (3 kms away)
- **Organizing coaching classes for competitive exams:**  
TET coaching class held in the college from 8<sup>th</sup> November 2011 to 13<sup>th</sup> November 2011.
- **Skill development** (spoken English, computer literacy, etc.): Multimedia and Web Designing (MLWT) and Communication Skill taught as optional subjects in the college in Semester level.  
Spoken Tutorial Online Computer Skill Development Course in collaboration with IIT Bombay provided to students of the college.
- **Support for “slow learners”:**  
Regular Remedial and tutorials Classes held for slow learners.
- **Exposures of students to other institution of higher learning/ corporate/business house etc.:**  
Selected students of the college taken to the Dibrugarh University under the supervision of teachers to participate in various competitions and also to other institutions to participate in various cultural and extracurricular competitions.
- **Publication of student magazines:**  
Annual College Magazine *Hemhaar* published regularly which provides a platform to the students to show their creative talent.  
Each department publishes respective Wall Magazines in which students regularly contribute.

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

Career Counseling held regularly. Although they are not taught in any particular trade or craft in the college itself, they are encouraged take up entrepreneurship as a career.

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

The college conducts the annual event of “College Week” which is a function of cultural, literary, athletics and games competition exclusively meant for the students of the institution. Students are encouraged to participate in those competitions. Better performers of those competitions are sent to participate in university conducted inter-college cultural, literary, athletics and games competition.

\* Additional academic support, flexibility in examinations:

Book Bank facility is provided to poor and students belonging to economically weaker sections of the society. Some teachers have academically adopted meritorious but poor students by providing them financial help and books and other study materials as well.

\* special dietary requirements, sports uniform and materials:

The college provides the jerseys (college uniform) to football players who represent the college in inter-college football tournament.

\* any other

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

At present there is no such guidance provided to the students from the institution.

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

Career counseling is provided to the students so that they can choose a right career.

### **Activities of the Career Counselling Cell**

- a. A Career Counseling Session was held on 28<sup>th</sup> May 2011 in which the students were provided with necessary career related information and students who had passes with I Division in H.S. II year examination were felicitated.
- b. Organized a free TET coaching camp in the college premises from 8<sup>th</sup> to 13<sup>th</sup> August 2011 for the eligible students of this area.

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

The institution does have a Career Counseling Cell to guide the students regarding choosing a right career. However, we do not have any placement cell at present.

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

There is a Grievances Redressal Cell and the Cell is a proactive one which prevents any ragging related events from taking place.

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

The students of the institution are a very gentle bunch and usually sexual harassment cases do not occur. Moreover culturally too sexual harassment is unacceptable here. No such case of sexual harassment has been reported so far in our college.

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

There is an anti-Ragging squad which actively involve itself in measures to stop ragging within the campus.

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

Some of the welfare schemes made available to the students are:

1. Stipend from State Government.
2. Fees waiver for poor but meritorious students.

3. Book-bank facility for students belonging to economically weaker section students.
4. Selected meritorious students are adopted by some members of the faculty and their expenses of study are borne by them.
5. A stipend received from UGC for poor student has been disbursed among BPL students in 2012.

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

Yes the institution has an Alumni Association.

## 5.2 Student Progression

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

<b>Student progression</b>	2014-15	%
UG to PG	2.5%	
PG to M.Phil.		
PG to Ph.D.		
Employed <input type="checkbox"/> <input type="checkbox"/> Campus selection <input type="checkbox"/> <input type="checkbox"/> Other than campus recruitment		

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

\*In July 2012 semester system in Undergraduate courses has been introduced. Hence the results of 2010 and 2011 are that of TDC Part – III Final Examination. Overall result sheet of the college of the last four years:

Year	Class	Total appeared	Total Passed	Pass percentage	Highest percentage	
2010	TDC-III	92	92	100	57.4	
2011	TDC-III	53		81.13	59.8	
2012	BA I Sem	132		5.30	58	
2012	BAII Sem	76		10.52	79	
2013	BA-III Sem	54		42.59	66	
2013	BA-IVSem	40		82.5	70.5	
2014	BA-VSem	38		78.93	57.6	
2014	BA-VISem	38		73.69	61.2	

#### DEPARTMENT WISE RESULT OF THE LAST FOUR YEARS

Department	No. of students admitted	Total passed	Highest % of marks secured	Progressed to PG
<b>ASSAMESE (Major)</b>				
2010-11				
2011-12	12	08	66.22%	01
2012-13	18	17	67%	00
2013-14	49			
2014-15	36			

Department	No. of students	Total passed	Highest % of	Progressed to PG
<b>ECONOMICS(MAJOR)</b>				

	admitted		marks secured	
2010-11	10	0	47	0
2011-12	08	02	46	0
2012-13	07	02	51	
2013-14	04			
2014-15				

Department	No. of students admitted	Total passed	Highest % of marks secured	Progressed to PG
<b>ENGLISH (MAJOR)</b>				
2010-11	01	01	42	
2011-12	01	01	48	01
2012-13	02	02	47	01
2013-14	04			
2014-15	01			

Department	No. of students admitted	Total passed	Highest % of marks secured	Progressed to PG
<b>HISTORY (MAJOR)</b>				
2010-11	03	03	47	01
2011-12	03	03	52	
2012-13	01	01	56	
2013-14	03			

Department	No. of students admitted	Total passed	Highest % of marks secured	Progressed to PG
<b>EDUCATION (MAJOR)</b>				
2010-11 (TDC)	08	08	57	
2011-12	01	01	56	1
2012-13	04	04	62	1
2013-14	05			
2014-15				

Department	No. of students admitted	Total passed	Highest % of marks secured	Progressed to PG
<b>POLITICAL SCIENCE (MAJOR)</b>				
2010-11	10	06	48	
2011-12	07	07	50	
2012-13	12	05	55	
2013-14	05			
2014-15				

Comparison of student performance with Demow College, Demow in the district of Sivasagar.

Result of Demow College	Pass percentage		Result of HCDG College, Nitaipukhuri	
	Core	Major	Pass Percentage	
			Core	Major
2009-10	95.25	80	97.91	91.66
2010-11	77.66	68.57	100	100
2011-12	33.33	74.36	82.85	77.77
2012-13	41.36	75	93.93	100
2013-14	89	90.47	50	86.66

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

The students take admission in higher level of education (e.g. to PG on the basis of their performance in graduation) on the basis of their marks secured in the final year examination. At present the college does not have any role to play in the matter of employment of the student.

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

Personalized academic care and regular Remedial Classes.

## 5.3 Student Participation and Activities

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

The college organizes the annual Sports Week every year during the month December/January. Students are provided a platform to compete in sports and games and exhibit their talent. The students who perform well in these competitions are selected to participate in Inter-college meet conducted by the university.

### DETAILS OF STUDENT PARTICIPATION IN VARIOUS COMPETITONS

- I. College football team participated in Inter-college Football Tournament conducted by Dibrugarh University. (Boys)
- II. Participated in Inter-college Volleyball Tournament conducted by Dibrugarh University in 2015. (Boys/Girls)
- III. Participated in Youth Festival conducted by Dibrugarh University.
- IV. Participated in Quiz Competiton conducted by Assam Police at Jorhat in 2012.
- V. Participated in Quiz competition conducted Sivsagar College , Sivasagar.
- VI. Participated in State level Quiz Competiton held at Abhaypur in 2011.
- VII. Participated in Athletic meet organized by Dibrugarh University in 2014.
- VIII. Participated in panel discussion on (Problem prospect and possibility of Tourism in Sivasagar District in 2015.
- IX. Participated in an interactive session with persons of eminence at Sivasagar in 2015.

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

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

Outgoing students are told to give a feedback on teachers performance and the feedback is given to the concerned teachers.

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

There are departmental Wall Magazines published every year by the students. There is a College Magazine published annually titled *Hemhaar* having both the sections of Assamese as well as English.

List of publications by students.

Student Union publishes an annual College Magazine (*Hemhar*)

Wall Magazine of the Department of Economics.

Wall Magazine of the Department of English.

Wall Magazine of the Department of Assamese.

Wall Magazine of the department of Political Science.

Wall Magazine of the Department of Education.

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

There is a Students' Union in the college which is an elected body of the students. This Union organizes the College Sports Week, literary completions, extra-curricular activities of the students and such other things. The tenure of this Union is one year or one session.

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

IQAC has one student representative. The General Secretary of the Students' Union is nominated as the representative of students in the IQAC.

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

There is an Alumni Association and the annual meetings of the association are held in the college. However, the association has not been able to contribute anything materially to the college.

Any other relevant information regarding Student Support and Progression which the college would like to include.

The percentage of students progressing to higher level of studies is very nominal for the reason that they get all sort of academic and sometimes financial support so long they study in the college. They expect the same level of support while pursuing their higher education, that is, Post Graduation at the University which is hard to get. Most of the students look for jobs especially in defence forces or in private sector in metropolis rather than continuing studies because of economic reasons.

## **CRITERION VI: GOVERNANCE, LEADERSHIP AND MANAGEMENT**

### **6.1 Institutional Vision and Leadership**

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

The stated mission of the institution is to provide an opportunity of higher education to the students of this rural and backward region. With this mission the institution has been serving the people of this locality so that more and more people from this area get the opportunity of higher education and succeed in life.

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

The principal and the faculty work to realize this mission of the college that the students studying in this institution get quality education at par with any urban institution.

6.1.3 What is the involvement of the leadership in ensuring:

- the policy statements and action plans for fulfillment of the stated mission.

The Governing Body, the nodal administrative council, of the college supervises the smooth functioning of the administration and academic well being of the college.

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

The management along with the principal implement the policy decisions of IQAC and Governing Body.

- Interaction with stakeholders

The management from time to time interacts with parents, alumni, and students through the Union body of students.

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

All the decisions regarding policy and planning taken collectively after a lot of deliberation in the Governing Body which a committee consisting of the representative of all stakeholders. The decisions implemented are always need based.

- Reinforcing the culture of excellence

The institution has been striving to attain a culture of excellence.

- Champion organizational change

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

The IQAC decisions are implemented keeping in view the institutional needs and for the improvement of academic atmosphere of the college.

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

The Vice-Principal and the respective Heads of Department lead the academic aspect of the college and are given full support by the management so that they can work in a free and fair atmosphere.

6.1.6 How does the college groom leadership at various levels?

By giving free hand to the Heads of Department to run their respective Departments .

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

Departments are delegated authority to conduct their departmental tests , seminars, and group discussions on their own.

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

No

## **6.2 Strategy Development and Deployment**

6.2.1 Does the Institution have a formally stated quality policy? How is it developed, driven, deployed and reviewed?

IQAC from time to time reviews the overall academic performance of the students and the teachers follow suit as there is a feedback system on teachers by the students.

6.2.2 Does the Institute have a perspective plan for development? If so, give the aspects considered for inclusion in the plan.

6.2.3 Describe the internal organizational structure and decision making processes.

The nodal administrative body of the college is the Governing Body or the Management Committee. The President and the members of the said committee are nominated by the state government through the approval of the Directorate of

Higher Education. The Management Committee consists of the members from all the stakeholders and it acts as the nodal administrative body of the college with the Principal acting as its Secretary who is responsible for the day to day functioning of the institution and is accountable to the Management Committee. All the decisions regarding the implementation of developmental plans are taken by this body.

6.2.4 Give a broad description of the quality improvement strategies of the institution for each of the following

- Teaching & Learning: Maintenance of Lesson Plan and submission of Course Completion Certificate ensures effective curriculum transaction.
- Research & Development: by encouraging teachers to go for research a research culture has been developed in the college.

There are six (6) faculty members with Ph.D. Degrees and three with M.Phil. and two with M.Phil. and Ph.D. both. At present four (4) teachers are pursuing their Ph. D degrees with Dibrugarh University in History, English and Economics.

- Community engagement: Womens' Cell, Extension Cell and NSS engage in community service. Please refer to the activities of these Cells mentioned in **Page No-**

- Human resource management
- Industry interaction

6.2.5 How does the Head of the institution ensure that adequate information (from feedback and personal contacts etc.) is available for the top management and the stakeholders, to review the activities of the institution?

In the Governing Body meeting the Principal intimates the meeting about the activities of the institution for its review.

6.2.6 How does the management encourage and support involvement of the staff in improving the effectiveness and efficiency of the institutional processes?

The management supervises the overall functioning of the institution.

6.2.7 Enumerate the resolutions made by the Management Council in the last year and the status of implementation of such resolutions.

The academic aspect of the institution comes directly under the Directorate of Higher Education of the government of Assam. The instructions of the Directorate comes from time to time and are implemented. For example in last November 2015, the Directorate wanted the actual workload of each faculty member to be intimated to its office. It was complies with. The decision of installing bio-matric

attendance machine was also the decision of the Directorate which is implemented by all colleges of Assam.

6.2.8 Does the affiliating university make a provision for according the status of autonomy to an affiliated institution? If 'yes', what are the efforts made by the institution in obtaining autonomy?

Yes. But the institution has never put any effort in this regard.

6.2.9 How does the Institution ensure that grievances / complaints are promptly attended to and resolved effectively? Is there a mechanism to analyse the nature of grievances for promoting better stakeholder relationship?

There is a Grievances Redressal Cell which attends to the complaints of students promptly.

6.2.10 During the last four years, had there been any instances of court cases filed by and against the institute? Provide details on the issues and decisions of the courts on these?

No such court case has been lodged against the institution till the date.

6.2.11 Does the Institution have a mechanism for analyzing student feedback on institutional performance? If 'yes', what was the outcome and response of the institution to such an effort?

There is system of student feedback on teacher's performance. A sample feedback form has been attached herewith in **Annexure-**

### **6.3 Faculty Empowerment Strategies**

6.3.1 What are the efforts made by the institution to enhance the professional development of its teaching and non teaching staff?

Teaching staff undergoes Refresher Course/Orientation Course to enhance their professional development. Some of the teachers go for their research work for professional development.

6.3.2 What are the strategies adopted by the institution for faculty empowerment through training, retraining and motivating the employees for the roles and responsibility they perform?

Each teacher is assigned a particular responsibility in the management of the institution apart from teaching, such as they are assigned Student Union in charge

responsibility, made to accompany the teams of students going to participate competitions, and similarly non-teaching staff is also made aware of their responsibility in the administrative set up.

6.3.3 Provide details on the performance appraisal system of the staff to evaluate and ensure that information on multiple activities is appropriately captured and considered for better appraisal.

The IQAC maintains an academic record of the members of the teaching staff and their multiple activities are recorded in their appraisal report.

6.3.4 What is the outcome of the review of the performance appraisal reports by the management and the major decisions taken? How are they communicated to the appropriate stakeholders?

6.3.5 What are the welfare schemes available for teaching and non teaching staff? What percentage of staff have availed the benefit of such schemes in the last four years?

There is a Thrift Society which functions like a Self Help Group. A member of teaching or non-teaching staff can avail an advance up to 80% of his/her deposit at the time of need at a very low rate of interest (3%)

6.3.6 What are the measures taken by the Institution for attracting and retaining eminent faculty?

College cannot retain any eminent faculty as there is no system of retaining any faculty. At the superannuation age of 60 the faculty must leave.

## **6.4 Financial Management and Resource Mobilization**

6.4.1 What is the institutional mechanism to monitor effective and efficient use of available financial resources?

There is government audit of the financial transactions.

There are different committees to supervise expenditure like Construction Committee to look after constructions and approve expenditures; there is purchase committee to look after new acquisitions and so on and so forth.

6.4.2 What are the institutional mechanisms for internal and external audit? When was the last audit done and what are the major audit objections? Provide the details on compliance.

There is the internal audit appointed by the governing body and the external audit of the state government. The college also appoints a Charter Accountant to go through the utilization of the grants.

6.4.3 What are the major sources of institutional receipts/funding and how is the deficit managed? Provide audited income and expenditure statement of academic and administrative activities of the previous four years and the reserve fund/corpus available with Institutions, if any.

The funding sources of the college are the state government—salary of teaching and non teaching staff, and the UGC for other like infrastructure.

6.4.4 Give details on the efforts made by the institution in securing additional funding and the utilization of the same (if any).

## **6.5 Internal Quality Assurance System (IQAS)**

### **6.5.1 Internal Quality Assurance Cell (IQAC)**

- a. Has the institution established an Internal Quality Assurance Cell (IQAC)? If 'yes', what is the institutional policy with regard to quality assurance and how has it contributed in institutionalizing the quality assurance processes?

The institution does have an IQAC which meets quarterly in every academic session and deliberates on issues of improving the academic atmosphere of the college. It supervises the every minor issue with regard to the academic atmosphere of the college beginning from preparing the daily routine to the schedule of sessional tests.

- b. How many decisions of the IQAC have been approved by the management / authorities for implementation and how many of them were actually implemented?

The minutes of the IQAC are always approved by the authorities and all the decisions are implemented.

- c. Does the IQAC have external members on its committee? If so, mention any significant contribution made by them.

There are two external member in the IQAC who suggest proposals for the improvement of academic atmosphere in the institution from time to time.

- d. How do students and alumni contribute to the effective functioning of the IQAC?

There are two representatives one each from student and alumni and participate in the proceedings of the IQAC.

- e. How does the IQAC communicate and engage staff from different constituents of the institution?

The decisions of the IQAC are conveyed to the respective Heads of the department for effective implementation.

6.5.2 Does the institution have an integrated framework for Quality assurance of the academic and administrative activities? If 'yes', give details on its operationalisation.

The college does not have any such system of quality assurance of academic and administrative activities.

6.5.3 Does the institution provide training to its staff for effective implementation of the Quality assurance procedures? If 'yes', give details enumerating its impact.

No, the college does not provide any such training to its members staff.

6.5.4 Does the institution undertake Academic Audit or other external review of the academic provisions? If 'yes', how are the outcomes used to improve the institutional activities?

No

6.5.5 How are the internal quality assurance mechanisms aligned with the requirements of the relevant external quality assurance agencies/regulatory authorities?

The external quality assurance agencies for the college are the affiliating university and the Directorate of Higher Education, Government of Assam. The college aligns with these two external quality assurance agencies by complying with all their instructions and guidelines.

6.5.6 What institutional mechanisms are in place to continuously review the teaching learning process? Give details of its structure, methodologies of operations and outcome?

The IQAC is one institutional mechanism that monitors the teaching learning process of the college. IQAC is formed as per the guidelines of the UGC and functions accordingly.

6.5.7 How does the institution communicate its quality assurance policies, mechanisms and outcomes to the various internal and external stakeholders?  
The prospectus and the website of the college do inform of these quality assurance policies to the stake holders—external and internal.

Any other relevant information regarding Governance Leadership and Management which the college would like to include.

## **CRITERIA VII: INNOVATIONS AND BEST PRACTICES**

### **7.1 Environment Consciousness**

7.1.1 Does the Institute conduct a Green Audit of its campus and facilities? NO

7.1.2 What are the initiatives taken by the college to make the campus eco friendly?

- \* Energy conservation
- \* Use of renewable energy
- \* Water harvesting: Not required as Assam falls under the tropical regions with excessive rainfall.
- \* Check dam construction
- \* Efforts for Carbon neutrality
- \* **Plantation:** On every World Environment Day (5<sup>th</sup> June) the college organizes a sapling plantation programme with the help of students and teaching and non-teaching staff.
- \* Hazardous waste management
- \* e-waste management

### **7.2 Innovations**

7.2.1 Give details of innovations introduced during the last four years which have created a positive impact on the functioning of the college.

Year	Innovative practice	Impact
2011-12	Career Counseling. Maintaining of Lesson Plan and course completion certificate.	Students aware of the various career options available to them. Proper and systematic curriculum transaction.
2012-13	Monitoring of internal examinations for continuous comprehensive evaluation.	Better performance of the students in the end semester examination.

2013-14	Career counseling/ Motivational lecture on mind power	Making students aware of their own potentiality to face life.
2014-15	Add on course like the online computer skill development course in collaboration with IIT Bombay.	Students passing out with an additional job oriented certificate along with the traditional course they have pursued.

### 7.3 Best Practices

7.3.1 Elaborate on any two best practices **in the given format at page no. 98**, which have contributed to the achievement of the Institutional Objectives and/or contributed to the Quality improvement of the core activities of the college.

#### 4.Format for Presentation of Best Practice

##### 1. Title of the Practice

(The title should capture the keywords that describe the Practice.)

##### **Academic Improvement**

The college because of its location in a very remote area and for its avowed objective of providing an opportunity of higher education to the aspiring students of this rural and remote area, admits mostly students from academically disadvantaged community of the society. Since majority of students come to the institution are academically very weak, they need personalized care and attention. So the teachers have to be extra careful while dealing with such students. Therefore **Remedial Classes** are continued and in these classes students are virtually re-taught and the syllabus is thoroughly revised which greatly helps slow learners among the students. Therefore regular engagement of Remedial classes have enormously helped the students of this college.

Conduct of **Mock Tests** just before the commencement of the End-Semester examination helps the students to a great extent in getting a feel of the examination. This enhances their sense of confidence and makes them less nervous to face the examination.

Introduction of job oriented course like the Spoken Tutorial online computer skill development course helps students to make themselves employable in the present market context. The course materials are in their own language of choice and can be downloaded from the official website of the IIT, Bombay. This course does not need a regular teacher yet the student gets all the help online. After passing an online test he/she obtains a certificate of proficiency.

## 2. Goal

As a result of the Remedial Classes the mediocre students improve their academic performance to a reasonable level and manage to pass out and complete the programme. In the absence of the Remedial Classes the result and drop out rate of the college would have been even worse. The result can be seen that the drop out rate of 37.17 in 2014-15 is much lower than the previous year which was 57.34.

The Mock-Test helps students to prepare themselves in a proper manner for the End-Semester examination.

The add on course of computer skill development has created a huge response from the students in the college because they get an opportunity to associate with a renowned organization like IIT, Bombay which provides the certificates.

## 4. The Context

Describe any particular contextual features or challenging issues that have had to be addressed in designing and implementing the Practice in about 150 words.

Almost 80 to 85 percent of students the college receives as learners every year are found to be either slow learners or belonging to academically disadvantaged sections of the society. There are also students who happen to hail from BPL (Below Poverty Line) families. These students are found to be irregular in classes and sometimes prefer to do other things like working somewhere for some money rather than attending classes. When they perform poorly in the End-Semester, they tend to lose interest in studies and drop out from the programme. This has become a regular feature in the growing dropout rate of the college. As a solution to this challenge of mid way dropout and improve the academic performance of the slow learners and mediocre students the practice of Remedial Classes was taken up.

## 4. The Practice

Describe the Practice and its implementation in about 400 words. Include anything about this practice that may be unique in the Indian higher education. Please also identify constraints or limitations, if any.

It is acknowledged by all the constituents of the institution that howsoever developed the infrastructure of an institution may be it is the academic performance of the students on which the reputation of the institution rests. Academic atmosphere is considered the most significant aspect for the reputation of an institution. Taking this vital factor into consideration the authorities thought of introducing the practice of Remedial Classes. In the academic session of 2012-13 (the first academic session of the introduction of the Semester system in undergraduate courses) the authorities were shocked to see the abysmally low percentage of result of the First Semester. It was only 5.30%. Shockingly low. That very session the IQAC of the college decided to start some extra means of teaching to those students who failed in most of the papers.

The routine for the Remedial Classes were prepared in such a way that it was done after the completion of the regular classes. Teachers engaged their classes putting more hours in the college.

Again just before the beginning of the End-Semester examination the Departments conduct a Mock Test which give the students an opportunity to test their preparation in an examination like situation. The Remedial Classes helped students to improve their academic performance and it was clearly visible in the subsequent results. The End-Semester results improved to 73.69% in 2013-14 academic session.

The successful implementation of the Remedial Classes and for this improvement of the result from an abysmal 5.30% to 73.69 could be possible only because of the commitment and sincerity of the students who showed interest in their studies and the teacher who worked sincerely.

### **5. Evidence of Success**

Provide evidence of success such as performance against targets and benchmarks and review results. What do these results indicate? Describe in about 200 words.

While implementing the Remedial Classes the first challenge was to sustain the interest of the students in the concerned programme and motivate them to pursue it with all sincerity. The teachers exhorted them by motivating them to labour a bit hard so that they complete the course. Maintaining a healthy attendance in the class was also a challenge. At the beginning attendance was thin and students were irregular in classes. But when classes continued despite all these odds, attendance improved because students realized that it is not splash in the pan project which will stop midway. When some good students found it useful and started attending Remedial Classes regularly, others followed suit.

The Mock-Test too became an academic attraction as the question pattern set for these tests were patterned after the End-Semester examination and were very helpful.

The online computer course in collaboration with IIT, Bombay was started in August 2015. A total of 36 (thirty six) students took admission and all of them completed the course successfully and received certificates from IIT, Bombay online. The success of the first batch enthused the students so deeply that for the second batch there are substantial number of students who evinced interest in the course which will commence from January 2016.

## **Problems Encountered and Resources Required**

Please identify the problems encountered and resources (Financial, Human and other) required to implement the practice in about 150 words.

Funding was a problem for the Remedial Classes. Before the college received UGC grant to this effect, it was started. It goes to the credit of those teachers who without any extra remuneration engaged Remedial Classes purely on an altruistic manner keeping in mind the welfare of the students. When the college received UGC grants to this effect the programme became more effective and systematic. Mock Test was also not an easy idea to implement as students were not interested to appear in a test just before the end semester examination. Many teachers persuaded them and the evaluation of acripts and pointing out their mistakes encouraged them to accept this method.

When the online computer skill development course was started in the college students were quite skeptical about this. They had to be convinced by the coordinator to take up this course. Accomodating them in the computer lab in batches and managing these students who were totally new to computer was challenge but now they have been familiarized and more and more students are showing interest in this course.

## **7. Notes (Optional)**

Any other information that may be relevant and important to the reader for adopting/ implementing the Best Practice in their institution (about 150 words).

Since the institution is a comparatively smaller one with only one faculty the teacher –student relation is very friendly and all the teachers are easily accessible to the students at all the times in the college. This is rare in the case of bigger colleges where teacher student relation is artificial and hardly intimate. As a result of this close relationship many teachers of the college come forward to help poor students financially and academically.

Smaller class rooms lead to better understanding of the individual student's problem in a better way by the teacher. This has created a very cordial relationship between the teacher and the student in this institution. This is evident in the fact that there has never been a case of any untoward incident involving a teacher and a student in the college campus or outside of it.

### 3. Evaluative Report of the Departments

The Self-evaluation of every department may be provided separately in about 3-4 pages, avoiding the repetition of the data.

1. Name of the department: **ASSAMESE**
2. Year of Establishment: 1965
3. Names of Programmes / Courses offered (UG, PG, M.Phil., Ph.D., Integrated Masters; Integrated Ph.D., etc.) UNDERGRADUATE (Major and Non-Major course)
4. Names of Interdisciplinary courses and the departments/units involved:

Creative Writing

5. Annual/ semester/choice based credit system (programme wise): Semester
6. Participation of the department in the courses offered by other departments:
7. Courses in collaboration with other universities, industries, foreign institutions, etc: NIL
8. Details of courses/programmes discontinued (if any) with reasons: NIL
9. Number of Teaching posts: 05 at present 04 (one post lying vacant)

	Sanctioned	Filled
Professor	0	0
Associate Professor	01	01
Assistant professor	04	03 (1 post lying vacant)

10. Faculty profile with name, qualification, designation, specialization, (D.Sc./D.Litt./Ph.D. / M. Phil. etc.,)

Name	Qualification	Designation	Specialization	No. of years of experience	No. of Ph.D. students guided in the last 4 years
Dr. Diganta Gogoi	M.A. Ph.D.	Associate Professor	Language	22 years	NIL
Dr. Niva Das	M.A. Ph.D.	Assistant Professor	Language	06 years	NIL
Dr. Subrat Jyoti Neog	M.A. Ph.D.	Assistant Professor	Literature	05 years	NIL
Dr. (Mrs.) Rup Lekha Thakuria	M.A. M.Phil. Ph.D	Assistant Professor	Language	04 Years	NIL

11. List of senior visiting faculty: NIL

12. Percentage of lectures delivered and practical classes handled (programme wise) by temporary faculty: 25% lectures handles by a temporary staff appointed on contract basis for two months.

13. Student -Teacher Ratio (programme wise): 1=69

14. Number of academic support staff (Technical) and administrative staff; sanctioned and filled: NIL

15. Qualifications of teaching faculty with DSc/ D.Litt/ Ph.D/ MPhil / PG.:

Name	PG	M.Phil	Ph.D.	D.Litt	DSc.	Remark
Dr. Diganta Gogoi			*			
Dr. Niva Das			*			
Dr. Subratjyoti Neog			*			
Dr. Ruplekha Thakuria Bania		*	*			

Vacant						
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16. Number of faculty with ongoing projects from a) National b) International funding agencies and grants received: One

Dr. Subrat Jyoti Neog: “Language of Bhabendra Nath Saikia’s Novels: An Analytical Study in the Light of Stylistics” . Funded by UGC (National)

17. Departmental projects funded by DST - FIST; UGC, DBT, ICSSR, etc. and total grants received: Rs. 1.50,000/ (UGC time period 2014-17)

18. Research Centre /facility recognized by the University: NO

19. Publications:

\* a) Publication per faculty

Dr. Subrat Neog: Articles in Research Journals:16 Books with ISBN: 01

Dr. Ruplekha Thakuria: 08

\* Number of papers published in peer reviewed journals (national /international) by faculty and students: 24

Number of publications listed in International Database (For Eg: Web of Science, Scopus, Humanities International Complete, Dare Database - International Social Sciences Directory, EBSCO host, etc.) NIL

\* Monographs

\* Chapter in Books

\* Books Edited

\* Books with ISBN/ISSN numbers with details of publishers

\* Citation Index

\* SNIP

\* SJR

\* Impact factor

\* h-index

20. Areas of consultancy and income generated:NIL

21. Faculty as members in

a) National committees b) International Committees c) Editorial Boards. NIL

22. Student projects: NIL

a) Percentage of students who have done in-house projects including inter departmental/programme: NIL

b) Percentage of students placed for projects in organizations outside the institution i.e.in Research laboratories/Industry/other agencies: NIL

23. Awards / Recognitions received by faculty and students: NIL

24. List of eminent academicians and scientists / visitors to the department: Please refer to **page No.68-69** for list visitors to the college.

25. Seminars/ Conferences/Workshops organized & the source of funding

a) National: Organized one National Semibnar, Funded by UGC

b) International

(Use separate sheet and submit a report of the National Seminar conducted by the department)

A UGC sponsored National Seminar was organized by the department of Assamese on “Growth and Development of Tribal Language of North East India” in collaboration with Nitaipukhuri Sakha Sahitya Sabha on 21<sup>st</sup> and 22<sup>nd</sup> of March 2013. Resource Persons who graced the occasions were Dr. Aparna Konwar, Head, Department of Assamese , Dibrugarh University, Dr. Bhima Kanta Baruah, Prof. Deptt. of Assamese Dibrugarh University, and Mayashree Goswami.

26. Student profile programme/course wise:

Name of the Course/programme (refer question no. 4)	Applications received	Selected	Enrolled		Pass percentage
			*M	*F	
MIL (Assamese)	127	127	62	65	
Assamese (Major)	51	51	19	32	
Creative Writing					

## 27. Diversity of Students

<b>Name of the Course</b>	<b>% of students from the same state</b>	<b>% of students from other States</b>	<b>% of students from abroad</b>
Assamese (Major)	100%	0	0
MIL (Assamese)	100%	0	0
Creative writing	100%	0	0

28. How many students have cleared national and state competitive examinations such as NET, SLET, GATE, Civil services, Defense services, etc. ? Not applicable in an undergraduate course.

## 29. Student progression

<b>Student progression</b>	<b>Against % enrolled</b>
UG to PG	
PG to M.Phil.	0
PG to Ph.D.	0
Ph.D. to Post-Doctoral	0
<b>Employed</b> <input type="checkbox"/> <input type="checkbox"/> Campus selection <input type="checkbox"/> <input type="checkbox"/> Other than campus recruitment Entrepreneurship/Self-employment	

## 30. Details of Infrastructural facilities

a) Library: No separate library. The central library of the college is used by the students and faculty.

b) Internet facilities for Staff & Students: One terminal with internet connection.

c) Class rooms with ICT facility: One

d) Laboratories

31. Number of students receiving financial assistance from college, university, government or other agencies

32. Details on student enrichment programmes (special lectures / workshops / seminar) with external experts: NIL

33. Teaching methods adopted to improve student learning: Tutorials, Remedial

34. Participation in Institutional Social Responsibility (ISR) and Extension activities

35. SWOC (Strength/Weakness/Opportunity/Challenges) analysis of the department and Future plans: (Use separate sheet if necessary)

Strength: Teacher quality

Weakness: Intake of academically disadvantaged students.

Opportunity: Student quality can be improved.

Challenges: Needs to be extra conscious about the student quality.

## 1. Department of EDUCATION

The Self-evaluation of every department may be provided separately in about 3-4 pages, avoiding the repetition of the data.

1. Name of the department: EDUCATION
2. Year of Establishment: 1965
3. Names of Programmes / Courses offered (UG, PG, M.Phil., Ph.D., Integrated Masters; Integrated Ph.D., etc.) UNDERGRADUATE (Major and Non-Major course)
4. Names of Interdisciplinary courses and the departments/units involved:

NIL

5. Annual/ semester/choice based credit system (programme wise): Semester

6. Participation of the department in the courses offered by other departments: No

7. Courses in collaboration with other universities, industries, foreign institutions, etc: NIL

8. Details of courses/programmes discontinued (if any) with reasons: NIL

9. Number of Teaching posts: 04 at present 02 (two posts lying vacant)

	Sanctioned	Filled
Professor	0	0
Associate Professor	02	02
Assistant professor	02	(2 posts lying vacant)

10. Faculty profile with name, qualification, designation, specialization, (D.Sc./D.Litt./Ph.D. / M. Phil. etc.,)

Name	Qualification	Designation	Specialization	No. of years of experience	No. of Ph.D. students guided in the last 4 years
Mrs. Dipali Gogoi	M.A.	Associate Professor	Mental/Hygiene/Child Guidance	28 years	NIL
Mrs. Manashi Gogoi	M.A.	Associate Professor	Educational Measurement & Evaluation	22 years	NIL

11. List of senior visiting faculty: NIL

12. Percentage of lectures delivered and practical classes handled (programme wise) by temporary faculty: 25% lectures handles by a temporary staff appointed on contract basis for two months.

13. Student -Teacher Ratio (programme wise): 1=69

14. Number of academic support staff (Technical) and administrative staff; sanctioned and filled: NIL

15. Qualifications of teaching faculty with DSc/ D.Litt/ Ph.D/ MPhil / PG.:

Name	PG	M.Phil	Ph.D.	D.Litt	DSc.	Remark
Mrs. Dipali Gogoi	*					
Mrs. Manashi Gogoi	*					
Vacant						
Vacant						

16. Number of faculty with ongoing projects from a) National b) International funding agencies and grants received:

17. Departmental projects funded by DST - FIST; UGC, DBT, ICSSR, etc.  
NIL

18. Research Centre /facility recognized by the University: NO

19. Publications:

\* a) Publication per faculty

Mrs.Manashi Gogoi: Article in Research Journal: 01

\* Number of papers published in peer reviewed journals (national /international) by faculty and students: 01

Number of publications listed in International Database (For Eg: Web of Science, Scopus, Humanities International Complete, Dare Database - International Social Sciences Directory, EBSCO host, etc.) NIL

\* Monographs

\* Chapter in Books

\* Books Edited

\* Books with ISBN/ISSN numbers with details of publishers: NIL

\* Citation Index

\* SNIP

\* SJR

\* Impact factor

\* h-index

20. Areas of consultancy and income generated:

21. Faculty as members in

a) National committees b) International Committees c) Editorial Boards. NIL

22. Student projects: NIL

a) Percentage of students who have done in-house projects including inter departmental/programme: NIL

b) Percentage of students placed for projects in organizations outside the institution i.e. in Research laboratories/Industry/other agencies: NIL

23. Awards / Recognitions received by faculty and students: NIL

24. List of eminent academicians and scientists / visitors to the department:

25. Seminars/ Conferences/Workshops organized & the source of funding

a) National b) International

(Use separate sheet and submit a report of the National Seminar conducted by the department)

Name of the Course/programme (refer question no. 4)	Applications received	Selected	Enrolled		Pass percentage
			*M	*F	
Education (Non-major)	60	60	37	23	
Education (Major)	16	16	8	8	

## 27. Diversity of Students

<b>Name of the Course</b>	<b>% of students from the same state</b>	<b>% of students from other States</b>	<b>% of students from abroad</b>
Economics (non-major)	100%	0	0
Economics (non-major)	100%	0	0

28. How many students have cleared national and state competitive examinations such as NET, SLET, GATE, Civil services, Defense services, etc. ? Not applicable in an undergraduate course.

## 29. Student progression

<b>Student progression</b>	<b>Against % enrolled</b>
UG to PG	0
PG to M.Phil.	0
PG to Ph.D.	0
Ph.D. to Post-Doctoral	0
<b>Employed</b> <input type="checkbox"/> <input type="checkbox"/> Campus selection <input type="checkbox"/> <input type="checkbox"/> Other than campus recruitment Entrepreneurship/Self-employment	

## 30. Details of Infrastructural facilities

- a) Library: No separate library. The central library of the college is used by the students and faculty.
- b) Internet facilities for Staff & Students:
- c) Class rooms with ICT facility: One
- d) Laboratories: One

31. Number of students receiving financial assistance from college, university, government or other agencies: from college: two

32. Details on student enrichment programmes (special lectures / workshops / seminar) with external experts: NIL

33. Teaching methods adopted to improve student learning: Tutorials, Remedial classes.

34. Participation in Institutional Social Responsibility (ISR) and Extension activities: Participating actively in all institutional extension works.

35. SWOC (Strength/Weakness/Opportunity/Challenges) analysis of the department and Future plans: (Use separate sheet if necessary)

Strength: Teacher quality

Weakness: Shortage of faculty and standard of students admitted.

Opportunity: Student quality can be improved.

Challenges: To make students understand the utility of the subject in the growing knowledge oriented job market.

### 3. Department of Economics

The Self-evaluation of every department may be provided separately in about 3-4 pages, avoiding the repetition of the data.

4. Name of the department: ECONOMICS

5. Year of Establishment: 1965

6. Names of Programmes / Courses offered (UG, PG, M.Phil., Ph.D., Integrated Masters; Integrated Ph.D., etc.) UNDERGRADUATE (Major and Non-Major course)

7. Names of Interdisciplinary courses and the departments/units involved:

NIL

5. Annual/ semester/choice based credit system (programme wise): Semester

6. Participation of the department in the courses offered by other departments: No

7. Courses in collaboration with other universities, industries, foreign institutions, etc: NIL

8. Details of courses/programmes discontinued (if any) with reasons: NIL

9. Number of Teaching posts: 04 at present 02 (two posts lying vacant)

	Sanctioned	Filled
Professor	0	0
Associate Professor	0	0
Assistant professor	04	2 (2 posts lying vacant)

10. Faculty profile with name, qualification, designation, specialization, (D.Sc./D.Litt./Ph.D. / M. Phil. etc.,)

Name	Qualification	Designation	Specialization	No. of years of experience	No. of Ph.D. students guided in the last 4 years
Mrs. Bornali Sonowal Saikia	M.A. M.Phil.	Assistant Professor	Demography		NIL
Mr. Ranjit Khanikar	M.A.	Assistant Professor	Economics of Agriculture/Environmental Economics	03 years	NIL

11. List of senior visiting faculty: NIL

12. Percentage of lectures delivered and practical classes handled (programme wise) by temporary faculty: 25% lectures handles by a temporary staff appointed on contract basis for two months.

13. Student -Teacher Ratio (programme wise): 1=69

14. Number of academic support staff (Technical) and administrative staff; sanctioned and filled: NIL

15. Qualifications of teaching faculty with DSc/ D.Litt/ Ph.D/ MPhil / PG.:

16. Number of faculty with ongoing projects from a) National b) International funding agencies and grants received:

17. Departmental projects funded by DST - FIST; UGC, DBT, ICSSR, etc.  
NIL

18. Research Centre /facility recognized by the University: NO

19. Publications:

\* a) Publication per faculty

Mrs. Bornali Sonowal Saikia: 01

Mr. Ranjit Khanikar: 08

\* Number of papers published in peer reviewed journals (national /international) by faculty and students: 09

Number of publications listed in International Database (For Eg: Web of Science, Scopus, Humanities International Complete, Dare Database - International Social Sciences Directory, EBSCO host, etc.) NIL

\* Monographs

\* Chapter in Books

\* Books Edited: 01

\* Books with ISBN/ISSN numbers with details of publishers: NIL

\* Citation Index

\* SNIP

\* SJR

\* Impact factor

\* h-index

20. Areas of consultancy and income generated:

21. Faculty as members in

a) National committees b) International Committees c) Editorial Boards. NIL

22. Student projects: NIL

a) Percentage of students who have done in-house projects including inter departmental/programme: NIL

b) Percentage of students placed for projects in organizations outside the institution i.e.in Research laboratories/Industry/ other agencies: NIL

23. Awards / Recognitions received by faculty and students: NIL

24. List of eminent academicians and scientists / visitors to the department: Visitors list provided in Page No. 68-69.

25. Seminars/ Conferences/Workshops organized & the source of funding

a) National: Organized one National Semibnar, Funded by UGC

b) International

A UGC sponsored National Seminar was organized by the department of Economics on “ Micro-finance in North East India” in collaboration with Suraksha , an NGO of Nitaipukhuri on 19<sup>th</sup> and 20<sup>th</sup> of March 2013. Resource Persons who graced the occasions were Dr. Soundarjya Borbora, IIT Guwahati, Raficuz Zaman, VC, Rajiv Gandhi University of Cooperative Management, Sivasagar, Prof. N.Roy, Rajiv Gandhi University, Arunanchal Pradesh.

26. Student profile programme/course wise:

Name of the Course/programme (refer question no. 4)	Applications received	Selected	Enrolled		Pass percentage
			*M	*F	
Economics (non-major)	03	03	1	2	
Economics (Major)	06	06	5	1	

## 27. Diversity of Students

<b>Name of the Course</b>	<b>% of students from the same state</b>	<b>% of students from other States</b>	<b>% of students from abroad</b>
Economics (non-major)	100%	0	0
Economics (major)	100%	0	0

28. How many students have cleared national and state competitive examinations such as NET, SLET, GATE, Civil services, Defense services, etc. ? Not applicable in an undergraduate course.

## 29. Student progression

<b>Student progression</b>	<b>Against % enrolled</b>
UG to PG	0
PG to M.Phil.	0
PG to Ph.D.	0
Ph.D. to Post-Doctoral	0
<b>Employed</b> <input type="checkbox"/> <input type="checkbox"/> Campus selection <input type="checkbox"/> <input type="checkbox"/> Other than campus recruitment Entrepreneurship/Self-employment	

## 30. Details of Infrastructural facilities

a) Library: No separate library. The central library of the college is used by the students and faculty.

b) Internet facilities for Staff & Students: One terminal with internet connection.

c) Class rooms with ICT facility:

d) Laboratories

31. Number of students receiving financial assistance from college, university, government or other agencies

32. Details on student enrichment programmes (special lectures / workshops / seminar) with external experts: NIL

33. Teaching methods adopted to improve student learning: Tutorials, Remedial

34. Participation in Institutional Social Responsibility (ISR) and Extension activities

35. SWOC (Strength/Weakness/Opportunity/Challenges) analysis of the department and Future plans: (Use separate sheet if necessary)

Strength: Teacher quality

Weakness: Shortage of faculty and standard of students admitted.

Opportunity: Student quality can be improved.

Challenges: To teach a subject like economics to slow learners.

## 2. Department of ENGLISH

The Self-evaluation of every department may be provided separately in about 3-4 pages, avoiding the repetition of the data.

1. Name of the department: ENGLISH
2. Year of Establishment: 1965 (General Course) 1995 (Major Course)
3. Names of Programmes / Courses offered (UG, PG, M.Phil., Ph.D., Integrated Masters; Integrated Ph.D., etc.) UNDERGRADUATE (Major and Non-Major course)
4. Names of Interdisciplinary courses and the departments/units involved:

COMMUNICATIVE SKILL

5. Annual/ semester/choice based credit system (programme wise): Semester

6. Participation of the department in the courses offered by other departments: No

7. Courses in collaboration with other universities, industries, foreign institutions, etc: NIL

8. Details of courses/programmes discontinued (if any) with reasons: NIL

a. Number of Teaching posts: 04 at present 03 (one post lying vacant)

	Sanctioned	Filled
Professor	0	0
Associate Professor	02	02
Assistant professor	02	01(1 post lying vacant)

b. Faculty profile with name, qualification, designation, specialization, (D.Sc./D.Litt./Ph.D. / M. Phil. etc.,)

Name	Qualification	Designation	Specialization	No. of years of experience	No. of Ph.D. students guided in the last 4 years
Dr. Sudhir Kumar Das	M.A. M.Phil. Ph.D.	Associate Professor	Fiction Studies	31 years	NIL
Mrs. Gitai Saikia	M.A.	Associate Professor	Drama/Poetry	20 years	NIL
Mrs. Meghali Baruah	M.A. B.Ed.	Assistant Professor	Language	06 years	

11. List of senior visiting faculty: NIL

12. Percentage of lectures delivered and practical classes handled (programme wise) by temporary faculty:

13. Student -Teacher Ratio (programme wise): 1=92

14. Number of academic support staff (Technical) and administrative staff; sanctioned and filled: NIL

15. Qualifications of teaching faculty with DSc/ D.Litt/ Ph.D/ MPhil / PG.:

Name	PG	M.Phil	Ph.D.	D.Litt	DSc.	Remark
Dr. Sudhir Kumar Das		*	*			
Mrs. Gitali Saikia	*					
Mrs. Meghali Baruah	*					
Vacant						

16. Number of faculty with ongoing projects from a) National b) International funding agencies and grants received:

18. Departmental projects funded by DST - FIST; UGC, DBT, ICSSR, etc.  
NIL

18. Research Centre /facility recognized by the University: NO

19. Publications:

\* a) Publication per faculty

Dr. Sudhir Kumar Das:Articles in Reseach Journals: 04/ Books with ISBN: 05

Mrs. Gitali Saikia:Articles in Research Journals: 12/Book with ISBN: 01

Mrs Meghali Baruah: Articles in Research Journals: 04

\* Number of papers published in peer reviewed journals (national /international) by faculty and students: 20

Number of publications listed in International Database (For Eg: Web of Science, Scopus, Humanities International Complete, Dare Database - International Social Sciences Directory, EBSCO host, etc.) NIL

- \* Monographs
- \* Chapter in Books:05
- \* Books Edited: 05
- \* Books with ISBN/ISSN numbers with details of publishers: Information provided in **Page No: 52 to 60**
- \* Citation Index
- \* SNIP
- \* SJR
- \* Impact factor
- \* h-index

20. Areas of consultancy and income generated: NIL

21. Faculty as members in

a) National committees b) International Committees c) Editorial

Boards: One member of faculty nominated member in the Board of Studies for designing undergraduate syllabus of English

22. Student projects: NIL

a) Percentage of students who have done in-house projects including inter departmental/programme: NIL

b) Percentage of students placed for projects in organizations outside the institution i.e.in Research laboratories/Industry/ other agencies: NIL

23. Awards / Recognitions received by faculty and students: NIL

24. List of eminent academicians and scientists / visitors to the department:

25. Seminars/ Conferences/Workshops organized & the source of funding

a) National: Organized one National Semibnar, Funded by UGC

b) International

(Use separate sheet and submit a report of the National Seminar conducted by the department)

Two UGC sponsored National Seminars were organized by the department of English. The first one was on “Ethnic Women in Changing Social Scenario in North East India” in collaboration with Asom Lekhika Sanstha of Nitaipukhuri on 27<sup>th</sup> and 28<sup>th</sup> of January 2012. Resource Persons who graced the occasions were Dr. Ananda Bormudo, eminent writer, former Head, Deptt. of English, Dibrugarh University, Prof. Pura Tado, Deptt. of Political Science, Rajiv Gandhi University, Arunachal Pradesh, Mrs. Purabi Bormudo, Sahitya Akademi award winner writer

The other National Seminar was organized by the English and Assamese Department in collaboration with Nitaipukhuri Sakha Sahitya Sabha on “Indian Drama: Tradition and Transition” on 18<sup>th</sup> and 19<sup>th</sup> March 2012. The Resource Persons who graced the occasion were, Dr. Pradip Jyoti Mahanta, Head, Deptt. of Cultural Studies, Tezpur University, Dr. Mala Ranganathan, Deptt. of English, NEHU, Shillong, Dr. Nigamananda Das, Nagaland University.

26. Student profile programme/course wise:

Name of the Course/programme (refer question no. 4)	Applications received	Selected	Enrolled		Pass percentage
			*M	*F	
English General	127	127	62	65	
English(Major)	4	4	2	2	

27. Diversity of Students

Name of the Course	% of students from the same state	% of students from other States	% of students from abroad
English General	100%	0	0
English (Major)	100%	0	0

28. How many students have cleared national and state competitive examinations such as NET, SLET, GATE, Civil services, Defense services, etc. ? Not applicable in an undergraduate course.

## 29. Student progression

<b>Student progression</b>	<b>Against % enrolled</b>
UG to PG	100%
PG to M.Phil.	0
PG to Ph.D.	0
Ph.D. to Post-Doctoral	0
<b>Employed</b> <input type="checkbox"/> <input type="checkbox"/> Campus selection <input type="checkbox"/> <input type="checkbox"/> Other than campus recruitment Entrepreneurship/Self-employment	

## 30. Details of Infrastructural facilities

a) Library: No separate library. The central library of the college is used by the students and faculty.

b) Internet facilities for Staff & Students: No

c) Class rooms with ICT facility: Two

d) Laboratories

31. Number of students receiving financial assistance from college, university, government or other agencies: One

32. Details on student enrichment programmes (special lectures / workshops / seminar) with external experts: Departmental seminars held twice in a year.

33. Teaching methods adopted to improve student learning: Tutorials, Remedial

34. Participation in Institutional Social Responsibility (ISR) and Extension activities: Participate actively in all institutional extension activities.

35. SWOC (Strength/Weakness/Opportunity/Challenges) analysis of the department and Future plans: (Use separate sheet if necessary)

Strength: Teacher quality

Weakness: Student admitted mainly from vernacular medium into a course requiring sound knowledge of English language.

Opportunity: To popularize the subject among students by convincing them of its relevance in the present day context.

Challenges: Students need extra academic care to perform at par with students from English medium background.

### 3. Department of Political Science

The Self-evaluation of every department may be provided separately in about 3-4 pages, avoiding the repetition of the data.

1. Name of the department: POLITICAL SCIENCE
  2. Year of Establishment: 1965 (General Course) 1995 (Major Course)
  3. Names of Programmes / Courses offered (UG, PG, M.Phil., Ph.D., Integrated Masters; Integrated Ph.D., etc.) UNDERGRADUATE (Major and Non-Major course)
  4. Names of Interdisciplinary courses and the departments/units involved:
5. Annual/ semester/choice based credit system (programme wise): Semester
  6. Participation of the department in the courses offered by other departments: No
  7. Courses in collaboration with other universities, industries, foreign institutions, etc: NIL
  8. Details of courses/programmes discontinued (if any) with reasons: NIL
    - a. Number of Teaching posts: 04 at present 03 (one post lying vacant)

	Sanctioned	Filled
Professor	0	0
Associate Professor	02	02
Assistant professor	02	02

b. Faculty profile with name, qualification, designation, specialization, (D.Sc./D.Litt./Ph.D. / M. Phil. etc.,)

Name	Qualification	Designation	Specialization	No. of years of experience	No. of Ph.D. students guided in the last 4 years
Mr. Arun Gohain	M.A.	Associate Professor	Political Theory	32 years	NIL
Mr. Phani Dhar Saikia	M.A. M.Phil.	Associate Professor	International Law	23 years	NIL
Dr.(Mrs.) Gitamoni Handique Gogoi	M.A. M.Phil. Ph.D.	Assistant Professor	Public Administration	06 years	
Mr. Bitul Saikia	M.A.	Assistant Professor	Public Administration	06 years	

11. List of senior visiting faculty: NIL

12. Percentage of lectures delivered and practical classes handled (programme wise) by temporary faculty:

13. Student -Teacher Ratio (programme wise): **1=92**

14. Number of academic support staff (Technical) and administrative staff; sanctioned and filled: NIL

15. Qualifications of teaching faculty with DSc/ D.Litt/ Ph.D/ MPhil / PG.:

Name	PG	M.Phil	Ph.D.	D.Litt	DSc.	Remark
Mr. Arun Gohain	*					
Mr. Phani Dhar Saikia	*	*				
Dr.(Mrs.) Gitamoni Handique Gogoi		*	*			
Mr. Bitul Saikia	*					

16. Number of faculty with ongoing projects from a) National b) International funding agencies and grants received:

17. Departmental projects funded by DST - FIST; UGC, DBT, ICSSR, etc.  
NIL

18. Research Centre /facility recognized by the University: NO

19. Publications:

\* a) Publication per faculty

Dr. (Mrs.) Gitamoni Handique Gogoi:Articles in Reseach Journals: 04

Mr. Bitul Saikia:Articles in Research Journals: 01

\* Number of papers published in peer reviewed journals (national /international) by faculty and students: 05

Number of publications listed in International Database (For Eg: Web of Science, Scopus, Humanities International Complete, Dare Database - International Social Sciences Directory, EBSCO host, etc.) NIL

\* Monographs

\* Chapter in Books:

\* Books Edited:

\* Books with ISBN/ISSN numbers with details of publishers: Information provided in **Page No: 52 to 60**

\* Citation Index

\* SNIP

\* SJR

\* Impact factor

\* h-index

20. Areas of consultancy and income generated: NIL

21. Faculty as members in

a) National committees b) International Committees c) Editorial Boards: NIL

22. Student projects: NIL

a) Percentage of students who have done in-house projects including inter departmental/programme: NIL

b) Percentage of students placed for projects in organizations outside the institution i.e.in Research laboratories/Industry/ other agencies: NIL

23. Awards / Recognitions received by faculty and students: NIL

24. List of eminent academicians and scientists / visitors to the department:

25. Seminars/ Conferences/Workshops organized & the source of funding

a) National: Organized one National Semibnar, Funded by UGC

b) International: NO

(Use separate sheet and submit a report of the National Seminar conducted by the department)

26. Student profile programme/course wise:

Name of the Course/programme (refer question no. 4)	Applications received	Selected	Enrolled		Pass percentage
			*M	*F	
Political Science (Non-Major)	55	55	30	25	
Political Science(Major)	10	10	5	5	

## 27. Diversity of Students

<b>Name of the Course</b>	<b>% of students from the same state</b>	<b>% of students from other States</b>	<b>% of students from abroad</b>
Political Science (Non-major)	100%	0	0
Political Science (Major)	100%	0	0

28. How many students have cleared national and state competitive examinations such as NET, SLET, GATE, Civil services, Defense services, etc. ? Not applicable in an undergraduate course.

## 29. Student progression

<b>Student progression</b>	<b>Against % enrolled</b>
UG to PG	
PG to M.Phil.	0
PG to Ph.D.	0
Ph.D. to Post-Doctoral	0
<b>Employed</b> <input type="checkbox"/> <input type="checkbox"/> Campus selection <input type="checkbox"/> <input type="checkbox"/> Other than campus recruitment Entrepreneurship/Self-employment	

30. Details of Infrastructural facilities

- a) Library: No separate library. The central library of the college is used by the students and faculty.
- b) Internet facilities for Staff & Students: No
- c) Class rooms with ICT facility: One
- d) Laboratories

31. Number of students receiving financial assistance from college, university, government or other agencies:

32. Details on student enrichment programmes (special lectures / workshops / seminar) with external experts: Departmental seminars held twice in a year.

33. Teaching methods adopted to improve student learning: Tutorials, Remedial classes.

34. Participation in Institutional Social Responsibility (ISR) and Extension activities: Participate actively in all institutional extension activities.

35. SWOC (Strength/Weakness/Opportunity/Challenges) analysis of the department and Future plans: (Use separate sheet if necessary)

**Strength:** Teacher quality.

**Weakness:** Intake of students from academically disadvantaged families.

**Opportunity:** To make the students aware of their democratic rights and responsibilities so that they can spread the message among others in their society.

**Challenges:** To teach Political Science not just as a subject but to understand the way democracy functions in reality and make the student realize the value of democratic rights.

#### 4. Department of HISTORY

The Self-evaluation of every department may be provided separately in about 3-4 pages, avoiding the repetition of the data.

1. Name of the department: HISTORY
2. Year of Establishment: 1965 (General Course) 1995 (Major Course)

3. Names of Programmes / Courses offered (UG, PG, M.Phil., Ph.D., Integrated Masters; Integrated Ph.D., etc.) UNDERGRADUATE (Major and Non-Major course)

4. Names of Interdisciplinary courses and the departments/units involved:

5. Annual/ semester/choice based credit system (programme wise): Semester

6. Participation of the department in the courses offered by other departments: No

7. Courses in collaboration with other universities, industries, foreign institutions, etc: NIL

8. Details of courses/programmes discontinued (if any) with reasons: NIL

a. Number of Teaching posts: 04 at present 03 (one post lying vacant)

	Sanctioned	Filled
Professor	0	0
Associate Professor	02	02
Assistant professor	01	01

b. Faculty profile with name, qualification, designation, specialization, (D.Sc./D.Litt./Ph.D. / M. Phil. etc.,)

Name	Qualification	Designation	Specialization	No. of years of experience	No. of Ph.D. students guided in the last 4 years
Mr. Siva Ranjan Sarma	M.A.	Associate Professor	Ancient India	26 Years	NIL
Mr. Tarun Gogoi	M.A.	Associate Professor	Modern India	23 years	NIL
Mr. Horen Bhuyan	M.A.	Assistant Professor	Medieval India	03 years	

11. List of senior visiting faculty: NIL

12. Percentage of lectures delivered and practical classes handled (programme wise) by temporary faculty:

13. Student -Teacher Ratio (programme wise): 1=92

14. Number of academic support staff (Technical) and administrative staff; sanctioned and filled: NIL

15. Qualifications of teaching faculty with DSc/ D.Litt/ Ph.D/ MPhil / PG.:

Name	PG	M.Phil	Ph.D.	D.Litt	DSc.	Remark
Mr. Siva Ranjan Sarma	*					
Mr. Tarun Gogoi	*	*				
Mr. Horen Bhuyan	*					

16. Number of faculty with ongoing projects from a) National b) International funding agencies and grants received:

19. Departmental projects funded by DST - FIST; UGC, DBT, ICSSR, etc.  
Major Project approved by the UGC: Principal Investigator: Mr. Tarun Gogoi. Title of the project: "Socio-Religious Movements in Twentieth Century Assam: A Study of Sankardeva Sangha"  
Time period: 2014-16

18. Research Centre /facility recognized by the University: NO

19. Publications:

\* a) Publication per faculty

\* Number of papers published in peer reviewed journals (national /international) by faculty and students:

Mr. Tarun Gogoi: articles published in research Journals: 12

Books edited: 02.

The department publishes an annual research journal titled *The Journal of Itihas Adhyana Chakra*.

Number of publications listed in International Database (For Eg: Web of Science, Scopus, Humanities International Complete, Dare Database - International Social Sciences Directory, EBSCO host, etc.) NIL

\* Monographs

\* Chapter in Books:

\* Books Edited:

\* Books with ISBN/ISSN numbers with details of publishers: Information provided in **Page No: 52 to 60**

\* Citation Index

\* SNIP

\* SJR

\* Impact factor

\* h-index

20. Areas of consultancy and income generated: NIL

21. Faculty as members in

a) National committees b) International Committees c) Editorial Boards: NIL

22. Student projects: NIL

a) Percentage of students who have done in-house projects including inter departmental/programme: NIL

b) Percentage of students placed for projects in organizations outside the institution i.e.in Research laboratories/Industry/ other agencies: NIL

23. Awards / Recognitions received by faculty and students: NIL

24. List of eminent academicians and scientists / visitors to the department:

25. Seminars/ Conferences/Workshops organized & the source of funding

a) National: Organized one National Semibnar, Funded by UGC

b) International: NO

(Use separate sheet and submit a report of the National Seminar conducted by the department)

## 26. Student profile programme/course wise:

Name of the Course/programme (refer question no. 4)	Applications received	Selected	Enrolled		Pass percentage
			*M	*F	
History(Non-Major)	9	9	6	3	
History (Major)	19	19	11	3	

## 27. Diversity of Students

Name of the Course	% of students from the same state	% of students from other States	% of students from abroad
Political Science (Non-major)	100%	0	0
Political Science (Major)	100%	0	0

28. How many students have cleared national and state competitive examinations such as NET, SLET, GATE, Civil services, Defense services, etc. ? Not applicable in an undergraduate course.

## 29. Student progression

<b>Student progression</b>	<b>Against % enrolled</b>
UG to PG	
PG to M.Phil.	0
PG to Ph.D.	0
Ph.D. to Post-Doctoral	0
<b>Employed</b> <input type="checkbox"/> <input type="checkbox"/> Campus selection <input type="checkbox"/> <input type="checkbox"/> Other than campus recruitment Entrepreneurship/Self-employment	

## 30. Details of Infrastructural facilities

- a) Library: No separate library. The central library of the college is used by the students and faculty.
- b) Internet facilities for Staff & Students: No
- c) Class rooms with ICT facility: One
- d) Laboratories

31. Number of students receiving financial assistance from college, university, government or other agencies:

32. Details on student enrichment programmes (special lectures / workshops / seminar) with external experts: Departmental seminars held twice in a year.

33. Teaching methods adopted to improve student learning: Tutorials, Remedial classes.

34. Participation in Institutional Social Responsibility (ISR) and Extension activities: Participate actively in all institutional extension activities.

35. SWOC (Strength/Weakness/Opportunity/Challenges) analysis of the department and Future plans: (Use separate sheet if necessary)

**Strength:** Teacher quality.

**Weakness:** Non-familiarization of students with the subject as it is not taught in the High School level and thus makes students reluctant to opt for this subject.

**Opportunity:** To make the subject popular among the students by making them realize the importance of its study.

**Challenges:** Combining the practical aspects of studying history and making them aware of the aspects of history writing and the other recent trends associated with the subject.

### **8. Contact Details**

Name of the Principal: Dr. Sanjib Borgohain

Name of the Institution: H. C. D. College

City: NITAIPUJHURI, Sivasagar

Pin Code: 785671

Accredited Status: C (2004)

Work Phone : 0377227608

Fax: 0377227608

Website: [www.hcdgcollege.org.in](http://www.hcdgcollege.org.in)

Email: [hcdgcollege@gmail.com](mailto:hcdgcollege@gmail.com)

Mobile: 9435294829

### **5. Post-accreditation Initiatives**

If the college has already undergone the accreditation process by NAAC, please highlight the significant quality sustenance and enhancement measures undertaken during the last four years. The narrative may not exceed ten pages. (Refer section IX of Guidelines for Assessment and Accreditation)

### **6. Declaration by the Head of the Institution**

I certify that the data included in this Self-study Report (SSR) are true to the best of my knowledge.

This SSR is prepared by the institution after internal discussions, and no part thereof has been outsourced.

I am aware that the Peer team will validate the information provided in this SSR during the peer team visit.

(Dr. Sanjib Borgohain)

Signature of the Head of the institution  
with seal:

Place: Nitaipukhuri

Date: 24/12/2015