



# **SELF STUDY REPORT**

**FOR**

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

## **KAMRUP COLLEGE**

**KAMRUP COLLEGE, VILL. RUPIABATHAN, P.O -CHAMATA, DISTRICT-  
NALBARI (ASSAM), PIN-781306 P.S- BELSOR,  
781306**

**[www.kamrupcollege.co.in](http://www.kamrupcollege.co.in)**

**Submitted To**

**NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL**

**BANGALORE**

**August 2024**

# 1. EXECUTIVE SUMMARY

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## 1.1 INTRODUCTION

Kamrup College is a premier Higher Education Institution situated in the western part of Nalbari district of Assam. It was established in 25th July, 1966 by some towering personalities of Chamata with the main purpose of spreading higher education in the educationally backward West Nalbari area.

At first the College started its function in the Chamata H.S School and later on the foundation stone of the first building at its own campus was laid by late Bishnu Ram Medhi, the then Honourable Governor of Madras and former Chief Minister of Assam.

The College is affiliated to the Gauhati University and at present it has two streams viz. Arts and Science. The degree classes of Arts stream were started in 1969 and Honors course in 1976 in four subjects viz., Assamese, Economics, Political Science and Sanskrit. The College after receiving permission on fulfillment of necessary condition ultimately came under Grant-in-Aid system in 1975.

In later years, honors course were introduced in all other subjects viz., Arabic, Education, English, History and Philosophy. In September, 2022 the degree Honors and Regular courses in Science stream were started in five subjects viz. Botany, Chemistry, Mathematics, Physics and Zoology. It is a provincialized College under the Government of Assam. The College is recognized by UGC and has 2(f) and 12B status of the UGC Act 1956. It receives regular UGC and State Government Grants. During the academic year 2023-24, it is offering 14 honors programme with 1480 students. The FYUGP has been implemented under NEP from the academic session 2023-24.

NAAC has assessed the College in 2004 (1st Cycle) and awarded B+ Grade with 78% institutional score. In the 2nd Cycle, NAAC has assessed the College in 2016 and awarded A Grade with CGPA 3.04.

At present, the College has one education wing under Krishna Kanta Handique State Open University (KKHSOU) where 4 years UG Courses in six subjects viz. Assamese, English, Political Science, Sanskrit, Education and Philosophy were introduced. Similarly, 2 years PG courses in 4 subjects viz., Assamese, Economics, Education and Political science were introduced. Besides, one year Diploma courses in Creative writing in English, Lib. & Information Science and Sanskrit Learning were also introduced. The Central library has around 37,200 books. It has subscriptions to N-LIST and INFIBNET. Users can use the OPAC and remote access services.

The Self Study Report is prepared according to the guidelines laid down by NAAC. The documents have been prepared by the IQAC with utmost honesty and dedication and to the best of their knowledge with the records available in the institution.

### **Vision**

Kamrup College, Chamata is committed to all round development of the students who are pursuing their studies in this institution of higher education. We are planning to introduce a few career oriented and vocational courses for creating self-employment avenues among the students in this highly competitive society. In order to

keep pace with the global changes, the college endeavors to achieve quality and excellence among the stakeholders. In this age of knowledge explosion, where knowledge commission has been set up, we are also planning to make the college a real centre of excellence in its true sense.

## **Mission**

The college was established in the year 1966 at Chamata of West Nalbari area dominated by rural environment and educational backwardness. The mission of the College is to create awareness and inquisitiveness for higher education among the rural people (mostly economically backward) in general and to spread female literacy in particular, thereby enabling them to lead an enlightened life marked by all round development of personality with emphasis on their future career and to make this institution a key player in the matter of creating meritorious students for entering the University and other higher pursuits of learning.

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

### **Institutional Strength**

- Pre-designed vision and mission.
- Introduction of science stream.
- Post Graduation course in distance mode.
- Dedicated teaching and non-teaching staff.
- Dedicated students.
- A clean, green and beautiful campus.
- Faculty members undergo orientation and refresher courses to keep themselves updated on the latest trends in education.
- Provision of awards by faculties to students.
- Regular publications of ISSN Journals and ISBN books.
- Well-equipped fully computerized library with internet facility.
- Wi-Fi campus providing internet access to students and staff
- Environment friendly college campus away from pollution.
- Spacious and serene college campus conducive for academic activity.
- Well protected and ragging free campus.
- Collaborations/MoU with large number of institutions for academic and research purpose.
- Uninterrupted power supply through eco-friendly generators in the campus.
- Digital classroom facility for students.
- Skill development training facility with career oriented add on programme
- X-erox facility for students.
- CC camera surveillance to monitor student-teacher activities in the college campus.
- Biometric attendance system for the teaching and non-teaching staff.
- Alcohol and tobacco free campus.
- Ragging free college campus.
- Canteen facility within the college campus

### **Institutional Weakness**

- Poor economic background of the students.
- Inadequate infrastructure
- Lack of sufficient digital class rooms.
- Inadequate ICT facilities.
- Lack of Office automation Software.
- Shortage of classrooms for vocational education
- Poor language competence of the students in English and Hindi.
- Dearth of brilliant students in the entry level.

### **Institutional Opportunity**

- Peaceful environment and cooperative neighbourhood.
- The big ponds at the centre of the college can be developed in future into swimming pools.
- As part of the diploma course on “Cutting and Tailoring” the college can open a weaving centre.
- The college can open a course on skill development for students.
- The used lands of the college can be utilized for many economy generated programmes with initiatives of the college managements.
- Provision making the central library digital one.
- Admission of meritorious students from different parts of the state with introduction new career based degree programmes.
- Opportunity to open up regular PG classes in many departments under Gauhati University.
- Scope of collaboration for research activities as the College neighbours several research institutions.
- Semester programme with fixed academic calendar
- Positive attitude towards students’ support

### **Institutional Challenge**

- To improve input-output quality difference
- Lack of teachers to maintain students- teacher’s ratio.
- Increase of administrative workload of the faculty members after the implementation of CBCS/NEP 2020 has adverse effect on the quality of teaching.
- There is inadequacy of infrastructure to open new diploma/certificate courses.
- Little scope for resource generation in the college.
- Poor entry level performance of students in almost all the programmes offered by the college.
- Mushrooming Growth of large numbers of private colleges nearby.
- To give placement to the pass-out students of the college.
- Poor vehicular communication for students belonging to remote areas.
- To promote ICT amenities.

## 1.3 CRITERIA WISE SUMMARY

### Curricular Aspects

Kamrup College, Chamata is affiliated to Gauhati University and the entire course curriculum for degree programme is designed by the University. However, College has offered some add-on certificate courses on need basis to expose the students to recent development in different fields and the syllabus of these courses are designed by the institution itself. The college ensures effective delivery of curriculum by publishing prospectus, preparing academic calendar, class routine, teaching plan, organizing orientation programmes, conducting offline and online classes, tutorial and remedial classes, by mentoring and monitoring the students and by conducting sessional and end semester examinations. The Academic Council of the College too prepares guidelines and time bound framework in line with the affiliating university to suit the requirements of both NEP-FYUGP and CBCS courses in the beginning of every session. There is also a provision for a bridge courses for the new comers to the college. It helped the learners to fill the gap between their earlier courses and newly entered courses. The academic council of the college also arranges some tutorial, remedial and online classes for the slow learners to cope up with the curricular aspect.

### Academic Flexibility

Academic flexibility is ensured by offering multifarious skill enhancement courses and add-on certificate programs which are inter-disciplinary. Besides physical classes the online mode of learning provides greater flexibility. College has adopted Choice Based Credit System in 2019 and FYUGP from 2023.

### Curriculum Enrichment

Besides the normal courses, the holistic development of students is tried to realise through the conduct of seminars, programmes on ICT, Cyber crime, Yoga, mental health, feminism, gender sensitization, environmental issues and nationalism. The students have been involved in cleanliness drive, green initiatives and flood relief programme, field survey, awareness programme and self-defence course to make them socially responsible person. Various sports and games are organised to make students physically fit. Many cross cutting areas are included in syllabus on Gender, Environment, Constitutional values, human values and sustainability to values among the students.

### Feedback

The college has a structured online feedback process covering all the stakeholders namely students, teachers, guardians, employer and alumni. The feedback obtained is analysed and action is taken for improvement and revision.

### Teaching-learning and Evaluation

Kamrup College follows fair, interactive, experiential, cutting-edge and transparent teaching-learning process. The College focuses on identifying the learning level of each student, and customizing pedagogy that caters to

their needs, aptitude and potential. Both advanced and slow learners are encouraged to learn at their own pace.

The admission process is based on the relevant regulations of the government and Gauhati University and admission takes place on the basis of merit and reservation of seats as per government rules. The students are always encouraged for experiential, participative and problem-solving based learning oriented towards critical thinking. It includes project preparation, field-based learning, group learning, co-curricular activities, community service, etc.

As a part of continuous internal evaluation, tests, assignments, and seminars are conducted regularly by each department. A sessional examination is also conducted for every semester. 20% of the marks are set aside for internal evaluation. As an institution affiliated to Gauhati University, the college strictly follows the rules and regulations laid down by the University.

There is an effective online and off-line grievance redress mechanism at the institutional level. External evaluation is conducted by the affiliated university through end-of-semester examinations, practical examinations and project work. The students have access to their evaluated answer scripts, and any grievance or discrepancy in the evaluation is resolved at the earliest.

The institutional webpage clearly displays and communicates programme outcomes, programme specific outcomes, and course outcomes to students and teachers. There are well-established systems for evaluating the attainment of these outcomes. Remedial coaching and peer teaching are organised from time to time. Student-centric methods and ICT tools are used to enhance learning experiences.

Teachers and students are encouraged to participate and organize seminars, workshops, and conferences, as well as to present and publish research papers. Many eminent scholars, environmentalists, and social activists are invited regularly to interact with students and teachers. Besides usual classroom teaching, faculty and student exchange programmes are conducted to enhance learning experiences. Library, laboratory, and e-learning facilities are properly utilized by the students. The college also has a feedback mechanism for students, teachers, guardian, employers and alumni.

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

The college is rich in human resources having **41** numbers of teachers in sanctioned post and about 1703 (BA/BSC-1480& HS-223) students during 2023-24 in two streams viz., Arts & Science. At present 22 numbers of teachers have Ph.D and almost all have qualified NET/SLET. Students also have experiences of project works as per their syllabus and therefore, they can also be involved in minor research works.

A good collection of books, research journals, back volumes and E-resources is available in Gaurikanta Talukdar Library of Kamrup College that will help for extension of research in different subjects of all the two streams. In recent years, a good number of research papers have been published by our faculty members in various reputed UGC CARE journals. Besides these, teachers have published several book chapters and research articles in different conference proceedings. One Research Book was published in the year 2023 by the IQAC.

The Research and Development Cell of the College has been established as per UGC guidelines and

encouraged teachers to join in Conferences, workshop, seminars, professional Development programmes and pursuing Research projects.

The college has organized several Major Extension Activities like Blood donation Camp, Regular Plantation Drives, Street play on superstition, Cleanliness Drives, Awareness programmes on HIV/AIDS, Artificial intelligence, Cyber security awareness, Financial literacy programme, Health and hygiene, Awareness programme on Pollution, Compulsory plantation programme for students, Celebration of Yoga Day, celebration of National Science Day, celebration of Environment Day, voters awareness programme, Earth day, Water day, celebration of International Women's Day, Human Rights and Gender Equality Awareness Programmes, Street Play and Drama on social issues, Covid Awareness, Testing and Vaccination etc. in its neighboring places.

At present the College has 21 functional MoU with nearby Colleges, Universities, industries and NGOs. It has organized activities like Teacher-students exchange programme, book exchange, lecture programme, Field trip, online classes, collaborative learning and interaction programme with students as part of those MoU. The institution has hosted exhibitions cum sale of handicraft items made by alumni, workshops and popular talks regularly

### **Infrastructure and Learning Resources**

Kamrup College attempts to provide adequate physical and updated academic facilities as per the needs of the students and teachers. The Institution has total land area with 8.68 acres and built up area 3.56 acres. There are 34 classrooms, 14 departmental rooms, 6 laboratories, one language lab along with Principal's Office, Finance & Accounts, Vice Principal's office, one K.K.Handique State Open University Study Centre, Students Union, Boys and Girls Common Room, Canteen, Auditorium, Gymnasium, Girls Hostel and IQAC office.

It has one ICT enabled conference hall, three ICT enabled class rooms and an auditorium of 500 seating capacity. The college has an open field for physical and sports activities. Facial Biometric Attendance System, user friendly website, Wi-Fi facility through Wire connection, CCTV surveillance with 36 CCTV and Public Addressing System, helped the college to put one step forward for total digitization. Furniture and pure drinking water facilities are available in the college. The college auditorium is used for multipurpose function. It provides opportunities to organize cultural activities, yoga and other educational activities.

A playground for outdoor games, one basketball ground, one gymnasium and one yoga centre fulfil the needs of sports. There are 3 integrated solar street lights and one Diesel Generator which are always ready for power back-up. The college has one Girls Hostel. At present, 15 Girl students are residing in the 2nd floor. The Ground floor is used for Dept. of Arabic, Sanskrit, Mathematics and KKHSOU. The 1st floor is used for newly granted science departments and laboratories temporarily.

Kamrup College has a Central Library named Gaurikanta Talukdar Library and 14 departmental libraries. The central Library of the college is fully automated. It has 37200 printed books and subscriptions of 5 printed journals, 7 newspapers and 5 magazines. It has good collection of reference books and rare books. Library has SOUL 2.0 ILMS, Barcode technology and photocopy facilities. The library is automated with Barcode Attendance, Searching and Cataloguing using OPAC, digital library service, Wi-Fi connectivity. The college

library has subscription of e-journals and e-books through NLIST. College has 60 computers and free internet services. College regularly updates its IT facilities and for that it has signed MOU with different Institutes.

### **Student Support and Progression**

The college supports students to apply for scholarships from Government and also freeships provided by state government. The Government scholarships available in the college are Post Matric Scholarship for ST/SC/OBC, Ishan Uday Scholarship for NER and also freeships from the government.

Each department takes up remedial classes to the low-performing students in the examinations. The institution also has an active and functional grievance redressal cell that actively orientates, supports the students and resolves issues. The Anti Ragging Committee and Internal complaint committee actively reviews, monitors and resolves issues related to the respective committees.

The Institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases. Every year a large number of students enrolled themselves in various premier educational institutions in order to pursue higher education.

Besides the departments also have provisions for awards/scholarship for students with outstanding performance or special needs. The institution also organises capacity building programmes, soft skills, life skills programmes along with career counselling programmes for the overall growth and development of the students. The students also regularly participate in various sports and cultural activities at inter-college and intra-college level and have also won awards for the same. The students of the college able have obtained gold medal in Gauhati University Youth festival. The institution takes pride in the fact that many of the outgoing students have progressed to higher education and also are placed with various institutions of repute, government and private alike. Further, the students of the institutions have cleared various competitive exams like NET, SLET, CTET, TET etc. The successful implementation of Programme Outcomes and Course Outcomes are visible through the placement of students in both Govt and Non-Govt organization and also through the progression to higher studies.

The institution has a functional Alumni Association with constitution (by-law) which contributes significantly to the development of the institution financially and non-financially. Alumni meets are regularly conducted under Alumni Association and also at departmental levels. The alumni have been continuously and relentlessly working for the development of the college through necessary and timely assistance.

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

The governance structure of the college is established and practiced as per guidelines of UGC, affiliating University and Government of Assam. But for effective governance certain unique management strategies are necessary not for survival but for continuous growth and enhancement of quality. Any kind of public institution needs to operate in a democratic and participatory method that includes all stakeholders of the institution. Management and leadership not only focus on to the vision and mission of the institution but dynamically



evolve ways and means to attain the set goals through a transparent involvement of all stakeholders.

The thrust of Kamrup College is laid on developing academic environment of the greater West Nalbari area and promotion of women education through various management skills. Since inception it has been working in a very democratic and participatory nature and as per the perspective plan developed for the overall development of the institution by taking in view the need of time and participation of all stakeholders.

The college has implemented E-governance measures in every aspect starting from admission to financial matters. The E-Governance report was approved by Governing Body of the College.

Teachers are very active in taking part in various training programmes for their up gradation and also as per guidelines of the government.

It has adopted various welfare measures for the staff starting from leave to training of the staff for professional development. The college authority always encourages teachers to participate in various careers upliftment programmes. For the welfare of the students various kinds of feedbacks are taken to upgrade the teaching learning process of the college and also to improve the overall administration of the college.

To ensure financial regularity the college conducts two types of audit- external and internal audit regularly.

The IQAC looks after the quality aspects of both academic and administration. It strives to achieve the quality assurance measures and organises regular meeting to evaluate various activities related to teaching learning process. It conducts regular academic audit and adopts other measures to ensure quality in academic side.

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

The Institution has initiated the Gender Audit and it has about 53.6% female students. The Institution is very much concerned regarding safety and security and it is committed to protect the environment against gender discrimination, ragging, sexual harassment, and racial issues. To create a gender equity environment, the Institution adopts specific measures to ensure gender equity at both academic and administrative levels.

The college initiated the Gender audit and annual gender sensitization action plan to impart gender sensitivity among students and other stakeholder groups. There are internal complaints committee, and women cell which works to maintain gender equity in the College. Sanitary napkin vending machines are installed in the college. Admission forms include a provision for a declaration regarding the third gender. There is provision for a girls' common room for the students. To ensure safety and security, CCTV cameras are installed in various locations on the college campus. There are active Grievance Redressal Cells, a Committee Against Sexual Harassment, and an Anti-Ragging Committee for the redressal of respective issues raised by the students. College shows its environmental consciousness and sustainability by the use of alternate sources of energy and adopts energy conservation measures like solar energy, the use of LED bulbs, and power-efficient equipment.

There is an efficient waste management system for the segregation and disposal or reuse of different kinds of waste, including hazardous and e-waste. College has signed MOU with 25 No. Rupiabathan Gaon Panchyat for the waste management. The green campus initiative of the institution includes plantation of trees, ban on single-use plastics, a horn-free campus, the adoption of a green protocol, landscaping, and plantations, and

environmental promotion activities inside and outside the campus. Green audits/Environment audits, energy audits are conducted timely. To provide an inclusive environment in terms of tolerance and harmony towards cultural, regional, linguistic, communal, socio-economic, and other diversities, the Institution celebrates festivals and special days viz., Independence Day, Republic Day, Constitution Day, Gandhi Jayanti, Rashtriya, Ekta Divas and Voters Awareness Programme. The college has also installed a Vermicompost unit. The Environment & Climate Cell and Green Club endeavors to create consciousness and our responsibility to the Green environment by organizing various programmes annually.

Code of Conduct of the college is applicable for all and awareness programmes on it are organized regularly. Code of Conduct serves as a keystone to professional ethics and rules. The College has been focusing on Institutional responsibilities in the neighbouring communities through best practices-1: Empowering local communities through sustainable development and 2: Departmental award for best graduates. The College always emphasized holistic development and inclusive growth of students.

## 2. PROFILE

### 2.1 BASIC INFORMATION

Name and Address of the College	
Name	KAMRUP COLLEGE
Address	Kamrup College, Vill. Rupiabathan, P.O -Chamata, District- Nalbari (Assam), PIN-781306 P.S- Belsor,
City	Chamata
State	Assam
Pin	781306
Website	<a href="http://www.kamrupcollege.co.in">www.kamrupcollege.co.in</a>

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	Debendra Kumar Bezbaruah	03624-232421	9435129492	-	kcc1966@rediffmail.com
IQAC / CIQA coordinator	Biswajit Das	3624-232421	8723928575	-	bdkcc@rediffmail.com

Status of the Institution	
Institution Status	Government

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details	

State	University name	Document
Assam	Gauhati University	<a href="#">View Document</a>

Details of UGC recognition		
Under Section	Date	View Document
2f of UGC	31-03-1998	<a href="#">View Document</a>
12B of UGC	31-03-1998	<a href="#">View Document</a>

Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)				
Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
No contents				

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

Location and Area of Campus				
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	Kamrup College, Vill. Rupiabathan, P.O -Chamata, District- Nalbari (Assam), PIN-781306 P.S- Belsor,	Rural	8.68	3.56

## 2.2 ACADEMIC INFORMATION

<b>Details of Programmes Offered by the College (Give Data for Current Academic year)</b>						
<b>Programme Level</b>	<b>Name of Programme/Course</b>	<b>Duration in Months</b>	<b>Entry Qualification</b>	<b>Medium of Instruction</b>	<b>Sanctioned Strength</b>	<b>No.of Students Admitted</b>
UG	BA,Arabic Major Or Honours,	36	HS Pass	English,Assamese	30	19
UG	BA,Assamese Major Or Honours,	36	HS Pass	Assamese	50	45
UG	BA,Assamese General Or Regular,	36	HS Pass	Assamese	280	270
UG	BA,Arabic General Or Regular,	36	HS Pass	English,Assamese	30	20
UG	BSc,Mathematics Major Or Honours,	36	HS Pass	English	40	30
UG	BSc,Mathematics General Or Regular,	36	HS Pass	English	30	25
UG	BA,Mathematics General Or Regular,	36	HS Pass	English	30	10
UG	BA,Economics Major Or Honours,	36	HS Pass	English,Assamese	30	26
UG	BA,Economics General Or Regular,	36	HS Pass	Assamese	50	32
UG	BA,Education Major Or Honours,	36	HS Pass	Assamese	40	34
UG	BA,Education General Or Regular,	36	HS Pass	Assamese	230	220
UG	BA,English Major Or	36	HS Pass	English	40	24

	Honours,					
UG	BA,English General Or Regular,	36	HS Pass	English	180	178
UG	BA,Alt English General Or Regular,	36	HS Pass	English	30	10
UG	BA,Political Science Major Or Honours,	36	HS Pass	Assamese	60	56
UG	BA,Political Science General Or Regular,	36	HS Pass	Assamese	200	200
UG	BA,History Major Or Honours,	36	HS Pass	Assamese	50	48
UG	BA,History General Or Regular,	36	HS Pass	Assamese	60	55
UG	BA,Philosop hy Major Or Honours,	36	HS Pass	Assamese	35	34
UG	BA,Philosop hy General Or Regular,	36	HS Pass	Assamese	200	168
UG	BA,Sanskrit Major Or Honours,	36	HS Pass	Assamese	30	24
UG	BA,Sanskrit General Or Regular,	36	HS Pass	Assamese	30	20
UG	BSc,Botany Major Or Honours,	36	HS Pass	English	30	28
UG	BSc,Botany General Or Regular,	36	HS Pass	English,Assa mese	60	50

UG	BSc,Chemistry Major Or Honours,	36	HS Pass	English	30	24
UG	BSc,Chemistry General Or Regular,	36	HS Pass	English	60	55
UG	BSc,Physics Major Or Honours,	36	HS Pass	English	30	24
UG	BSc,Physics General Or Regular,	36	HS Pass	English	60	52
UG	BSc,Zoology Major Or Honours,	36	HS Pass	English	30	30
UG	BSc,Zoology General Or Regular,	36	HS Pass	English	60	55

### Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	0				7				34			
Recruited	0	0	0	0	4	3	0	7	16	18	0	34
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			

<b>Non-Teaching Staff</b>				
	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Total</b>
Sanctioned by the UGC /University State Government				7
Recruited	7	0	0	7
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				0
Recruited	0	0	0	0
Yet to Recruit				0

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

### **Qualification Details of the Teaching Staff**



<b>Permanent Teachers</b>										
<b>Highest Qualification</b>	<b>Professor</b>			<b>Associate Professor</b>			<b>Assistant Professor</b>			<b>Total</b>
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	4	2	0	8	8	0	22
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	1	0	8	10	0	19
UG	0	0	0	0	0	0	0	0	0	0

<b>Temporary Teachers</b>										
<b>Highest Qualification</b>	<b>Professor</b>			<b>Associate Professor</b>			<b>Assistant Professor</b>			<b>Total</b>
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	0	0	0
UG	0	0	0	0	0	0	0	0	0	0

<b>Part Time Teachers</b>										
<b>Highest Qualification</b>	<b>Professor</b>			<b>Associate Professor</b>			<b>Assistant Professor</b>			<b>Total</b>
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	1	1	0	2
UG	0	0	0	0	0	0	0	0	0	0

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

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

<b>Programme</b>		<b>From the State Where College is Located</b>	<b>From Other States of India</b>	<b>NRI Students</b>	<b>Foreign Students</b>	<b>Total</b>
UG	Male	683	0	0	0	683
	Female	797	0	0	0	797
	Others	0	0	0	0	0
Certificate / Awareness	Male	360	0	0	0	360
	Female	290	0	0	0	290
	Others	0	0	0	0	0

<b>Provide the Following Details of Students admitted to the College During the last four Academic Years</b>					
<b>Category</b>		<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>
SC	Male	38	30	47	64
	Female	34	32	37	32
	Others	0	0	0	0
ST	Male	2	0	1	2
	Female	0	3	1	1
	Others	0	0	0	0
OBC	Male	30	35	33	31
	Female	26	18	23	25
	Others	0	0	0	0
General	Male	176	166	229	263
	Female	231	233	257	245
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
<b>Total</b>		<b>537</b>	<b>517</b>	<b>628</b>	<b>663</b>

### **Institutional preparedness for NEP**

<p>1. Multidisciplinary/interdisciplinary:</p>	<p>The institution has two streams, viz. Arts and Science. There are 14 departments belonging to the aforementioned streams. The institution is focused on providing multidisciplinary education. The college has been stressing hard to impart multidisciplinary and holistic education. Kamrup College has been offering courses as per CBCS and FYUGP structure for undergraduate courses in different streams. At present the college offers BA (Honours), BA (Regular), BSc (Honours), BSc (Regular) and various add on courses, Skill Enhancement Courses, Ability Enhancement Courses and Multidisciplinary courses. Students have the flexibility to choose subjects of choice in common courses viz., Value Added Course</p>
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	<p>(VAC), Multi-Disciplinary Course (MDC), Ability Enhancement Course (AEC) and Skill Enhancement Course (SEC) under FYUGP and also various SEC in accordance with CBCS norms. Of course, the constraint of space and human resource is to a certain extent acting as a barrier in making the programs completely flexible. The college is contemplating to become truly multidisciplinary. The college focusses upon to provide holistic education through extension activities by involving its students through various programmes like NSS, Scouts &amp; Guides besides clubs and forums. To promote the spirit of social responsibility and encourage holistic education, the college has adopted the 'Koibarta suburi' of Rupiabathan village where faculty members and students interact with the village locals for awareness of superstitions, financial literacy, health awareness etc. and carrying out other extension activities.</p>
<p>2. Academic bank of credits (ABC):</p>	<p>The College at present is not registered in Academic Bank of Credits as it is an affiliated college under Gauhati University. The affiliating university lays down the framework for curriculum designing along with credits, assessment system and other aspects that the College has to follow. However, the college is eager to register in it. Academic Bank Credit is of immense importance for the student community and is going to play a pivotal role in multiple entry and exit. The College at present is not registered in Academic Bank of Credits as it is an affiliated college.</p>
<p>3. Skill development:</p>	<p>Our College has been organizing different activities for skill development of various stakeholders. It has organized activities for the development of Life skills, soft skills, language skills, ICT skills, etc. for its students. College has organized different training programmes for the students as well as for the neighboring people to develop their entrepreneurial skills. Workshop like vermicompost production, start-up and entrepreneurship development, earthen lamp making, craft and jewellery making, decorative handicrafts making, pickle production, ICT training, etc. were organized by the college. Various Skill Enhancement Courses like historical tourism in North east India, Oral Culture and Oral History, farm management, Rural marketing, etc. are also part of its academic transaction. College also offers skill based certificate courses to its students. College is planning</p>

	<p>to start an Innovation and Incubation Centre, and this centre will promote different skills among students and local people. The Perspective plan and Institutional Development Plan of the college also advocate for organizing activities for skill development of different stakeholders of the College. It has regularly conducted various skill development and extension activities in the adopted villages and schools.</p>
<p>4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):</p>	<p>The college has been trying its best to integrate Indian Knowledge system as part of the holistic development of a student. Teaching is carried out mostly in bilingual manner with Assamese and English. Lectures are given by the faculty members in both the languages and in evaluation of examination answer scripts same procedure is followed. The college offers students Assamese, Sanskrit, English and Arabic as subjects in UG courses. The syllabus in English, Assamese, Sanskrit, Philosophy, Economics, Education and Bengali is laced with topics dealing with Indian culture and tradition. To encourage Indian Knowledge System, special days are celebrated in the college to remember and enrich our cultural and scientific heritage like National Mathematics Day in honour of Legendary Indian Mathematician Ramanujan, National Science Day in honour of the Raman Effect by the Nobel Laureate C. V. Raman, Teacher's Day in honoring S. Radhakrishnan, Rashtra Bhasa Divas, Sanskrit Divas, etc. In line with the International Yoga Day, the college also organizes it in a befitting manner encompassing all the faculties and students. Each year, cultural events and rallies are organized during Annual College Week function where various Indian culture, tradition and knowledge system are nicely showcased with active participation of students. The magazines published by the college students' union and other forums has articles in Assamese, English, Bodo and Sanskrit. Three national webinar was organized by the Department of English on modernism in Indian English literature, wild life crime in India and novel as a social critique-victorian to post-modern era. The Education department also organized international webinar on education against the backdrop of the pandemic. The department of Sanskrit also organized international webinar on Upanishads and Gita in world literature.</p>

5. Focus on Outcome based education (OBE):	<p>The institution is committed towards Outcome Based Education and in that regard the formulation of Program Specific Outcomes and Course Outcomes with utmost care. Kamrup College teaching fraternity has always emphasized on outcome based learning for an effective teaching learning process. This is in accordance with the vision laid in NEP 2020. The course outcomes (COs) for all courses and programme outcomes (POs) are well structured in accordance with Blooms Taxonomy. The evaluation of attainment of COs and POs are a continuous practice and towards this end a formative approach is practiced in the college. Teachers conduct discussions and class interactions to evaluate the COs attainment so that the class teachings are fruitful. This method displays the attainment of knowledge and skills from their performance in the semester examinations and supporting activities such as seminars, assignments, group discussion, quiz, project etc. These provide strong evidence to the teachers of effectiveness of teaching and learning. The overall stress is on a continuous monitoring so that the graduate attributes of grasping the domain knowledge in the relevant discipline, capability of analyzing problems and identifying complex problems using the knowledge acquired defining solutions for complex problems are appropriately acquired. Besides, to ascertain the attainment of various attributes in the students of the college towards the target of a holistic education and all-round development of students some certificate/add-on courses are initiated by the college. These are sought such that students of the college can apply contextual knowledge for societal welfare and commit to professional ethics and also understand the various factors presently affecting the society and environment.</p>
6. Distance education/online education:	<p>The institution serves as a Study Centre for Distance Education under Krishna Kanta Handique State Open University (KKHSOU). As an educational institution Kamrup College has taken a wide range of measures for online education. Different talks series and webinars are arranged by various departments of the college. During the covid 19 period of pandemic beginning 2020, the college authority decided to introduce online education to students to ensure continuity of their studies unaffected and in pursuit of</p>

looking after the interests of students in an incompatible environment. The department of Physics organized online talk series entitled "Padartha Bigyanar Itu-situ aru Bohutu" regularly. The department of Zoology and Botany also organising annual lecture series. The department of Education organized online international webinar on Education against the backdrop of Pandemic-Crisis and possibilities. The department of English organised three national level webinar entitled 1.Modernism in Indian English Literature 2.Wild life Crime in India and 3. Novel as a social critique-victorian to post-modern era. The department of Sanskrit organized online International webinar on Upanishads and Gita in World Literature. Emphasis was given on providing quality education to students through interactive sessions to understand the ability of students to comprehend what was being taught because they were not exposed to or familiar with online classes. Online classes are held with the help of platforms like Google meet, Google Classroom, zoom which were found to be extremely useful tools for both teachers and students in the teaching learning process. Faculty Development Programme was held in the College campus where Resource persons were invited from Krishnaguru Adhyatmik Viswavidyalaya, Mahapurush Srimanta Sankardeva University and Gauhati University. FDP programmes gave emphasis on ensuring preparedness with alternative modes of quality education whenever and wherever traditional modes of education are not possible. Our faculties have equipped themselves through various workshops and other professional development programs on developing e-academic materials, use of LMS, etc. and are confidently using the same using different ICT tools. During Covid pandemic period, internal assessment examination and departmental test examination were conducted using different ICT tools. Departmental meeting among the faculty members and also along with the students were also arranged using different online platforms. Google classroom helped in providing notes and evaluating students' understanding and performance. The College authority has provided computer to the different academic departments of the college for the benefit of students and teachers. Each and every teacher of the college are doing some of their classes using LCD projectors. In 2020-21

session, Gauhati University conducted even end semester examination online. At present students can apply for examination online and marksheets can be obtained through the same process.

### Institutional Initiatives for Electoral Literacy

<p>1. Whether Electoral Literacy Club (ELC) has been set up in the College?</p>	<p>Yes, college has established an Electoral literacy club. The ELC of the College has been formed as per the Director of Higher Education guidelines. The College has also taken initiative to form the ELC under the guidance of some teachers and student leaders of the college.</p>
<p>2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?</p>	<p>Co-ordinator and faculty members of the ELC is appointed by the college as per direction given by the Government. Yes the ELC of the college is functional and indeed it can be considered as one of the most active clubs of the college. Papori Talukdar is appointed as Campus Ambassador and Dr. Bhaben Kakati, Assistant Professor, Dept. of Political Science, Kamrup College is appointed to co-ordinate the ELC as faculty member along with five other teacher members.</p>
<p>3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.</p>	<p>It has been organizing awareness programme, online voter registration programme to bring the new voters of the area in the democratic process of the country. The ELC of the College has Celebrated the National Voters' Day every year to create aware and to encourage voters. It has organized various programmes and successfully urged many new eligible voter to enroll their names.</p>
<p>4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.</p>	<p>Surveys are conducted by the electoral literacy club in association with the political science department of the college. In the year 2024 a survey on "Political consciousness among the people of West Nalbari area" was conducted by the students of the Club.</p>
<p>5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to</p>	<p>ELC of the college with district administration has been organising drive for enrolment of voters in the voter's list as per advice given by the ECI. The ELC</p>



institutionalize mechanisms to register eligible students as voters.

of the college, under the leadership of a Student Ambassador and guidance of a group of teachers has started a help desk to help the students who are above 18 to enroll their names in the Voters List and took part in the electoral process in India.

## Extended Profile

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### 1 Students

#### 1.1

Number of students year wise during the last five years

2023-24	2022-23	2021-22	2020-21	2019-20
1703	1575	1381	1485	1452
File Description		Document		
Upload Supporting Document		<a href="#">View Document</a>		
Institutional data in prescribed format		<a href="#">View Document</a>		

### 2 Teachers

#### 2.1

Number of teaching staff / full time teachers during the last five years (Without repeat count):

Response: 41

File Description	Document
Upload Supporting Document	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>

#### 2.2

Number of teaching staff / full time teachers year wise during the last five years

2023-24	2022-23	2021-22	2020-21	2019-20
41	41	29	23	20

### 3 Institution

#### 3.1

Expenditure excluding salary component year wise during the last five years (INR in lakhs)

2023-24	2022-23	2021-22	2020-21	2019-20
55.34	97.18	37.34	117.32	53.10

File Description	Document
Upload Supporting Document	<a href="#">View Document</a>

## 4. Quality Indicator Framework(QIF)

### Criterion 1 - Curricular Aspects

#### 1.1 Curricular Planning and Implementation

##### 1.1.1

**The Institution ensures effective curriculum planning and delivery through a well-planned and documented process including Academic calendar and conduct of continuous internal Assessment**

**Response:**

Kamrup College, Chamata is affiliated to Gauhati University and the entire course curriculum for degree programme is designed by the University. The Certificate courses are designed by the institution itself. The curriculum planning and delivery through a well-planned documentation is done accordingly.

- As the institution is affiliated to Gauhati University, therefore it adheres to the Academic Calendar of the University and follows the curriculum laid down by it.
- The planned calendar is forwarded to the routine preparation committee .The committee accordingly prepares the college routine by giving equal importance to all the programmes with proper adjustment of infrastructural facilities. .
- The College organizes orientation programme for the students. The Principal, Vice Principal, IQAC co-ordinator and Heads of the departments and teachers orients the students about the course, syllabus, code of conducts, different facilities in the college and rules and regulations.
- There is also a provision for a bridge courses for the new comers to the college. It helped the learners to fulfil the gap between their earlier courses and newly entered courses.
- To ensure effective curriculum delivery during the lockdown period, or during restrictions for physical classes, College made some arrangements for online classes.
- Each Department monitors the learning of students through class tests, home assignments, group discussions and seminar presentations.
- Each teacher maintains the regular records of the curriculum delivery in Academic Progress Report which is monitored by departmental Heads, Academic council and Principal.
- The college has some self financed certificate courses. The curriculum of these courses is prepared by the co-ordinators in consultation with academic council.
- College has adopted experiential learning methods and for that students are taken for field visits. Some of the departments offer project paper for students. Students do their field visit and project work under the guidance of teachers.
- Marks are awarded for all activities assigned to the students and complete transparency is made in awarding the marks. Internal assessment marks are made public through display on notice board.

**Internal Assessment**

- For a Continuous Internal Evaluation, Examination committee of the college prepare a schedule for internal/sessional examination. The students are also informed in advance about the dates of sessional examination. Special Test are taken for Slow learners and absentees.
- Following the academic calendar, notifications for the Sessional Examination are issued by the

college, set the question papers by the concerned departments of the college and examinations are conducted.

- For making the internal assessment more transparent, notifications of obtained marks in internal assessments including assignments, seminars and group-discussions are kept in the departments for record.
- To check the fairness of evaluation, answer scripts are distributed to students after evaluation.
- Regarding assignment, the questions for the assignment are discussed in the class and the students are given stipulated time to submit it.
- Records pertaining to internal assessments like attendance sheets, question papers, evaluated answer scripts, mark foils are kept by the Head of Departments which can be checked by the students and their parents.
- Academic counselling is conducted based on the students' progression.
- Assessment of mid-semester Feedbacks received from students is done by the departments.
- Students performance review meeting along with parent's meets are organized in departmental level.
- Remedial classes are arranged if needed and
- Finally, internal assessment marks are supplied to the University for declaration of end-semester Results.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

## 1.2 Academic Flexibility

### 1.2.1

**Number of Certificate/Value added courses offered and online courses of MOOCs, SWAYAM, NPTEL etc. (where the students of the institution have enrolled and successfully completed during the last five years)**

**Response:** 8

File Description	Document
List of students and the attendance sheet for the above mentioned programs	<a href="#">View Document</a>
Institutional programme brochure/notice for Certificate/Value added programs with course modules and outcomes	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>
Evidence of course completion, like course completion certificate etc. Apart from the above:	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

### 1.2.2

*Percentage of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years*

**Response:** 25.22

1.2.2.1 Number of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years

2023-24	2022-23	2021-22	2020-21	2019-20
408	470	400	415	223

File Description	Document
Upload supporting document	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

## 1.3 Curriculum Enrichment

### 1.3.1

*Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability in transacting the Curriculum*

**Response:**

Higher educational institutions are the most influential part of the society. It has a major role to play in integrating cross cutting issues to prepare the youths of the college. Our college is also playing a significant role on it as the curriculum of some regular courses tries to address issues related to Professional Ethics, Gender equality, Human values and Sustainability. Moreover, the value added courses also aim at inculcate moral, social, human values and thereby leading to the holistic development of students.

**The Syllabus:** The syllabus of different programmes offered at Kamrup College deals in cross cutting issues. Syllabus of Political Science covers issues like Feminism, Human Rights, Democracy, Good Governance, Environment, Equality, Freedom, Justice and Multiculturalism. Syllabus of History covers issues related to Gender, Environment, Ecology etc. Syllabus of Assamese includes topics related to culture and values in the society, Syllabus of English covers crosscutting issues like Feminism, Culture etc. Syllabus of Education department includes issues like Feminism, Gender, Women Education, Environmental, Human Values, Leadership, Peace, Human Rights, Ancient Knowledge etc. Syllabus of Economics covers issues like Environment and Ecology, Sustainability etc. Syllabus of Botany and Zoology covers environmental issues like ecology, sustainability, biodiversity, pollution and global warming in their curriculum transaction.

**Professional Ethics:** A few courses in the syllabus uphold the professional ethics in both Non-CBCS/CBCS and Four Year Under Graduate Programme (FYUGP) courses. The courses that focus on professional ethics in the Non-CBCS programmes are found in a few papers in the dept of Economics, Education, Philosophy and History. The knowledge of these course papers inculcate the value of professionalism among the students. The teachers regularly attend the faculty development programme, practice of inviting Resource persons for courses in Personality Development, spoken Sanskrit, spoken Arabic, Soft Skill and Spoken English courses for students. The successful attainment of POs reflect the value of professional ethics.

**Gender:** In order to promote gender sensitivity among students the Women's Cell of Kamrup College regularly organizes Workshops on jewellery making, online essay competition as a part of stress management, Popular Talks, Orientation Programmes by inviting Female Resource persons and female guest faculty. The department of Political Science awards best female graduate every year.

**Human Values:** In our institution, NSS, Scout & Guide, different cells under IQAC, Students' Union, Teachers' Unit and Women Cell actively involved in organizing events like International Yoga Day, World Environment Day, Human Rights Day, Independence Day, Voters day, Constitution Day, Aids Day, Road Safety Week, blood donation camps, leadership development camp, Street Play on superstition, health awareness programme etc. which promote human values and professional ethics.

**Environment and Sustainability:** Environment and Climate Cell, Green club, IQAC, NSS, Eco Club etc. are actively involved in both on and off campus activities for orienting students on environmental issues. Commitment to the environment is a best practice of the college and all the stakeholders of the college contribute in this field. The College regularly celebrates World Water day, Wetland day, World Environment Day, Earth Day etc. to promote environmental awareness among students.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

**1.3.2**

**Percentage of students undertaking project work/field work/ internships (Data for the latest completed academic year)**

**Response:** 36.17

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

Response: 616

File Description	Document
Upload supporting document	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

**1.4 Feedback System****1.4.1**

*Institution obtains feedback on the academic performance and ambience of the institution from various stakeholders, such as Students, Teachers, Employers, Alumni etc. and action taken report on the feedback is made available on institutional website*

**Response:** C. Feedback collected and analysed

File Description	Document
Feedback analysis report submitted to appropriate bodies	<a href="#">View Document</a>
At least 4 filled-in feedback form from different stake holders like Students, Teachers, Employers, Alumni etc.	<a href="#">View Document</a>
Action taken report on the feedback analysis	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>
Link of institution's website where comprehensive feedback, its analytics and action taken report are hosted	<a href="#">View Document</a>





## Criterion 2 - Teaching-learning and Evaluation

### 2.1 Student Enrollment and Profile

#### 2.1.1

##### Enrolment percentage

**Response:** 99.21

##### 2.1.1.1 Number of seats filled year wise during last five years (Only first year admissions to be considered)

2023-24	2022-23	2021-22	2020-21	2019-20
663	628	517	537	552

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

2023-24	2022-23	2021-22	2020-21	2019-20
670	630	520	550	550

#### File Description

#### Document

Institutional data in the prescribed format

[View Document](#)

Final admission list as published by the HEI and endorsed by the competent authority

[View Document](#)

Document related to sanction of intake from affiliating University/ Government/statutory body for first year's students only.

[View Document](#)

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

[View Document](#)

#### 2.1.2

*Percentage of seats filled against reserved categories (SC, ST, OBC etc.) as per applicable reservation policy for the first year admission during the last five years*

**Response:** 50.91

##### 2.1.2.1 Number of actual students admitted from the reserved categories year wise during last five years (Exclusive of supernumerary seats)

2023-24	2022-23	2021-22	2020-21	2019-20
106	103	77	97	94

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

2023-24	2022-23	2021-22	2020-21	2019-20
214	203	166	177	177

File Description	Document
Institutional data in the prescribed format	<a href="#">View Document</a>
Final admission list indicating the category as published by the HEI and endorsed by the competent authority.	<a href="#">View Document</a>
Copy of communication issued by state govt. or Central Government indicating the reserved categories(SC,ST,OBC,Divyangjan,etc.) to be considered as per the state rule ( Translated copy in English to be provided as applicable)	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

## 2.2 Student Teacher Ratio

### 2.2.1

**Student – Full time Teacher Ratio**  
(Data for the latest completed academic year)

**Response:** 41.54

## 2.3 Teaching- Learning Process

### 2.3.1

**Student centric methods, such as experiential learning, participative learning and problem solving methodologies are used for enhancing learning experiences and teachers use ICT- enabled tools including online resources for effective teaching and learning process**

**Response:**

**The College always tries to adopt student centric methods to enhance learning experiences and teachers uses ICT enable tools for effective teaching and learning process. To achieve this, the college adopts a myriad of methods:**

The Departments of Botany, Chemistry, Education, Mathematics, Physics and Zoology are equipped with laboratories focusing on hands-on learning. Departments regularly undertake educational tours and field trips to acquaint students with the practical aspects of their curriculum.

In the Arts stream, laboratories such as the Education laboratory, Language Lab, and Computer lab are available. Departmental Seminars, Group Discussions and Peer-Learning are regularly conducted. These activities allow students to develop teamwork and collaborative learning.

Students are encouraged towards entrepreneurship and for this purpose the college organises events such as entrepreneurship training programmes, workshop on various schemes of NSIC Ltd., start-up success, innovation and incubation, entrepreneurship and mindset development to involve students in such endeavours. Students are encouraged and assisted in pursuing research projects by the teachers in various departments.

To inculcate a sense of community services and civic responsibility, students are involved in Swachh Abhiyans organised by the students union and the departments. To equip students with tools that assist them in their careers after college, workshops on life skills, soft skills, yoga are regularly organised. Every academic year, an annual College Week is organised where numerous extra-curricular activities and competitions take place.

Students are actively involved in the publication of the College Magazine-KAMRUPA, Departmental Magazines, Womens' Cell Journal-SROTOSWINI, ISBN books, Wall Magazines and Newsletters.

In every academic session, the Inter-disciplinary learning is encouraged so that students have access to a wider field of knowledge, and do not remain limited to their own disciplines. For this, faculty exchange programmes are conducted between different departments. Many Departments have entered into MOUs with other institutions for faculty/student exchange programmes and Research.

The Institution also arranges Class, MCQ Test, Online Test, Quiz Competition, essay competition for the students as a part of problem solving learning.

The college annually conducts elections to fill 16 portfolios of the Students' Union as per the recommendations of the Lyngdoh Committee Report of 2006. This allows students to be a part of the governance of the college and learn the democratic ethos.

The College is equipped with Information and Communication Technologies (ICT). In order to align the curriculum delivered with the changes ushered in by the global digital revolution, and to equip students with an increasingly technology-dependent world, the college encourages liberal use of ICT in the teaching learning process. This comprises of Wi-Fi enabled campus for the students and teachers, use of virtual platforms like Google Meet, Zoom, Google Classroom, and Google forms to provide study materials to the students.

Gaurikanta Talukdar Library facilitates students to access e-learning resources. The Learning Management System (LMS)-one stop platform of knowledge database embedded in College website. The faculties upload subject related e-contents and students can avail these materials.

During the lockdown induced by the Covid-19 pandemic, online classes by using multiple platforms were successfully adopted by the college. The regular use of Emails, Cloud Storage, and instant messaging platforms have made communication easier between the faculty and the students. A certain number of faculty members have also been instrumental in developing e-learning content for the students and majority of them also done online Faculty Induction Programme.

File Description	Document
Upload Additional information	<a href="#">View Document</a>

## 2.4 Teacher Profile and Quality

### 2.4.1

**Percentage of full-time teachers against sanctioned posts during the last five years**

**Response:** 86.52

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

2023-24	2022-23	2021-22	2020-21	2019-20
44	44	30	30	30

File Description	Document
Sanction letters indicating number of posts sanctioned by the competent authority (including Management sanctioned posts)	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

### 2.4.2

***Percentage of full time teachers with NET/SET/SLET/ Ph. D./D.Sc. / D.Litt./L.L.D. during the last five years (consider only highest degree for count)***

**Response:** 96.75**2.4.2.1 Number of full time teachers with NET/SET/SLET/Ph. D./ D.Sc. / D.Litt./L.L.D year wise during the last five years**

2023-24	2022-23	2021-22	2020-21	2019-20
40	40	28	22	19

File Description	Document
List of faculties having Ph. D. / D.Sc. / D.Litt./ L.L.D along with particulars of degree awarding university, subject and the year of award per academic year.	<a href="#">View Document</a>
Institution data in the prescribed format	<a href="#">View Document</a>
Copies of Ph.D./D.Sc / D.Litt./ L.L.D awarded by UGC recognized universities	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

**2.5 Evaluation Process and Reforms****2.5.1**

**Mechanism of internal/ external assessment is transparent and the grievance redressal system is time- bound and efficient**

**Response:**

Kamrup College is affiliated to Gauhati University and as such the college follows the guidelines of Gauhati University in conducting examinations and evaluation. Every year, the University issues Academic Calendar for the General Degree Colleges and Institutes affiliated to the University. Internal Assessment are done by two measures-

**i) Sessional Examination and ii) assignments**

- Following the academic calendar, notifications for Sessional Examination are issued by the college, set the question papers by the concerned departments of the college and examinations are conducted.
- Invigilation duty list is prepared by the sessional examination committee members and only teaching staff are engaged in the duties.
- For making the internal assessment more transparent, notifications of obtained marks in internal assessments including assignments, seminars and group-discussions, are kept in the departments

for record.

- To check the fairness of evaluation , answer scripts are distributed to students after evaluation.
- Regarding assignment, the questions for the assignment are discussed in the class and the students are given stipulated time to submit it.
- Records pertaining to internal assessments like, attendance sheet, question papers, evaluated answer scripts, markfoils are kept by the Head of Departments which can be checked by the students and their parents.
- Academic counselling is conducted based on the students' progression.
- Assessment of mid-semester Feedbacks received from students is done by the departments.
- Students performance review meeting along with parent's meets are organized in departmental level.
- Remedial classes are arranged if needed
- Finally, internal assessment marks are supplied to the University for declaration of end-semester Results.

The college has adopted the following mechanisms to deal with grievances pertaining to internal/external examinations.

#### **At the college level**

- The teachers of the respective courses distribute the evaluated answer scripts to the students to scrutinise their answer scripts. This ensures transparency of internal assessment process.
- If there is any grievance from student side, she/he can approach the teacher or Head of the department. Answer scripts of the student who lodged the grievance are reevaluated by the same or another teacher of the department and intimate the marks to the student within 4- 6 days.
- The grievances if any are sorted out in the department level. The departments take care that the students do not lose internal marks.
- Still if there is any unresolved grievance, same is referred to the Principal through the Head of the Department.
- If any student fails to sit in the sessional exam with valid and authentic reasons and they have submitted application to the examination committee re-sessional examination is arranged for them with new question papers.
- Students performance review meeting along with parent's meets are organized in departmental level.
- Academic counselling is provided by the departments based on students' progression.
- There is a structured individual Feed-back System in each department.

#### **At the University level**

If the students grievances are related to end semester results, the authority takes the initiative by forwarding the students' application to the University for further action.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

## 2.6 Student Performance and Learning Outcomes

### 2.6.1

*Programme Outcomes (POs) and Course Outcomes (COs) for all Programmes offered by the institution are stated and displayed on website*

#### **Response:**

As the institution is affiliated to Gauhati University, it follows the curriculum of the affiliating university and offers the stated Programmes offered by the university. Hence, the course outcomes (COs) of the Programmes offered by the institution and the course outcomes of the Programmes offered by the university are the same. The various UG Programmes offered by the parent university is available in the official website of the university which can be downloaded by the affiliating colleges. For all the programmes and courses offered by this college, programme or course specific outcomes are clearly stated and uploaded in the college website. The teachers of the institution are aware of the Programme and the COs of their concerned subjects as a hardcopy of the same is available in each department for ready reference. The students can avail the same or can search the COs in the parent university website for their reference. Their confusions, if any, are cleared by the faculty members.

#### **Mechanism of Communication of Programme and Course Outcomes:**

The College has an effective mechanism to communicate programme and course outcomes to all stakeholders:

#### **Communication to Teachers**

- Academic Committee Meetings held at the beginning of the academic year ensure the communication of POs, PSOs and COs to the faculty.
- Faculty members participation in the syllabus revision meetings conducted by the University is ensured. This helps the departments to keep alongside each other of the changes and help students attain the maximum benefit out of each programme and course.
- Changes in the syllabus, if any, are immediately communicated to the faculty and students. Any problem in the prescribed syllabus is communicated by the Academic Council of the college with suggestions for rectification.
- The IQAC organizes workshops and sessions for faculty on POs, PSOs and COs, Bloom's Taxonomy and Teaching plan. etc.

#### **Communication to students**

- POs, PSOs and COs are well-displayed on the College website. In order to communicate the same to the stakeholders the following mechanism is adopted by the college authority:



- Each department preserves the hard copy of the syllabi for reference Discussion takes place in the academic meeting regarding programme outcome and course outcome so that the plan for career counseling can be chalked out.
- The students are oriented about the learning outcome of the course in the departmental orientation meetings as well as in the career counseling programmes held from time to time. In the orientation programme students are communicated with the placements of the alumni of the various departments.
- Orientation Programmes are organized before the commencement of the course at college to make aware the students about the course outcomes and programmes offered for them.
- The use of laboratory equipment is instructed to the students through trained faculty especially in the department of Science stream. The programme specific outcomes are related to the syllabus, the same is intimated to the students departmentally.
- Every departments plan their student related activities based the particular outcomes. The dept of Economics organizes workshops on soft Skill and Caree guidance.
- The education department organizes programme on life skill and English department also organises the workshop on artificial intelligence. Academic and administrative audit ensures the successful intimation of course outcome to the students. The feedback obtained from the students on teaching-learning process help to understand the expected learning outcomes.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

## 2.6.2

*Attainment of POs and COs are evaluated.*

**Explain with evidence in a maximum of 500 words**

**Response:**

Kamrup College deploys numerous methods to assess the attainment of Programme Outcomes and Course Outcomes. The college believes in the ideals of Continuous and Comprehensive Evaluation so that the attainment of Course Outcome remains inclusive and well-rounded. The methods in which this attainment is measured are-

- Interaction of students in classroom with the faculty. The range of interaction and communication as expressed by a student allow teachers to measure whether they have benefited from learning environment or not.
- Performance of the student in Internal Assessment. and end-Semester examinations. This is a method of direct evaluation, and is most commonly used by all the teachers for a quantitative and objective evaluation of the attainment.
- After timely completion of the syllabus, course outcome (CO) is evaluated through organizing

course based seminars and workshops, project works and assignments; conducting field surveys and class tests etc.

- The college also focuses on the achievements of students in extracurricular activities or research/academic activities beyond the purview of their prescribed curriculum. The number of students who has progressed to higher studies also reflects on the attainment of Programme and Course Outcomes.
- The number of students who were employed (self or otherwise) after the completion of their course is also a good indicator for assessment.
- The college also has a feedback mechanism in place which collects feedback from students, alumni and employers of the graduated students which provides the college with crucial data required to improve upon the existing teaching-learning methods.
- For instance, a survey conducted on attainment of POs and COs in 2022-23 which shows that 80% of students reported that learning resources are available in the College, 15% of students reported not available in the college and the rests are neutral in this regard. So far as capacity capacity enhancement is concerned it was found that 80% of students positively response regarding enhancement of capacity, 11.5 % response negatively and the rest 8.3 % are indifferent about capacity enhancement. Learning outcome is important component of learning process in the college. The study reported that 79% of students learned the course, 12.5% does not learned and the remaining percent shows may be response as per survey. The study reveals that 75% of students gained practical knowledge from Cos and POs, 20% does not gained practical knowledge and the rest 5% are indifferent. The study reveals that 60% of students respond positively regarding problem solving attitude, 30% responds negative and 10 % replied may be. Confidence building was another important question relating for the evaluation of COs and POs. It was found that 90% students build their confidence from the course, 7% does not build confidence and rest 3% respond negatively regarding confidence development. Information and Communication Technology knowledge of students has been improved whereas 91% students replied yes, 8% has no idea and the rest 1 % replied negatively. Gaining Social knowledge is a vital component of academic life. The study also shows that 86% students gained knowledge in social issues, while 9% have no idea of gaining knowledge and 5% replied negatively. The study also shows that 81% students motivated for a better life, 14% students are uncertain and the rest 5% are not motivated for a better life. The co-curricular is also a vital part of academic life of students. The survey shows that majority i.e. 91% students benefitted from co-curricular engagement, 4.1% are indifferent and the rests are not benefitted from that.

File Description	Document
Upload Additional information	<a href="#">View Document</a>

### 2.6.3

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

**Response:** 96.35

#### 2.6.3.1 Number of final year students who passed the university examination year wise during the last five years

2023-24	2022-23	2021-22	2020-21	2019-20
204	258	279	169	226

### 2.6.3.2 Number of final year students who appeared for the university examination year-wise during the last five years

2023-24	2022-23	2021-22	2020-21	2019-20
208	272	290	175	234

File Description	Document
Institutional data in the prescribed format	<a href="#">View Document</a>
Certified report from Controller Examination of the affiliating university indicating pass percentage of students of the final year (final semester) eligible for the degree programwise / year-wise.	<a href="#">View Document</a>
Annual report of controller of Examinations(COE) highlighting the pass percentage of final year students	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

## 2.7 Student Satisfaction Survey

### 2.7.1

#### Online student satisfaction survey regarding teaching learning process

**Response:** 3.78

File Description	Document
Upload database of all students on roll as per data template	<a href="#">View Document</a>

## Criterion 3 - Research, Innovations and Extension

### 3.1 Resource Mobilization for Research

#### 3.1.1

*Grants received from Government and non-governmental agencies for research projects / endowments in the institution during the last five years (INR in Lakhs)*

**Response:** 47.68

#### 3.1.1.1 Total Grants from Government and non-governmental agencies for research projects / endowments in the institution during the last five years (INR in Lakhs)

2023-24	2022-23	2021-22	2020-21	2019-20
46.28	0	1.4	0	0

#### File Description

#### Document

Upload supporting document

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

### 3.2 Innovation Ecosystem

#### 3.2.1

**Institution has created an ecosystem for innovations, Indian Knowledge System (IKS), including awareness about IPR, establishment of IPR cell, Incubation centre and other initiatives for the creation and transfer of knowledge/technology and the outcomes of the same are evident**

**Response:**

The Institution has created an ecosystem for innovations, Indian Knowledge System (IKS) by adopting the following measures-

1. The College has functional Institutions Innovation Council (IIC) for promoting different activities related to the innovation, Intellectual Property Rights (IPR), Start-up and entrepreneurship.

2. The IIC council has various components like NIRF, Start-up activity, Innovation activity, ARIIA, IPR activity, Social media and Internship Activity. All the components have assigned convenor to perform their respective area.

3. The IIC has organized workshop on start-up, innovation and entrepreneurship for creating awareness on entrepreneurship and innovation in College.

4. The college has signed MOU with Royal Global university, Enlighten civil service academy, Guwahati specially for innovation, employment, entrepreneurship and incubation .
5. This Institution has collaborated with 21 agencies, Colleges and Universities for the transfer of knowledge.
6. The faculty members have attended as expert speakers, Resource Persons and Judges organized by other institutions. Most of the faculties are regularly publishing articles in news papers, involves with social organization, District administration and NGOs.
7. The institution has hosted exhibitions, workshops in association with alumni. Faculties have used online messaging platforms and applications such as mails and Whatsapp to upload e-contents for the benefit of students.
8. The department of Economics organizes seminar on Intellectual Property Rights (IPR) for creating awareness in patents, trademarks, copyrights and trade secrets among students.
9. Performance Based Assessment System (PBAS) encourages faculty members to enhance their teaching, research and administrative skills.
10. The college has been trying its best to integrate Indian Knowledge system as part of the holistic development of a student.
11. Teaching is carried out mostly in bilingual manner with Assamese and English. Lectures are given by the faculty members in both the languages and in evaluation of examination answer scripts same procedure is followed.
12. The college offers students Assamese, Sanskrit, English and Arabic as subjects in UG courses. The syllabus in English, Assamese, Sanskrit, Philosophy, Economics, Education and Arabic is laced with topics dealing with Indian culture and tradition.
13. To encourage Indian Knowledge System, special days are celebrated in the college to remember and enrich our cultural and scientific heritage like National Mathematics Day in honour of Legendary Indian Mathematician Ramanujan, National Science Day in honour of the Raman Effect by the Nobel Laureate C. V. Raman, Teacher's Day in honouring S. Radhakrishnan, Librarians' day in honouring S.R. Ranganathan, Rashtra Bhasa Divas, Sanskrit Divas, etc.
14. The College adopting a multilingual teaching-learning system especially with Assamese, English and Sanskrit, and students feel very comfortable with it. Students showcase their colorful and diverse cultures on different occasions which makes us very proud of our rich cultural heritage. This sense of unity in diversity strengthens the students' unity. The College has subscription to e-resources, digital classroom facilities, ICT based classrooms, equipped laboratories and language laboratories. These are used to promote the traditional knowledge system of India. The college also has a library well-stocked with books, novels, magazines and Research Journals in both English, Assamese, Sanskrit and Arabic languages on religion, art and culture.
15. Each year, cultural events and cultural rallies are organized during Annual College Week where various Indian culture, tradition and knowledge system are nicely showcased with active participation of

students. The magazines published by the the college students union and other forums has articles in Assamese, English, Sanskrit, etc.

File Description	Document
Upload Additional information	<a href="#">View Document</a>

### 3.2.2

*Number of workshops/seminars/conferences including on Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship conducted during the last five years*

**Response:** 58

**3.2.2.1 Total number of workshops/seminars/conferences including programs conducted on Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship year wise during last five years**

2023-24	2022-23	2021-22	2020-21	2019-20
10	27	07	04	10

File Description	Document
Upload supporting document	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

## 3.3 Research Publications and Awards

### 3.3.1

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

**Response:** 1.54

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

2023-24	2022-23	2021-22	2020-21	2019-20
8	18	13	15	9

<b>File Description</b>	<b>Document</b>
Link to the uploaded papers, the first page/full paper(with author and affiliation details)on the institutional website	<a href="#">View Document</a>
Link to re-directing to journal source-cite website in case of digital journals	<a href="#">View Document</a>
Links to the papers published in journals listed in UGC CARE list or	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

**3.3.2****Number of books and chapters in edited volumes/books published and papers published in national/ international conference proceedings per teacher during last five years****Response:** 2.85**3.3.2.1 Total number of books and chapters in edited volumes/books published and papers in national/ international conference proceedings year wise during last five years**

2023-24	2022-23	2021-22	2020-21	2019-20
21	52	27	13	4

<b>File Description</b>	<b>Document</b>
List of chapter/book along with the links redirecting to the source website	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>
Copy of the Cover page, content page and first page of the publication indicating ISBN number and year of publication for books/chapters	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

### 3.4 Extension Activities

#### 3.4.1

**Outcomes of Extension activities in the neighborhood community in terms of impact and sensitizing the students to social issues for their holistic development during the last five years.**

**Response:**

**Kamrup college always inculcates social and moral values and responsibilities among the teachers and students by conducting extension activities in the neighborhood and within the college for the holistic development of the society. The students and teachers are encouraged to take active part in the programmes to develop a sense of social responsibility. Some major Extension Activities of the college in its neighbourhood are:**

1. During the Covid-19 pandemic period, Kamrup College Girls' hostel has been allowed for the purpose of using as a Quarantine Center, 2020.
2. During the pandemic period the Kamrup College Teachers' Unit (KCTU) has organised a day long Covid Test Programme in collaboration with Swahid Mukunda Kakati Civil Hospital, Nalbari, 2020
3. An online essay competition was organised among students in order to sensitize them about environment on account of World Environment Day, 2021.
4. Covid-19 awareness online quiz competition was organised by KCTU during the time of pandemic, 2021
5. Two days International Yoga day was celebrated on under the sponsorship of KCTU, 2022
6. A voter's awareness programme was organized by the department of Political Science in collaboration with IQAC on 25/01/2021.
7. Celebration of Earth Day and Sapling plantations created awareness about the importance of saving our mother earth through plantations in nearby village.
8. Seuji Saptah & Free Distribution of Sapling from 8th May 2022 to 14th May 2022
9. Students exposure and training in horticulture at Daffodil College of Horticulture, Khetri, 08-04-2022
10. Street play against superstition in neighbouring village- Rupiabathan Kaibartya Suburi, 2022
11. Environmental Field Trip to Madan Kamdev, 2022
12. School Nurturing/Adoption programme, 21-05-2022
13. Health cum Anti-tobacco awareness programme at Adopted village, 03-01-2022
14. Voluntary Blood Donation drive on the occasion of 400th Birth anniversary of Lachit Barphukan, 24-11-2022



15. Swachhata Abhiyan and free distribution of handmade bamboo dustbin made by students at Chamata Razahuwa Sibslay
16. Street drama on AIDS awareness, 2022
17. Swaraswati Puja & Nagara Naam for peace and harmony in College every year
18. Trashtag Challenge-an initiative of cleanliness drive by students and teachers 2021.
19. Relief Distribution to Flood Affected peoples at Kulbil Chamata, 2022
20. Bamboo fencing by students in College gardens
21. Community Outreach programme on Financial Literacy at 138 Kashinath Vidymandir School (Adopted Village)
22. Tree Plantation programme in and outside the college campus by the Dept. of Economics on the occasion of world environment day.
23. Educational Interaction programme with foreign university by the Dept. of Chemistry
24. Interaction programme at IIT Guwahati by Dept. of Chemistry.
25. Awareness on Soft skill and career after graduation among students organized by the dept.of Economics.
26. Teacher exchange programme between Tihu College & Kamrup College, Dept. of Education
27. Plantation programme by the dept. of Education
28. Voters' Awareness Programme organized by the Dept. of Political Science, Kamrup College
29. Poster Competition among students organized by Dept. of Political Science.
31. Community Service by Students of the Dept. of Political Science in nearby Aganwadi Centre & Educational Field visit to Manas National Park
35. Workshop on Learning handicraft organized by the Dept. of Education, Kamrup College.
36. Health Awareness programme at Koibortya Suburi (Adopted Village)
37. Educational Tour to Bhoirab Kunda organized by the dept. of Economics for introducing environment with different flora & fauna.
38. Clealiness drive by NSS at College campus, 2024
39. Two days Puppet Dance programme to preserve traditional indigenous culture, 2024

40. Community service by students at Nearby Anganwadi centre on 1-2-2023

41. Interactive session with GP president Ranu Barman by Dept. of Political science on 17-11-2023

42. EVM demonstration programme on 9-4-2024

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

### 3.4.2

#### **Awards and recognitions received for extension activities from government / government recognised bodies**

##### **Response:**

**College has received many awards, recognitions and appreciation from goverment and various government recognised bodies. Some of such recognition are stated below**

1. One of the best colleges for valuable contribution towards the Blood donation programme. The certificate of appreciation/gratitude received by the College from Nalbari Swahid Mukunda Kakati Civil Hospiral due to Voluntary blood donation in several times in last five years by Faculty members and students of Kamrup College.

2. Appreciation for outstanding Co-operation in Environmental awareness and Conservation Activities by Govt. of Assam, Environment and forest department.

3. Certification of Appreciation from Assam Science Technonolgy and Environment Council (ASTECC) for association with ASTECC in extension activities related to environment since 2018.

4. The College has received appreciation certificate from the office of the joint Director of Health service for its extended co-operation and collaborations in holding numbers of health checkup camps, Tobacco and drug awareness camp, blood donation camp, WIFS and menstrual hygiene programme from time to time.

5. Certificate of Appreciation from Kashinath Vidyamandir for Extension Activities in School.

6. Certificate of appreciation received from village Headman of Rupiabathan village of Chamata for outstanding extension activities in adopted village.

7. The college received the appreciation for outstanding Co-operation in environmental awareness and conservation activities.

8. The College also received certificate of appreciation from Nalbari District administration specially for providing outstanding services by faculty members as External Evaluator in Gunotsav, Master trainer in Gunotsav training, Master trainer cum zonal officer in various Government election, presiding officers duty, providing girls' hostel for using as quarantine center during pandemic and for using College campus for organising various Central/State Government recruitment examinations.

9. Our students are also providing excellent campaign in voters' awareness in 2022. The District administration of Nalbari selected Miss Papori Talukdar as Brand ambassador for this campaign and awarded cash prize also.

10. Recognition by Government of Assam for participating two students Namely Nisharani Talukdar and Bhagyasri Talukdar in record-setting event of Bihu held on April 13, 2023 at Guwahati Sarusajai Stadium, featured over eleven thousand bihu dancer and drummers.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

### 3.4.3

*Number of extension and outreach programs conducted by the institution through organized forums including NSS/NCC with involvement of community during the last five years.*

**Response:** 40

**3.4.3.1 Number of extension and outreach Programs conducted in collaboration with industry, community, and Non- Government Organizations through NSS/ NCC etc., year wise during the last five years**

2023-24	2022-23	2021-22	2020-21	2019-20
8	11	12	4	5

File Description	Document
Photographs and any other supporting document of relevance should have proper captions and dates.	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>
Detailed report for each extension and outreach program to be made available, with specific mention of number of students participated and the details of the collaborating agency	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

### 3.5 Collaboration

#### 3.5.1

*Number of functional MoUs/linkages with institutions/ industries in India and abroad for internship, on-the-job training, project work, student / faculty exchange and collaborative research during the last five years.*

**Response:** 0

File Description	Document
Summary of the functional MoUs/linkage/collaboration indicating start date, end date, nature of collaboration etc.	<a href="#">View Document</a>
List of year wise activities and exchange should be provided	<a href="#">View Document</a>
List and Copies of documents indicating the functional MoUs/linkage/collaborations activity-wise and year-wise	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

## Criterion 4 - Infrastructure and Learning Resources

### 4.1 Physical Facilities

#### 4.1.1

The Institution has adequate infrastructure and other facilities for,

- teaching – learning, viz., classrooms, laboratories, computing equipment etc
- ICT – enabled facilities such as smart class, LMS etc.

Facilities for Cultural and sports activities, yoga centre, games (indoor and outdoor), Gymnasium, auditorium etc (Describe the adequacy of facilities in maximum of 500 words.)

#### Response:

Kamrup College provides adequate physical and updated academic facilities as per the need of the students and teachers. The total land area is 8.68 acre and its built up area is 3.56 acre. The Ground Floor of administrative building consists of Principal's Room, Vice-Principal's Room, Account Section and Office Staff. The First Floor of administrative building consists of Gaurikanta Talukdar Library, Second Floor is Digital Conference Hall and Dept. of English and Third floor is consist of Yoga, Gymnasium and Class rooms. The Assam Type Houses consists of 11 classrooms for Arts UG classes. Another Assam Type house consist of different department viz. Dept. of Philosophy, History, Political Science, Assamese, Economics, Examination room and IQAC. Ground floor of RCC building is used for Dept. of Arabic, Mathematics, Sanskrit, and KKHSOU study centre. The 1st floor of this building is provided for newly granted Science Stream and including its laboratories. The 2nd floor is used as Girls Hostel. Another RCC building (RUSA Building) consists of different science stream classes. In addition to these, Community Hall with five hundred sitting capacity has been used for organising cultural events, seminars, conferences, meeting, workshop etc.

The college has 14 departments, 38 classrooms, 8 laboratories. All departments have proper lighting, ventilation and are well equipped. The four class rooms have Interactive Board, projectors and Wi-Fi connectivity. College Library is automated with SOUL software with valuable collection of resources. All departments have their own departmental libraries with books and journals.

Each of the departments in the college have access to ICT-enabled classrooms. The college has separate common rooms for female and male students. There are sufficient toilet facilities for disabilities students also. The Placement Cell, Alumni Association, and Office of the Environment and Climate Cell, NSS are located in the College. The college has one Girls Hostel. At present, 15 Girl students are residing in the 2nd floor. A total of 36 CCTV Cameras are installed in the college campus. The college has a Digital Service Centre and a clean and well-maintained canteen. Vehicle parking spaces are also available for two and four-wheelers.

File Description	Document
Upload Additional information	<a href="#">View Document</a>

**4.1.2**

*Percentage of expenditure for infrastructure development and augmentation excluding salary during the last five years*

**Response:** 66.7

**4.1.2.1 Expenditure for infrastructure development and augmentation, excluding salary year wise during last five years (INR in lakhs)**

2023-24	2022-23	2021-22	2020-21	2019-20
39.02	67.04	7.59	102.63	24.02

File Description	Document
Institutional data in the prescribed format	<a href="#">View Document</a>
Audited income and expenditure statement of the institution to be signed by CA for and counter signed by the competent authority (relevant expenditure claimed for infrastructure augmentation should be clearly highlighted)	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

## 4.2 Library as a Learning Resource

**4.2.1**

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

**Response:**

Kamrup College has a central library known as GauriKanta Talukdar Library and 14 departmental libraries. The Gaurikanta Talukdar Library is fully automated with SOUL ILMS and Barcode technology. It has 37200 printed books and subscription of 6 printed journals, 7 newspapers and 8 magazines. It has 1842 reference books, rare books, Minor and Major Research Project Reports, Ph D Thesis and College Magazines. Library has a reading room with around 130 seating capacity. There is a

separate reading room for Boys, Girls and Teachers. Library is open from 10:00 AM to 5:00 PM in all working days. Degree students can borrow 3 books for 15 days, faculty members can borrow 20 books. There is a library advisory committee for library management. The library purchases new books as per the requisition given by the faculty members and students. Library also has a purchase suggestion box where library users can suggest books to be purchased. Library orientation programme is carried out for new students in which details about the library collection, services, timing and doubts of students if any. Various activities like workshop on reading habits among students, librarians day, national webinar on E-resources etc. has been organized regularly.

**Integrated Library Management System (ILMS) in the Library:** Gauri Kanta Talukdar Library used SOUL 2.0 ILMS from 2008 till date and use barcode technology for issue and return.

**Barcode Attendance:** Barcode based attendance system for both students and staffs.

**Book Browsing:** The holdings of the library can be searched using OPAC facilities

**Digital Library:** It has a separate digital library section with 8 computers and all are connected with internet. There is a separate login register for the digital library section.

**Wi-Fi based Library:** Library users can use the BSNL Broad Band Wi-Fi service in the reading hall and in the digital library section.

**Membership of E-Contents:** The Library is a member of the INFLIBNET N-LIST facilities. The users can access 199500+ E-books and 6000+E-journals available in the N-LIST database and 6,00,000 E-books through NDLI.

**Other Services:** Reprographic facility is also available for the library users. The college library is under CCTV surveillance. Books exhibition has been conducted by the library where students purchase books by different publishers.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

## 4.3 IT Infrastructure

### 4.3.1

**Institution frequently updates its IT facilities and provides sufficient bandwidth for internet connection**

*Describe IT facilities including Wi-Fi with date and nature of updation, available internet bandwidth within a maximum of 500 words*

**Response:**

The college has a well-established mechanism for upgrading and deploying Information Technology (IT) infrastructure. The college allocates budget for annual maintenance on the basis of the need and number of the students as well as teachers. For maintaining the hardware and the IT infrastructure of the campus, technical staff is outsourced. The institution updates the IT facilities frequently through various systems. In college, 3 classrooms and 2 seminar halls are equipped with ICT facilities whereas whole campus has Wi-Fi internet coverage. Notably, two smart interactive boards are regularly used by the faculty members as teaching aid. To promote minimal use of papers, electronic communication in terms of email and official WhatsApp group has been prioritised. The institution has access to subscribed Google Workspace for institutional email and cloud storage services. The Departments also make use of LMS, Google Classrooms, Youtube, Zoom, Google Meet, Webex etc. for lecture notes sharing and online classes. Financial activities are transformed to digital forms following Digital India initiative.

All the housekeeping activities in the library including cataloguing and circulation have been computerized. In the library, library management software- i.e. SOUL, barcode scanner, thermal printer, bar code attendance facility are used. The attendances of the employees are collected via state-of-the biometric scanner. The network connected computers are protected by antiviruses. Moreover, the college hires computer technicians and service providers for any disorder or damage on basis of the need. The institution takes utmost care for up keeping and replacement of the IT tools whenever necessary. In addition to it, the activities such as installation of anti-virus periodically, formatting of computers in case of corrupt operating systems, replacing hardware of old computers as well as new computers are undertaken yearly and come under Annual Maintenance Cost. The Wi-Fi facility is free of cost for all teachers, students and stakeholders of the College. In addition to the Wi-Fi facility, the college provides 2 internet connecting devices (BSNL and Jio-Fiber) as an additional tool for maintaining IT infrastructure of college. The college website is regularly updated by S.S Technologies Ltd. whereas the faculty members and departments update their respective parts in the websites regularly for information sharing. The programming and network management of the website is handled by the S.S Technologies Ltd. Guwahati company. The college also has an up to date user-friendly online admission portal SAMARTH. All relevant data of the bona-fide students are electronically stored. Facial biometric attendance system was introduced in 2016 replacing the traditional attendance recording system. A separate webpage for the library is embedded with the main website.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

**4.3.2****Student – Computer ratio (Data for the latest completed academic year)****Response:** 28.38**4.3.2.1 Number of computers available for students usage during the latest completed academic year:**



Response: 60

File Description	Document
Purchased Bills/Copies highlighting the number of computers purchased	<a href="#">View Document</a>
Extracts stock register/ highlighting the computers issued to respective departments for student's usage.	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

#### 4.4 Maintenance of Campus Infrastructure

##### 4.4.1

*Percentage expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component, during the last five years (INR in Lakhs)*

Response: 1.56

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

2023-24	2022-23	2021-22	2020-21	2019-20
1.00	0.18	0.00	3.98	0.47

File Description	Document
Institutional data in the prescribed format	<a href="#">View Document</a>
Audited income and expenditure statement of the institution to be signed by CA for and counter signed by the competent authority (relevant expenditure claimed for maintenance of infrastructure should be clearly highlighted)	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

## Criterion 5 - Student Support and Progression

### 5.1 Student Support

#### 5.1.1

*Percentage of students benefited by scholarships and freeships provided by the institution, government and non-government bodies, industries, individuals, philanthropists during the last five years*

**Response:** 75.03

**5.1.1.1 Number of students benefited by scholarships and freeships provided by the institution, Government and non-government bodies, industries, individuals, philanthropists during the last five years**

2023-24	2022-23	2021-22	2020-21	2019-20
1039	1200	1152	1454	854

#### File Description

#### Document

Year-wise list of beneficiary students in each scheme duly signed by the competent authority.

[View Document](#)

Upload Sanction letter of scholarship and free ships (along with English translated version if it is in regional language).

[View Document](#)

Upload policy document of the HEI for award of scholarship and freeships.

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

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

[View Document](#)

#### 5.1.2

*Following capacity development and skills enhancement activities are organised for improving students' capability*

- 1. Soft skills*
- 2. Language and communication skills*
- 3. Life skills (Yoga, physical fitness, health and hygiene)*
- 4. ICT/computing skills*

**Response:** A. All of the above

File Description	Document
Report with photographs on Programmes /activities conducted to enhance soft skills, Language and communication skills, and Life skills (Yoga, physical fitness, health and hygiene, self-employment and entrepreneurial skills)	<a href="#">View Document</a>
Report with photographs on ICT/computing skills enhancement programs	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

### 5.1.3

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

**Response:** 37.63

**5.1.3.1 Number of students benefitted by guidance for competitive examinations and career counselling offered by the institution year wise during last five years**

2023-24	2022-23	2021-22	2020-21	2019-20
554	411	680	469	744

File Description	Document
Upload supporting document	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

### 5.1.4

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

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

**Response:** A. All of the above

File Description	Document
Proof w.r.t Organisation wide awareness and undertakings on policies with zero tolerance	<a href="#">View Document</a>
Proof related to Mechanisms for submission of online/offline students' grievances	<a href="#">View Document</a>
Proof for Implementation of guidelines of statutory/regulatory bodies	<a href="#">View Document</a>
Details of statutory/regulatory Committees (to be notified in institutional website also)	<a href="#">View Document</a>
Annual report of the committee motioning the activities and number of grievances redressed to prove timely redressal of the grievances	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

## 5.2 Student Progression

### 5.2.1

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

**Response:** 42.83

**5.2.1.1 Number of outgoing students placed and / or progressed to higher education year wise during the last five years**

2023-24	2022-23	2021-22	2020-21	2019-20
112	124	110	70	89

**5.2.1.2 Number of outgoing students year wise during the last five years**

2023-24	2022-23	2021-22	2020-21	2019-20
208	272	290	175	234

File Description	Document
Number and List of students placed along with placement details such as name of the company, compensation, etc and links to Placement order(the above list should be available on institutional website)	<a href="#">View Document</a>
List of students progressing for Higher Education, with details of program and institution that they are/have enrolled along with links to proof of continuation in higher education.(the above list should be available on institutional website)	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

### 5.2.2

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

**Response:** 7.42

**5.2.2.1 Number of students qualifying in state/ national/ international level examinations year wise during last five years (eg: IIT/JAM/NET/SLET/GATE/GMAT/GPAT/CLAT/CAT/ GRE/TOEFL/ IELTS/Civil Services/State government examinations etc.)**

2023-24	2022-23	2021-22	2020-21	2019-20
13	14	16	01	06

File Description	Document
List of students qualified year wise under each category and links to Qualifying Certificates of the students taking the examination	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

## 5.3 Student Participation and Activities

**5.3.1**

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

**Response:** 13

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

2023-24	2022-23	2021-22	2020-21	2019-20
3	9	1	0	0

**File Description****Document**

Upload supporting document

[View Document](#)

list and links to e-copies of award letters and certificates

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

**5.3.2**

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

**Response:** 4.6

**5.3.2.1 Number of sports and cultural programs in which students of the Institution participated year wise during last five years**

2023-24	2022-23	2021-22	2020-21	2019-20
3	8	4	3	5

**File Description****Document**

Upload supporting document

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

## 5.4 Alumni Engagement

### 5.4.1

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

**Response:**

The alumni of the college is an integral part in continuing the growth and development of the institute over the years. The first Alumni Meet was held in 2003 and the Alumni Association, Kamrup College, Chamata was constituted in the same year. Since then the alumni of the college have been found to be engaged to contribute to their Alma Mater through different ways. The Alumni Association has proved to be a consistent partner of the institute in marching ahead by providing assistance, guidance and support to the students and sharing their cherished recommendations to the establishment for its complete and multifaceted development. Their engagement relate to financial contributions, initiating academic programme, mentoring, organizing career guidance programme, plantation drive, extending helping hand by collecting money for the distressed alumni, organising exhibition of self-made products, donating different objects to their own departments, providing training in jewelry and craft making to the current students, providing services in electrification and supervision of the whole campus, taking leading role in organizing Alumni meet of different Departments, at a regular interval, volunteering and community engagement such as community outreach program, engaging in environmental clean-up programme and field trip visit, offering Guru Puja by showing respect to all teachers including retired teachers, enhancing college prestige by catching various reward and award at national and international level, providing leadership training in cultural and sports at a frequent intervals advocating college college's mission and vision, participating actively in College Establishment Day, Annual College Week, Annual Fresher's Social, Teachers' Day, Saraswati Puja, Milad-E-Mehfil, Bathou Puja and so on. Alumni of the college, who have Master's Degree in different subjects, are engaged in the teaching-learning process of the college with the approval of the Governing Body. Alumni of the institute make up almost 25% of the teaching and non-teaching faculties. A number of alumni have rendered and still rendering their service as part time teachers in the college. The IQAC maintains the alumni database by collecting relevant information from the departments. The college website has an alumni association tab where by-law of alumni association, vision, executive committee, activities related with alumni association are uploaded timely. After the completion of every session of academic activities, the College IQAC takes initiative to collect data and feedback of alumni using Google form. A room has been allotted to the Alumni Association to conduct their executive meetings.

The Alumni Association joins hands with the college administration through -

1. The donation of books, almirah, Sound system, desks and table for departmental library, wall clocks, photo frames with photographs for showcasing different departmental activities etc.
2. Extension activity like Blood Donation Camp has been organized with Kamrup College Teachers' Unit
3. Through the Alumni Meets, the alumni of the college interact with the students by providing input and share their experience regarding skills, recent technologies and in applying knowledge in various fields.

<b>File Description</b>	<b>Document</b>
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>



## Criterion 6 - Governance, Leadership and Management

### 6.1 Institutional Vision and Leadership

#### 6.1.1

*The institutional governance and leadership are in accordance with the vision and mission of the Institution and it is visible in various institutional practices such as NEP implementation, sustained institutional growth, decentralization, participation in the institutional governance and in their short term and long term Institutional Perspective Plan.*

#### Response:

The Governance of Kamrup College reflects its vision and mission. The institution is committed to all round development of the students who are their studies in this institution of higher education. It runs a few career oriented and vocational courses along with the traditional courses for creating self employment avenues among the students, in this highly competitive society. It also organises training and counselling programmes for students to motivate and train them for the job market. It has UG Honours in 14 full-fledged departments along with regular courses. It attempts to raise heights in spite of many hurdles for opening PG courses under KKHSOU and also plans to introduce these programme in regular mode. Accordingly it has PG courses in political science, Assamese, Economics, English and Education. The college was working with only one stream from a very long time. Introduction of science stream was a long standing demand from the people of the area. Under the initiative of Government of Assam, it has started science stream from academic session 2022-23.

The Institution has adopted the National Education Policy (NEP) 2020 as directed by Gauhati University from 2023. It has established a Samarth Cell which includes faculties, office assistants and student members for the implementation of NEP. The admission of students, promotion of teachers, pay fixations are done through SAMARTH portal.

#### **Participative Management-**

Participation of all stakeholders in overall management of the institution along with academic and administrative activities constitutes an important democratic practice exercised in Kamrup college. Almost all the important bodies and committees that are associated with the decision making process do include teachers, non teaching staff and students. In many committees like Governing committee, Students' Union, centre committees of exam, IQAC along with teaching and non teaching staff some prominent local and other expert personalities are invited to enrich the functioning of the institution. Teachers are involved directly in student's related activities as adviser and mentor. The governing body of the college includes guardian of students along with other experts and teaching and non teaching members.

#### **Democratic Decentralisation-**

Kamrup college, chamata believes in the practice of democratic decentralisation of power and authority. Hence in every major steps and also in functioning of the institution delegation of work and authority is

found enormously. For example, mention may be made about the admission of the students that happens before starting of every academic year. For conducting the admission the Head of the institution convenes a meeting of the teaching and non teaching staff to discuss the admission process. Only here the final decisions are taken then an admission committee is constituted along with the Heads of the departments along with some other teaching and non teaching staff. The departments are allowed to have their own norms for admission as per guidelines of the government and asked to forward these to the committee through the Head who is a member of the admission committee. Again, it has over 15 committees to handle different areas of academics and administration. All these are empowered to contribute towards the smooth functioning of the institution. This committee includes-Academic committee, Grievance redressal committee, Anti ragging committee, Examination committee, Minority committee, Admission committee, Student's Union committee, Prospectus committee, RUSA Committee, Purchasing committee, Construction committee, Canteen committee, Sports committee, IQAC, Research and Development Cell, etc.

File Description	Document
Upload Additional information	<a href="#">View Document</a>

## 6.2 Strategy Development and Deployment

### 6.2.1

*The institutional perspective plan is effectively deployed and functioning of the institutional bodies is effective and efficient as visible from policies, administrative setup, appointment, service rules, and procedures, etc*

#### **Response:**

Kamrup College, Chamata, has been stressing hard to impart multidisciplinary and holistic education. Keeping in mind the dynamic vision and mission, Kamrup College has developed many institutional strategic/perspective plans which is timely implemented. The Perspective Plan of Kamrup College is the outcome of the long exercise of the Perspective Plan Preparation Committee form by IQAC. While preparing the plan, the committee consulted with members of the IQAC, HoD's, students and alumni of the college both in formal and informal set up. The Perspective Plan Preparation Committee has considered the Recommendation of the NAAC Peer Team members of Cycle II, Vision and Mission of the college, Quality Policy of the College and Inputs from stakeholders.

The Perspective Plan Preparation Committee aims to act as a model guideline for all institutional stakeholders in improving upon the gaps that are inherently present in different developmental sectors of the institution, to ensure maximum utilization of all resources- human, financial and physical for the holistic development of the institution. The College perspective plan is prepared for a period of five academic sessions. To achieve the broad aims, the following set of objectives have been identified-To

promote good governance practices with a view towards introducing greater efficiency and transparency in all institutional procedures and practices, by enhancing coordination amongst the different institutional units/ wings, to augment paradigm changes in curricular aspects, aided through qualitative as well as quantitative upgradation of learning resources, institutional infrastructure, student support and progression as well as research and extension activities, to maximize the benefits of strength and opportunities of the college and to minimize the impact of the challenges and weakness of the college

One of the objective of teaching and learning and evaluation (perspective plan) is increasing the enrolment of students. Based on the institutional strategic/perspective plan, the Governing Body of Kamrup College authorised the Principal to take the initiative in the process for

i) the introduction of the science stream and ii) opening of a study centre of Krishna Kanta Handique State Open University. In course of time it was successfully implemented.

i)Introduction of science stream

As per recommendation of affiliation committee and approval of Honorable V.C. thereon, Registrar & Secretary, Executive Council, Gauhati University, had granted permission to Kamrup College for opening TDC 1st year Science stream regular course from the session 2022-23.

ii)Setting up of a study centre of KrishnaKanta Handique State Open University ( KKHSOU)

A memorandum of understanding between KrishnaKanta Handique State Open University and Kamrup College, Chamata to act as study centre was signed on 13th June 2022. With reference to the letter dated 2.7.2022, the authority of KKHSOU approved for setting up of a study centre of this University IN Kamrup College. Kamrup College was allowed to offer the programme of undergraduation (B.A) With reference to the letter dated 2.7.2022. the Registrar of KKHSOU informed that the approval of a study centre code is 2217. Also, the study centre was given approval for running the following:

- 1.PG: Assamese, Education, Economics, English and Political Science
2. Diploma: DLIS, DCWE, DSL

The services of the employees are regulated as per Provincialisation of College Employees Act, 2005 and College Service Conduct Rule. New recruitments , CAS promotions are made in a transparent manner as per the guidelines framed by UGC and the Government of Assam.

<b>File Description</b>	<b>Document</b>
Upload Additional information	<a href="#">View Document</a>
Institutional perspective Plan and deployment documents on the website	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

## 6.2.2

***Institution implements e-governance in its operations***

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

**Response:** A. All of the above

<b>File Description</b>	<b>Document</b>
Screen shots of user interfaces of each module reflecting the name of the HEI	<a href="#">View Document</a>
Institutional expenditure statements for the budget heads of e-governance implementation ERP Document	<a href="#">View Document</a>
Annual e-governance report approved by the Governing Council/ Board of Management/ Syndicate Policy document on e-governance	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

### **6.3 Faculty Empowerment Strategies**

#### **6.3.1**

**The institution has performance appraisal system, effective welfare measures for teaching and non-teaching staff and avenues for career development/progression**

**Response:**

**The college has well-planned and effective welfare measure for both teaching and non-teaching staff. Various welfare measures are listed below-**

- 1. Welfare measure for financial support**
- 2. Other supportive measures**
- 3. Measures for Academic and intellectual Development**
- 4. Infrastructural facility and**
- 5. Other measures**

#### **A. Welfare measure for financial support:**

1. With the purpose of providing financial assistance by granting loans to both teaching and non-teaching staff in emergency situation at a low rate of interest college has mutual funds.
2. Group link Saving Insurance is a low-cost scheme of LIC that provides insurance cover to the staff who are member of this scheme.

3. Group Insurance scheme (GIS) is a scheme by Government of Assam to guarantee insurance cover to the staff.
4. The institution provides the facility of depositing insurance premium of the staff under SSS of LIC.
5. The institution provides the retirement benefit including GPF/CPF, Gratuity encashment of EL for teaching staff, NPS etc. as per the guideline of Government of Assam.
6. Medical reimbursement under MMLSAY for teaching and non-teaching staff.

#### **B. Other supportive measures:**

1. The Institution provides following leaves to the teaching and non-teaching staff as per the rules of Government of Assam- Casual leaves, Earned leaves, Duty leaves (To serve as Resource person, to attend seminar, Conferences, RC, OC etc.), Maternity leave, Child care Leave, Leave with pay to attend Conferences of Professional Bodies.
2. There is provision for reservation of seats for the wards of the employees.
3. During Covid Pandemic Quarantine center and Covid testing facility was provided for staff and community.

#### **C. Measures for Academic and intellectual Development:**

1. The college organizes training programs for the development of the staff members.
2. The college also encourages its teaching staff to participate in seminars, workshops, FDPs, Refresher Courses and Orientation Courses.
3. The institution also organizes training programs for promoting staff under Career Advancement Scheme under IQAC and keeps provisions of representation in various bodies or cells of the college.
4. Kamrup College has subscribed to N-LIST INFLIBNET to provide E-resources to the teaching staff for enhancing their knowledge.
5. Various talks and lecture programs are also organized by the Departments with collaboration with IQAC for the benefit of both staff and students.
6. The Women Cell of the College publishes one Peer reviewed Bilingual Multidisciplinary journal Srotaswinee which encourages the staff to contribute their part towards the field of research and innovation.

#### **D. Infrastructural facility:**

1. Departmental rooms to all teaching Departments with ICT facility.
2. Administrative building for the non-teaching staff.
3. Separate toilet facilities to Male and Female staff.
4. Proper dustbin facility.
5. Generator for uninterrupted electric supply.
6. Parking facility for the staff
7. Canteen with reasonable price.
8. Reading room and library facility.
9. CCTV for campus surveillance.
10. Conference room with ICT facility.

#### **E. Other Measures:**

- 1. Leaves for academic purposes like PhD, attending seminars, workshops and conferences of local, state, national and international level.
- 4. Duty leave for teachers for examination related works and government duties.
- 7. Departmental libraries, teacher's common room, free wifi facility.
- 8. Library facility for all faculty members for borrowing books and e-contents.
- 9. A grievance redressal internal complaint committee is in place for speedy redressal of grievances of teachers, staff and students.
- 10. AAA initiated by IQAC helps to improve academic and administrative performance of all staff.
- 11. The attendance of teaching and non-teaching staff is recorded both through bio-metric system and attendance register.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

**6.3.2**

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

**Response:** 0

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

2023-24	2022-23	2021-22	2020-21	2019-20
0	0	0	0	0

File Description	Document
Policy document on providing financial support to teachers	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>
Copy of letter/s indicating financial assistance to teachers and list of teachers receiving financial support year-wise under each head.	<a href="#">View Document</a>
Audited statement of account highlighting the financial support to teachers to attend conferences / workshop s and towards membership fee for professional bodies	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

### 6.3.3

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

**Response:** 40.74

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

2023-24	2022-23	2021-22	2020-21	2019-20
24	34	07	06	06

**6.3.3.2 Number of non-teaching staff year wise during the last five years**

2023-24	2022-23	2021-22	2020-21	2019-20
7	7	7	7	7

File Description	Document
Refresher course/Faculty Orientation or other programmes as per UGC/AICTE stipulated periods, as participated by teachers year-wise.	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>
Copy of the certificates of the program attended by teachers.	<a href="#">View Document</a>
Annual reports highlighting the programmes undertaken by the teachers	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

## 6.4 Financial Management and Resource Mobilization

### 6.4.1

**Institution has strategies for mobilization and optimal utilization of resources and funds from various sources (government/ nongovernment organizations) and it conducts financial audits regularly (internal and external)**

**Response:**

The college has strategies for mobilization of resources and ensures accountability and financial transparency. The funds which are allocated and released by government and non-government organizations are utilized for which it was sanctioned. The improvement of institutional infrastructure, resources for acquiring knowledge and social responsibility are the major heads where the funds are allocated. The College has a transparent and well-planned financial management system where the Government and Management are the main sources of funds.

**Fund Mobilization and Utilization of Resources:**

The institution seeks to mobilize government and non-government grants for infrastructure and resource development to the relevant authorities such as- UGC, Assam State Government, Department of Higher Education, Department of Science & Technology, RUSA and Assam Science Technology & Environment Council.

The old Community hall has been reconstructed. The ground floor of New Science Building has been constructed under RUSA grants. One vermicompost unit is installed in the college campus by utilizing the funds from ASTEC. Other sources of funds are reimbursed from students's admission fees by the State government, Centre fees are collected by the institution by permitting its venue to be used for conducting govt. examinations, Centre fees collected from Krishna Kanta Handique state university and Application fees received from candidates applying for recruitment in different posts. Unused land inside the auditorium has been constructed for car parking. College premises is used for holding many state-



level competitive exams. College has a distance education center as part of its research and academic extension activities where BA, MA and Diploma courses are offered under Krishna Kanta Handiqui State Open University. The center is also used for offering HS courses offered by Assam Higher Secondary Education Council. Girls hostel of the College was used for quarantine center during covid-19. . College campus is also used for organizing meetings of different social organizations. A zonal conference of Assam College Teachers' Association was organized in the college.

### Resource Mobilization:

The types and methods of resource mobilization are discussed in RUSA committee meetings, Kamrup College Union body meeting, Staff meetings, Finance Committee meetings, Guardian meetings, and Alumni meetings and are approved by the Governing Body of the college. These demands are scrutinised and placed in G.B. meeting for approval. After the approval of Governing Body, the college authority submits proposals to UGC, RUSA, ASTEC and other Government organisations requesting for allocation of grants for academic and overall development of the college. The Institution has a transparent and well planned financial management system. Apart from the grants from Government, the College Management also mobilises funds from other sources like college canteen, lease of college pond, etc. Various National and State level Scholarships are awarded and also provide free studentships to the deserving candidates. State Government and Central Govt. provide Scholarships for meritorious students under the category of ST, SC, OBC, Minority, etc. College authority regularly notifies the students regarding such information in the notice board so that students can avail the scholarship in time. The College also gives importance in mobilisation of funds for fulfilling the vision of the college. The Governing Body of the college coordinates and monitors the optimal utilization of the funds for the holistic development of the college.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

## 6.5 Internal Quality Assurance System

### 6.5.1

**Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes. It reviews teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals and records the incremental improvement in various activities**

#### Response:

**The IQAC has institutionalised the quality assurance strategies and processes of the Institution. IQAC has been actively involved in reviewing the teaching learning process.**

1. Strategic Planning, Implementation and Review of the Curriculum-IQAC has developed a strategic

curriculum delivery process, which is-

### **A.Strategic Planning:**

- a.Prospectus: The Prospectus committee under IQAC prepares a prospectus including all the courses and programmes to be conducted for a year in detail.
- b.Academic Calendar: Academic Calendar is prepared regularly through which the whole teaching –learning activities of the year is planned.
- c.Class Routine: Central routine is developed for each semester for effective delivery of the curriculum.
- d.Teaching plan, Lesson plan, Syllabus Distribution: Teaching plans and lesson plans are prepared and syllabus are distributed in advance for effective curriculum delivery.

### **B. Implementation:**

- a.Induction Programme: Induction programmes for students are regularly organized to orient the student about the course, syllabus, exam, different facilities and rules and regulations, code of conduct, etc.
  - b.Assessment and Monitoring: It is done through sessional exams, home assignments, seminars, project activities, community services and group discussions etc.
  - c. Mentoring: Students are regularly mentored by the mentor teachers on different issues..
  - d. Teacher's Monthly Activity Report maintained by IQAC
- e.The attainment course outcome and programme outcome evaluated through a online survey on availability of learning materials in the College, capacity enhancement, course learning, gaining practical knowledge,problem solving attitude, confidence building, ICT knowledge, knowledge in social issues, co-curricular engagement, motivation for better life and imparting values.

### **C. Review process:**

- a.Feedback System: IQAC regularly conducts Students Satisfaction Survey and takes feedbacks from as students, teachers, parents, alumni and employers regarding the teaching-learning process and also analyses and reviews the whole process of curriculum delivery.On the basis of observations on the feedback results, regularly report is prepared which is submitted to the principal. IQAC, in the feedback report add suggestion based on the feedback data. The principal of the college takes necessary actions based on the report and the suggestions submitted by IQAC
- b.Perspective Plan: IQAC has developed a perspective plan to uplift and enhance the teachinglearning process.
- c.IQAC is also prepared Institutional Development Plan (IDP)
- d.Teaching-learning policy: The IQAC has developed a teaching-learning policy for making the curriculum delivery process more stringent and efficient.

### **Besides, IQAC has undertaken following activities-**

- a.Assesses the performance and appraisal of faculties with regard to Career Advancement Scheme (CAS).
- b.Conducts workshops, seminars, talks for the benefit of teaching and non-teaching staff and students.
- c.Timely submits the AQAR's to NAAC, annual reports to the University and has participated in the NIRF.

d.IQAC has signed memorandum of understanding (MOUs) with other institutions of higher learning, and has adopted villages and schools.

e.IQAC maintains and updates the college website and encourages all the departments to update their departmental profiles in the website for the benefit of the stakeholders.

f.IQAC conducts academic and administrative audit (AAA), green audit, Gender audit and energy audit.

g. IQAC conducts regular meeting with Teaching and Non-Teaching Staff.

h.IQAC ensures the maximum utilization off ICT technological and e-learning resources and online methods.

File Description	Document
Upload Additional information	<a href="#">View Document</a>

### 6.5.2

**Quality assurance initiatives of the institution include:**

- 1.Regular meeting of Internal Quality Assurance Cell (IQAC); quality improvement initiatives identified and implemented**
- 2.Academic and Administrative Audit (AAA) and follow-up action taken**
- 3.Collaborative quality initiatives with other institution(s)**
- 4.Participation in NIRF and other recognized rankings**
- 5.Any other quality audit/accreditation recognized by state, national or international agencies such as NAAC, NBA etc.**

**Response:** B. Any 3 of the above

File Description	Document
Quality audit reports/certificate as applicable and valid for the assessment period.	<a href="#">View Document</a>
NIRF report, AAA report and details on follow up actions	<a href="#">View Document</a>
List of Collaborative quality initiatives with other institution(s) along with brochures and geo-tagged photos with caption and date.	<a href="#">View Document</a>
Link to Minute of IQAC meetings, hosted on HEI website	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

## Criterion 7 - Institutional Values and Best Practices

### 7.1 Institutional Values and Social Responsibilities

#### 7.1.1

**Institution has initiated the Gender Audit and measures for the promotion of gender equity during the last five years.**

*Describe the gender equity & sensitization in curricular and co-curricular activities, facilities for women on campus etc., within 500 words*

#### **Response:**

Gender equality is a big issue in our society today. Promoting equality and eradicating discrimination based on caste, religion, sex, and gender are crucial steps toward fostering education and societal transformation in our nation. Therefore, ensuring a safe environment for students, staff and all stakeholders on campus is a vital aspect of any higher education institution.

The Gender Audit of the College has been done to know the gender gap in admission of students, Teaching and non-teaching staffs, NSS, Scoute and Guide, Governing Body etc. and to take remedial measures to achieve gender balance. The Audit Report has made an attempt to examine the role played by Kamrup College, Chamata towards gender-oriented issues during the last five years. The study indicates the fact of enrolment of more number of female students in comparison to male students in the college in the last five years. From the last five years report it is found that the number of female within the teaching faculty is steadily increasing at the College. The gender gap regarding male and female non-teaching staff in the college exists. The percentage of male is quite higher than percentage of female.

The campus provides various facilities designed to the needs of women, including CCTV surveillance and dedicated girls' common rooms for female students. A significant number of CCTVs have been installed throughout the campus.

The college has ensured availability of basic facilities for all female stakeholders. It has a Girls' Common Room, a Women's Cell and washroom. The college has 60 % of girl students and The minimum reservation for girls is fulfilled.

The Women Cell of Kamrup College, Chamata is working actively to reduce the gender gap and bring awareness on different issues by conducting extension program, self-defense training camp, health camp, awareness program, stress management for students through online essay competition, etc within and outside the institution.

Besides, the Women Cell is working on the economic empowerment of the girls' students by conducting many skill development workshops, like jewelry making, promoting handicraft product, decorative product, providing best female graduate awards, etc. The Women Cell of the college organizes International Women's Day every year, inviting speakers to discuss topics such as women's contributions to society, empowerment, and related subjects.

Faculties provide formal and informal student counselling service specially for Girls' from time to time to

address their mental stress, career advice and family concerns.

The college policies, including the Code of Conduct, Gender Equity and Sensitivity Policy, Employees Welfare Policy and Students Grievance Redressal Policy etc. advocate gender equity in different spheres in College

It is seen that no third gender students have enrolled yet in the institution but to bring consciousness regarding the issues of transgender is very important and the Women Cell has mentioned about conducting Gender Sensitization program in near future.

Another noticeable work conducted by Women Cell of the College is the publishing a multidisciplinary research journal bearing ISSN 2454-8146 yearly from the year 2015 to contribute to the research and Development of the college in particular and to the society in general. This journal enables researchers and faculty members to publish their work without any article processing charges.

The Internal Complaints Committee, anti-ragging Committee, Women Cell, Teachers Unit, Students' Union actively promote gender equality by organizing different activities.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

### 7.1.2

#### The Institution has facilities and initiatives for

1. Alternate sources of energy and energy conservation measures
2. Management of the various types of degradable and nondegradable waste
3. Water conservation
4. Green campus initiatives
5. Disabled-friendly, barrier free environment

**Response:** B. 3 of the above

File Description	Document
Policy document on the green campus/plastic free campus.	<a href="#">View Document</a>
Geo-tagged photographs/videos of the facilities.	<a href="#">View Document</a>
Circulars and report of activities for the implementation of the initiatives document	<a href="#">View Document</a>
Bills for the purchase of equipment's for the facilities created under this metric	<a href="#">View Document</a>

**7.1.3**

**Quality audits on environment and energy regularly undertaken by the Institution. The institutional environment and energy initiatives are confirmed through the following**

- 1.Green audit / Environment audit**
- 2.Energy audit**
- 3.Clean and green campus initiatives**
- 4.Beyond the campus environmental promotion activities**

**Response:** A. All of the above

<b>File Description</b>	<b>Document</b>
Report on Environmental Promotional activities conducted beyond the campus with geo tagged photographs with caption and date	<a href="#">View Document</a>
Policy document on environment and energy usage Certificate from the auditing agency	<a href="#">View Document</a>
Green audit/environmental audit report from recognized bodies	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

**7.1.4**

**Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and Sensitization of students and employees to the constitutional obligations: values, rights, duties and responsibilities of citizens (Within 500 words)**

**Response:**

Kamrup College is consistently working towards promoting tolerance and harmony among staff, students and local people. Various units, societies and bodies of the institution such as NSS, Green Clubs, Environment and Climate, Students' Union, Women's Cell, and Teachers' Unit, regularly organize major events involving all the employees and students of the college along with local communities. A cultural rally reflecting the diverse heritage of the country is organized every year during the annual College Week. In order to promote cultural diversity, the college celebrates Rabha Divas, Silpi Divas, Bhupen Hazarika Divas etc. In order to promote communal harmony activities like streetplay on witch hunting and superstition, celebration of Human Right Day, National Unity day, observation of communal harmony week, stress manangement month, girl child day, etc. are observed which promote tolerance, women safety and communal harmony. Major initiatives for promoting an inclusive environment are-

The College is centrally observing Saraswati Puja, Eid-a-Miladun-Nabi, Biswakarma puja and Sanskrit Divas every year. In these three occasions students actively participate across all religious and linguistic categories. It reveals the spirit of inclusion and tolerance among the students. Further, according to the guidelines of affiliated universities, our college is annually observing the Youth Festival with five to seven days programmes and students are took part in cultural rally to show cultural identity, peace and harmony. The programmes of the youth festival involve participation of all sections of students of our college for the development of their cultural, sports related, literary and artistic spheres. It inculcates individual as well as team spirit among students in the development of their extra-curricular activities. The college is celebrating the International Women’s Day to reinforce gender sensitivity among the college fraternity. .Besides, the college along with the NSS unit observes the world environment day as well as earth day to develop environmental awareness among students. Providing the staff with opportunities to utilize two restricted holidays in accordance to the list given by the Government of Assam and their own liguistic communities and cultural identities. Encouraging the students to showcase their cultural heritage and providing them the platform for the same through the organisation of functions like college week, freshmen social amongst many. The institution undertakes different initiatives to sensitize students and employees to the constitutional obligation and to enable them to behave as a responsible citizen. The institution celebrates national festivals like Independence Day, Republic Day, Constitution Day, Gandhi Jayanti etc with great zeal in which students come to know sacrifices of freedom fighters & various aspects of India’s Freedom Struggle. The institution tries to inculcate duties & responsibilities as entrusted by the constitution of India through celebration of Constitution Day & National Voters Day. The established Code of Conduct help students and employees to be a responsible citizen. Code of Professional Conduct and Ethics includes the handbook of Code of Professional Conduct and Ethics has helped to strengthen integrity and accountability among the staff members. It also helped to develop trust and respect to other stakeholders. It has built an inspirational atmosphere in the institute which has helped in enhancing the bond between the college and staff members.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

## 7.2 Best Practices

### 7.2.1

**Describe two best practices successfully implemented by the Institution as per NAAC format provided in the Manual**

**Response:**

**BEST PRACTICE-1**



**1. Title of the Practice:** Empowering local communities through sustainable development**2. The Context behind the practice:**

The College is located in a rural area with a significant population of economically disadvantaged families. The local community faces challenges related to unemployment, health issues, superstition and environmental degradation. Majority of the populations in the neighbouring villages are illiterate, their economic conditions are very poor, joint families, uses of alcohol, unconscious about family planning and lie below poverty lines. They hesitate to send their children to school. In this regard our College has important role to work in favour of the welfare of the villages.

**3. Objectives of the practice:**

1. To provide education and vocational training to underprivileged sections of the community.
2. To promote health and hygiene awareness through regular health camps.
3. To enhance environmental sustainability through tree plantation drives and
4. To make aware against superstitions in the local communities.

**4. The Practice:**

Our college has adopted a nearby primary school, 138 No Kashinath Vidyamandir School, where we conduct regular educational workshops and tutoring sessions for the children. These initiatives help the school students gain early exposure to laboratories, and our faculty members actively involve them in various programs like science exhibitions and workshops. Besides, for enhancing computer literacy among the students the College donated Computer set with printer to the School. Financial literacy awareness programme organized for students, teachers and parents of the school, teaches mathematics through play and plantation in the school campus was initiated. Faculty members frequently visit the school to provide practical and interactive classes. In addition to this, our college has adopted the village where it is located. Similar programs are organized there, including health camps that provide free medical check-ups and treatment. Various awareness programs, such as awareness programme on the use of tobacco or alcohol, street plays on superstitions and snake bites etc. are also conducted. During the COVID-19 pandemic, an isolation camp (Quarantine centre) was established on the campus. During that time Covid-19 testing were also conducted for teaching and non-teaching staffs. Our college has made various donations to the community, including flood relief for people affected by floods in the nearby villages, donation for celebration of Bohag Bihu, donation for Durga puja, donation to sick or helpless peoples. In the last year, Twenty eight thousand and two rupees donated from Kamrup College Teacher's Unit as a part of institutional responsibility to the society..

**5. Obstacles faced if any and strategies adopted to overcome them:**

We faced initial challenges in building trust and engagement within the community. Limited financial resources made it difficult to sustain and expand our initiatives. There was a need for continuous training and capacity building for faculty and student volunteers. Additionally, organizing large-scale health camps and awareness programs required substantial logistical support. We plan to expand the scope of our vocational training programs based on community needs. We are exploring potential collaborations with more NGOs and government bodies to enhance the impact of our initiatives. Future plans include more on introducing digital literacy programs and providing advanced healthcare services.

**6. Impact of the practice:**

1. The initiatives have led to enhanced academic performance and increased interest in science among primary school students.
2. The village has seen improved health outcomes, with a significant number of individuals benefiting from medical camps.
3. Community awareness and understanding of critical health and social issues have also increased. We have received positive feedback from community members and school staff. Many participants of our vocational training programs have successfully secured employment or started their own businesses.
4. Additionally, our college has received recognition and appreciation from local authorities and organizations for our contributions.

**7. Resources Required:**

To conduct all such activities huge amount of financial resources are required. The major portions of such expenditure were spending by College and Kamrup College Teacher's Unit (KCTU).

**Best Practice-2**

**1. Title of the practice:** Departmental awards for best graduates

**2. The Context that required the institution of the practice:**

The departmental awards not only recognize academic excellence but also commend outstanding contributions in research, community service, and extracurricular activities. They inspire current students to strive for excellence and uphold the department's values of innovation and dedication. The awards ceremony fosters a sense of pride among faculty, students, and their families, reinforcing the department's commitment to nurturing well-rounded individuals prepared to make significant contributions to their fields and communities.

**3. Objectives of the practice:**

1. To recognize and reward outstanding academic achievements among graduates.
2. To encourage students to strive for excellence in their academic pursuits.
3. To promote a culture of meritocracy and academic rigor within the department and
4. To inspire current students to aim for similar achievements and contributions

**4. The Practice:**

The college annually awards several sponsored accolades to deserving students across different disciplines, each embodying distinct criteria and motivations for achievement. There are twelve awards for for best graduate students.

**5. Obstacles faced if any and strategies adopted to overcome them:**

Effective measurement of the impact of these awards on student motivation, academic performance, and community engagement requires robust evaluation and feedback mechanisms. Since all these awards are

sponsored by the faculties of their respective departments, no additional financial resources are required. However, there is a need for administrative support to manage the nomination process, organize the award ceremonies, and ensure transparency in the selection criteria and outcomes.

**6.Impact of the practice:**

These awards encourage students to strive for academic excellence and active participation in co-curricular activities, fostering a culture of achievement and personal growth. They enhance the prestige of the college and its departments by publicly recognizing top performers and promoting healthy competition among students. Furthermore, these awards build lasting relationships with sponsors and their families, fostering a sense of community and philanthropy within the college community. This support strengthens ties between the college and its benefactors, creating a supportive environment for educational excellence and community engagement.

**7.Resource Required**

The resource required for cash money, trophy, books, certificates, etc. is spend by concern faculty members and departments. The problem of fund shortage does not arise in this practice.

File Description	Document
Best practices as hosted on the Institutional website	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

**7.3 Institutional Distinctiveness**

**7.3.1**

**Portray the performance of the Institution in one area distinctive to its priority and thrust within 1000 words**

**Response:**

**Holistic Development**

Kamrup College, Chamata promotes the holistic development of students, aiming to mold them into intelligent, empathetic, and socially responsible individuals with integrity, tolerance, and sportsmanship. The college's vision is to achieve comprehensive development by integrating academic pursuits with a variety of activities, which are expected to enhance students' physical, mental, spiritual, moral, and aesthetic qualities over time. The steps taken to achieve this vision are organized into the following categories:

**Academic Development:**

The college is committed to fostering academic excellence among its students through a variety of initiatives. In addition to regular academic activities, the college encourages scholarly pursuits by organizing inter-college student seminars, departmental seminars, annual lectures, and workshops. These events provide platforms for students to present their research, engage in intellectual discussions, and gain insights from experts in various fields. The college also conducts centrally organized seminars and webinars on contemporary issues, inviting renowned academicians and industry professionals to share their knowledge and experiences. Regularly updated libraries, access to online journals, and e-resources support students' academic endeavors, ensuring they have the necessary tools for comprehensive learning. To promote innovation and practical skills, the college has established well-equipped laboratories and research facilities. Internships with industries and research institutions offer students hands-on experience and exposure to real-world applications of their studies. The college also encourages participation in academic competitions, such as quizzes, essay writing, and science fairs, to stimulate critical thinking and creativity.

Faculty members are actively involved in mentoring students, providing guidance on academic and career-related matters. Remedial classes and personalized support are available for students who need additional help, ensuring that all students can achieve their full potential. Through these efforts, our college strives to create a stimulating academic environment that nurtures intellectual growth and prepares students for successful careers and lifelong learning.

**Physical Well-Being:**

**1. Sporting and cultural activities:** Kamrup College, Chamata, places a strong emphasis on sporting activities to promote physical fitness and camaraderie among students. The college organizes annual sports events and competitions, featuring major and minor games such as kabaddi, badminton, volleyball, football, cricket, chess, and carom during college week and foundation day celebrations. Daily recreational sports are encouraged on campus, providing students with regular opportunities for physical activity. Additionally, students actively participate in inter-college competitions, zonal events, and Gauhati University-level tournaments, showcasing their athletic skills and representing the college with pride. The cultural activities includes competition in cultural rally, Rabha song, Bhupendra sangeet, Jyoti Sangeet, Lok Geet, Borgeet etc. Engagement of students in this activities helps in Character development, More positive social development, Greater interest in community involvement, Enhanced overall development and Valuable life skill.

**2. Yoga:** The college prioritizes the physical and mental well-being of its students through regular yoga programs. The college's Yoga Cell, along with the NSS unit, organizes yoga sessions periodically to promote holistic health. Recognizing the significance of yoga, the college celebrates International Yoga Day annually on June 21st, involving students and staff in collective yoga practice. These initiatives aim to enhance students' physical fitness, mental clarity, and overall well-being.

**Political Development:**

The political development of students at Kamrup College, Chamata, is emphasized through various initiatives aimed at enhancing political awareness and leadership skills. The college celebrates important days like National Constitution Day and Voters Day to instill a sense of civic duty. Every students have

the right to cast their valuable vote in the Students' Union election. Additionally, the college encourages participation in discussions on current affairs and governance, promoting an understanding of political processes and democratic principles. These activities collectively aim to develop informed, responsible citizens capable of contributing to the political landscape with integrity and insight..

**Visit to Assam Legislative Assembly:** Students are taken to the Assam State Legislative Assembly during the budget session to enable them to acquire first-hand knowledge of technical sessions of the Assembly. Such visits also help in developing their leadership qualities.

**Students' Union:** The Kamrup College Students' Union provides a platform to students to become aware of their constitutional rights and values as well as explore and sharpen their leadership and organizational qualities. The union is formed through an election that is conducted in a free, fair and democratic manner following the guidelines of the Supreme Court of India. This process encourages students to get themselves registered as voters and exercise their voting rights. It also helps students to hone their political awareness and explore the possibility of establishing themselves in the fields of politics and journalism.

**Debating Competition:** The Manmohan Haloi Debating Competition is organized by students union every year.

**Electoral Literacy Club:** The College has established an Electoral literacy club. The ELC of the College has been formed as per the Director of Higher Education guidelines. The College has also taken initiative to form the ELC under the guidance of some teachers and student leaders of the College.

### **Socio-Cultural Development:**

Educational tours to different parts of the country expose students to diverse social setups and cultures, broadening their understanding and appreciation of India's rich cultural heritage. The cultural rally, organized as part of the college week and other events such as Science Day celebrations, allows students to research, enact, and exhibit various societies and cultures of the country. Additionally, the college hosts various cultural events, including music and dance performances, drama competitions, and art exhibitions, providing students with opportunities to showcase their talents and learn from others. Community service initiatives, such as cleanliness drives, health camps, and awareness programs on social issues, foster a sense of social responsibility and empathy.

### **Aesthetic Development**

Nagara Nam is a devotional song in a melodic and captivating manner. Nagara Nam has been an integral part of Local culture for centuries. The traditional nagara Naam Competition organized on the occasion of Saraswati puja..Besides, two days workshop on puppet dance, Poster-making and painting competitions are organized regularly. Exhibitions and craft making training programmes and Putala Dance are also held.. To develop students' sense of aesthetic appreciation, singing competitions under the categories of songs, Dance competitions are also organized. Additionally, drama competitions are organized from time to time. To create an environment of literary-aesthetic appreciation and development, diverse literary activities like essay writing, short story writing, poetry writing, and reading/recitation and writing of self- composed poems are organized by College..

File Description	Document
Appropriate web in the Institutional website	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

## 5. CONCLUSION

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### Additional Information :

Kamrup College, Chamata was Accredited by NAAC in year 2016 with A grade and College has tried to develop in areas suggested by the peer team. As a part of the post accreditation initiatives the College has introduced science stream in September, 2022 and post graduation courses under KKHSOU in Education, Political science, Assamese, Economics and English. The vacant post of teaching and non-teaching staff has been filled up. A number of faculty members of the college are engaged in the Assessment and evaluation process, question paper setting of other universities. The college has significantly worked on the overall infrastructure development and betterment of academic atmosphere. The College regularly publishes a peer reviewed (With Impact Factor) bi-lingual multidisciplinary journal entitled SROTOSWINE. The College has ISO 9001: 2015 certification for quality management, participated in NIRF, constituted Institutions Innovation Council for quality enhancement. The faculty members have good numbers of research publications and Published many ISBN books. The College is also publishing annual news bulletin entitled MIRROR and also some of the departments regularly publishes E-journal, wall Magazine and departmental news letters. The college has conducted Green Audit, Energy Audit, Gender audit, Financial and Academic Audit by external agencies and the audit reports are satisfactory. The college has an outstanding pass percentage in the end semester examination and students from various departments are able to secure rank in BA final semester examination held under Gauhati University. Many of our alumni are occupying various prestigious positions like Secretary to the Government of Assam, Professors of Colleges and Universities, Civil Service officers, etc. The main source of economy of West Nalbari area is agriculture based. Soil is fertile and suitable for cultivation of various crops. More than 75% of the total population is directly involved in agriculture as their livelihood in west Nalbari area and equal percentage of population live below poverty line. Kamrup College thus is the sole premiere higher educational institution dedicated to increase the literacy rate and also the economy in this remote area since 1966. The district of Nalbari has no air connectivity and the nearest airport is Lokpriya Gopinath Bordoloi Airport at Guwahati 80 KM to the south.

### Concluding Remarks :

Kamrup College has implemented Choice Based Credit System in 2019 in its all academic programmes as per the guidelines of Gauhati University. From the academic session 2023-24, the College has implemented Four Year Under Graduate Programme (FYUGP). At present both the CBCS and FYUGP is running in the College. It has promoted multidisciplinary curriculum and adopted an experiential and field-based approach towards curriculum delivery. The college has a good feedback mechanism. The college has a progressive research and publication culture.

At present, most of the teachers are engaged in pursuing Ph.D. Faculty members of the College are also engaged in textbook publication. The college contributes towards the overall development of its students and extends all possible support to its students. IQAC contributes significantly towards maintaining quality in every sphere. It has well established extension services. The college maintains judicious utilization of its resources. College funds are utilized properly for infrastructure augmentation and maintenance of resources. It contributes towards the overall development of its students and extends all possible support to its students. It has a participatory, transparent and democratic governance system with well oriented staff. It has maintained a green, environment friendly and secured campus. Social culture reflects the nature and habit of a west Nalbari Area. Our institution organises cultural programmes in relation to the special events of the college to nourish the

ethnic culture and habit of the area. The welfare activities of the institution have been extended to reach the nearby communities through adoption of villages and schools. The College is playing a pivotal role in bringing all round development to its student, teachers and employees. It has gained unaccountable importance for providing service to the society and Nation. The college is proud of many of its alumni who have made a mark for themselves in various spheres of academics, media, politics, public services, business entrepreneurship, corporate and cultural side. It has maintained a green, environment friendly and secured college campus.



## 6.ANNEXURE

### 1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																																								
1.2.1	<p><b>Number of Certificate/Value added courses offered and online courses of MOOCs, SWAYAM, NPTEL etc. (where the students of the institution have enrolled and successfully completed during the last five years)</b></p> <p>Answer before DVV Verification :</p> <p>Answer After DVV Verification :8</p> <p>Remark : DVV has considered the given input as per the supporting documents and data template provided by HEI.</p>																																								
1.4.1	<p><b><i>Institution obtains feedback on the academic performance and ambience of the institution from various stakeholders, such as Students, Teachers, Employers, Alumni etc. and action taken report on the feedback is made available on institutional website</i></b></p> <p>Answer before DVV Verification : A. Feedback collected, analysed, action taken&amp; communicated to the relevant bodies and feedback hosted on the institutional website</p> <p>Answer After DVV Verification: C. Feedback collected and analysed</p> <p>Remark : DVV has considered the given input as per the supporting documents provided by HEI.</p>																																								
2.1.1	<p><b>Enrolment percentage</b></p> <p><b>2.1.1.1. Number of seats filled year wise during last five years (Only first year admissions to be considered)</b></p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2023-24</th> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> </tr> </thead> <tbody> <tr> <td>659</td> <td>550</td> <td>517</td> <td>512</td> <td>552</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2023-24</th> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> </tr> </thead> <tbody> <tr> <td>663</td> <td>628</td> <td>517</td> <td>537</td> <td>552</td> </tr> </tbody> </table> <p><b>2.1.1.2. Number of sanctioned seats year wise during last five years</b></p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2023-24</th> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> </tr> </thead> <tbody> <tr> <td>670</td> <td>630</td> <td>520</td> <td>550</td> <td>550</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2023-24</th> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> </tr> </thead> <tbody> <tr> <td>670</td> <td>630</td> <td>520</td> <td>550</td> <td>550</td> </tr> </tbody> </table>	2023-24	2022-23	2021-22	2020-21	2019-20	659	550	517	512	552	2023-24	2022-23	2021-22	2020-21	2019-20	663	628	517	537	552	2023-24	2022-23	2021-22	2020-21	2019-20	670	630	520	550	550	2023-24	2022-23	2021-22	2020-21	2019-20	670	630	520	550	550
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Remark : DVV has considered the given input as per the supporting documents and data template provided by HEI.

**2.1.2 Percentage of seats filled against reserved categories (SC, ST, OBC etc.) as per applicable reservation policy for the first year admission during the last five years**

**2.1.2.1. Number of actual students admitted from the reserved categories year wise during last five years (Exclusive of supernumerary seats)**

Answer before DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
155	142	103	130	128

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
106	103	77	97	94

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

Answer before DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
214	202	166	177	177

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
214	203	166	177	177

Remark : DVV has considered the excess admissions in reserved category under general merit.

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

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

Answer before DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
5	9	23	16	26

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
8	18	13	15	9

Remark : DVV has considered research papers published per teacher in the Journals notified on UGC care list as per calendar year Jan -Dec 2019-2023 along with ISSN number.

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

**3.3.2.1. Total number of books and chapters in edited volumes/books published and papers in national/ international conference proceedings year wise during last five years**

Answer before DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
8	22	52	26	15

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
21	52	27	13	4

Remark : DVV has considered the books and chapters in edited volumes/books published as per the calendar year Jan-Dec 2019-2023 along with ISBN numbers.

**3.4.3 *Number of extension and outreach programs conducted by the institution through organized forums including NSS/NCC with involvement of community during the last five years.***

**3.4.3.1. Number of extension and outreach Programs conducted in collaboration with industry, community, and Non- Government Organizations through NSS/ NCC etc., year wise during the last five years**

Answer before DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
14	22	26	07	11

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
8	11	12	4	5

Remark : DVV has considered extension and outreach Programs conducted for the benefit of the society and also excluded the celebration day.

**3.5.1 *Number of functional MoUs/linkages with institutions/ industries in India and abroad for internship, on-the-job training, project work, student / faculty exchange and collaborative research during the last five years.***

Answer before DVV Verification :

Answer After DVV Verification :0

Remark : DVV has considered the given input as per the supporting document and data template

provided by HEI.

**4.1.2 Percentage of expenditure for infrastructure development and augmentation excluding salary during the last five years**

**4.1.2.1. Expenditure for infrastructure development and augmentation, excluding salary year wise during last five years (INR in lakhs)**

Answer before DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
12.55	15.46	24.68	13.12	17.12

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
39.02	67.04	7.59	102.63	24.02

Remark : DVV has considered the given input as per the supporting document provided by HEI.

**4.3.2 Student – Computer ratio (Data for the latest completed academic year)**

**4.3.2.1. Number of computers available for students usage during the latest completed academic year:**

Answer before DVV Verification : 68

Answer after DVV Verification: 60

Remark : DVV has considered the given input as per the supporting document provided by HEI.

**4.4.1 Percentage expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component, during the last five years (INR in Lakhs)**

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

Answer before DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
39.02	74.6	11.08	102.63	33.1

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
1.00	0.18	0.00	3.98	0.47

Remark : DVV has considered the given input as per the supporting document provided by HEI.

**5.2.2 Percentage of students qualifying in state/national/ international level examinations during the**

*last five years*

**5.2.2.1. Number of students qualifying in state/ national/ international level examinations year wise during last five years (eg: IIT/JAM/NET/SLET/GATE/GMAT/GPAT/CLAT/CAT/ GRE/TOEFL/ IELTS/Civil Services/State government examinations etc.)**

Answer before DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
14	19	22	9	13

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
13	14	16	01	06

Remark : DVV has considered the given input as per the supporting document and data template provided by HEI.

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

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

Answer before DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
7	5	7	2	1

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
3	9	1	0	0

Remark : DVV has considered the given input as per the supporting document and data template provided by HEI. DVV has excluded the inter college awards.

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

**5.3.2.1. Number of sports and cultural programs in which students of the Institution participated year wise during last five years**

Answer before DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
22	32	22	10	17

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
3	8	4	3	5

Remark : DVV has considered the sports and cultural events conducted on relatively closer dates under one single event.

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

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

Answer before DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
8	2	0	0	0

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
0	0	0	0	0

Remark : DVV has considered the input as "0" as none of the teachers are provided with the financial support of Rs. 2000 and more.

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

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

Answer before DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
06	65	29	15	13

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
24	34	07	06	06

**6.3.3.2. Number of non-teaching staff year wise during the last five years**

Answer before DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
4	4	6	1	2

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
7	7	7	7	7

Remark : DVV has considered teachers participated FDPs having duration of 5 days or more and also excluded the repetitive teachers.

6.5.2	<p><b>Quality assurance initiatives of the institution include:</b></p> <ol style="list-style-type: none"> <li><b>1. Regular meeting of Internal Quality Assurance Cell (IQAC); quality improvement initiatives identified and implemented</b></li> <li><b>2. Academic and Administrative Audit (AAA) and follow-up action taken</b></li> <li><b>3. Collaborative quality initiatives with other institution(s)</b></li> <li><b>4. Participation in NIRF and other recognized rankings</b></li> <li><b>5. Any other quality audit/accreditation recognized by state, national or international agencies such as NAAC, NBA etc.</b></li> </ol> <p>Answer before DVV Verification : A. Any 4 or more of the above          Answer After DVV Verification: B. Any 3 of the above          Remark : DVV has considered the given input as per the supporting document provided by HEI.</p>
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## 2.Extended Profile Deviations

ID	Extended Questions																				
1.1	<p><b>Number of students year wise during the last five years</b></p> <p>Answer before DVV Verification:</p> <table border="1"> <tr> <td>2023-24</td> <td>2022-23</td> <td>2021-22</td> <td>2020-21</td> <td>2019-20</td> </tr> <tr> <td>1480</td> <td>1337</td> <td>1212</td> <td>1330</td> <td>1319</td> </tr> </table> <p>Answer After DVV Verification:</p> <table border="1"> <tr> <td>2023-24</td> <td>2022-23</td> <td>2021-22</td> <td>2020-21</td> <td>2019-20</td> </tr> <tr> <td>1703</td> <td>1575</td> <td>1381</td> <td>1485</td> <td>1452</td> </tr> </table>	2023-24	2022-23	2021-22	2020-21	2019-20	1480	1337	1212	1330	1319	2023-24	2022-23	2021-22	2020-21	2019-20	1703	1575	1381	1485	1452
2023-24	2022-23	2021-22	2020-21	2019-20																	
1480	1337	1212	1330	1319																	
2023-24	2022-23	2021-22	2020-21	2019-20																	
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