

SELF STUDY REPORT FOR RE-ACCREDITATION



KAMRUP COLLEGE, CHAMATA

Vill.: Rupiabathan, P.O. : Chamata, Dist.: Nalbari (Assam), Pin: 781306.

Contact: 03624-232421, E-mail: deptengkcc3@gmail.com

Website: www.kamrupcollege.org.in

(Accreditation – Cycle II)

Submitted to:

**NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL
BANGLORE**

SELF STUDY REPORT FOR RE-ACCREDITATION

Submitted to
**NATIONAL ASSESSMENT & ACCREDITATION COUNCIL
BANGALORE**



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(Track id- ASCOGN12152)
Nalbari, Assam, India 781306
Phone& Fax: 03624232421
www.kamrupcollege.org.in
E-mail: deptengkcc3@gmail.com



OFFICE OF THE PRINCIPAL

KAMRUP COLLEGE, CHAMATA

P.O. : CHAMATA; DISTRICT: NALBARI, ASSAM, INDIA-781306

Dr. Dharmeswar Deka, M.A. (Maths.), M.A.(Eng.), Ph.D.(Maths.), P.G.D.B.A.
Principal cum Secretary

DECLARATION

It is certified that the information provided in this Self Study Report (SSR) of the College, for 2nd cycle of Re-accreditation by NAAC, are true to the best of my knowledge. This SSR is prepared by the IQAC through proper discussions with the stakeholders, and no part thereof has been outsourced.

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

Yours sincerely

(Dr. Dharmeswar Deka)
Principal
Kamrup College, Chamata

website: www.kamrupcollege.org.in
Phone & Fax: 03624232421

Email: Kcc1966@rediffmail.com
Mobile: 9859327465



OFFICE OF THE PRINCIPAL
KAMRUP COLLEGE, CHAMATA

P.O. : CHAMATA; DISTRICT: NALBARI, ASSAM, INDIA-781306

Dr. Dharmeswar Deka, M.A. (Maths.), M.A.(Eng.), Ph.D.(Maths.), P.G.D.B.A.
Principal cum Secretary

Certificate of Compliance

(Affiliated/Constituent/Autonomous Colleges and Recognized Institutions)

This is to certify that (Name of the institution) fulfils all norms

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

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

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

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

Date: 05-10-2015

Principal/Head of the Institution

Place: Chamata

(Dr. Dharmeswar Deka)
Principal
Kamrup College, Chamata

website: www.kamrupcollege.org.in
Phone & Fax: 03624232421

Email: Kcc1966@rediffmail.com
Mobile: 9859327465



OFFICE OF THE PRESIDENT

Governing Body, Kamrup College, Chamata

P.O. : CHAMATA; DISTRICT: NALBARI, ASSAM,INDIA-781306

Dr. Pramod Haloi , M.A. , M.Phil., Ph.D.

Mobile: 9864483131

Copy of the resolution NO.10 adopted in the meeting of the Governing Body, Kamrup College, Chamata held on October 05, 2015

READ AND DISCUSSED THREADBARE THE DRAFT “SELF- STUDY REPORT FOR RE-ACCREDITATION” OF KAMRUP COLLEGE, CHAMATA PREPARED BY THE “INTERNAL QUALITY ASSURANCE CELL (IQAC)” OF THE COLLEGE FOR SUBMISSION TO NAAC, BANGALORE AND AFTER DISCUSSION IT IS RESOLVED THAT THE DRAFT REPORT BE APPROVED AND ACCEPTED AND THE CHAIRMAN AND COORDINATOR OF IQAC OF THE COLLEGE BE AUTHORIZED FOR FINALIZATION AND ONWARD TRANSMISSION OF THE SAME.

President
S. B. Kamrup College
CHAMATA

(Dr. Pramod Haloi)
President
Kamrup College, Chamata

Principal
Kamrup College, Chamata

(Dr. Dharmeswar Deka)
Principal
Kamrup College, Chamata

website: www.kamrupcollege.org.in

Phone& Fax: 03624232421

Email: Kcc1966@rediffmail.com

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OFFICE OF THE PRINCIPAL
KAMRUP COLLEGE, CHAMATA

P.O. : CHAMATA; DISTRICT: NALBARI, ASSAM,INDIA-781306

Dr. Dharmeswar Deka, M.A. (Maths.), M.A.(Eng.),Ph.D.(Maths.), P.G.D.B.A.
Principal cum Secretary

FOREWORD

It is my immense pleasure to submit this Self-Study-Report for Re-accreditation(Cycle-II) of Kamrup College to National Assessment and Accreditation Council for evaluation.

This report is an honest Endeavour of the different committees constituted for the purpose of organizing different data of the College and to make an aftermath self-analysis of the same in terms of strength and weakness, potentials and limitations, effectiveness and efficiency. This Work of our honest introspection has generated tremendous “self-awareness” and it will go a long way in enhancing the success story of our College.

We sincerely hope and expect that this report will convince NAAC so as to pay a visit to our College and award a favorable rank to this institution.

We sincerely thank members of teaching and non-teaching staff, documentation cell, and different sub-committees for their kind co-operation in preparing this report.



Dharmeswar Deka
Principal
Kamrup College, Chamata

Principal
Kamrup College, Chamata

website: www.kamrupcollege.org.in
Phone& Fax: 03624232421

Email: Kcc1966@rediffmail.com
Mobile: 9859327465

KAMRUP COLLEGE, CHAMATA

-a profile

Kamrup College, Chamata was started under the dynamic leadership of some towering personalities of this area with the main purpose of spreading higher education among the people in general and woman in the once educationally backward West Nalbari area. The “Siksha Bistar Committee” of Chamata under the leadership of late Gauri Kanta Talukdar, the then MLA and noted academician took the lead role to start an “Arts College” at Chamata Accordingly a “Preparatory Committee” consisting of 21 (twenty one) members was formed in 1965, wherein Mr. Joy Chandra Choudhury, the renowned advocate of the Gauhati High Court and Mr. Pramod Barman, the noted advocate and ex-principal of J.B. Law College, Guwahati served respectively as Chairman and Secretary of the committee and took the bold decision to give “dream” a practical shape. The bold decision of the preparatory committee ultimately came into a reality when the Kamrup College started functioning w.e.f. 25-07-1966 with only 119 students on the roll.

At fist the college started its function in the Chamata H.S. School which is about ½ km away from its present campus. With the procurement of land for the institution the committee took the expeditious decision to shift the college to its present campus. The foundation stone of the first building at its own campus was laid by late **Bishnu Ram Medhi, the then honorable Governor of Madras and former Chief Minister of Assam.** Within a few days three rooms measuring 1920 sq. ft. area were constructed with the result that the college ultimately shifted to its present campus in the beginning of 1968.

However, the college did not have to look back since then, and had made a big leap forward in the matter of fulfillment of its obligations of spreading higher education in this part of the rural area.

Degree classes in the college were started in 1969 and “Honors Course” (now Major course) in 1976 at first in 4 (four) subjects i.e. Assamese, Economics, Political Science and Sanskrit. The College after receiving permission on fulfillment of necessary condition ultimately came under GIA (Grant-in-Aid) system in the month of December 1975. In the later years, Honors (now Major) courses were introduced in all other subjects’ viz. Arabic, Education, English, History and Philosophy.

Kamrup College is a provincialised college of the Government of Assam and is affiliated to Gauhati University (G.U.). The College offers courses of study in Arts Facility up to Degree Pass & Major level in subjects of Assamese, English, Economics, Education, History, Political Science, Philosophy, Mathematics, Sanskrit and Arabic under Guwahati University. Though the medium of instruction is generally Assamese, in certain cases, English is retained as complementary to Assamese. Also, in adherence to the direction of the Higher Education

Department of the Government of Assam, the college in addition to the UG programme conducts Higher Secondary classes under Assam Higher secondary Education Council. The college is recognized by the University Grants Commission and has 2(f) and 12 B status .The central library of the college serves as a Learning Resource of the college.

The library offers services from 10.00 A.M. to 5.00 pm on working days, before examination days, during examinations and during vacations. The library remains closed during normal holidays. At Present Central Library services are provided at a building (1st floor) covering total 2550 Sqf areas. The centrally library has an open access system where students and teachers can directly access their books. Teachers and students can also checked availability their library books through the Library Software i.e. SOUL Software Network Version. Teachers and students can access the internet including Wi-Fi facilities in the library free of cost. There is a provision for display of current arrivals at the entry of the main library. The library also avail its own Institutional repository at the reading room. The library has a collection of 31305 books, 3292 reference books, 25 Journals and enough numbers of periodicals and magazines and 5 Dailies and 45 educational CDs and DVD and cassettes. The library is also equipped with Electronic Resource Management package for e-journals viz. Inlibnet-N-list: DELNET, DOAB: directory of open access books, DOAJ: directory of open access journal etc. In addition to the central Library, each department maintains their Individual Departmental Library.

As a part of campus beautification programme the college has high importance to the creation and development of gardens. At present the college has three gardens. Development of gardens is systematically planned and the college have a beautiful campus equipped with recreational facilities inside. Services of social service wing of the college under the dynamic guidance of Programme Officer are utilized towards the college beautification programmes.

Kamrup College, Chamata offers add-on courses to fulfill the requirements of students who wish to develop skills that will prepare them for employment or for higher education. The college has provision of need based self financing Career oriented certificate courses in Communicative Skills & Spoken English, Computer Application, Food Processing & Preservation, Entrepreneurship Development, Cutting & Tailoring, Salesmanship, Child Care, Beauty Care, Spoken Sanskrit, Conflict Resolution & Peace Management. For development of extracurricular and co curricular plan and programme, the college has various committees and boards which undertake several outreach extension programmes for the welfare of the society and help the students to inculcate social responsibilities. Apart from these, the college has one Education wing under Krishna Kanta Handique State Open University (KKHSOU) to provide opportunities to a number of drops out and other

students to continue their higher education, who were somehow left out from the process of conventional mode of study. Further, in order to promote interdisciplinary approach, teachers of one department are encouraged to take classes in an allied department. Also, the college encourages Student –Teacher Exchange programme to provide exposure both to the students and faculty members. Renowned faculty members are also invited to deliver guest lectures on various interdisciplinary subjects.

The college has developed a formal mechanism to obtain feedback from students and stakeholders on curriculum and its teaching learning process. Feedback on the suitability of the curriculum and its effectiveness it is collected from the students and the stakeholders as well in every year, after the end semester examinations. IQAC takes necessary steps for this. This, to a great extent, helps in mitigating the problems faced by the students

Through college and wall magazine, annual and games and sports activities, quiz and debating competitions the college is trying to increase the academic and creative efficiency aimed at all-round personality development of the learners.

In the entire Endeavour, besides the teaching and non-teaching staff, the Governing Body of the college and the Internal Quality Assurance Cell (IQAC) are playing a predominant role. It is hoped with the achievement of targets as reflected in the mission and Master plan (attached separately) of the college, Chamata will grow into a prosperous and healthy higher academic institution.

Executive summary

Kamrup College, Chamata, one of the nerve centers of Higher Education situated in western part of erstwhile Kamrup district, now Nalbari District, was the brain child of some renowned academicians and social thinkers hailing from greater Chamata area. Since its inception (July25, 1966) it has continually adapted to changing circumstances, and has seen tremendous development. Imbued with the noble vision of spreading the seeds of education in the once educationally ‘not so advance’ West Nalbari area, the college has now traversed 50 years of its glorious existence in the realm of higher education. The college, with its green surroundings and serene atmosphere has been the vital centre of

academic and intellectual pursuits providing an opportunity for interaction among students hailing mostly from underprivileged and weaker section with various ethnic backgrounds.

Kamrup College is a provincialised college under the Government of Assam and is affiliated to Gauhati University (G.U.). The College offers courses of study in Arts Faculty up to 3year Degree Pass & Major level in subjects of Assamese, English, Economics, Education, History, Political Science, Philosophy, Mathematics, Sanskrit and Arabic under Gauhati University. Though the medium of instruction is generally Assamese, in certain cases, English is retained as complementary to Assamese. Also, in adherence to the direction of the Higher Education Department of the Government of Assam, the college in addition to the UG programme conducts Higher Secondary classes under Assam Higher secondary Education Council. The college is recognized by the University Grants Commission (UGC) and has 2(f) and 12 B status .National Assessment and Accreditation Council (NAAC) has assessed the college on 22nd and 23rd December, 2014 year and awarded 78% institutional score and accredited at B+ level. The Open and Distance Learning (ODL) wing of the college serves as a recognized study centre of Krishna Kanta Handique State Open University and offers Bachelor Preparatory Programme (BPP), Bachelor of Arts (BA) with English, Alt. English, Assamese, Sanskrit, Economics, Pol. Science, History, Education, Philosophy, Sociology, Diploma/Certificate Courses in Vocational Streams (proposed). Kamrup College, Chamata has been providing a sound academic environment with an extensive, vibrant co-curricular programme. The range of courses that the college offers, along with the add-on courses, fulfill the requirements of students who wish to develop skills that will prepare them for employment or for higher education. The college conducts self financing Career oriented certificate courses in Communicative Skills & Spoken English, Computer Application, Food Processing & Preservation, Entrepreneurship Development, Cutting & Tailoring, Salesmanship, Child Care, Beauty Care, Spoken Sanskrit, and Conflict Resolution & Peace Management.

To promote a healthy corporate life among students and to offer scope for their all round development, various co-curricular activities are organized through different societies of the college and through the students Union. For the success of such activities, students' cooperation and their participation are must and many societies are functional in the college for this purpose viz.

Assamese literary Society, Economic Forum, Educational and Psychological Society, The English Association, Political Science Forum, Philosophical Society, Historical Study Centre, Arabic Study Circle, Alumni Association, Yoga and Meditation, Surbharati and Consumer Club. These societies act under the central forum known as Extension Education Centre. Socially fruitful and productive work is an integral part of such curriculum. Regular lectures and seminars are organized by the societies where community people students, teachers and other experts (guests) in respective fields participate. In addition to these, Kamrup College, Chamata has developed a cultural centre namely Kamrup Kala Kendra. This Kendra

run by an alumnus namely Umesh Dutta offers training on music, dance and fine arts to school students of the nearby locality.

During the long fifty seven years of its academic march, the college has witnessed some changes with some new structures coming up, some of its dedicated founder teachers going on superannuation and a few ones accepting the ultimate reality at the cruel touch of destiny. With the passage of time, though other educational institutions have sprung up like mushroom growth and have been persuading the students of the former feeder areas to their institutions and thus posing a challenge to this college, yet the college has not lost its original charm. Instead, last consecutive years have witnessed steady growth of enrollment even to the extent of misbalancing the ratio of teachers and students. This is solely due to the untiring efforts of the dedicated management and faculty members of the college that students have been attracted to this institution. In spite of its locational disadvantage and being subject to vagaries of nature in the form of recurrence of floods, the college has been catering to the need of marginalized sections of the society, opening gates of higher education to them for the last 50 years. It has thus generated a desired awareness among the marginal people, especially the women, who can now raise their heads with self respect. The college has a glorious past and it has succeeded in producing a large number of brilliant students (toppers) in University and Council examinations and many of them are well placed in social life. Some of its alumni are holding responsible position in all sectors like agriculture, industries as well as service ranging from agrarian stakeholders, to teachers, professors, civil service officers, gazette officers, bank employees, ministers, industrialists etc.

With its motto to add to knowledge and information, enhancement of competitive spirit and to bring about a positive transformation in one's personality, Kamrup College, Chamata, in spite of its having limited infrastructure, with the help of exemplary perseverance and team-spirit of our faculties and students, have strengthened the academic atmosphere to achieve the desired goal of quality education. Thus, the College always remains committed to promote all the seven criteria identified by NAAC.

Criterion I: Curricular Aspects

1. Curriculum Planning and Implementation

The College is affiliated to Gauhati University and hence the regular curriculum and the syllabi of the courses are appropriately designed by the university and the college strictly follows the prescribed regulation for smooth implementation. The role of college in course designing and syllabus preparation is limited to occasional suggestion, as and when sought for. Some of the faculty members of the college are actively involved in suggesting the

Courses and Curriculum of under graduate programme of the university. Gauhati University periodically restructures the curriculum. For its effective implementation, teachers are familiarized with changes in the curriculum through meetings, seminars and workshops held by the college. Consistent efforts are made by the institution for effective curriculum delivery and transaction. Teaching plans are prepared. Some class rooms are ICT enabled with LCD projectors and internet facilities. E-learning through ICT is made available in the college Central library. The College allocates adequate funds for the purchase of books, materials, equipments and apparatuses. The curriculum is further enriched with interaction and co-ordination with industries, academic/research and corporate bodies.

The Three Year Degree course (TDC) with Choice Based Credit System (CBCS) consists of six semesters covering three calendar years. For proper implementation of the curriculum, the college has developed specific plans and programmes. The responsibilities for implementation of the academic curriculum are entrusted on IQAC, Academic Council, Admission board, and Routine Committee, Examination Boards and Council of the Head of the Departments. Before the commencement of each academic session, the principal of the college constitutes the Admission and the Routine committee to look into the details of the admission procedure and allotment of classes respectively. Similarly, for the timely publication of the Prospectus along with the Academic Calendar and Student Diary, the principal entrusts the responsibility to the faculty members of The Admission Committee. The General Daily Class Routine and Academic Calendar are prepared in conformity with the Academic Calendar of the Gauhati University. Accordingly, each department of the college has the basic responsibility for allotment of classes along with distribution of the course plan and timely completion of the course. The Academic Council of the college is entrusted with the responsibility to prepare the whole academic plan of the college. The evaluation and the examination system of the college are conducted by the Examination board as per the guidelines of the Gauhati University. For development of extracurricular and co curricular plan and programme, the college has various committees and boards which undertake several outreach extension programmes for the welfare of the society and help the students to inculcate social responsibilities.

1.2 Academic flexibility

At present the College is a single-faculty institution and as such has no programme options in regular curriculum. The matter of introducing Science and commerce stream has been planned and Governing Body is seriously engaged in introducing the same. The present programme is flexible in so far as it allows scope for elective options and non-core options.

1.3 Curriculum Enrichment

Also, Kamrup College, Chamata offers add-on courses to fulfill the requirements of students who wish to develop skills that will prepare them for employment or for higher education.

The college has provision of need based self financing Career oriented certificate courses in Communicative Skills & Spoken English, Computer Application, Food Processing & Preservation, Entrepreneurship Development, Cutting & Tailoring, Salesmanship, Child Care, Beauty Care, Spoken Sanskrit, Conflict Resolution & Peace Management. For development of extracurricular and co curricular plan and programme, the college has various committees and boards which undertake several outreach extension programmes for the welfare of the society and help the students to inculcate social responsibilities. Apart from these, the college has one Education wing under Krishna Kanta Handique State Open University (KKHSOU) to provide opportunities to a number of drops out and other students to continue their higher education, who were somehow left out from the process of conventional mode of study. Further, in order to promote inter-disciplinary approach, teachers of one department are encouraged to take classes in an allied department. Also, the college encourages Student -Teacher Exchange programme to provide exposure both to the students and faculty members. Renowned faculty members are also invited to deliver guest lectures on various interdisciplinary subjects.

1.4 Feedback System

The college has developed a formal mechanism to obtain feedback from students and stakeholders on curriculum and its teaching learning process. Feedback on the suitability of the curriculum and its effectiveness is collected from the students and the stakeholders as well in every year, after the end semester examinations. IQAC takes necessary steps for this. This, to a great extent, helps in mitigating the problems faced by the students.

Criterion II: Teaching-Learning Evaluation

2.1 Student Enrolment and Profile

There is transparency in admission procedure. Kamrup College, Chamata adheres to all the guideline of the Government of Assam in respect of admission process. Accordingly, admission process is displayed on the notice board, and prospectus of the college serves the purpose well. Also the Admission Notice & Prospectus and details of Admission procedures are published in the college website www.kamrupcollege.org.in. The admission is made on the basis of merit and personal interview. Provision of reservation for SC/ST/OBC candidates, physically handicapped and for candidates having proficiency in extracurricular activities is made as per the uniform policy of admission of students into the different streams of Govt. and provincialized colleges. Henceforth, the college authority declares the number of seats to be offered for admission at the beginning of the session. Admission notice is published in the notice board of the college indicating the category wise total number of seats to be offered for admission. The merit list for admission is prepared on the basis of the marks obtained in the last qualifying examination, which is subject to Govt. Reservation policy.

2.2 Catering to Student Diversity

Kamrup College, Chamata strictly follows the rules and regulations reflecting on the strategies adopted by the government for increasing/improving the different categories of students. The admission policy accepted by the college is made on the basis of national commitment, diversity and inclusion.

- SC/ST: SC/ST students are relaxed in case of admission from requisite norms of marks. They are offered free remedial classes/coaching to improve their performance.
- OBC: Merit is not strictly considered for students of this category.
- Women: Girls students enjoy equal opportunities.
- Differently able: Merit is not considered a barrier to this category of student. They are allowed to take help to write down answer from other person if necessary.
- Economically Weaker section: Such students are given financial assistance to enable them to study.
- Minority community: Students of this category enjoy equal opportunities and remedial coaching for their upliftment.
- Any other: In case of any weaker section, disabled or distressed also gain supports from the college authority and staff also. The College has a poor fund to extend support to the weaker students.

Also, a maximum of 5% of seats is distributed as follows-

- i. 2% for sports person recognized by IOA/SAI and also person representing the district, and the state.
- ii. 1% for wards of the employees of the college.
- iii. 1% for NCC/Scouts/Guides.
- iv. 1% for the students with achievements in cultural activities. These seats again are settled on the basis of merit list of students concerned in each category and finalized by the Governing body of the college.

2.3 Teaching-Learning Process

After admission, knowledge and skills are assessed through in the class and weekly seminars. The College provides remedial course for the educationally disadvantaged students. The advanced students get personal help and guidance from the faculty members and special Bridge course are arranged for them during vacation period.

The teaching plan for the whole year is prepared by the respective academic departments. The syllabi are unitized according to teaching schedule. The respective faculty members monitor the progress of the course. Important lectures are tape-recorded for future use. Class lectures are supplemented by Xeroxed copies of reading materials. The respective department also arranges field trips and workshops, if necessary. The department also resorts to audio-visual method as teaching aid whenever necessary.

In the academic year 2014-2015, the total number of working days was 265 and teaching days 212. The workload of the teaching staff was five hours a day on average during working days and six hours forty minutes on actual class days; for the non-teaching the working hour is 6 ½ hours per day. The ratio of teaching to non-teaching staff is 2.8: 1.

2.4 Teacher Quality

The strength of Kamrup College, Chamata lies mostly on the excellent qualities of the teachers. All of them are well qualified and they have either completed their doctoral degree or pursuing it in right earnest. Most of the faculties in the college are permanent and have done all the refresher course and orientation courses much earlier. Moreover, teachers do attend various seminars, conference and workshops, HRD programmes conducted by various institutions from time to time. The feedback received from the students and parents stand as testimony to the excellent qualities of the teacher. To the credit of the college, the faculty members of the college have received recognitions in different fields and are often invited as resource persons in great academic standings. They are also involved in executing different academic tasks of different universities.

The institution has to abide by the rules of the Govt. and the norms of the UGC for the recruitment of the faculty members. It has no mechanism of its own insofar as recruitment of permanent faculty member is concerned except the rules set by the government and UGC. The college, however, enjoys freedom to appoint temporary teachers. They are paid from college fund, in the last two years 18 teachers had participated as resource persons at regional, national and international seminars and conferences.

2.5 Evaluation Process and Reforms

The students are informed of the evaluation methods at the beginning of the year. Also they are informed of the criteria they are to fulfill for appearing at the final examination. The aptitude test of the students in major course is arranged within one month of their admission in the college. If they are found suitable, they are urged to switch over to their next preferred subject.

The management of the college took the initiative for introduction for a new evaluation in the colleges on the basis of the advice of university. Since the introduction of the new system the internal evaluation has seen a major change. The internal evaluation also includes unit wise assignments/ projects field study, besides internal examination.

Students have to give seminars, presentations, quizzes and assignments as part of formative evaluation. This ensures that students remain in touch with their studies and also do some self study. This also helps the teachers to identify students who need more help and address their needs. The changes in the paper pattern have ensured that the marks

allotment per question is divided into several questions instead of one. These have resulted in giving the students more opportunities of doing well in each unit.

2.6 Student Performance and Learning Outcomes

The college does have clearly stated objectives and outcomes. The syllabus prepared and approved by the University clearly states the objectives and outcomes. The syllabus of each paper is circulated among all the concerned staff members. The teachers teaching a particular course make the students aware of the outcomes. Results are one of the learning outcomes which convey to the students by showing them their answer sheet and results. Comparative results are discussed in Heads and staff meeting for future policies. Also, the institution does consider the assessment/evaluation as an indicator for student's performance. After every assessment, papers are shown to students and best written answer sheets are shown to students. Moreover students are given feedback about their short comings and how to study and perform for better results. Even the departments encourage the students by felicitating the students with the best results in the final year.

Criterion III: Research, consultancy and Extension

3.1 Promotion of Research

The College imparts instructions to students at undergraduate level. Its task thus is not centered on research activities, nor is the college a recognized center for carrying out Ph.D. work. Yet the research seems to be a significant activities. Kamrup College tries to motivate the teachers to undertake research activities by allowing them to go on study leave and adjusting their teaching schedule accordingly. At present 12 teachers have been awarded Ph. D. degree and barring a few members all other faculty members are presently pursuing their Ph.D. works and nearing completion. Three faculty members are engaged in research project sponsored by UGC. Faculties at Kamrup College are always keen at Research work. A number of 34% has attained the Ph.D degree 35% passed M.Phil. degrees. Rests of the faculties are also presently engaged in research work and many of them are nearing completion. A number of faculties have their research publication some are engaged in writing research papers. All the departments are publishing their departmental journals, and they are trying to convert them as Research journal.

Very old manuscripts of about 14th century A.D., depicting literary activities that flourished in greater Chamata region during that period have been collected by the teachers and students of the department of Assamese with the help of the local people. The department is also engaged in unveiling the history of the region through their intense research activities. Also the departments of Assamese and English are collecting folklores and

artifacts of that region. The Education Department also in collaboration with the Philosophy Department is engaged in research activities of topical interest. The department of History is engaged research activities through Historical archive of the college.

3.2 Resource Mobilization for Research

The College governing body has recently decided to allocate annual fund for Research Activities. The same is spent on either procuring research activity related books or for publication of Reserch books by the college. Except this fund Teachers of the college are encouraged to carry out their research by obtaining fellowship from UGC. Accordingly one of the faculty member completed her research work with UGC fellowship and another member has applied for the same. Also major and minor research projects under UGC grants are carried out by the faculty members of the college.

3.3 Research Facilities

The college library is equipped with a good collection of books, research journals, e-research journals along with facilities of open Recently the G.U. has made research compulsory al the UG level in certain subject students of the affiliated colleges are of prepare a research project of 100 marks at G.U. level. By this way, the Kamrup College has created an atmosphere of research among the students community. The management of the college also allocates certain fund for promotion of research activities.

3.4 Research Publications and Awards

Kamrup college, Chamata has taken due care for research publications. All individual awardee of the Ph.D. degree are encouraged to publish their research works and many of them have published their work with permission from their concerned universities. Also, the college has its own published research journal with ISSN and research articles with ISBN.

3.5 Consultancy

There is no systematic consultancy board functioning in the college pertaining to research work. However, respective faculty members of the college often offer consultancy to the students projects in major subjects. Also, many research scholars of the college extend

honorary services to the research works of other researcher. Faculty members also offer consultancy services to the educational and business houses of the district on honorary basis.

3.6 Extension Activities and Institutional Social Responsibility

The College has a designated person for extension activities. The extension activities of the college include promotion of health and hygiene awareness, adult education and literacy, AIDS awareness, Medical camp, environment awareness programme etc. Also, the Department of English and the Department of Sanskrit have been conducting in spoken English and spoken Sanskrit programs respectively for teachers and students of the intermediate and primary schools. The College administration encourages teachers and students during lean academic period undertake extension activities and also offer financial support. It also undertakes outreach programmes. The college has completed some programmes on extension activities like health and medical camp with the participation of NGO's and Govt. organization such as Manab Sakti Jagoron. Nehru Yuva Kendra, Army camp, Yoga and Medical centre, Nalbari. The consumer club of the college actively involved in creating awareness in public domain.

3.7 Collaborations

Kamrup College, Chamata has the privilege of having collaboration with different organization of educational and socio-economic field. Assam Science technology and Environment council, government of Assam, Indian Institute of Entrepreneurship, Guwahati, Bardaisila group of Hotel management, Nalbari (under Department of Tourism, Government of Assam), Manab Sakti Jagoron. Nehru Yuva Kendra, Army Camp, Yoga and Medical centre, Nalbari, State Organising Council, Assam – Bharat Jan Vigyan Jatha and many NGOs have extended their collaborations to the activities of the college, especially in terms of extension and co curricular of activities.

Criterion IV: Infrastructure and Learning Resources

4.1 Physical Facilities

To cope up with the academic growth of the institution along with the increasing number of students, the need for the creation and enhancement of infrastructure is also growing. At the initial stage of the establishment, the college mostly relied on the contribution and the

donation of the public for creation and establishment of the infrastructure. Now, the college primarily depends on the grants received from the UGC and the Government of Assam for augmentation of the infrastructural development. To keep pace with academic growth, the College has prepared a Master plan to create the required physical facilities. The college maintains its infrastructure through regular white washing, painting of walls, roofing's and cleaning. For this purpose the NSS and its social service wing are engaged. The NGO's and other social organizations are allowed to use academic and other infrastructural facilities so as to ensure their optimum utilization. This is done without distributing normal academic activities. The campus has been made beautiful through gardening and plantation of trees. The college has also developed physical facilities as regards to activities related to games and sports.

4.2 Library as a Learning Resource

The central library of the college serves as a Learning Resource of the college. The library offers services from 10.00 A.M. to 5.00 pm on working days, before examination days, during examinations and during vacations. The library remains closed during normal holidays. At Present Central Library services are provided at a building (1st floor) covering total 2550 Sq.f. areas. The central library has an open access system where students and teachers can directly access to their books. Teachers and students can also check availability of their library books through the Library Software i.e. SOUL Software Network Version. Teachers and students can access the internet including Wi-Fi facilities in the library free of cost. There is a provision for display of current arrivals at the entry of the main library. The library also avail its own Institutional repository at the reading room. The library has a collection of 31305 books, 3292 reference books, 25 Journals and enough numbers of periodicals and magazines and 5 Dailies and 45 educational CDs and DVD and cassettes. The library is also equipped with Electronic Resource Management package for e-journals viz. Inflibnet-N-list: DELNET, DOAB: directory of open access books, DOAJ: directory of open access journal etc. In addition to the central Library, each department maintains their Individual Departmental Library.

4.3 IT Infrastructure

For smooth functioning of the teaching-learning process, all departments have separate arrangement with computer and internet facilities. Digital Classrooms, Audio-visual aid, LCD, projectors and Overhead Projectors , CC-Tv Cameras, PABX -Programme Control Telephone Exchanger, Centrally controlled warning system during disaster , sound systems for class rooms and central announcement systems are some of the important It infrastructure that the college has developed.

4.4 Maintenance of Campus Facilities

The students are provided with various health services in collaboration with the nearest health centre (Chamata PHC). Provisions for major and minor games are there, and as per suggestions of the peer team of NAAC, a playground of the college has been developed newly. Campus facilities are maintained periodically and white washing and cleaning works are done at regular interval.

Criterion – V: Students Support and Progression

5.1 Student Mentoring and Support

Well planned student tutorial and mentoring system has been a vital feature of our institute for student support and progression. Kamrup college has been making all possible efforts for the all round development of the student community. The students are guided by a team of teaching and non teaching staff led by the principal of the college. Effective and result oriented mentoring and support services is provided to facilitate holistic development of the students. There is provision of remedial coaching, entry in service training, carrier counseling, poor funds, and bridge courses for supporting students' needs. Mentoring is done both at individual and collective level. Slow learners are identified by the faculty members after the first internal assessment. The head of the departments meets the slow learners for counseling and encourages and motivates them for better performance.

There is provision for post metric scholarships in the college with funding from Government of Assam for the ST, SC and OBC students. Students belonging to the economically weaker section are offered financial aids in the form of concession in the admission fee. Sometimes the admission fee for the poor students is paid by the individual faculty members. Also Isahn Uday Scholarship of central government and different private scholarships are also offered.

5.2 Student Progression

The college has a glorious past and it has succeeded in producing a large number of brilliant students (toppers) in University and Council examinations and many of them are well placed in social life. Some of its alumni are holding responsible position in all sectors like agriculture, industries as well as service ranging from agrarian stakeholders, teachers, professors, civil service officers, gazette officers bank employees, ministers, industrialists etc. Many students of the college have brought laurel in the co circular activities as well. The pass percentage of students in major subject in the last four years is on an average 93%.

5.3 Student Participation and Activities

For development of extracurricular and co-curricular plan and programme, the college has various committees and boards which undertake several outreach extension programmes for the welfare of the society and help the students to inculcate social responsibilities. To promote a healthy corporate life among students and to offer scope for their all round development, various co-curricular activities are organized through different societies of the college and through the students Union. For the success of such activities, students' cooperation and their participation are must and the many societies are functional in the college for this purpose viz.

Assamese literary Society, Economic Forum, Educational and Psychological Society, The English Association, Political Science Forum, Philosophical Society, Historical Study Centre, Arabic Study Circle, Alumni Association, Yoga and Meditation, Surbharati and Consumer Club. These societies act under the central forum known as Extension Education Centre. Socially fruitful and productive work is integral part of such curriculum. Regular lectures and seminars are organized by the societies where community people students, teachers and other experts (guests) in respective fields participate. In addition to these Kamrup College, Chamata has developed a cultural centre namely Kamrup Kala Kendra. This Kendra run by an alumni namely Umesh Dutta offers training on music, dance and fine arts to school students of the nearby locality.

Criterion – VI: Organization and Management

6.1 Institutional Vision and Leadership

Kamrup College envisions is to spread quality based higher education in rural areas and all round development of the young generation of our society and the college tries its best to uplift this institution to a centre of excellence. For smooth conduct of various activities of the institution different committees are constituted by the Principal in staff meetings and also in the meetings of the Governing Body. The duties and responsibilities of these committees are well defined and same is communicated to the concerned members of the teaching staff through Notice Board and individual notices Also, IQAC of the college takes the leadership in ensuring quality in all spheres.

6.2 Strategy Development and Deployment

As stated in the vision and the mission statements the college provides the basic facilities for developing its quality policy, the different committees of the college along with IQAC are the nodal agencies for driving and implementing the policies. The IQAC of the college reviews the functioning of the agencies time to time in regular basis.

6.3 Faculty Empowerment Strategies

The college has a transparent mechanism as per guidelines of UGC and state government for recruitment, performance appraisal and planning professional development programmes and seeking appropriate feedback, analysis of responses and ensure that they form the basis for planning. Efforts are made to upgrade the professional competence of the staff. There are mechanisms evolved for regular performance appraisal of staff.

6.4 Financial Management and Resource Mobilization

As a provincialised college of Assam, the department of Higher Education, Government of Assam provides the major financial resources to the college, in terms salary and development head. The College enjoys 2(f) and 12 B status of University Grants Commission and accordingly the college receives financial grants in different heads. The college also mobilizes an amount through self financing course, fisheries of the college and from the agricultural land.

6.5 Internal Quality Assurance System (IQAS)

The college has strong internal quality assurance system. The IQAC formed for the purpose serves as a catalyst in the process of quality improvement in academic and administrative activities of the institution and has developed a quality culture ensuring institutionalization of best practices

Criterion – VII: Healthy Practices

7.1 Environment Consciousness

Kamrup College , Chamata has been taking necessary actions such as – energy conservation, rain water gauge , waste recycling, maintaining greenery ,awareness programme on environment awareness , environmental field study etc.

7.2 Innovations

Kamrup College, Chamata is geared to promote an ambience of creativity innovation and improving quality. Internal Evaluation mechanisms were innovated with introduction of periodic group discussion. Exposure Visit of the students as part of environmental education was made compulsory. Coverdale approach of “What Has to be Done”(WHTB) is followed in the Observation and Survey Method used in the project works as part of the innovative approach in teaching and learning.

7.3 Best Practices

1. Kamrup College, Chamata carry out some best practices having visible impact on the quality of the institutional provisions. Mention may be made of “ Awareness on Disaster Management”, “Books to poor students ”, “Tobacco Free College” ,”Consumer Awareness Club” , ‘Mentoring System’ “Voters Awareness”, “Waste Management”, “Students Admission & Examination Form fill up through Bank” etc.

SWOC analysis

STRENGTHS:

- Dedicated teaching and non-teaching staff.
- Dedicated students
- Faculty members undergo orientation and refresher courses to keep themselves updated on the latest trends in education.
- Provision of extending financial support to the poor students.
- 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
- Perfect academic discipline

- 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
- Zerox facility for students
- Free remedial coaching and entry in services 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.
- Canteen facility within the college campus

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.

OPPORTUNITIES:

- The big ponds at the centre of the college can be developed in future into swimming pools.
- 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 PG classes in many departments under Gauhati University.

CHALLENGES:

- Lack of teachers to maintain students- teachers ratio

- Lack of full time IQAC coordinator
- Growing demand for admission as against limited intake capacity of various programmes offered by the college.
- Little scope for resource generation in the college.
- Poor entry level performance of students in almost all the programmes offered by the college.
- To give placement to the pass-out students of the college.
- Frequent “bandh” called by various organizations jeopardizing the teaching learning process in the college.
- Poor vehicular communication for students belonging to remote areas.

Post- Accreditation Initiatives

The Executive Committee of the National Assessment and Accreditation Council (NAAC) on the recommendation of the duly appointed Peer Team was pleased to declare the Kamrup College, Chamata (affiliated to Gauhati University) as accredited at the B+ level with institutional Score of 78 on February 28, 2005 (EC/35/109). The process has put new zing into the operational spheres of various wings of the college. In spite of the physical as well as financial constrains the college is guided by the recommendations of the Peer Team in its dedicated pursuits of all round development of the college. After carefully going over all the aspects of the college performance and its courses of development, the Peer Team placed the following

recommendations for its consideration college and accordingly those were given due consideration subsequently with our limitation:

- I. There is a great demand for Girls' hostel.
- II. The college should have its own Playground.
- III. There is a demand for Coach for Sports and facilities for Gymnasium.
- IV. There should be sufficient space in the reading room of the library.
- V. More computer facilities must be given to the students as well as the teaching staff. UGC may be approached for assistance in setting up Network Resource Centre in the College. Internet facilities should be provided to students and staff.
- VI. Computerization of the library must be speeded up. Inlibnet provided by the UGC may be useful in this context.
- VII. There is a demand for opening of the new departments: Science, Commerce, Anthropology, Sociology, Geography etc.
- VIII. The college must certainly think of more community oriented vocational courses. Add-on the Career Oriented courses such as Mass-media, Tourism, indigenous medicine etc. be introduced on a priority basis.
- IX. The public bus should be routed through the college campus.
- X. Rational allocation of the existing space may be provided to the faculty members.
- XI. Keeping in view the future development, the college should immediately acquire Land for expansion.

What follows is an account of our responses to the recommendations:

Recommendation 1: There is a great demand for Girls' hostel.

Response: The college took prompt initiative in this regard and has built one Girls hostel.

Recommendation 2: The College should have its own Playground.

Response: The college was earlier using a community playground offered by the Chamata Higher Secondary School situated near the college campus. On recommendation of the Peer Team the college has purchased 2.74 Acres (8 Bigha 2 Kotha 2 Lecha) of land and has developed its own playground.

Recommendation 3: There is a demand for Coach for Sports and facilities for Gymnasium.

Response: As per recommendation of the Peer Team, the college has appointed two Coaches for sports (namely Mr. Kamal Barman and Mr. Mrinal Haloi) and facilities for Gymnasium are offered in the college.

Recommendation 4: There should be sufficient space in the reading room of the library.

Response: The reading room of the central library is expanded.

Recommendation 5: More computer facilities must be given to the students as well as the teaching staff. UGC may be approached for assistance in setting up Network Resource Centre in the College. Internet facilities should be provided to students and staff.

Response: As per recommendation of the peer Team, more computer facilities are given to the students as well as the teaching staff. UGC was approached for assistance in setting up Network Resource Centre in the College and accordingly a Network Resource Centre is established with UGC assistance. Internet facilities are provided to students and staff by making the entire campus a Wi-Fi one.

Recommendation 6: Computerization of the library must be speeded up. Inlibnet provided by the UGC may be useful in this context

Response: The college took prompt initiative and the library of the college is fully computerized. Also, the college has installed SOUL 2.0 (Network Version). Inlibnet (N list & SODHGANGA) are used in the library.

Recommendation 7: There is a demand for opening of the new departments: Science, Commerce, Anthropology, Sociology, Geography etc.

Response: The governing Body of the college has approached the Department of Higher Education, Government of Assam for opening new departments as suggested by the Peer Team. However, due to poor financial condition of the government, no new departments are allowed by the government. Our proposals are still pending in the government. The New Governing Body is now seriously introspecting about adding new departments on self financing manner.

Recommendation 8: The college must certainly think of more community oriented vocational courses. Add-on the Career Oriented courses such as Mass-media, Tourism, indigenous medicine etc. be introduced on a priority basis.

Response: The college took prompt initiative in this regard. As suggested by the Peer Team, Kamrup College, Chamata has provided a sound academic environment with an extensive, vibrant co-curricular programme. The range of courses that the college offers, along with the add-on courses, fulfill the requirements of students and Community who wish to develop skills that will prepare them for employment. The college now conducts choice based self financing Career oriented certificate courses in Communicative Skills & Spoken English, Computer Application, Food Processing & Preservation, Entrepreneurship Development, Cutting & Tailoring, Salesmanship, Child Care, Beauty Care, Spoken Sanskrit, and Conflict Resolution & Peace Management.

Recommendation 9: The public bus should be routed through the college campus.

Response: The college took prompt initiative and accordingly the State Transport Department (ASTC) was approached. ASTC authority has fulfilled our demand/ request and now three ASTC buses are routed through the college approaching road.

Recommendation 10: Rational allocation of the existing space may be provided to the faculty members

Response: The recommendation of “rational allocation of the existing space may be provided to the faculty members” is executed, and now all the faculty members have their own individual space with necessary infrastructure.

Recommendation 11: Keeping in view the future development, the college should immediately acquire Land for expansion.

Response: The college took prompt initiative in this regard and has acquired land for expansion measuring 2.74 Acres (8 Bigha 2 Kotha 2 Lecha)

Finally, we would like to report that the college has a well-adorned and eco-friendly campus with facilities available for the college community, and all

efforts have been made to improve the infrastructure by harnessing the available resources as post accreditation initiatives.

SECTION B:

1. Profile of the Affiliated/ Constituent College

1. Name and Address of the College:

Name :	KAMRUP COLLEGE, CHAMATA.	
Address :	P.O.- CHAMATA, DIST. – NALBARI.	
City :	Pin : 781306	State : ASSAM
Website :	www.kamrupcollege.org.in	

2. For Communication:

Designation	Name	Telephone with STD code	Mobile	Fax	Email
Principal	Dr. Dharmeswar Deka.	O:(03624)232421 R: 9859327465	9859327465	03624-232421	kcc1966@rediffmail.com
Vice Principal	Hiranya Talukdar (Stop- Gap)	O: 03624-232421 R:9864262518	9864262518	03624-232421	
IQAC Coordinator	Sanjib Kr. Goswami.	O:(03624)232302 R: 9854689794	98546-89794	03624-232421	deptengkcc3@gmail.com

3. Status of the Institution:

Affiliated College	<input checked="" type="checkbox"/>
Constituent College	<input type="checkbox"/>
Any other (specify)	<input type="checkbox"/>

4. Type of Institution:

a. By Gender

i. For Men	<input type="checkbox"/>
ii. For Women	<input type="checkbox"/>
iii. Co-education	<input checked="" type="checkbox"/>

b. By Shift

i. Regular	<input checked="" type="checkbox"/>
ii. Day	<input checked="" type="checkbox"/>
iii. Evening	<input type="checkbox"/>

5. It is a recognized minority institution?

Yes	<input type="checkbox"/>
No	<input checked="" type="checkbox"/>

If yes specify the minority status (Religious/linguistic/ any other) and provide documentary evidence. Does not arise

6. Sources of funding:

Government	<input checked="" type="checkbox"/>
Grant-in-aid	<input checked="" type="checkbox"/>
Self-financing	<input checked="" type="checkbox"/>
Any other	<input type="checkbox"/>

7.

a. Date of establishment of the college: 25-07-1966

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

c. Details of UGC recognition:

Under Section	Date, Month & Year (dd-mm-yyyy)	Remarks(If any)
i. 2 (f)	-----	Earlier records are lost in flood and UGC has issued fresh appropriate certificate on July15,2014
ii. 12 (B)	-----	

(Enclose the Certificate of recognition u/s 2 (f) and 12 (B) of the UGC Act)

d. Details of recognition/ approval by statutory/ regulatory bodies other than UGC (AICTE, NCTE, MCI, DCI, PCI, RCI etc.) DOES NOT ARISE

Under Section/ clause	Recognition/ Approval details Institution/ Department Programme	Day, Month and Year (dd-mm-yyyy)	Validity	Remarks
i.				
ii.				
iii.				
iv.				

(Enclose the recognition/ approval letter)

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

Yes No

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

Yes No

9. Is the college recognized

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

Yes No

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

b. for its performance by any other governmental agency?

Yes No

If yes, Name of the agency and

Date of recognition: (dd/mm/yyyy)

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

Location *	Rural
Campus area in sq. mts.	36187.6 sq. mts.
Built up area in sq. mts.	12062 sq. mts.

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

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

- Auditorium/seminar complex with infrastructural facilities
- Sports facilities
 - * play ground : Yes
 - * swimming pool : No
 - * gymnasium : Yes

- Hostel

* Boys' hostel

i. Number of hostels	<input type="text" value="Nil"/>
ii. Number of inmates	<input type="text" value="Nil"/>
iii. Facilities (mention available facilities)	<input type="text" value="Nil"/>

* Girls' hostel

i. Number of hostels	<input type="text" value="1"/>
ii. Number of inmates	<input type="text" value="35"/>
iii. Facilities (mention available facilities)	<input type="text" value="F/L"/>

* Working women's hostel

i. Number of inmates	<input type="text" value="1"/>
ii. Facilities (mention available facilities)	<input type="text" value="F/L"/>

- Residential facilities for teaching and non-teaching staff (give numbers available – cadre wise): Does not arise
- Cafeteria – Nil
- Health centre – Nil

First aid, Inpatient, Outpatient, Emergency care facility, Ambulance:

First aid

Health centre staff – Nil,

Qualified doctor Full time Part-time

Qualified Nurse Full time | Part-time

- Facilities like banking, post office, book shops: Nil
- Transport facilities to cater to the needs of students and staff: Nil
- Animal house: Nil
- Biological waste disposal: Nil
- Generator or other facility for management/regulation of electricity and voltage
: Yes
- Solid waste management facility: Yes
- Waste water management: Yes
- Water harvesting: Yes

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

Sl. No.	Programme Level	Name of the Programme / Course	Duration	Entry Qualification	Medium of instruction	Sanctioned/ approved Student strength	No. of students admitted
1.	Under-Graduate	B.A.	3 Years	H.S. Passed	Eng/ Ass	1000	1229
2.	Post-Graduate	Nil					
3.	Integrated Programmes PG	H.S-I H.S-II	2 years	H.S.L.C Passed	Eng/Ass	350	
4.	Ph.D.	Nil					

5.	M.Phil.	Nil					
6.	Ph.D	Nil					
7.	Certificate courses	CCA					
8.	UG Diploma	Nil					
9.	PG Diploma	Nil					
	Any Other (specify and provide details)	Cutting & Ambrodari					

13. Does the college offer self-financed Programmes?

Yes No

If yes, how many?

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

Yes		No	<input checked="" type="checkbox"/>	Number	
-----	--	----	-------------------------------------	--------	--

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

Faculty	Departments (eg. Physics, Botany, History etc.)	UG	PG	Research
Science	Nil			
Arts	10	UG		
Commerce	Nil			
Any Other (Specify)	Nil			

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

a. annual system

b. semester system

c. trimester system

17. Number of Programmes with

a. Choice Based Credit System

b. Inter/Multidisciplinary Approach

c. Any other (specify and provide details)

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

Yes No

If yes,

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

b. NCTE recognition details (if applicable)

Notification No.:

...No..... Date:

..... (dd/mm/yyyy)

Validity:.....

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

Yes No

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

Yes No

If yes,

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

b. NCTE recognition details (if applicable)

Notification No.:

Date: (dd/mm/yyyy)

Validity:.....

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

Yes

No

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

Positions	Teaching faculty						Non-teaching staff		Technical staff	
	Professor		Associate Professor		Assistant Professor		*M	*F	*M	*F
	*M	*F	*M	*F	*M	*F				
Sanctioned by the UGC / University / State Government <i>Recruited</i>	Nil	Nil	3	2	11	11	8	1	--	--
<i>Yet to recruit</i>										
Sanctioned by the Management/ society or other authorized bodies <i>Recruited</i>	Nil	-	-	-	-	-	-	-	-	-
<i>Yet to recruit</i>										

*M-Male *F-Female

21. Qualifications of the teaching staff:

Highest qualification	Professor		Associate Professor		Assistant Professor		Total
	Male	Female	Male	Female	Male	Female	
Permanent teachers							
D.Sc./D.Litt.	Nil	Nil	Nil	Nil	Nil	Nil	
Ph.D.	Nil	Nil	1	2	4	5	12
M.Phil.	Nil	Nil	Nil	Nil	6	2	8
PG	Nil	Nil	3	2	11	11	27
Temporary teachers							
Ph.D.							
M.Phil.							
PG							

Part-time teachers							
Ph.D.							
M.Phil.							
PG					6	6	12

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

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

Categories	Year 1		Year 2		Year 3		Year 4	
	Male	Female	Male	Female	Male	Female	Male	Female
SC	30	61	21	48	23	45	23	25
ST	4	7	02	02	00	01	00	00
OBC	51	80	32	57	33	41	22	35
General	446	489	394	457	313	335	233	359
Others								

24. Details on students enrollment in the college during the current academic year:

Type of students	UG	PG	M. Phil.	Ph.D.	Total
Students from the same state where the college is located	1168	--	--	--	1168
Students from other states of India	--	--	--	--	--
NRI students	--	--	--	--	--
Foreign students	--	--	--	--	--
Total	1168	--	--	--	

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

PG UG

26. Unit Cost of Education

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

(a) including the salary component

(b) excluding the salary component

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

Yes No

If yes,

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

Yes No

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

Krishna Kanta Handique State Open University

c) Number of programmes offered **2**

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

Yes No

28. Provide Teacher-student ratio for each of the programme/course offered: 1:30

29. Is the college applying for

Accreditation : Cycle 1 Cycle 2 Cycle 3 Cycle 4

Re-Assessment: Nil

(Cycle 1 refers to first accreditation and Cycle 2, Cycle 3 and Cycle 4 refers to re- accreditation)

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

Cycle 1: 22nd & 23rd /12/2014

Accreditation Outcome/Result : 78 (B+ level)

Cycle 2: (dd/mm/yyyy)

Accreditation Outcome/Result.....

Cycle 3: (dd/mm/yyyy)

Accreditation Outcome/Result.....

** Kindly enclose copy of accreditation certificate(s) and peer team report(s) as an*

annexure.

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

256 days

32. Number of teaching days during the last academic year

(Teaching days means days on which lectures were engaged excluding the examination days)

183 days

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

IQAC 01/04/2004.

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

NA
AC.

AQAR-(i) 2011-2012 (15/12/2015)

AQAR-(ii) 2012-2013 (15/12/2015)

AQAR-(iii) 2013-2014 (15/12/2015)

AQAR-(iv) 2014-2015 (15/12/2015)

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

CRITERION I

CURRICULAR ASPECTS

1.1 Curriculum Planning and Implementation

1.1.1

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

- ❖ **Vision of the College:** 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 endeavours 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 of the College:** 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 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.

- ❖ **Objectives :**
 - ✓ To create awareness and inquisitiveness for higher education among the rural people in general and to spread female literacy in particular of the greater Pachim Nalbari area
 - ✓ To provide opportunity of higher education to the womenfolk for empowering them as per demand for dynamic social change in grand scale.
 - ✓ To provide need-based assistance to the rural masses through skillful education and thereby enabling them to lead an enlightened life marked by all round development of personality with emphasis on their future “CAREER”.

- ✓ To develop good citizenship qualities as per nation's demand keeping in mind the philosophies and ideals of the makers of India to make the country a super power in the years to come.
- ✓ To promote employment, self-employment opportunities by imparting education in various job oriented fields.
- ✓ To provide the opportunity to learn and acquire skills to serve the community through various extension activities undertaken by the college, such as NSS, Women Development, Community awareness and help to develop the spirit of unity in diversity.

1.1.2

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

- ❖ Kamrup College, Chamata is affiliated to Gauhati University (G.U.) and its curriculum in degree course in traditional mode is prescribed by G.U., H.S. courses in traditional and open modes are prescribed by Assam Higher Secondary Education Council (AHSEC), KKHSOU and the vocational or career oriented courses as per college norms. The students of H S and UG levels are taught according to the guidelines prescribed by the AHSEC & GU respectively. The college offers some short term vocational courses (certificate/diploma) prepared by the college keeping in mind the market demand. However, the following steps are taken for the effective and smooth implementation of the aforesaid courses.
 - 1) Annual plan is designed on the basis of the cumulative plan provided by the teaching faculty in the beginning of every academic session for the effective implementation of the curriculum framed by the affiliating University.
 - 2) At the departmental level, teachers of the departments are allocated the course contents based mainly on their subject specializations.
 - 3) The daily class diaries/class record registers/progress reports are verified weekly by the Principal/IQAC Coordinator and feedback is taken from the students to ensure that the curriculum is appropriately followed, monitored and evaluated by the faculties.

1.1.3

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

- ❖ The College receives directions from time to time from the affiliating university and institutions, AHSEC for effective implementation of the curriculum. Moreover, the college administration organizes workshops, seminars and symposium on different concerned areas by inviting trained professionals for updating required information in curriculum transaction and students' evaluation. Teachers exchange programme and invitation of persons of repute in academic and Professional areas are practically realized as per availability of time and needs. The teachers of the College participate in the orientation and refresher courses organized by the UGC – ASC (Academic Staff College)s to improve the teaching qualities.

Table 1.1: Faculty nominated to staff development programme in last four years

PROGRAMME	NUMBER OF FACULTY	INSIDE STATE	OUTSIDE STATE
OC	9	9	NIL
RC	20	8	12

Along with these, the teaching staff of the college also participates in seminar and workshop related to the semester system and evaluation system organized by the university and other colleges. The Teacher's Unit of the college organized a workshop on Semester System in the year 2011, when the affiliating university newly introduced the Semester system. J. Dutta, Academic Register of G.U. enriched the faculty members with relevant information in this regard.

At the institutional level the College provides the facility to publish the learning materials both in print and online edition. Faculty of the College can take the help of the College printing press for procuring the study material in printed form. Library of the college is well equipped with

good internet facility (broadband and Wi-Fi). Hence, it becomes easy for both the teachers and students to take necessary help from Internet. Moreover, an Academic Committee is constituted comprising of all the HoDs of the College to improve the overall teaching- learning process. The College provides the infrastructural facilities for the ICT based teaching learning process.

1.1.4

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

- ❖ The annual teaching programs are very carefully planned in the academic calendar well in advance. Periodic monitoring of the activities such as commencement of classes and time management for effective implementation of the curriculum is done. However, after the introduction of semester system in the state from the 2010-11 session by G.U. in traditional mode and other organizations in open mode as well for the undergraduate courses it has been made imperative for the institution to take some concrete measures for the effective implementation of the curriculum by curving out time frame for holding of departmental seminars, making provision of home assignments, internal assessment etc. in due time. Moreover, with the aim of taking positive measures towards the same direction workshops were organized on curriculum development by inviting well trained resource persons.

Table 1.2: Lists of the various programmes organized by the departments

NAME OF THE DEPARTMENT INVOLVED	TYPE OF ACTIVITY(SEMINAR, WORKSHOP, FIELD STUDY, FIELD VISIT)	STUDENT'S NUMBER	YEAR
Political Science	Seminar	50(Fifth Sem)	2012,2013,2014
Political Science	Field Study	50(Sixth Sem)	2014
Political Science	Field Visit	55(Third &Fifth Sem)	2011,2012

Assamese	Seminar	60	2012,2013,2014
Assamese	Field Visit	60(Third &Fifth Sem)	2011,2012
Assamese	Field Study	60(Fourth Sem)	2013
English	Seminar	10	2012,2013,2014
Education	Field Visit	30	2013
Education	Field Study	25	2014
Economics	Field Visit	12	2013
Sanskrit	Field Visit	25	2012,2013
Philosophy	Seminar	25	2012,2013,2014

1.1.5

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

- ❖ The faculty members of the college keep in touch with the university, GUIDOL, KKHSOU and AHSEC, for effective operationalization of the curriculum. Higher Education on humanities is based on human values for protecting social needs and demands and socio-economic and cultural knowledge. Human Skills, Human values and Experiment in the Practical Field, Social works etc. are integral part of the curriculum for making higher education extremely important for providing cutting edge. To develop the required practical skills among the students, they are helped to take active part in different programmes organized by different social work agencies for learning the techniques of living together, one of the important goals of education of the present century. The college keeps constant touch with these agencies for effective operationalization of the curriculum keeping in mind the important aims and objectives of higher education, particularly the extension aspect.

Table 1.3: Departmental network and interactions with Industry, research bodies and the University

DEPARTMENT	NAME OF THE FACULTY/LIBRARIAN/RESEARCH ASSOCIATE/STUDENT	NAME OF THE COLLABORATING INSTITUTION/INDUSTRY/UNIVERSITY	TYPE OF ACTIVITY
ENGLISH	Mrs. Jumi Kalita	Assam university(Diphu Campus)	Research
HISTORY	Mrs.Rekha Kalita	Assam University	Research
SANSKRIT	Tapan Kashyap	TM Vagalpur University	Research

1.1.6

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

- ❖ Teachers of different departments of the college has also been directly or indirectly associated with the process of updating the curriculum through writing and translating course related materials and books both for UG and H.S. courses and solving the problems related to the evaluation process for making the semester system free from defect by attending and offering suggestions in different meetings and seminars organized by their union and other organizations, like the Assam College Teachers' Association.

Table 1.4: Contribution of the Institution/Staff members to the development of the curriculum (Syllabus/Course design and related activity) by the University

SL. NO	NAME OF THE FACULTY	ACTIVITY INVOLVED (SYLLABUS/COURSE DESIGN & RELATED ACTIVITY)	YEAR
1	Hiranya Talukdar	Text Material Development through Writing of Text Book(6 Text Book for	2004,2008,2009,2013

		Major Course)	
2	Bhaben Kakati	Text Material Development through Writing of Text Book	2011,2012,2014
3	Dr. Saiki Talukdar	Text Material Development through Writing of Text Book	2014
4	Dr. Dipamani Baruah Das	Text Material Development by Editing Reference Book	2014
5	Sanjib Kumar Goswami	Member , Syllabus Committee , Kumar Bhaskar Varma Sanskrit and Ancient Studies University	2013-2015

Other worth mentioning attempts of the college in this regard include 1 National Seminar on Higher Education (Organised by the Education Department) in 2013 and 1 Workshop on Semester System(Organised By the Teacher's Unit) in 2011.

1.1.7

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

- ❖ Yes, apart from the specification given in Table Number 1.6 the institution develops the course curriculum for the vocational course on the following areas.

Table 1.5: List and Name of Various Career Oriented Courses offered by the College

NAME OF THE COURSE	DURATION	FEES STRUCTURE
Spoken English and Communication	1 Month	100/(Certificate Fees extra)
Computer Application	3 Month	100/(Certificate Fees extra)
Cutting and Designing	3 Month	100/(Certificate Fees extra)
Food Processing and Preservation	7 Days	100/(Certificate Fees extra)
Entrepreneurship	7 Days	100/(Certificate Fees extra)

Development		
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1.1.8

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

- ❖ The institution takes various steps to ensure the adherence of the stated objectives of the curriculum in the course of its implementation. Besides the scheduled University Examinations, the institution conducts unit tests, test examinations and motivates the students to do well in the final examination. Besides, effort is also taken to provide counseling to the guardians of the students by paying door to door visit so that they can take proper care of the study of their wards at home. Thus, opportunities are taken to gain the feedback from them during the various parents teacher's meetings organized in the college. Students are advised to maintain their class diaries for regular perusal by the Principal, HoD and IQAC Coordinator. Feedback regarding teacher's performance, Course Completion, Availability of the materials is taken annually from the students to examine the implementation of the given objectives of the curriculum. Students are encouraged to participate in various activities like seminars, workshops, conferences, social programs organized by the departments of the college.

Moreover, it is ensured that the faculty members don't lag behind in acquiring the knowledge of new development in teaching-learning for upgradation and updating their approaches. The faculty members are encouraged and given chances to attend various professional upgradation courses like Orientation, Refresher course, Summer Camps, and Training.

1.2 Academic Flexibility**1.2.1**

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

- ❖ The institution offers certificate/diploma/skill development courses on Sewing and Design, Certificate in Computer Application (CCA). The sole objectives of these certificate courses are to provide skill-based, vocation concern trainings for self-employment to the rural agrarian youths of the greater Pachim Nalbari area.

Table 1.6: List and Name of Various Skill Development and Certificate Courses offered by the College

- Communicative Skills & Spoken English (3 Months Certificate Course)
- Computer Application (3Months Certificate Course)
- Food Processing & Preservation (3 Months Certificate Course)
- Entrepreneurship Development (3 Months Certificate Course)
- Cutting & Tailoring (3 Months Certificate Course)
- Salesmanship (3 Months Certificate Course)
- Child Care (3 Months Certificate Course)
- Beauty Care (3 Months Certificate Course)
- Spoken Sanskrit (3 Months Certificate Course)
- Conflict Resolution & Peace Management (3 Months Certificate Course)
- Mass Communication (3 Months Certificate Course)

Curriculum of these courses is designed by the respective coordinator of the course in consultation with resource person of the concerned area. Resource Person/Instructor is invited keeping in mind the need of the students and they are paid from the fees collected from the students of the course.

1.2.2

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

- ❖ NO

1.2.3

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

- Range of Core /Elective options offered by the University and those opted by the college
- Choice Based Credit System and range of subject options
- Courses offered in modular form
- Credit transfer and accumulation facility
- Lateral and vertical mobility within and across programmes and courses
- Enrichment courses

❖ Being the affiliating institution of Gauhati University and Assam Higher Secondary Council for traditional courses of Higher Secondary and UG levels and, KKHSOU, Kamrup college, Chamata follows the curriculums prescribed by concerned institutions and organizations. As such there is very little scope for any kind of academic flexibility. The institution does not have any autonomy for dynamism in the matter of updating the courses of study. However, the students of both HS and UG HS level have an opportunity to select the subjects of their own choice as per their academic interests and as per the set norms and rules of the concerned institutions and organizations.

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

❖ For Arts stream each student is to take the English and MIL (Assamese) as compulsory subjects and two elective subjects from the list of subject combinations offered by the College. From the elective subjects one subject can be offered as the Major subject. In case of the students opting for the major in Assamese, they will have to take one elective subject instead of MIL as per Gauhati University guideline.

The College offers 10 nos. U.G. level Government aided courses (both MAJOR & GENERAL)

Table 1.7: The details of the programmes offered in the College:

TYPE OF THE PROGRAMMES	NUMBER OF THE PROGRAMME	MODE OF OPERATION	NAME OF THE PROGRAMME
UNDERGRADUATE	10	Government aided	BA in Assamese

			BA in Arabic
			BA in Economics
			BA in Education
			BA in English
			BA in History
			BA in Philosophy
			BA in Political Science
			BA/B.Sc in Mathematics
			BA in Sanskrit

A student is required to offer English and MIL as compulsory subject and two elective subjects. One of the elective subjects may be offered as Major Subject in conformity with the following combination of subjects.

Major

Elective (any one of the following subjects)

Assamese	Economics/ Political Science/ History/ Mathematics/ Philosophy / Education
English	Economics/ Political Science/ History/ Mathematics /Philosophy /Education/ Elective Assamese
Arabic	Economics/ Political Science/ History/ Mathematics /Philosophy /Education
Economic	Political Science/ History/ Mathematics/ Education/ Philosophy/ Arabic/ Sanskrit/ Elective Assamese
Education	Economics/ Political Science/ History/Elective Assamese/ Philosophy/ Sanskrit/ Arabic.

History	Economics/ Education/ Philosophy/ Political Science/ Elective/ Assamese/ Sanskrit/Arabic
Mathematics	Economics/ Political Science/ Education/ Elective Assamese /Sanskrit
Philosophy	Economics/ Political Science/ History/ Mathematics/ Education/Elective/ Assamese/Sanskrit
Political Science	Economics/History/ Elective Assamese/ Education/ Philosophy/ Sanskrit/ Arabic/ Mathematics.
Sanskrit	Economics/History/ Elective Assamese/ Education/ Philosophy/ political science/ Mathematics.

NB: Students offering Major in Assamese will have to take two Elective subjects other than Assamese.

Choice Based Credit System:

- ❖ Choice Based Credit System (CBCS) under the Semester System is introduced by the affiliating University since 2011. All the courses offered in the College come under the purview of the CBCS.

Credit Transfer and accumulation facility:

- ❖ There is no scope for Credit Transfer and accumulation facility for any institution under the affiliating University

• Enrichment courses

Table 1.8: Programmes organized by various UGC Cell in the last four years

SL. NO	YEAR	PROGRAMME NAME	RESOURCE PERSON/ORGANIZATION	ORGANIZER
1	2014	Career Counseling	IQAC	IQAC
2	2014	Awareness Programme on Disaster Management	District Disaster Management Board	KCCS
3	2014	Coaching Classes for Entry in Services	Basanta Gogoi Basanta Deka	Coaching Classes for Entry in Services CELL,KCC
4	2014	Two Day Workshop Cum Training on Value Addition to Fruits and Vegetables	Mayuri Bora	Equal Opportunity Cell

5	2012	Entrepreneurship Development programme]Entrepreneurship Development cell
6	2012	Legal Awareness Programme	Mrs. Bharati Deka Advocate	Women Cell,KCC.

1.2.4

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

- ❖ The institution offers self finance courses on Certificate in Computer Application (CCA),Cutting and Tailoring, Spoken English, Spoken Sanskrit, Food Processing and Development, Entrepreneurship Development etc as mentioned in the Table No. 1.5.These courses differ largely from the traditional UG courses in terms of objectives, curriculum, time frame etc. These are totally under control of the College. The Syllabus of these courses are designed by the institution itself. Teachers of these courses are selected by the college and their salary is paid from the fees paid by the students during the time of general admission. These are mainly short term and career oriented course introduced to increase the employability of the students.

1.2.5

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

- ❖ Yes, the college provides additional skill oriented programmes on Computer Application, Spoken English etc. These have been introduced to enable the unemployed youths of the area to be self sufficient after completing the course and getting the training. Details of these courses have been given above (refer Q. No.1.2.4 and Table 1.6)

1.2.6

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

- ❖ The University provides for the flexibility of combining the conventional face to face and distance mode of education to the students in the form of courses offered in distance mode by KKHSOU and GU- IDOL. The institution takes the available advantages of such provisions by giving admission to the students who are fully or partially employed in government/semi government/private or other sectors for the growth of a knowledge society by fulfilling the aspirations of higher education of the aspirants, instead of classes on regular basis provision of counselling classes as per the expertise of the faculties and needs as well as demands of the admitted students of such courses have been made in planned manner with the help of the academic generosity of the faculties. The college provides such education seekers opportunity to attend counselling classes attended and managed by the selected faculties in their own convenience and get the degree in a hassle free manner.

1.3 Curriculum Enrichment

1.3.1

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

- ❖ The goals and objectives of the institution are framed keeping in mind the academic programmes and curriculum of the affiliating university so as to automatically integrate with the curriculum prescribed by the University for accomplishing the academic goals as per demand of situations and time. Various efforts in terms of training of the staff through OC/RC/Short Term Course/ Seminar/Workshop, Organization of Seminars at both National and State level, Class Seminar/Workshop/Field Study/Field Visit etc have been adopted on regular basis to keep pace with the objectives of the affiliating university and institution.(See Table No.1.1, 1.2, 1.5)

1.3.2

What are the efforts made by the institution to modify, enrich and organize the curriculum to explicitly reflect the experiences of the students and cater to needs of the dynamic employment market?

- ❖ According to the needs of the present dynamic employment market, the institution organizes seminars, symposia and workshops and allows the Alumni expert Committees and students to enrich and reflect the experience of old students for new innovations. Besides, the college strengthens the process through career counseling and coaching for entry into services programmes by inviting the think-tanks and resource persons from diverse fields. The continuity of this process as supporting academic activities for spreading the information and developing required knowledge dynamically has been monitored by the institution with the help of the IQAC.

1.3.3

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

- ❖ Kamrup college, Chamata takes special initiatives to organize diverse programmes through NSS, Department of Environmental studies,

Women Cell, Education Extension Cell, Research Cell, etc. which go a long way for the integration of cross-cutting issues such as gender inequality, ecological change, Human Rights into the curriculum. The college has the facilities of Seminar Hall well equipped with the technological assets, Digital Library and Digital Classroom through which students are helped to keep linkage with the recent developments in the global knowledge market.(See Table No.1.8 & 1.9)

1.3.4

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

- _ moral and ethical values**
- _ employable and life skills**
- _ better career options**
- _ community orientation**

Moral and ethical values:

- ❖ Besides the normal degree programme offered by the institution, the students are being offered some moral and ethical education for all-round development of their personality and enrichment of their behavioral values. This is done for fostering the spirit of self control, self sacrifice, sense of belongingness and living together in the form of holding blood donation camps, NSS camps, seminars, workshops, celebration of Gandhijayanti, Independence Day, Republic Day, Fateha, Saraswati Puja, Teachers Day etc.

Employable and life skills:

- ❖ The students are given all feasible scope to have suitable job through employable and life skill system. For this purpose, under UGC guidance, Coaching Classes for Entry in Services Cell has been formed in the year 2012 and this cell on regular basis has been organizing various programmes for enriching the students with necessary job skills. On 20th March, 2013, the cell organized a one day workshop on job avenues in

Banking and Private Sectors. Mr. Basanta Gogoi and Mr. Basanta Deka blessed the students with necessary information. Not only this, the Cell is taking necessary initiatives for giving job information to the students. Along with this, Career Counseling Cell, Equal Opportunity Cell, Entrepreneurship development Cell etc. have been taking necessary efforts.

Better career options:

- ❖ The College has a Career Counseling cell which takes initiative to provide career counseling to the interested and promising students from time to time. Besides, coaching is given for entry in services by inviting experts from different field. Details about these have been mentioned above.

Community orientation:

- ❖ The students are also inspired to take part in community orientation through literacy programme, sanitation awareness programmes, legal awareness programmes, social service programmes. The following table (Table No.1.9) will give detail information.

Table 1.9: List of Value-added/enrichment programmes

SL NO.	NAME OF THE PROGRAMME	RESOURCE PERSON/GUEST	YEAR
1	UGC Sponsored National Seminar on Higher Education	1.Dr. Gayatri Goswami, HoD, Education DPT, G.U. 2. Dr. Kaberi Saha, G.U. 3. Dr. Jogen Kalita, G.U.	2013
2	Workshop on Climate Change	ASTEC, Govt. of Assam	2013
3	Workshop on Semester Course	J. Dutta (Academic Register, G.U) Dr. Dipak Kr. Sarma (Director, College Development Council, G.U)	2011
4	Three Day Workshop on Handicraft	Jinti Goswami	10-1-2011 to 12-1-2011

5	Two Day Workshop Cum Training on Value Addition to Fruits and Vegetables	Mayuri Bora	2014
6	Yoga Programme	Asim Dutta	2012
7	Legal Awareness Programme	Mrs. Bharati Deka	2012
8	Sanskrit Divas	-	Every Year
9	Celebration of Gandhi Jayanti	-	2013
10	Republic Day and Independence Day Celebration	-	Every year
11	Milad-E-Mehfil and Swaraswati puja	-	Every year
12	Fiesta Literaria	-	Every year

1.3.5

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

- ❖ Kamrup College, Chamata was established in the year 1966 with the help of the material and other sacrifice of the generous public of the greater Pachim Nalbari area. Since the time of inception the stakeholders of the college have long been very closely associated with the infrastructural as well as academic enrichment of the institution by taking part in different curricular and co-curricular activities like active participation of the selected members in educational planning, examination management, management of administrative affairs, co-curricular activities, management of campus discipline etc. In order to expedite the developmental process feedbacks from the students, alumni, parents and the teachers are collected in the form of delivery in open meetings in a routine manner. The feedbacks are analyzed in the IQAC and action plans are initiated accordingly for reducing the gaps, viz. academic and social.

1.3.6

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

- ❖ The Principal/ meets the students of different classes on some convenient dates and time during an academic session to make firsthand assessment of academic progress of the students or to redress the problems related to teaching and learning faced by the students.

1.4 Feedback System

1.4.1

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

- ❖ Apart from the explanations given in point No: 1.1.6 the college sends suggestions to GU for developing and effectively implementing the semester system in undergraduate level keeping in mind the need of the students.

1.4.2

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

- ❖ Yes, the college has developed a formal mechanism to obtain feedback from students and stakeholders on curriculum and its teaching learning process as per the guidelines of the UGC and other agencies. Feedback on the suitability of the curriculum and its effectiveness it is collected from the students and the stakeholders as well in every six months, before the end semester examination. IQAC takes necessary steps for this. This, to a great extent, helps in mitigating the problems faced by the students.

1.4.3

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

- ❖ The college has opened a study centre of UG course under KKHSOU along with the traditional courses. Along with this, a few career oriented courses have been introduced keeping in mind the need of the students. The rationale for introducing such new courses/ programmes is to provide job opportunity to the rural agrarian youths.

1.4.4

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

- ❖ The institution has been planning to introduce some relevant vocational courses such as Hair and Skin Care, Mobile Phone Repairing, Salesmanship etc. for spreading vocational education. The college has also planned to make provision of short term personality development programme, Social Service Programme etc.

CRITERION-II

Teaching, Learning & Evaluation

2.1 Student Enrollment and Profile

2.1.1

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

Being among one of the oldest and famous institutions in Assam and accredited B+ by NAAC, Kamrup College needs no publicity during Admission session, However, Kamrup College, Chamata adheres to all the guideline of the Government of Assam in respect of admission process. Accordingly, admission process is displayed on the notice board and prospectus of the college serves the purpose well. Also the Admission Notice & Prospectus and details of Admission procedures are published in the college website www.kamrupcollege.org.in. The admission is made on the basis of merit and personal interview. Provision of reservation for SC/ST/OBC candidates, physically handicapped and for candidates having proficiency in extracurricular activities is made as per the uniform policy of admission of students into the different streams of Govt. and provincialized colleges. Henceforth, the college authority declares the number of seats to be offered for admission at the beginning of the session. Admission notice is published in the notice board of the college indicating the category wise total number of seats to be offered for admission. The merit list for admission is prepared on the basis of the marks obtained in the last qualifying examination, which is subject to Govt. Reservation policy.

A maximum of 5% of seats is distributed as follows-

- v. 2% for sports person recognized by IOA/SAI and also person representing the district, and the state.
- vi. 1% for wards of the employees of the college.
- vii. 1% for NCC/Scouts/Guides.
- viii. 1% for the students with achievements in cultural activities. These seats again are settled on the basis of merit list of students concerned in each category and finalized by the Governing body of the college.
- ix. No seat is offered to against donation.

- x. The principal notifies the closure of admission, publishes category wise names of students with marks in the notice board. A copy of the list of names is submitted to the director, higher education for information.

The above instructions of the Govt. have been followed from the starting of the academic year 2014.

2.1.2

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

Admission process has been mentioned in 2.1.1. Moreover admission in semester-III based on the result of semester-II and again semester-IV depends on the result of semester-III and the like. During the admission process teachers counsel the students; they are given admission to different subjects according to their merit and capacity and choice. Moreover, each department is allowed to take entrance test if one considers necessary.

2.1.3

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

The merit is dynamic, so the standard marks for admission varies; sometimes lowered and sometimes raised as per the seats available. The minimum percentage required for admission in the semester-I (Major) 45 to 60 in the concerned subject in different departments and the minimum for the subject is 30%.

The other college of the affiliating university in the district gives admission in the same procedure.

2.1.4

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

The Heads of the various departments, in consultation with the Principal, review the process of admission to semester-I. For admission of semester II, III, IV, V, VI the students profiles, specially the mark sheets, are consulted. This is maintained by the heads of the department, principal and the office bearer concerned. It helps the students in removing their weakness for the ensuing semester.

2.1.5

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

- * **SC/ST**
 - * **OBC**
 - * **Women**
 - * **Differently abled**
 - * **Economically weaker sections**
 - * **Minority community**
 - * **Any other**
- Our college strictly follows the rules and regulations reflecting on the strategies adopted by the government for increasing/improving the different categories of students. The admission policy accepted by the college is made on the basis of national commitment, diversity and inclusion.
 - SC/ST: SC/ST students are relaxed in case of admission from requisite norms of marks. They are offered free remedial classes/coaching to improve their performance.
 - OBC: Merit is not strictly considered for students of this category.

- Women: Girls students enjoy equal opportunities.
- Differently able: Merit is not considered a barrier to this category of student. They are allowed to take help to write down answer from other person if necessary.
- Economically Weaker section: Such students are given financial assistance to enable them to study.
- Minority community: Students of this category enjoy equal opportunities and remedial coaching for their upliftment.
- Any other: In case of any weaker section, disabled or distressed also gain supports from the college authority and staff also. The College has a poor fund to extend support to the weaker students.

2.1.6

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

Presently, along with the traditional courses our institution is providing some vocational cum add-on programmes like –

1. Salesmanship.
2. Computer application.
3. Child care.
4. Beauty care.
5. Food processing.
6. Spoken English and Communication.
7. Mass communication.
8. Entrepreneurship development.
9. Cutting and tailoring.
10. Spoken Sanskrit.
11. Conflict resolution and peace management.

Keeping in mind the future placement and self employment, the college has introduced these programmes. This action attracts students; moreover, there has never been a problem of inadequate admission.

Table reflecting trend of admission:

Programme	Number of application	Students admitted	Demand Ratio
UG			Approax
2011	400	359	4:3.6
2012	391	358	3.9:3.6
2013	495	489	4.9:4.9
2014	483	473	4:7
2015	-	-	-

2.2 Catering to Diverse Needs of Students.

2.2.1

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

Our college takes special care and extends support to the differently able students. College authority pays attention to the needs of disabled. There is a poor fund, facility for free library books, free admission facility for the brilliant but financially unable student. Hostel facility for the girl students are available.

2.2.2

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

The college does not have any mechanism to assess the students before the commencement of the programme; but some of the depts. arranges admission test for preparing merit list.

2.2.3

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

At the entry level, many of the students from different background can't cope up with the course equally; for their improvement, we provide revisionary classes, remedial classes, personal mentoring and suggest some easy hand books.

2.2.4

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

The college maintains an unwritten policy of giving equal opportunities and privileges to staff and students irrespective of their gender, caste and creed. We have lady Governing body member, girls' secretary in the students union. There is a woman cell to address the issues the related to women. The college observes women's day, world environment day, arrange lecture on women empowerment and environment protection.

2.2.5

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

The institution runs a counseling cell under a teacher in charge. The teacher counselor is able to identify enthusiastic students. Such, students are encouraged to participate in paper writing competitions, art competitions, Debating, recitation, literary and Quiz programme etc. Students who are interested in the small scale industrial field are sent for training organized by NGO or Govt. wing. Our college has a 'Entry in service coaching centre run by the UGC fund'. The library has many books and magazines related to entry in services. Besides, Our faculty members are also encouraged for active participation in various workshops, Conferences etc.

2.2.6

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

1. Teacher counselors are well aware of performance of the students. They keep evaluating the students by asking questions in the class room.
2. The Departments conduct unit test, seasonal test, gives home assignments, discuss question papers and analyze the internal tests' results. Thus keep evaluating the students.
3. Tutorial classes are arranged for weaker students.
4. Remedial classes are conducted for the minorities and personal care is taken wherever needful and possible.
5. The college is able to categorize the admitted students through the admission form where caste and category are mentioned. Then they could get economic help from the Govt. through various scholarships.
6. Drop-out percentage is very low High level fees is a great problem, of course.

2.3 Teaching-learning process.

2.3.1

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

- Every year, our institution prepares an academic calendar in accordance with the university, which is given to the students in the shape of prospectus.
- Teachers keep his own diary for maintaining teaching plan.
- The academic calendar plays a major role in the evaluation planning. The routine and calendar are designed in such way that they themselves are like blue print of evaluation. It is a continuous process of class test, group discussion, and unit test internal assessment.
- Students of IV and VI semester have to do project works of 50 and 100 marks respectively.

2.3.2

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

The coordinator of IQAC plays a vital role in improving the teaching learning process. All the Heads of the departments keep contact with him and he is able to analyze and understand the needs and problems of the institution, teachers and the students. He is striving hard to create facilities for a sound academic environment.

The IQAC coordinator of our college has sound knowledge about the computer, its various functions and usage for effective communication. He is a senior person, a full time functionary with expertise in quality aspects.

2.3.3

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

The college focuses on the students from the time they come for admission. Teachers counsel them about courses available and future prospect. We also conduct an orientation about examination system on the first day of their classes and inform about NCC, Sports, Cultural, Literary activities etc. To make students focus on each unit, they are given unit wise assignments which are based on examination pattern. They are given projects and group work and seminar presentation. The library facilitates learning by giving them book-bank facility. Under this Scheme student can keep a certain no of books for the session on the basis of renewal process. We manage to clear arrear examination to those who could not appear for regular examination due to medical reason or due to their participation various programmes like games cultural activities etc.

The college authority allows and encourages teachers by giving them duty leave to participate in seminars/ conference/ workshop/ orientation course/ refresher course/ short term course to develop the skill and competence of the teacher.

2.3.4

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

The students are engaged in project work and seminar on serious topic, which encourages critical thinking. Moreover the college has debate and symposium club, literary forum, cultural wing and these wings conduct programmes and encourage the learners to be involved in deep thinking. They join in the inter-college and inter-college competition. Departments like English, Assamese, Political Science, Economics and Philosophy are activity involved in research. This helps the students as well and they are inspired to take up research in future.

2.3.5

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

The college is equipped with multimedia projector and ICT facilities and is provided when necessary. Some teachers use laptop of their own. Virtual Laboratories, Mobile education, E-learning resources from INFLIBNET & N-list are also worth mentioning facilities.

2.3.6

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

We often organize lectures by visiting faculty, Experts lectures, and celebration of subjects' day, seminars group discussions and the like. Students participate in different event in the neighboring colleges and university level also. They participate in the G.U. youth festival. Faculty members are very active in presenting papers, writing books and articles, participating in national and International seminars, workshops. Mr. Sanjib Kr. Goswami, HoD, English Department, has gone abroad for paper presentation in international seminars.

Excursions and Educational tours are common feature of every department in every academic session.

2.3.7

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

Our institute arrange personality Development Programme [PDP], Career development counseling [CDC] with the collaboration of management to the students from semester I to semester IV. Our college organizes career counseling by arranging expert lectures for students of semester III to Semester IV. Moreover, students are sometimes being trained by the Govt. employee of agriculture department for entrepreneurship through some specific cell.

2.3.8

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

College has installed multimedia projectors in few class rooms. Most of the faculties use their laptop to facilitate teaching through ICT. A system of seminar/project presentation by students are organized where in each group or individual is given a topic. This approach has proved to be very effective because students learn to research and analyze data and present it logically. This process aids learning.

2.3.9

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

There is a book bank of each subject for B.A. of all semester. Under this system some books are issued to each student for 15 days. Students can issue new book after returning them earlier.

- The library is fully computerized which makes the library more accessible. The process has been digitalized.
- The library building also houses a reading room with a seating capacity of 150 students that allows students to use their free time fruitfully and study there.
- Two computers have been provided with internet facility for the students.

- The library gives opportunity to Xerox the rare required materials from library.

2.3.10

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

By and large the institution does succeed in completing the curriculum within the planned time frame and calendar. In situations where there is shortage of time due to unavoidable circumstance viz. natural disaster, infrastructure upgradation the faculty engages extra classes even on leave. Some alternate arrangement is always made so that the teaching does not suffer.

2.3.11

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

- Students are given feedback forms about different aspects of teachers and their teaching. If any teacher is not at the satisfactory level, the principal advises them by talking to him/her personally.
- Suggestion boxes are placed at the corridor of the office building to enable students to give their suggestions about various aspects. There is also a **Grievance Redressal Cell** to cope up with students' problem.
- Teachers are also asked to fill self-appraisal forms.

2.4 *Teacher Quality*

2.4.1

Provide the following details and elaborate on the strategies adopted by the college in planning and management (recruitment and retention) of its

human resource (qualified and competent teachers) to meet the changing requirements of the curriculum.

Highest qualification	Associate Professor		Assistant Professor		Part-time teacher		Total
	Male	Female	Male	Female	Male	Female	
Ph.D.	02	03	02	03	-	-	10
M.Phil.	-	-	05	03	-	-	08
P.G.	-	-	07	04	-	-	11

2.4.2

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

Ours is a college that imparts under graduate programmes primarily in arts. We do not run applied courses like the ones mentioned above. Our management has set up separate self financed diploma courses on various fields.

2.4.3

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

Most of the faculties in the college are permanent and have done all the refresher course and orientation courses much earlier. However, teachers do attend various seminars, conference and workshops, HRD programmes conducted by various institutions from time to time.

A) Nomination to staff development programmes.

Academic Staff development Programmes	Number of faculty nominated
H R D Programme	05
Refresher course	20
Orientation programmes	14
Short term Course	07
Summer/ Winter schools, Workshops, etc.	05

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

Faculty Training programme : Faculty Training programmes are organised annually both for teaching and non teaching staff with themes like Development of Reading Skill, ICT Use, Drafting skill, Office management skills etc.

1. *Handling new curriculum:-* Organized a workshop on semester system and API Scores
2. *Content / knowledge management:-* Lecture programme was organized by inviting the Director , College Development Council, Gauhati University.
3. *Assessments:-* Academic committee meetings are held regularly regarding evaluation and assessment under semester system
4. *Audio Visual Aids multimedia:-* Demonstration by the supplying firms and skilled faculty of the college.
5. *Teaching learning material development, selection and use:-* Training programmes by IQAC.

C) Percentage of faculty

1. *Invited as resource persons in Workshops/Seminars/Conferences organized by external professional agencies:-* 10%.
2. *Participated in external Workshops / Seminars/Conferences recognized by national/international professional bodies:-* 90%.
3. *Presented papers in workshops / seminars/ conferences conducted or recognized by professional agencies:-* 80%.

The college encourages and gives opportunity to the college teachers to take part in the Staff Development Programmes.

2.4.4

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

The UGC policy of providing research grant and study are followed in the college. Also, the existing norms of providing part time research and academic activity are followed in the College.

2.4.5

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

Kamrup College teachers were felicitated on many occasions for their contributions to the cause of socio-academic upliftment. More specifically Mr. Sanjib Kr. Goswami received recognition from the dept. of Science and technology, Govt. of India and Govt. of Assam for his activities related to people science movement.

2.4.6

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

The institution does evaluate teachers through students Feedback form. If any teacher's work is found to be unsatisfactory as per feedback, the Principal personally talks to him/her to discuss the issue.

2.5 Evaluation Process and Reforms

2.5.1

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

At the beginning of the academic year, a detailed Orientation Programme is organized for the benefit of the new students where they are informed about all the policies and systems. Whenever there are some changes, the staff is also informed about the same which they pass on to the students.

2.5.2

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

Our management took the initiative for introduction for a new evaluation in the colleges on the basis of the advice of university. Since the introduction of the new system the internal evaluation has seen a major change. The internal evaluation also includes unit wise assignments/ projects field study, besides internal examination.

2.5.3

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

As decided in the Academic Council, teachers are informed in written about the guidelines suggested by the above mentioned bodies regarding the patterns of question papers. In internal examination- such as unit test, seasonal tests the questions are asked in reformed new patterns.

2.5.4

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

Students have to give seminars, presentations, quizzes and assignments as part of formative evaluation. This ensures that students remain in touch with their studies and also do some self study. This also helps the teachers to identify students who need more help and address their needs. The changes in the paper pattern have ensured that the marks allotment per question is divided into several questions instead of one. These have resulted in giving the students more opportunities of doing well in each unit.

2.5.5

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

The college has a practice of showing answer sheets to the students after every exam and even in unit test. It helps students to rectify the mistakes made in answer sheets. Students are given weight-age for independent learning like projects, assignment, and attendants. Those students who are involved in co-curricular and extracurricular activities are given flexibility in attendance.

2.5.6

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

The main thrust of the college is to prepare students to excel at higher level of studies. Our aim is to make them capable of getting employed and become good citizens. With this aim, we prepare our students by motivating them to participate in different extra-curricular activities, sports, literary activities, cultural events, NCC and extension activities to inculcate social awareness and involvement.

2.5.7

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

As mentioned above, after every evaluation the assessed answer sheets are shown to students and their grievances are addressed if there are any. As far as university exams are concerned, students can apply for reevaluation (within the stipulated period of time and for a fee) of their answer books if they are not satisfied with the results. In case there is change in marks, the students are issued with a fresh mark sheet.

2.6. *Student performance and Learning Outcomes*

2.6.1

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

Yes, the college does have clearly stated the objectives and outcomes. The syllabus prepared and approved by the University clearly states the objectives and outcomes. The syllabus of each paper is circulated among all the concerned staff members. The teachers teaching a particular course make the students aware of the outcomes. Results are one of the learning outcomes which convey to the students by showing them their answer sheet and results.

Comparative results are discussed in Heads and staff meeting for future policies.

2.6.2

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

Students are monitored by counselor as well as by the concerned subject teacher. During the class interaction and after the unit test if the students are found to be weak/ brilliant/ studious, personal care is taken by the department.

The results are analyzed by the heads of the department and a decision is taken to start remedial classes.

Extra assignments and practices are encouraged to compete at university exams. We take pride in the mentioning that every year the institution produces a large number of first class holders.

2.6.3

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

Care is taken to ensure that the syllabus is completed well in time. The college also ensures that no class remains unengaged. If a teacher is on leave someone else will definitely fruitfully engaged that period. In fact, the leave report is not deemed to be complete if it does not show an alternate arrangement. Assignments are also given for each paper according to university examination pattern to reinforce the class room teaching.

2.6.4

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

The courses which are offered are mostly in Arts. A degree in these courses does prepare the students for higher learning. The college organizes seminars and talks in collaboration with professional bodies, medium, small and micro entrepreneurship (MSME) and entrepreneurs to guide them about the future prospects in their fields.

Some of them are mentioned below:

MSME

1. S.S. Baruah.
2. Bipul Sarma.
3. Dwipmani Sarma.

from Banking Sector

1. Basanta Deka.
2. Basanta Gogoi.
3. Partha Pratim Goswami

Again recently we arrange a lecture cum workshop on self employment through entrepreneurship, inviting eminent small industrialist as resource person.

2.6.5

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

The institution collects feedbacks from students. If a major mass of students suggests any change, then college takes initiative to reform the syllabus and calendar.

2.6.6

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

The teachers of the college are aware of the learning outcomes. Every teacher has to write a teachers' diary for each day's teaching and planning. This is regularly monitored by the Principal.

If the teaching process is disturbed by any natural calamities or assigned government duties, the teachers compensate by working on Sundays or any other holidays.

2.6.7

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

The institution does consider the assessment/evaluation as an indicator for student's performance. After every assessment, papers are shown to students and best written answer sheets are shown to students. Moreover students are given feedback about their short comings and how to study and perform for better results. Even the departments encourage the students by felicitating the students with the best results in the final year.

CRITERION III

Research, Consultancy and Extension:

3.1 Promotion of Research

3.1.1

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

- ❖ The College is going to apply for recognition as a center Research. However, some of the faculty members are ready to attain the recognition of guides from the affiliating university and from other institutions.

Faculties at Kamrup College are always keen at Research work. A number of 34% has attained the Ph. D degree 35% attained M. Phil. Degree. Rests of the faculties are also carrying out their Research work. A number of faculties have their research publication some are engaged in writing research papers. All the departments are publishing their departmental journals, and they are trying to convert them as Research journal.

The college library is equipped with a good collection of books and internet connection along with B. This center is a supplementary help for the research scholars. Recently the G.U. has made research compulsory at the UG level in certain subjects. Students of the affiliated colleges are to prepare a research project of 100 marks at G.U. level. By this way, the Kamrup College has created an atmosphere of research among the students community.

3.1.2

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

- ❖ Yes, the authority of the college has constituted a Research Committee for monitoring the research related activities.

The committee has following constituents.

1. Dr. Dharmeswar Deka: Chairman
 2. Sri Sanjib Kumar Goswami. Coordinator IQAC member
 3. Head of the concerned each department member
 4. Dr Saiki Talukdar, Asstt. Professor
 5. Lohit Talukdar, Librarian
 6. Subject expert from outside if necessary.
- ❖ The research advisory committee has decided to publish a research journal on social science and the coordinator of the IQSC has been entrusted to carry out the formalities required for the same.

3.1.3

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

- Autonomy to the principal investigator-----Yes
- Timely availability or release of resources -----Yes
- Adequate infrastructure and human resources---Yes
- Time – off, reduced teaching load, special leave etc. to teachers-- As par UGC an GOVT regulations special leave are allowed.
- Support in terms of technology and information's needs ---Yes
- Facilitate timely auditing and submission of utilization certificate to the funding authorities---Yes.
- Any other-- Any support that a researcher prays for and the college is in a position to allow.

The research committee of the college is constituted to fulfill the following objectives.

1. To monitor the proposal of the teachers applying for major/minor research project under the UGC or any other agency and do the needful accordingly.
2. To encourage faculty members to undergo research.
3. To help develop research- based activities in the campus.

4. To try to establish linkage with research institute in near future.

3.1.4

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

- ❖ The faculty of Kamrup College provides all kind of helps and guidance to the student in preparing their projects by demonstrating them the process of data collection through field work, data analysis, report writing and research skills.
- ❖ For last few years, students are being guided to do field works and prepare reports by following research methodology to submit their project for environmental science
- ❖ Inside and outside the college students are encouraged for scientific investigation and research culture by involving them in some project works / home assignments.

3.1.5

Give detail of the faculty involvement in active research (Guiding student research leading research projects, in engaged in individual / collaborative research activity etc.

- ❖ There are several members of the teaching staff who are involved in active research. The details of them are given below:

Guiding student research

1. Dr. Minaxi Mazumdar Barman. Associate professor. Dept of education is guiding scholars under **IGNOU**.
2. Dr.Dipa Moni Baruah Das, Sr. Prof, Dept of Assamese is guiding scholars under **IDOL**.

- ❖ Minor Research projects sponsored by **U G C**

Sl. No.	Name of the faculty	Dept.	Topic	Period
1	Mr Sanjib Kr. Goswami	English	An Onomastic study of the religious shrines of	2004

			Lower Assam	
2	Mrs Dipika Barman	Philosophy	The role of religious practices as cohesive force in the West Nalbari area of Nalbari District: an analytical study	2005-2007
3	Dr Dipamani Baruah Das	Philosophy	Performing art form of Darrang District: an analytical study	2005-2007
4	Dr Bhaben Nath Pathak	Economics	Role of Cottage and Village Industries in West Nalbari in generating employment opportunity: an analytical study.	2005-06
5	Dr Dipamani Baruah Das	Assamese	Quasi Dramatic performing art form of Nalbari District: an analytical study.	2009-2011
6	Dr. Kabita Choudhury	Education	A study of the environmental awareness and attitude among the college students of Nalbari District.	2014
7	Dr. Jumi Kalita	English	Search for Roots: the diasporic sensibility of V.S Naipaul	2013
8	Dr Biswajit Das	Economics	Role of Micro Enterprises in Kamrup (Rural) District of Assam: a study	2015

❖ Major Research projects sponsored by **U G C**

Sl.No	Name of the faculty	Dept.	Topic	Period
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1	Dr Bhabendra Nath Pathak	Economics	Degradation of wetland eco-system in Assam and its impact on the socio-economic life of the rural people: a case study in Barpeta and Kamrup Districts.	2010-12
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Individual Research Activities for Ph. D

Sl. No.	Name of the Faculty	Department	Research Area	
1.	Dr. Sarala Seal Kalita	Assamese	Asomiya Upanyasat Pragatibadi Dharana: eti Adhyan (1940-1990)	Completed in 2014
2.	Dr.Dhruba Jyoti Nath	Assamese	Sailodhar Rajkhowar Sahitya Karma ek bislesanatnak Adhyan	Completed
3.	Dr. Dipamoni Baruah Das	Assamese	Performing art of Darrang District	Completed
4.	Mr.MadhukarGiri Basumatary	Assamese	Kokrajahar aru Chirang Zillar brahmadharmi aru Bodhou Dharmi Bodo Sakalar samajyk lokasar.	Continuing
5.	Mrs.Dipika Barman	Philosophy	The Philosophy of Debi Pradad an appraisal.	Continuing
6.	Mrs.Bajaiyanti Bhattacharya	Philosophy	A study of Saktism and Baishnavism and its impact on socio-philosophical life of Nalbari District of Assam.	Continuing
7.	Mrs.Dipti Rani Talukdar	Philosophy	Human Rights and Terrorism an analytical study.	On going
8.	Dr.Kabita Choudhury	Education	A study of the complementary role of formal and non-formal educational agencies in environmental awareness and protection	Completed
9.	Dr. Minaxi M Barman	Education	Child rearing practices among the women of Nalbari district and its impact on the physical and emotional development of	Completed in 2013

			the children.	
10.	Mrs. Rita Moni Das	Education	Influence of domestic violence on females belong to different castes with special reference to Nalbari District Assam.	Continuing
11.	Dr.Saiki Talukdar	Pol. Science	Deforestation and its relevance to human security: Study of Manas and Kaziranga National park	Completed
12.	Mr.Bhaben Kakati	Pol. Science	Democratic Deficit in Sixth Schedule: a study in BTAD Area	Completed
13.	Dr. Dharmeswar Deka.	Maths.	Studies of some problems in Fluid Dynamics	Completed
14.	Mr.Biswajit Das	Economic	Role of KVIC in promoting micro-enterprice in Assam- a study of Kamrup District (Rural).	Completed
15.	Dr. Padmaja Chetia	Economic	Strategy toward urban poverty reduction-a case study of Guwahati city.	Completed 2012
16.	Mrs. Rekha Kalita	History	Jyotiprasad Aggarwalla and Nationalism in Assam	Continuing
17.	Dr. Jumi Kalita	English	Serach for roots: the diasporic sensibility of V.S. Naipaul	Completed
18.	Mr.Sanjib Kr.Goswami	English	Folklore & folklife as reflected in the works of Debendra Nath Achyaryya- An analytical study.	Continuing
19.	Dr. Subodh Kr. Misra Bhagawati	Sanskrit	Beast symbol in Sanskrit literature.	Completed
20.	Mr.Bhagwan Sarma	Sanskrit	A critical study of Nyaya metaphysics.	Continuing
21.	Mr. Tapan Kashyap.	Sanskrit	Studies in the Rig Veda	Continuing

3.1.6

Give details of workshops / training programmes / sensitization programmes conducted / organized by the institution with focus on capacity building in

terms of research and imbining research culture among the staff and students.

- ❖ Details of workshops / project tour / field work / talks / community activities by the faculty members of the college are given and below:
 - Faculty Development Programme for teaching staffs are conducted regularly.
 - Skill development programme for Non-Teaching staff are conducted regularly.
 - Carrier counseling programme for students are organized periodically in every year.
 - Training to students for Entry in Services are imparted regularly.
 - Yoga and Meditation programme are arranged regularly.
 - Health Awareness programme are arranged regularly especially for women.
 - Awareness on having healthy eyes and eyes screening programme arranged periodically.
 - Disaster Management training programme conducted periodically.

 - National Science Day and World Environmental Day celebrated respectively on February 28th and June 5th every year..
 - Dept of Environmental studies had arranged annually conducting a field study report every year
 - Kamrup College had arranged an Educational College Tour at Tezpur, Kaziraga, Sibsagar in 2013 with the 100 students
 - Dept of Political science made an educational tour to Suryapahar on 11th Jan 2012 with the students of 5th Semester
 - Dept. of Economics made a field trip cum survey on Brass Metal Industries of Hajo, Kamrup (Assam), with the students of 5th sem. on 17-12-2014.
 - Dept. of English arranged a one-day workshop on “Teaching Poetry in U.G Level” in 2014. Dr. Sanjeev Kr. Nath, Associate Professor, G.U was invited there as Resource Person.

- Dept. of Sanskrit invited Dr. Saharuddin Ahmed, Director, Assam Museum, to deliver speech on the occasion of Sanskrit Divas on 28th Sept, 2014
 - The Dept. of Political Science conducted a field survey on Waste Management with the students of B.A 3rd and 5th sem, in the nearby villages of the College, 2014.
 - A Voter Awareness programme was successfully conducted by Political Science Department with the students of 2nd and 4th sem., 2013.
- Librarians Day on 12th August celebrated every year in the College Campus.

3.1.7

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

- ❖ The members of the college who have either completed Ph.D or pursuing Ph.D in their respective areas are as follows:

Sl. No.	Name of the Faculty	Department	Research Area	
1.	Dr. Sarala Seal Kalita	Assamese	Asomiya Upanyasat Pragatibadi Dharana: eti Adhyan (1940-1990)	Completed in 2014
2.	Dr.Dhruba Jyoti Nath	Assamese	Sailodhar Rajkhowar Sahitya Karma ek bislesanatnak Adhyan	Completed
3.	Dr.Dipamoni Baruah Das	Assamese	Performing art of Darrang District	Completed
4.	Mr. Madhukar Giri Basumatary	Assamese	Kokrajahar aru Chirang Zillar brahmadharmi aru Bodhou Dharmi Bodo Sakalar samajyk lokasar.	Continuing
5.	Mrs.Dipika Barman	Philosophy	The Philosophy of Debi Pradad an appraisal.	Continuing
6.	Mrs.Bajaiyanti Bhattacharya	Philosophy	A study of Saktism and Baishnavism and its impact on socio-philosophical life of Nalbari District of Assam.	Continuing
7.	Mrs.Dipti Rani Talukdar	Philosophy	Human Rights and Terrorism an analytical study.	On going
8.	Dr.Kabita Choudhury	Education	A study of the	Completed

			complementary role of formal and non-formal educational agencies in environmental awareness and protection	
9.	Dr. Minaxi M Barman	Education	Child rearing practices among the women of Nalbari district and its impact on the physical and emotional development of the children.	Completed in 2013
10.	Mrs. Rita Moni Das	Education	Domestic violence in Nalbari District a study.	Continuing
11.	Dr.Saiki Talukdar	Pol. Science	Deforestation and its relevance to human security: Study of Manas and Kaziranga National park	Completed
12.	Mr.Bhaben Kakati	Pol. Science	Democratic Deficit in Sixth Schedule: a study in BTAD Area	Completed
13.	Dr.Dharmeswar Deka.	Maths.	Studies of some problems in Fluid Dynamics	Completed
14.	Mr.Biswajit Das	Economic	Role of KVIC in promoting micro-enterprice in Assam- a study of Kamrup District (Rural).	Completed
15.	Dr.Padmaja Chetia	Economic	Strategy toward urban poverty reduction-a case study of Guwahati city.	Completed 2012
16.	Mrs.Rekha Kalita	History	Jyotiprasad Aggarwalla and Nationalism in Assam	Continuing
17.	Mrs. Jumi Kalita	English	Serach for roots: the diasporic sensibility of V.S. Naipaul	Completed
18.	Mr.Sanjib Kr.Goswami	English	Folklore & folklife as reflected in the works of Debendra Nath Achyaryya- An analytical study.	Continuing
19.	Dr.Subodh Kr. Misra Bhagawati	Sanskrit	Beast symbol in Sanskrit literature.	Completed
20.	Mr.Bhagwan Sarma	Sanskrit	A critical study of Nyaya metaphysics.	Continuing
21.	Mr. Tapan Kashyap.	Sanskrit	Studies in the Rig Veda	Continuing

3.1.8

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

- ❖ The college feels privileged for having invited the following resource persons from different institutions and Universities for interaction with the teachers and students in Seminars / Workshops / Lectures and other functions during last four years:

Sl. No.	Name of the Persons	Institutions	Occasions
1.	Dr. K. G. Bhattacharya G U	Kamrup College Chamata	National Seminar 2013 Dept.of education
2	Dr. J. Kalita G U	Kamrup College Chamata	National Seminar 2013 Dept.of education
3	Dr. S. B. Medhi Retd. IAS	Kamrup College Chamata	National Seminar 2013 Dept. of education
4	Dr.G. Goswami G U KCC	Kamrup College Chamata	National Seminar 2013 Dept.of education

3.1.9

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

- ❖ Almost 20 pc of faculty have utilized Sabbatical leave for research activities.
The following faculty have availed study leave for pursuing research leading to Ph.D degree
 - Dr.Kabita Choudhury-----Fellow Research (Education Dept.)
 - Dr.Minaxi Majumdar Barman.-----Earned Leave
- ❖ The study leave availed by the faculty members helped them to carry out their research activities in a continuous and an improved way.

3.1.10

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

- ❖ No such formal measures have been initiated by the college at present.

3.2 *Resource Mobilization for Research*

3.2.1

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

- ❖ The College governing body has recently decided to allocate annual fund for Research Activities. The same is spent on either procuring research activity related books or for publication of Reserch books by the college. Except this fund Teachers of the college are encouraged to carry out their research by obtaining fellowship from UGC. Accordingly one of the faculty members completed her research work with UGC fellowship and another member has applied for the same. Also, major and minor research projects under UGC grants are carried out by the faculty members of the college.

3.2.2

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

- ❖ There is no provision as such in the college.

3.2.3

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

- ❖ As there is no scope for Research work for the students in the UG level. The college encourages on the in surveys and field work / project, by

bearing the expenditure of such related action from its miscellaneous funds.

3.2.4

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

- ❖ Till now there has not been any inter interdisciplinary research conducted by the departments of the college. Still the college authority has been encouraging such project with a hope of good result in the near future.

3.2.5

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

- ❖ The Research Committee and the concerned departments encourage optimal use of various equipment and research facilities as sought by the faculty. The same is the case with the small scale research activity the students undertake.

3.2.6

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

- ❖ The college has not received any financial grants or help from the industry or other beneficiaries for developing research facilities during last four years.

3.2.7

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

- ❖ The role of the college in providing support to the faculty in securing funds for research is minimal. The responsibility of the college is limited to providing information about various sources of research funds through IQAC, forwarding the application for approval, issuing of NOC, approval from Research Advisory Committee etc.

The details of ongoing and complicated projects and grants received from UGC / other agencies during last four years are given below:

SL. No	Name of the scholar and address	Duration	Status of the project	Money received from UGC/Other
1	Dr Dipamani Baruah Das	2 Years	Completed	UGC
2	Dr Kabita Choudhury	2 Years	Completed	UGC
3	Dr Jumi Kalita	2 Years	Completed	UGC
4	Dr Biswajit Das	2 Years	On going	UGC

3.3 Research Facilities

3.3.1

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

- ❖ The college has a well equipped library with inflibnet, internet facilities, Wi-Fi and a large number of reference books to help Minor Research Project taken by the faculty .The students and the staff has facilities at the IT center too.

Details of these are stated with Criteria IV.

3.3.2

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

- ❖ The college has a planning and development committee where the proposals from the HOD's regarding the purchases of the books are discussed. The academic and library committee take necessary steps in this regard. They help in the planning and upgrading of the research activities by the faculty members.

3.3.3

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

- ❖ The college has received some equipment purchased under MRP funded by UGC in the last five years.

SL.No	Item	No. of purchase	Funds	Dept
1	Books, Journals	100	UGC	Education, Economics, English, Assamese
2	Computer, Laptop	-	-	Education, Economics, English, Assamese
3	Books Shelves	3	-	Education, Economics, English
4	Camera	4	-	Education, Economics, English

3.3.4

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

- ❖ The faculty members take the students to spot survey / field survey / excursion for their projects. For this, the authority helps in making arrangement

3.3.5

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

- ❖ The details on the library / information resource center or any other facilities are as follows:
 1. Well equipped library.
 2. INFLIBNET, Wi-Fi & INTERNET facilities.
 3. Information from journals, news papers & others.

3.3.6

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

- ❖ The college is taking initiative in this regard very soon.

3.4 Research Publications and Awards

3.4.1

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

- ❖ Patents obtained and field (Process and product).
- ❖ Original research contributing to product improvement.
- ❖ Research studies or surveys benefiting the community or improving the services.

- ❖ Research inputs contributing to new initiatives and social development.

As the college has only the Arts Stream, no such research activities related to any physical product or its process / improvement / patent are carried out till now.

However, the faculty members are reaching the community by enlightening them with their research binding speech, by presenting and publishing papers and articles.

3.4.2

Does the institute publish or partner in publication of research journal (s)? If “yes”, indicate the composition of the editorial board, publication polices and whether such publication is listed in any international database?

- ❖ Yes, the woman’s cell of the college in association with the teachers unit has published a research journal ‘SROTASWINI’.
- ❖ Some of the faculty members are engaged in the publication of their research works in some international journals.

3.4.3

Give details of publications by the faculty and students:

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

- ❖ Impact factor
- ❖ h-index

Details of publications by faculty are given below:

Publications by faculty:

1. DR. DHARMESWAR DEKA:-

- ❖ Research Publications:
 - i) Referred Journals:

SI No	Title	Journal	ISSN/ISBN No.
1	Radiation effects on MHD flow past an infinite vertical plate with variable temperature and uniform mass diffusion.	Int. J. of Applied Mechanics and Engineering, 2012. Vol 17, No 1, pp 27-32.	ISSN No 1425-1655. Impact Factor 1.35
2	Natural convection near a vertical plate with ramped wall temperature and heat source	Far East Journal of Applied Mathematics. Vol 41, No 1, 2010. pp 21-32.	ISSN No 0972-0960
3	Heat transfer to MHD oscillatory flow in a horizontal channel with heat source and suction.	Int. J. of Rajasthan Academy of Physical Sciences. Vol. 10, No 3, 2011. pp 209-219	ISSN No 0972-6306

- ii) Non-referred but recognized and reputable journal and periodicals with ISBN/ISSN numbers:
- iii) Conference proceedings as full paper (abstract not to be included): **
- iv) Journals without ISBN number

- ❖ Published Books and Book-chapters with ISBN numbers:
 - v) Text or Reference Books:
 - vi) Chapters in Text or Reference Books:
 - vii) Knowledge based volumes:
 - viii) Chapters in Knowledge based volumes:
- ❖ Published Books and Book-chapters without ISBN numbers:

- Vector for Degree Classes.
- Prachin Bharatiya Ganitar Itihas

2. MD. ABDUR ROUF:-

❖ Research Publications:

(i) Referred Journals: (01)

- **DRISTI: THE SIGHT, A peer-viewed Bi-Annual Journal Vol.1**, Number II, November, 2012, Guwahati-3
ISSN: 2319-8281
Topic: - The Song Boat Race in Hajo Area (Page-30-38)

(ii) Non-referred but recognized and reputable journal and periodicals with ISBN/ISSN numbers: Nil

(iii) Conference proceedings as full paper (abstract not to be included): Nil

(iv) Journals without ISBN number (04)

- **Eid (Vol-II No.I): An Annual Journal (Assamese)**,
Published by Dr. Fozlur Rahman, Guwahati-7, 2010
Topic:- *Parichayar Sankatat Bishwar Musalman (Assamese)*
Page-16 -20
- **Eid (Vol-III, No.3) An Annual Journal (Assamese)**
Published by Dr. Fizlur Rahman, Ghy-7, 2011
Topic:- *Asomat Madrassa Sikshar Bhabiswat (Assamese)*
Page-272-276
- **Gariyoshi A Monthly Assamese Magazine, Guwahati, Vol. XX**, Issue No. 4, Jan, 2013.
Short Story:- Hasnahanar Sakulo
- **Natun Sahitya: A Socio-cultutal Literary Bi-annual Assamese Magazine**,
22nd Issue, July,2014.
Topic:- *Bartolt Brechtar Natya Darshan: Kichu Alokpat*
Page No. 56-58

❖ Published Books and Book-chapters with ISBN numbers:

(i) Text or Reference Books:

(ii) Chapters in Text or Reference Books:

(iii) Knowledge based volumes:

(iv) Chapters in Knowledge based volumes:

- **“Ethnic Conflict and Identity Crisis in North East India**,
Published by Principal, Suren Das College, Hajo, August, 2012. ISBN-978-81-923440-0-3
- **“Etinc Issue: searches for identity as reflected in languages, literature and media response to the problem with special reference to Assam”**

- **Global Warming: its impact on the world environment.**
Published by Nalbari Commerce College, Sept. 2012, ISBN-978-81-922971-1-8
 - **Topic: Global Warming, Sustainable development and Capitalism,**
page 80-84
 - **Govinda Prasad Sarma: person, personality & writing (Assamese Section)**
ISBN 978-93-81485-65, Published by Jyoti Prakashan, Ghy, December, 2013
 - **Topic: Guwahati Vishwavidyalaya Ingrari Bibhag Aru Amar Anubhav, (Assamese)**
Page No. 71-77.
 - **Mamoni Roisom Goswami Upaynash Baibhav: (a collection of writing about Mamoni Roisom Goswami Novel)**
ISBN: 978-93-81183-88-5
Published by N.L. Publication, Guwahati, December, 2013
 - **Topic: Mamoni Roisom Goswami Manabatabadi Satva (Assamese)**
- ❖ Published Books and Book-chapters without ISBN numbers:
1. Oral/Poster presentation /Participation in Conference/Seminar/ Workshop/Symposia (If Any): (Please attach relevant documents)

3. MRS. BAIJANTI BHATTACHARJYA:-

- ❖ Research Publications
- (i) Referred Journals:

Sl. No.	Title with page Numbers	Journal	ISSN/ISBN No
1	Saktism and its practices in West Nalbari area. P-171-176	Manavayatan, The Humanosphere. Journal of Humanities of centre for studies in Humanities. Vol-I. No,II.(January-June, 2012)	ISSN-2249-0612
2	Vaishnavism and its practices in Nalbari District of Assam. P-70	Philosophica(An Annual Bilingual philosophical Journal of Bongaigaon College, Vol, III, Sept 2012	ISSN-2249-5053

3	Manabatabad Aru Dr. Bhupen Hazarika. P-318-324	Philosophica(An Annual Bilingual philosophical Journal of Bongaigaon College, Vol, III, Sept 2013	ISSN-2249-5053
4	Sankardeva and Neo-Vaishnavism. P.113	Journal of Advanced Research. A Multi- Dimensional Multi-disciplinary International Journal. Vol-1:Issue-1:April,2013	ISSN-2319-6661
5	The Eha-sarana Nama Dharma of Srimanta Sankardeva	Neo-Vashnavite movement in North-East India, Published by: Abhayapuri College. August, 2014.	

(ii) Non-referred but recognized and reputable journal and periodicals with SBN/ISSN numbers:

(iii) Conference proceedings as full paper (abstract not to be included): **

Sl. No.	Title with page nos.	Details of Conferences/ Publication	ISSN/ISBN No.
1	Child labour Issues and Human Rights Education in India. P 13	UGC sponsored national seminar on Human rights Education: Its importance in the context of growing social unrest. 12-13 November,2011	ISBN-978-81-922971-0-1
2	History of women education in India. P-208	Proceedings of national seminar on Importance of women education for the upliftment of rural society. October 29-30, 2012	ISBN-978-81-921469-6-6

4. DR. BHABEN KAKATI:-

❖ Research Publications:

i) Referred Journals: 1

ii) Non-referred but recognized and reputable journal and periodicals with ISBN/ISSN numbers:

iii) Conference proceedings as full paper (abstract not to be included): **

3

iv) Journals without ISBN number:

❖ Published Books and Book-chapters with ISBN numbers:

i) Text or Reference Books: **3 Text Book** (*Details of publication enclosed herewith*)

ii) Chapters in Text or Reference Books:

iii) Knowledge based volumes:

iv) Chapters in Knowledge based volumes: **1**

❖ Published Books and Book-chapters without ISBN numbers: **1**

5. BHAGAWAN SARMA:-

❖ Research Publications:

i) Referred Journals:

ii) Non-referred but recognized and reputable journal and periodicals with ISBN/ISSN numbers:

- **'CONCEPT OF SELF IN THE NYAYA PHILOSOPHY', Vol. I, 2013-14.**
ISSN No. : 2321-628X

iii) Conference proceedings as full paper (abstract not to be included): **10**
No.s.

iv) Journals without ISBN number : **Kamrupa, Makhashree.**

❖ Published Books and Book-chapters with ISBN numbers:

i) Text or Reference Books:

ii) Chapters in Text or Reference Books:

iii) Knowledge based volumes:

iv) Chapters in Knowledge based volumes:

- **"DASARATHIR KHOJAT MADHAV KANDALIR RAMAYAN: EK SAMIKSHA"** ISBN:978-93- 81183-88-5

❖ Published Books and Book-chapters without ISBN numbers:

6. DIPIKA BARMAN:-

❖ Research Publications:

(i) Referred Journals:

- **'Debiprasad Chattopadhyaya: A Materialist Indian Philosopher',** published in '*Philosophica*' Vol-IV, 2014, ISSN no- 2249-5053. (Page No- 258-262)

- (ii) Non-referred but recognized and reputable journal and periodicals with ISBN/ISSN numbers:
- (iii) Conference proceedings as full paper (abstract not to be included): **
 - Proceedings of UGC sponsored National Seminar on 'Women and Human rights' at Barnagar College, Sorbhog in 28th & 29th September, 2007, titled '**Gender Discrimination and violence against women**'. (Page No-109-114).
 - Proceedings of UGC sponsored National Seminar on 'Gandhian thought and its relevance in present society' at Bapuji College in 2007, titled '**Gandhiji's concept of religion and its relevance to world peace**'.
 - Proceedings of UGC sponsored National Seminar on '*Women and Human rights*', at Barbhag College in 2010 ISBN No- 978-81-910812-0-6, titled '**The struggle of women towards rights in North East India**', (Page No-333-335).
 - Proceedings of UGC sponsored National Seminar on 'Human rights education: Its importance in the context of growing social unrest.' (ISBN No- 978-81-922971-0-1), 2012, titled '**Human rights education: A promise to Third Generation**'. (Page No-20-24).
 - Proceedings of UGC sponsored National Seminar on 'Importance of Women Education for the upliftment of rural society.'(ISBN No- 978-81-921469-6-6), 2012, titled '**Women education: A necessity for development of rural society in India.**' (Page No -263-232).
- (iv) Journals without ISBN number
 - '**Terrorism and its impact in North East India**', published in '**Problems and Perspective of Social Philosophy**', Vol-IV, 2004 (Page No- 83-91) published by **International Congress of Social Philosophy**.
- ❖ Published Books and Book-chapters with ISBN numbers:
 - i) Text or Reference Books:
 - ii) Chapters in Text or Reference Books:
 - iii) Knowledge based volumes:
 - iv) Chapters in Knowledge based volumes:
 - '**Anumana**' Published in "**Viswakos**", (Darsana) , Vol-X, Published by **Assam Prakasan Parishad**, 2008. (Page No- 45-48).
- ❖ Published Books and Book-chapters without ISBN numbers:
 - "**Philosophical perspectives on social issues**" .

7. DIPTI RANI TALUKDAR:-

❖ Research Publications:

(i) referred Journals:

1.Domestic Violence and Women's Human Rights	Manavayatana , Journal on Humanities of center for Studies in Humanities, Vol-1, No-11	ISSN-No-2249-0612
2.Human Rights and Terrorism:An Overview	Philosophica, An annual Bilingual Philosophical Journal of Bongaigaon College, Voll-11, September-2012	ISSN-NO2249-5053
3.Human Rights:A Study of Violation of Woman's Rights	Philosophica .An Annual Bilingual Philosophical Journal of Bongaigaon College , Voll-3, September-2013	ISSN-No2249-5053
4.Domestic Violence and Women's Humam Rights-An Overview	Woman and Human Rights.TheRights . The northeast Indian Context. Internal Quality Quality Assurance cell Barbhag College), First Published:Novembar-2010	ISBN NO-978-81-910812-0-6
5.Human Rights, Terrorism and Value Detorioration	Philosophica, (An Annual Bilingual Philosophical Journal of Bongaigaon College, Voll-4	ISSN-No 2249-5053

(ii) Non-referred but recognized and reputable journal and periodicals with ISBN/ISSN numbers:

(iii) Conference proceedings as full paper (abstract not to be included): **

1 Domestic violence and Women's Human Rights – An Overview	UGC sponsored National Seminar on Human Rights and Socio Economics and Political Status of woman in North East India. 12 th and 13 th Nov. 2010.	ISBN NO-978-81-910812-0-6
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(iv) Journals without ISBN number

1 Crisis of value in modern education system – An Overview	Problem and perspective of social philosophy, Vol. – IV, 2004. Published by Prof. Girish Sarma Local Organising Secretary, 4 th conference, ICPR – 2004.
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❖ Published Books and Book-chapters with ISBN numbers:

- v) Text or Reference Books:
- vi) Chapters in Text or Reference Books:
- vii) Knowledge based volumes:
- viii) Chapters in Knowledge based volumes:

❖ Published Books and Book-chapters without ISBN numbers:

❖

8. DR. BISWAJIT DAS:-

❖ Research Publications:

- i) Referred Journals: **07** research papers published.
- ii) Non-referred but recognized and reputable journal and periodicals with ISBN/ISSN numbers: **2** research papers published
- iii) Conference proceedings as full paper (abstract not to be included): **5**
- iv) Journals without ISBN number: **1**

❖ Published Books and Book-chapters with ISBN numbers: Nil

- i) Text or Reference Books:
- ii) Chapters in Text or Reference Books:
- iii) Knowledge based volumes:
- iv) Chapters in Knowledge based volumes:

❖ Published Books and Book-chapters without ISBN numbers: Nil

9. HIRANYA TALUKDAR:-

- ❖ Research Publications:
 - i) Referred Journals: NIL
 - ii) Non-referred but recognized and reputable journal and periodicals with ISBN/ISSN numbers: NIL
 - iii) Conference proceedings as full paper (abstract not to be included): **
NIL
 - iv) Journals without ISBN number: NIL

- ❖ Published Books and Book-chapters with ISBN numbers:
 - i) Text or Reference Books: **6 Text Book** (*Details of publication enclosed herewith*)
 - ii) Chapters in Text or Reference Books:
 - iii) Knowledge based volumes:
 - iv) Chapters in Knowledge based volumes:

- ❖ Published Books and Book-chapters without ISBN numbers:

10. JUMI KALITA:-

- ❖ Research Publications : **2**
 - i) Referred Journals : **1**
 - In Rock Pebbles (ISSN-0975-0509), A Peer-Reviewed International Literary Quarterly Journal, Vol .XVIII No. III, 2014 “ Subaltern Female Characters in V.S. Naipaul-A House for Mr. Biswas: Some Reflections.
 - ii) Non-referred but recognized and reputable journal and periodicals with ISBN/ISSN numbers : **1**
 - iii) In PSF Social Science Journal (ISSN: 2278-4276), A Peer Reviewed Journal, vol. I issue II, 2012 “Search for Root: The Diasporic Sensibility of V. S. Naipaul”

- ❖ Conference proceedings as full paper (abstract not to be included): **
 - i) Seminar proceedings of Barbhag College entitled “Millennium Development Goals and Status of Women” (ISBN 978-81-910812-0-6).
 - ii) Seminar proceedings of Nalbari Commerce College entitled “Protection of Child Rights in India through Legal Measures”

- ❖ Journals without ISBN number: **Nil**
- ❖ Published Books and Book-chapters with ISBN numbers:

- i) Text or Reference Books:
 - ii) Chapters in Text or Reference Books: **Nil**
 - iii) Knowledge based volumes:
 - iv) Chapters in Knowledge based volumes: **Nil**
- ❖ Published Books and Book-chapters without ISBN numbers:

11. MD. KHAIRUL ISLAM:-

- ❖ Research Publications: **01.**
 - (i) Referred Journals: **01**
Name of the Book: **“Arabic and Islamic studies in North-East India”**
Editor: Dr. Bakshi Hazarat Ali.
 - (ii) Non-referred but recognized and reputable journal and periodicals with ISBN/ISSN numbers: **Nil.**
 - (iii) Conference proceedings as full paper (abstract not to be included): ******
 - (iv) Journals without ISBN number: **(01)**
- ❖ Published Books and Book-chapters with ISBN numbers: **Nil**
 - i) Text or Reference Books: **Nil**
 - ii) Chapters in Text or Reference Books: **Nil**
 - iii) Knowledge based volumes: **Nil**
 - iv) Chapters in Knowledge based volumes: **Nil**
- ❖ Published Books and Book-chapters without ISBN numbers: **Nil**

12. DR. PADMAJA CHETIA:-

- ❖ Research Publications:
 - I) Referred Journals: “Housing and the urban poor” ISSN:2321-0583
 - II) Non-referred but recognized and reputable journal and periodicals with ISBN/ISSN numbers:
 - III) Conference proceedings as full paper (abstract not to be included): ******
 - ✓ “Accessibility of safe water supply and sanitation in the urban poor areas of Guwahati”. ISBN : 978-93-81694-68-4
 - ✓ “ Health and the urban poor”. ISBN: 978-93-83842-94-0
- ❖ Journals without ISBN number
- ❖ Published Books and Book-chapters with ISBN numbers:
 - i) Text or Reference Books:
 - ii) Chapters in Text or Reference Books:
 - iii) Knowledge based volumes:
 - iv) Chapters in Knowledge based volumes:

- ❖ Published Books and Book-chapters without ISBN numbers:

13. RUNU SALOI:-

- ❖ Referred Journals:
 - i) Non-referred but recognized and reputable journal and periodicals with ISBN/ISSN numbers:
 - ii) Conference proceedings as full paper (abstract not to be included): **
 - “Conference Proceeding of National seminar - Quality assurance in higher education - Role of stake holders “ held on 23rd of 24 th November , 2010 at Goreswar Collage.
 - Conference Proceeding of National seminar – ‘Human rights and socio – Economic and Political status of Women in Northeast India’ held on 12&13 November 2010 at Barbhag Collage.
 - Conference Proceeding of National seminar – ‘Human rights education; Its importance in the context of growing social unrest ‘ held on 12th & 13th November 2011 at Nalbari Commerce Collage.
 - Conference Proceeding of National seminar – ‘ Revitalization of morality and teachers Commitment in Indian context’ held on 30th & 31st January 2012 at Barama Collage.
 - Conference Proceeding of National seminar – ‘Global Warming ;Its impact on the world environment, held on 19th & 20th February 2012 Nalbari Commerce Collage.
- ❖ Journals without ISBN number
- ❖ Published Books and Book-chapters with ISBN numbers:
 - i) Text or Reference Books:
 - ii) Chapters in Text or Reference Books:
 - iii) Knowledge based volumes:
 - iv) Chapters in Knowledge based volumes:
- ❖ Published Books and Book-chapters without ISBN numbers:

14. DR. SAIKI TALUKDAR:-

- ❖ Research Publications:
 - i) Referred Journals: **3**
 - ii) Non-referred but recognized and reputable journal and periodicals with ISBN/ISSN numbers:
 - iii) Conference proceedings as full paper (abstract not to be included): ****3**
 - iv) Journals without ISBN number
- ❖ Published Books and Book-chapters with ISBN numbers:
 - i) Text or Reference Books: **1(Text Book)**

- ii) Chapters in Text or Reference Books:
- iii) Knowledge based volumes:
- iv) Chapters in Knowledge based volumes:
- ❖ Published Books and Book-chapters without ISBN numbers:

15. SUBODH KUMAR MISHRA BHAGAWATI:-

- ❖ Research Publications: **01**
 - i) Referred Journals:
 - ii) Non-referred but recognized and reputable journal and periodicals with ISBN/ISSN numbers: **02**
 - iii) Conference proceedings as full paper (abstract not to be included): ****04**
 - iv) Journals without ISSN number: **Nil**
- ❖ Published Books and Book-chapters with ISBN numbers:
 - i) Text or Reference Books: **02**
 - ii) Chapters in Text or Reference Books: **Nil**
 - iii) Knowledge based volumes: **Nil**
 - iv) Chapters in Knowledge based volumes: **Nil**
- ❖ Published Books and Book-chapters without ISBN numbers: **01**

16. TAPAN KUMAR KASHYAP:-

- ❖ Research Publications:
 - i) Referred Journals:
 - ii) Non-referred but recognized and reputable journal and periodicals with ISBN/ISSN numbers:

Sl. No.	Title of Topic	Book Title, Editor & Publisher	ISSN/ISBN
1.	"WOMEN AND HIGHER EDUCATION IN ASSAM"	"TRAFFICKING IN WOMEN IN AND FROM NORTH EAST INDIA" Published by: Principal, L.O.K.D College, Dhekiajuli. Edited by: Pallavi	ISBN : 978-81-920759-0-7

		Baruah & Reezoo Dutta Gogoi. Published in: August 2011	
2.	"ETHNIC ISSUES AND INSURGENCY IN NORTH-EAST INDIA"	"ETHNIC CONFLICT AND IDENTITY CRISIS IN NORTH EAST INDIA" Published by : Principal, Suren Das College,Hajo (Assam). Edited by : Dr. Ripima Buzarbaruah Published in : August 2012.	ISBN: 978-81-923440-0-3
3.	"SYED ABDUL MALIKAR CHUTIGALPAT JUDDHOTTAR SAMAJIK JIVANAR PRATICCHABI"	"JUDDHOTTAR JUGAR ASOMIYA CHUTIGALPAT AARTHA-SAMAJIK JIBANAR PRATIPHALAN" Published by: Dr. Sanjay Kr. Talukdar Principal, Barbhag College, Kalag (Nalbari) Edited by: Biplab Deka & associate editors Satich Chandra Bhuyan, Dr. Bipul Kalita.	ISBN: 978-81-910812-8-2

		Published in: November,2013	
4.	" RIGVEDAR YUGAR SAMAJ ARU SAMSKRITI"	"ASSAM COLLEGE TEACHERS' ASSOCIATION JOURNAL" VOL.: XXXVI, Session :2012-2013 Published by: Dr. JyotiKamal Hazarika General Secretary, Assam College Teachers' Association. Published in: 2014	ISSN: 2229-693X
5.	"ATHARVAVEDIYA YUGAR SAMAJ ARU SAMSKRITI"	"SRIJAN, A BIENNIAL RESEARCH JOURNAL" VOL.I, 2014-2015 Published by : Department of Sanskrit, B. Borooah College, Guwahati-781007 Published in: 2014	ISSN : 2394-1901
6.	ASOMIYA JATIR GATHAN ARU SAMHATIT MAHAPURUS SRI MANTA SANKARDEVAR BHUMIKA ARU RASHTRIYA AIKYA SADHANAT TERAR AVADAN	NEO-VAISHNAVITE MOVEMENT IN NORTH-EAST INDIA	
7.	VAIDIK BRAHMAN SAHITYAT SATAPATHA BRAHMANAR GURUTVA TATHA TATKALIN BHARATVARSAR	NATUN NEINAD: Vol. 1, Issue-V Published by :	ISSN: 2249-5142

SAMAJ ARU SAMSKRITIT IYAR PRABHAV	Dr. Anuradha Sarma. Secretary, North-East India network for Academic Discourse	
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iii) Conference proceedings as full paper (abstract not to be included): **8 numbers**

iv) Journals without ISBN number :

Sl. No.	Title of Topic	Book Title, Editor & Publisher
1.	“ SANATAN HINDU DHARMA SANSKRIT SIKSHAR AVASHYAKATA ARU SWARGIYA GOSWAMIDEV”	“HANSAJYOTI” Published by: Barbhag Sakha Sahitya Sabha Edited by: Pradip Chakravarty, Pranab Kr. Deka. Published in: 12 th Feb’2012
2.	“BHARATIYA DHARMA ARU ITIHASAR KSHETRAT PURANAR AVADAN”	“KAMRUPA” Vol.XXXIX , Session 2011-12 Published by: Kamrup College Students’ Union

❖ Published Books and Book-chapters with ISBN numbers:

- i) Text or Reference Books:
- ii) Chapters in Text or Reference Books:

Sl. No.	Title of Topic	Book Title, Editor & Publisher	ISSN/ISBN

1.	<p>“NARIVADI SAHITYA ARU MAMONI ROISOM GOSWAMIR UPANYASAT IYAR PRABHAV”</p>	<p>“MAMONI ROISOM GOSWAMIR UPANYASH BAIBHAV” Edited by: Dr. Geetanjali Hazarika & Dr. Dipamoni Barua Das. Published by: Alak Adhikari, N.L. Publications Panbazar, Ghy-1. Published in: December 2013.</p>	<p>ISBN: 978-93-81183-88-5</p>
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- iii) Knowledge based volumes:
- iv) Chapters in Knowledge based volumes:
- ❖ Published Books and Book-chapters without ISBN numbers:

17. DR. KABITA CHOUDHURY:-

- ❖ Research Publications:
 - i) Referred Journals:
 - **Internal Journal of Multidisciplinary Educational research, Vol-3, Issue 5(2), May, 2014 (ISSN:2277-7881)---**“Evolutionary Journey of Indian Higher Education and Rashtriya Uchachatar Shikha Abhiyan(RUSA)”
 - **Global Academic Research Journal, Vol-II, Issue-IX, September, 2014 (ISSN:2347-3592)---**“Environment and Sustainable Rural Development”
 - ii) Non-referred but recognized and reputable journal and periodicals with ISBN/ISSN numbers:
 - iii) Conference proceedings as full paper (abstract not to be included):
 - **_
 - **National Seminar on Rural Development through Women’s Empowerment with special reference to the North-East** —Need of Education for tribal Women-problems and hope.
 - **National Seminar on Women and Human Rights: The**

- Northeast Indian Context**---(2010),ISBN978-81-91081206---Self-help group–A Boon for Strengthening the Socio-economic status of women
- iv) Journals without ISBN number: “Miracle of Teaching,Vol-IX,No-3(2009)”---Environmental Education at Secondary level.
- ❖ Published Books and Book-chapters with ISBN numbers:
- i) Text or Reference Books:Text book on Mental Measurement and Educational Statistics for B A Semester V under Gauhati University(2015)
- ii) Chapters in Text or Reference Books: Environmental Education: Concepts, Issues and Problems(2011)ISBN: 978-81-922273-0-6
- iii) Knowledge based volumes:
- iv) Chapters in Knowledge based volumes:
- ❖ Published Books and Book-chapters without ISBN numbers: **A few attached**

18. DR. MINAXI MAJUMDER BARMAN:-

- ❖ Research Publications:
- I) Referred Journals: **Nil**
- II) Non-referred but recognized and reputable journal and periodicals with ISBN/ISSN numbers: **Nil**
- III) Conference proceedings as full paper (abstract not to be included): ******
- IV) Journals without ISBN number:
- ❖ Published Books and Book-chapters with ISBN numbers: **Nil**
- I) Text or Reference Books: **Nil**
- II) Chapters in Text or Reference Books: **Nil**
- III) Knowledge based volumes: **Nil**
- IV) Chapters in Knowledge based volumes: **Nil**
- ❖ Published Books and Book-chapters without ISBN numbers:
- Pachim Guwahati College Dharapur - *Dr.Anima Duttar Uttaran aru Abogahan galpar pragatibadi chintar ek somu alokpath.*
 - Jagara College Nalbari – *Relevance of human rights and value education in removing terrorism.*
 - LOKD College Dhekiajuli – *Social economy and polital status of rural women – a case study.*
 - Kakojan College Jorhat – *Women and Violence- an overview.*
 - Nalbari Commerce College – *Folk elements in assamese literature.*
 - Goreswar College Baksa – *Quality assurance in higher education.*
 - The Indian philosophical congress (85th session) *A study on religion Hinduism with special reference to Sakticism and*

Vaishnavism and its impact. on society around Nalbari town and its adjacent areas.

- Kamrup College, Chamata- Value oriented curriculum in HE.

19. MRS RITAMONI DAS:-

❖ Research Publications:

i) Referred Journals:

- PHILOSOPHICA ,An Annual Bilingual Philosophical Journal of Bongaigaon College,Volume-III,September2013,pageNo-203to 208,ISSN-2249-5053.Topic: **Role of Non-Governmental Organization in Eradication of Domestic Violence against Women.**
- PHILOSOPHICA, Volume-IV,December 2014,Page No-268 to 272,ISSN-2249-5053. Topic: **An Analytical study on women violation of Human Rights: causes and Consequences.**

iii) Non-referred but recognized and reputable journal and periodicals with ISBN/ISSN numbers:

iv) Conference proceedings as full paper (abstract not to be included):
Seminar Paper Published:

Name of Book	Topic	ISBN No.
1) Women and Human Rights; 6 (Nov.'2010)	Socio-Economic Status of Women- An Overview	978-81-910812-0-
2) Human Rights Education: 1 It's Importance in the context Of growing social unrest (Feb.'2012)	Discrimination Related to Domestic Violence: A Curse to Progress	978-81-9229-71-0-
3) Trafficking in women in And From North East India (Aug.' 2011)	Status of Women and Social Change	978-81-920759-0-7

4) Economic Empowerment Education for Women’s Economic 978-81-910818-3-7
Of women in the Northeast Empowerment
Region (issues and challenges)

(Sept.’2012)

5) Human Rights and Value Women Victims of Domestic violence: -----
Education A violence of Human Rights from (Dec.’
2014) case study Reports at Pub- Nalbari area

6) The Neo-Vaishnavite “Kirtan Ghokha” at Navbidh Bhakti 978-81-930006-0-
1
movement in north-east (Page No.96 to 104)

India (Aug .’2014)

v) Journals without ISBN number: **“Lekhani” Topic: Education of values and its Importance. (2012) Page No.22&23.**

❖ Published Books and Book-chapters with ISBN numbers:

i) Text or Reference Books:

ii) Chapters in Text or Reference Books:

iii) Knowledge based volumes;

iv) Chapters in Knowledge based volumes:

❖ Published Books and Book-chapters without ISBN numbers:

20. DR. SARALA SEAL KALITA:-

❖ Research Publications:

i) Referred Journals: **NIL**

ii) **Non-referred but recognized and reputable journal and periodicals with ISBN/ISSN numbers:**

- **“PRAGATISHIL NARIBAADAR DASTABEZ : NIRUPAMA BARGOHAINR UPANYAS”—“NATUN PADATIK”.**

ISSN: 22503471,ISSUE : Oct’2008, PAGE :104-107

iii) **Conference proceedings as full paper (abstract not to be included):**

- **Good Teaching in Higher Eduaction : A General Overview, Kamrup College journal- Page –**
- **Woman And Social Justice : An overview**

Suren Das College, Hajo., Seminar Paper.

- *Lakshminath Bezbaruahr Galpat Sadharan Manuhar Charitra Aru teolokor Arthasamajik Jiban : Bangaigaon College, Seminar journal .*
- *Asomor Raag Sangitar Paramparat Bargeet : Abhayapuri Colege, Seminar Journal.*
- *Dr. Bhupen Hazarika Bihusuriya Gitat Praghatishel Bhavana: Seminar journal, North-East India Studies, G.U.*
- ❖ *Journals without ISBN number:*
 - Published Article:
 - “ Kabitar Sakore Kalaar Paraa Biplabaloi: Bishnu Rabha Sowarani Grantha.
 - Bangalar “Manik” Manik Bandyopadhyay : Prabandha-Mukur (Collection of article published by KCC, Dept. of Assamese.
 - Mamani Roycham Goswami Upanyasht lokbhasar Prayog: Agir Dainik Baatori
 - Lokonaty Paramparat Kamrupiya Dhulia aru teolokr Artha-Samajik Jiban: Navadweep, Souvenir of ACTA Conference, Nalbari 2008.
 - Natar Mul or Sadhan : Publication of Rajashri Theatre, 2014.
- ❖ Published Books and Book-chapters with ISBN numbers:
 - v) Text or Reference Books: **NIL**
 - vi) Chapters in Text or Reference Books:
 - vii) Knowledge based volumes:
 - viii) Chapters in Knowledge based volumes:
- ❖ Published Books and Book-chapters without ISBN numbers: 2 books, 1 translated book.
 - **Katha Silpi Manik Bandyopadhyay Prasanga : Padma Nadir Majhi** (A reference book for semester VI.2008)
 - **Saiche Gondhowa Baatedi** : (A collection of self-composed poems. Published in 2002, Nalbari)
 - **Maati aru Maanuhar Gaan** (A collection of translated poems,2004)

21. DIPAMANI BARUAH DAS:-

- ❖ Research Publications:
 - i) Referred Journals :
 - ii) **Non-referred but recognized and reputable journal and periodicals with ISBN/ISSN numbers :**

Sl. No.	Title of Topic	Book Title/Publisher	ISSN/ISBN
1.	<i>“SUKABI NARAYANDEVAR KABYAT SAMA-SAMAYIK LOKA SAMAJAR PRATIFALAN” P.p (76-81)</i>	<i>“ALOK”</i> Publisher : Assamese Dept., B.Baruah College, Guwahati	ISSN: 2250124X , Vol.-VI, Issue No.- VI, Jan’ 2012
2.	<i>“ ARUN SARMAR NATAKAT SAMAJIK CHETANA” P.p (17-19-)</i>	<i>“NEINAD”</i> Publisher: MIL. Dept., G.U.	ISSN : 2249-5142 May 2012
3.	<i>“ SAMANWAY ARU SAMPRITIR LOKA UTSAV: DARANGAR DEUL” P.p 954-55)</i>	<i>“NEW NEINAD”</i> Publisher: MIL. Dept., G.U.	ISSN: 2249-5142, Vol. no.- I, Issue No.- I, OCT’2014

iii) Conference proceedings as full paper (abstract not to be included):

Sl. No.	Title of Topic	Book Title/Publisher	ISSN/ISBN
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1.	<p>“SOCIO, ECONOMIC AND POLITICAL STATUS OF RURAL WOMEN: A CASE STUDY” P.p-(149-158)</p>	<p>“TRAFFICKING IN WOMEN IN AND FROM NORTH EAST INDIA”</p> <p>Published by: Principal, L.O.K.D College, Dhekiajuli. Edited by: Pallavi Baruah & Reezoo Dutta Gogoi. Published in: August 2011</p>	<p>ISBN : 978-81-920759-0-7</p>
2.	<p>“ ARTHA SAMAJIK ADHYANAT RABHA MOHILAR STHITI: BANGAONR (GHY) BISESH ULLIKHANSAHA” P.p- (252-257)</p>	<p>“WOMEN AND HUMAN RIGHTS” Published by: Barnagar College, Sarbhog, Barpeta. Nov’2007</p>	
3.	<p>“ ADHUNIK ASOMIYA NATAKAT LOKA NATYATAR UPADAN : ‘BAYANAR KHOL’ ARU ‘EJON RAJA ASIL’ NATAKAR BISESH ULLAIKHANERE”</p>	<p>“BHARATIYA NATAK: PARAMPARA ARU PARIBARTAN” Published by: Assamese Dept. H.C.DG. College, Nitai Pukhuri , Sivsagar</p>	<p>ISBN : 978-93-5087-054-9 Nov’2012</p>

iv) Journals without ISBN number :

Sl. No.	Title of Topic	Book Title/Publisher	VOL. NO./ ISSUE NO.
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1.	"DHEPADHULIA"	"ANUNAAD" Published by: S.K.B. PUBLICATION, GHY-3	Vol.-I, Issue: XII Sept'2008
2.	"NANGELIGEET"	"ANUNAAD" Published by: S.K.B. PUBLICATION, GHY-3	Vol.- I, Issue- X July,2010
3.	"BHARIGAAN"	"ANUNAAD" Published by: S.K.B. PUBLICATION, GHY-3	Vol.- III, Issue- V Feb; 2010
4.	"ASOMAR PARIBESHYAKALA : DEVADASHINRITYA"	"ANUNAAD" Published by: S.K.B. PUBLICATION, GHY-3	Vol.-III, Issue- XI Aug' 2010

❖ Published Books and Book-chapters with ISBN numbers:

i) Text or Reference Books:

Sl. No.	Title of Text / Reference Books	Publisher	ISBN No.
1.	"ASSAMESE POETRY", PAPER-I	IDOL,G.U., from 2011 onwards	
2.	"MAMONI RAISOM GOSWAMIR UPANYASH BAIBHAV" (Edited by: Dr. Gitanjali Hazarika, Dr. Dipamani Baruah Das)	N.L. Publications, Ghy	978-93-81183-88-5

3.	"ASOMAR UTSAV ANUSTAHANAT ABHUMUKI"	Assamese Dept. Kamrup College, Chamata, Dec'2013	978-81-923534-0-1
4.	"SAHITYA SAMASKRITIT ABHUMUKI "(Part-I)	Assamese Dept. Kamrup College, Chamata, Dec'2014	978-81-923534-1-8
5.	" TUMIHENO SHYAMBARANIYA" (A COLLECTION OF ASSAMESE PTRY AND SONGS)	Assamese Dept. Kamrup College, Chamata, Jan' 2015	978-81-923534-2-5

i) Knowledge based volumes :

ii) Chapters in Knowledge based volumes:

- **"BHASA SAHITYA SINTA" in chapter LAKSHMIDHAR SARMAR BYARTHATER DAAN: ETI PARJALOCHANA , Banalata Prakashan-2012, ISBN- 978-81-920585-9-7**

- **"MAMONI RAISOM GOSWAMIR UPANYASH BAIBHAV" in chapter MAMONI RAISOM GOSWAMIR UPANYASHAR PATABHUMI BISHLESHAN , N.L Publications- Dec'2013.**

❖ Published Books and Book-chapters without ISBN numbers:

- **BOOKS : "ASOMAR UTSAV ANUSTAHANAT ABHUMUKI"
Published by: Chintamoni Prakashan, Ghy, 2009**
- **CHAPTER: "ASOMIYA BHASA SAHITYAR RENGONI" in chapter BHASKARBARMA- AKHONI SARTHAK BURANJIMULAK NAAT, Gariyashi Prakashan, Sipajhar, Darrang-2004.**

22. DR. DHRUBAJYOTI NATH:-

❖ Research Publications:

i) Referred Journals: **Topic – Bibah prakarjya aaru biyanam : Nalbari Anchalar bishes ullikhanere, p.61 to 74, Name of the journal : ACTA Journal, 2013**

ISSN No. ISSN 2229-693X

ii) Non-referred but recognized and reputable journal and periodicals with ISBN/ISSN numbers: NA

iii) Conference proceedings as full paper (abstract not to be included): NA

iv) Journals without ISBN number:

- **Topic: Samaj snskarak Sankardeva. Magazine: Kamrupa, College Magazine, 2013**

- **Topic: Kabitat chandar Prayojaniyata. Magazine: Jonak, A monthly published magazine. Dec. 2013**
- ❖ Published Books and Book-chapters with ISBN numbers:
 - **Topic: Raghunath Choudharir kobitat bhartiya Chetana. P132 to 140, Name Of the Book: Indianness in modern Indian Literature. 2012, ISBN No. 978-81-921769-0-1**
 - (i) Text or Reference Books:
 - (ii) Chapters in Text or Reference Books:
 - (iii) Knowledge based volumes:
 - (iv) Chapters in Knowledge based volumes:
- ❖ Published Books and Book-chapters without ISBN numbers:
 - **Name of the Book: Biyanam: Kamrupi Upabhasat, Edited & Published, 2011**

23. MADHUKAR GIRI BASUMATARY:-

- ❖ Research Publications:
 - i) Referred Journals: Nil
 - ii) Non-referred but recognized and reputable journal and periodicals with ISBN/ISSN numbers: Nil
 - iii) Conference proceedings as full paper (abstract not to be included): **
 - iv) Journals without ISBN number: 03
 - Nijara, Bijni Bandhab H.S.School, *Boro Samajat Prachalita Prabasanat Paramparagata Gyanar pratifalan*, pp-13-15.
 - Annual Magazine published by Bodo Students' Union, G.U. *Mising Fwrni Swngdwo Sinaithi*
 - Lakshminath Bezbaruah aru Padmanat Gohain Baruahar Sahitya kriti, Bongaigaon College, *Lakshminath Bezbaruahar Chutigalpat sadharan manuhar sitra*
- ❖ Published Books and Book-chapters with ISBN numbers: Nil
 - i) Text or Reference Books: Nil
 - ii) Chapters in Text or Reference Books: Nil
 - iii) Knowledge based volumes: Nil
 - iv) Chapters in Knowledge based volumes: Nil
- ❖ Published Books and Book-chapters without ISBN numbers: Nil

24. TILAK SARMA:-

- ❖ Research Publications:
 - i) Referred Journals:
 - Published one research articles.
Topic : Impact of Rajimel on Peasant uprisings in Assam.
Published by Indian Journal of Social Science and Sciences (IJSSS)
A Half yearly multidisciplinary Research Journal
Vol. 3 Issue : II, Aug. 2013
ISSN : 2231-2447
Published from Kalanchupar Research Institute,
Sixth edition-2013 (Sivasagar)
 - ii) Non-referred but recognized and reputable journal and periodicals with ISBN/ISSN numbers:
 - iii) Conference proceedings as full paper (abstract not to be included): **
Published U.G.C. sponsored National Seminar Paper are given below :
 - a. **Topic : Women and Higher Education in Assam**
Published by Principal, LO.K.D College, Dhekiajuli 2011, Aug.
ISBN : 978-81-920759-0-7
 - b. **Topic : Issues related to Child Labour and Our Education : A study in Reference to Secondary Education of Assam**
Published by Principal, Nalbari Commerce College, Nalbari 2012, Feb.
ISBN : 978-81-322971-0-1
 - c. **Topic : Ethnic Issues and Insurgency in North-East India**
Published by Principal, Suren Das College, Hajo, 2012, Aug.
ISBN : 978-81-923440-0-3
 - d. **Topic : An Analytical Study of Gandhi's Political Freedom and Self-Rule.**
Published by Principal, Goreswar College & EBH Publishers, Ghy-1, July, 2013
ISBN : 9789380261973
 - iv) Journals without ISBN number : Various articles are published in College Magazines and Different Souvenirs.
- ❖ Published Books and Book-chapters with ISBN numbers:
 - i) Text or Reference Books : Nil
 - ii) Chapters in Text or Reference Books : Nil
 - iii) Knowledge based volumes : Nil
 - iv) Chapters in Knowledge based volumes: Nil
- ❖ Published Books and Book-chapters without ISBN numbers : Nil

25. REKHA KALITA:-

❖ Research Publications:

i) Referred Journals:

Sl. No.	Title of the paper	Journal title	ISSN No.	peer reviewed, impact factor	No. of co-authors	Whether you are the main author
1.	<i>Jyotiprasad Agarwala and nationalism in Assam</i>	Indian Streams Research Journal	ISSN NO- 2230- 7850 Impact Factor- 0.2105(GISI)	Both	No	Yes
2.	<i>British polices and the social formation of the Assamese middle class</i>	Research Dimensions	ISSN NO- 2249- 3867 Impact Factor- (GISI)	Both	No	Yes
3.	<i>Silk industry of Assam its origin and growth</i>	Golden Research Thoughts	ISSN NO- 2231- 5063 Impact Factor- 1.2018 (GISI)	Both	No	Yes

ii) Non-referred but recognized and reputable journal and periodicals with ISBN/ISSN numbers: Nil

iii) Conference proceedings as full paper (abstract not to be included): **

iv) Journals without ISBN number

❖ Published Books and Book-chapters with ISBN numbers: Research Work on ***The Sericulture Industry of Assam a socio- economic profile of the silk weavers of Sualkuchi*** ISBN no- 978-81-92548-67-8

i) Text or Reference Books: Nil

ii) Chapters in Text or Reference Books: Nil

iii) Knowledge based volumes: Nil

- iv) Chapters in Knowledge based volumes: Nil
- ❖ Published Books and Book-chapters without ISBN numbers: Nil

26. SANJIB KUMAR GOSWAMI:

1. Research Publications:

i) Referred Journals:

- ❖ Title: The image of women in Assamese Folklore-An Overview; Published in Janakristi (Annual Research Journal of Folklore Society of Assam) by Folklore Society of Assam, Guwahati , November,2011-2012;ISSN: 0974-6188
- ❖ Title: Womens' Identity and the Raising Feminist Voices; Published in Srotaswinee, Bi-lingual Annual Journal on Humanities by Womens' Cell, Kamrup College, Chamata, Nalbari; August 2015 ;ISSN: 2454-8146

ii) Non-referred but recognized and reputable journal and periodicals with ISBN/ISSN numbers:

- ❖ Title: Sources of Bengali folklore with special emphasis on the sources imbued in Assamese folklore– An analytical study; Published in Samasamayik Bangabidya by Department of Bengali Language and Literature, University of Calcutta, Kolkata; November,2013;ISBN: 978-93-8041-11-63

iii) Conference proceedings as full paper (abstract not to be included):

- ❖ Title: Role of NGOs in Disaster Management with special reference to Gramya Vikash Mancha – a case study, Published in the conference proceedings (National Seminar on Disaster management: Issues and Challenges held at PCPS Girls' Polytechnic, Bamunimaidan, Guwahati on November 3-4, 2015 sponsored by AICTE-NEQUIP in collaboration with ASDMA, Got of Assam)entitled “ Disaster Management :Issues and Challenges by Manikut Prakash, Guwahati; November,2015; ISBN: 8187800097
- ❖ Title: Gender Inequality: An Analysis Beyond Laws, Published in the conference proceedings (UGC Sponsored National seminar on Human rights and socio- Economic and political status of Womenin the Northeast India organized by Borbhag College on

November 12-13,2010) entitled Woman and Human rights- THE NORTH EAST INDIAN CONTEXT by Internal Quality Assurance Cell Barbhag College, Nalbari, November,2009;ISBN: 978-81-910812-0-6

- ❖ Title: Role of Commerce Education in Building Career, Published in Full paper Proceedings of UGC Sponsored National Seminar on “Role of Commerce Education in the Economic Development of the North-Eastern Region, by Nalbari Commerce College, Nalbari, 2011

iv) Journals without ISBN number

- ❖ Title: Humayun Ahmed’s Achinpur-a Postmoder Perspective, Published in Contemporary Bengal Studies & Bangabidya by University of Dhaka, Bangladesh Dhaka December,2011
- ❖ Title: Systematic Assumptions, published in Journal of Gauhati University, by Gauhati University Research Scholars’ Association, Guwahati, 2003
- ❖ Title: Skills of Communication, Published in the journal of Assam High School Teachers Association, Tinsukia 2012
- ❖ Title: Unlicensed Printing, Miltons“ Areopagitica”Etc.: A Debate, Published in Post Graduate Students; Journal, Gauhati University by Post Graduate Students’ Union, Gauhati University, Guwahati, 1997

2. Published Books and Book-chapters with ISBN numbers:

i) Text or Reference Books :Nil

ii) Chapters in Text or Reference Books:

- ❖ Title: NGOs and Social Entrepreneurship– the blooming nexus; Published in the book entitled Entrepreneurship Development – THE NORTH EAST INDIAN CONTEXT by Barbhag College & Rajiv Gandhi National Institute of Youth Development, Government of India, January,2015, ISBN: 978-81-910812-4-4

iii) Knowledge based volumes:Nil

iv) Chapters in Knowledge based volumes:

- ❖ Title: An advocate of Gender Equality; Published in Dr. Gobinda Prasad Sarma –person, personality & writings by Jyoti Prakash, Guwahati December, 2013; ISBN: 978-93-81485-65-1

3. Published Books and Book-chapters without ISBN numbers:

Published Books

- ❖ Authored Title: Inquest of A Successful Career; Published by Rastrya Madhyamik Siksha Abhijan, Nalbari, Government of Assam, September, 2013
- ❖ Edited Title: Resource Book for Peer Educators (Rashtrya Kishor Swastha Karyakram Published by Health & Family Welfare, Government of India, 2015
- ❖ Edited Title: Good Teaching in Higher Education, Published by Kamrup College, Chamata, 2005
- ❖ Edited jointly the Abstract Book of the UGC Sponsored National Seminar on Reorienting Higher Education for Academic Empowerment and Educational Leadership in Rural Areas organized by Dept of Education, Kamrup College, Chamata on May 30-31, 2013
- ❖ Edited jointly ACTA Nalbari Zone BULLETIN, Volume -1 , Published by ACTA , Nalbri Zonal Committee, 2012
- ❖ Edited jointly ACTA Nalbari Zone BULLETIN, Volume -2 , Published by ACTA , Nalbri Zonal Committee 2013

Book-chapters

- ❖ Title: Marginalization and Women: a Reading of Nirupama Borgohain's Novel "Iparar Ghar Siparar Ghar", Published in "Narrativizing the Margins: Northeast India and Beyond, by Department of English, Assam University, Diphu Campus. Diphu, January 2012
- ❖ Title: Linguistic Nationalism in Lakshminath Bezbaroa's articles published in "Mrinmoyee" – An analytical study, Published in Souvenir UGC Sponsored National Seminar on "The life and Works of Lakshminath Bezbaroa" by Bijni College, Bijni June, 2015

- ❖ Title: The Politics of Mamapapa- A Study of Marriage and Family Relations in anita Desai's "Fasting Feasting" , Published in Abstract Book of UGC Sponsored National Seminar on Reflection of the Changing Indian Society in Indian English Fiction by M.N.C. Balika Mahavidyalaya, Nalbari, September,2015
- ❖ Title: Fragrance of Nalbari, Published in Nal-Birina (Souvenir, 7th Women's convention, Women's Cell, Nalbari) by Reception Committee, Nalbari , September,2015
- ❖ Title: Religious Tourism, Nalbari, Sri Sri Hari Mandir, the Festival of Ras etc.; Published in Souvenir, 79th Ras Festival, Nalbari) by RasCommittee, Nalbari , November,2012
- ❖ Title: The People of Nalbari, Hari mandir, The Festival Of Ras, Spiritual Medley etc.; Published in Souvenir, 78th Ras Festival, Nalbari) by RasCommittee, Nalbari , November,2011
- ❖ Title: Sri Sri Hari mandir and t he Festival Of Ras, Published in Souvenir, 77th Ras Festival, Nalbari) by RasCommittee, Nalbari , November,2010
- ❖ Title: Uttar Adhunik Natak; Published in Rangamancha , Souvenir, 42nd Convention,Axom Natya Sanmilan, Nalbari) by Reception Committee, Nalbari , February,2003
- ❖ Title: From Nalbari to Nalbari- Some topsy-turvy Notes; Published in Navadweep , Souvenir, 55th Annual convention,Assam college Teachers' Association, Nalbari) by Reception Committee, Nalbari , April ,2008
- ❖ Title: Reminisences of Moment's Moment; Published in Hepahar Seujia Pristha , by Centenary Celebration Committee, Cotton college, Guwahati , October,2010
- ❖ Title: Remembering Munindra Bhathhacharjyya, Published in Amiya Jokar , by Basanti Devi, Nalbari , July,2011
- ❖ Title: Remembering Debendra Goswami, Published in Debendra AbhaAru Kichu Anya Chintan , by Debendra AbhaAru Kichu Anya ChintanPublication Committee , Nalbari , September,2015

- ❖ Title: Students Science Society, Assam, Published in Jan Vigyan , by Students' Science Society , Assam September,2005
- ❖ Title: Drug Abuse- A Social Evil, Published in the Souvenir, M.C.B. Debate Competition,2004 Published by Cotton College, Guwahati
- ❖ Title: The Politics of Mamapapa- A Study of Marriage and Family Relations in anita Desai's "Fasting Feasting" , Published in Abstract Book of UGC Sponsored National Seminar on Reflection of the Changing Indian Society in Indian English Fiction by M.N.C. Balika Mahavidyalaya, Nalbari, September,2015
- ❖ Title : Marginality and Indian English Poetry: A Reading of NISSIM Ezekiel's Selected Poems published in the Abstract book of UGC Sponsored National Seminar on Indian Writings in English and Marginalization organized by Department of English, Goalpara College on February 03-04,2012.
- ❖ Title: Traditions and Transition: Some snapshots of Assamese Women as Portrayed in the Debendra Nath Acharjee's Novel " Kalpurush"
- ❖ Published in Abstract Book of UGC Sponsored National Seminar on Traditions and Transitions: Assamese Women by M.N.C. Balika Mahavidyalaya, Nalbari, October,2014.

27. MR. LOHIT TALUKDAR:-

- ❖ Research Publications:
 - i) Referred Journals:
 - ii) Non-referred but recognized and reputable journal and periodicals with ISBN/ISSN numbers: 1 ISSN is: 2454-8146 :Srotaswinee
 - iii) Conference proceedings as full paper (abstract not to be included): **
 - iv) Journals without ISBN number
- ❖ Published Books and Book-chapters with ISBN numbers: Yes
 - UGC Sponsored National Seminar on Human Rights and Socio Economic and Political Status of Women in North East India from Nov, 12 To 13, 2010 organized by Barbhag College, Kalag, Nalbari (Assam)

Paper Presented "*Socio-economic status of Women: an overview*"

Paper Published by IQAC, Barbhag College, Kalag, **ISBN NO. 978-81-910812-0-6** on 2010

UGC sponsored National Seminar on UGC-INFONET Digital Library Consortia: a gateway to higher education with special reference to N. E. India Region organised by SNB Library, Haji Anfar Ali College, Doboka, Nagaon, Assa, from 29th to 30 April, 2015.

ISBN: 978-93 82466 70 3

Paper on “Information Sources, Services and Marketing of Digital Libraries”

- ❖ Text or Reference Books: Not applicable
- ❖ Chapters in Text or Reference Books: Not applicable
- ❖ Knowledge based volumes: Not applicable
- ❖ Chapters in Knowledge based volumes: do
- ❖ Published Books and Book-chapters without ISBN numbers: Nil

3.4.4

Provide details (if any) of

- ❖ Research awards received by the faculty.
 - The following faculty members of the college have been awarded Ph. D during last four years:

Name of faculty	Dept.	Institute / University	Year
Dr Dharmeswar Deka	Mathematics	Gauhati University	2012
Dr Padmaja Chetia	Economics	Gauhati University	2013
Dr Minaxi Mazumder Barman	Education	Gauhati University	2013
Dr Sarala Seal Kalita	Assamese	Gauhati University	2013
Dr Jumi Kalita	English	Silchar University	2014
Dr Biswajit Das	Economics	Gauhati University	2014
Dr Saiki Talukdar	Political Science	Gauhati University	2014
Dr Bhaben Kakati	Political Science	Gauhati University	2015

- ❖ Recognition received by the faculty from reputed professional bodies and agencies, nationally and internationally
 - Not received yet.
- ❖ Incentives given to faculty for receiving state national and international recognitions for research contributions.
- ❖ The institute encourages the faculty by providing information, books and internet facilities for their research activities. It accords Leave to them as per UGC guide lines.

3.5 Consultancy

3.5.1

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

- ❖ The college is yet to develop any formal strategies for Consultancy services.

3.5.2

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

- ❖ The college has not started any promotional policy for Consultancy services till now. However, it encourages the faculty members to render their Consultancy at individual level to enrich their professional skill.

3.5.3

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

- ❖ The authority provides Leave on Duty when ever asked for.

3.5.4

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

- ❖ The college does not provide institutional consultancy to generate income. However, some of the faculty members of college share their expertise and skills in various fields with the community.

A few examples to cite here are:-

- ✓ Life skill (Tailoring)
- ✓ Food preservation

3.5.5

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

- ❖ Not Applicable

3.6 Extension activities and Institutional Social Responsibility. [ISR]

3.6.1

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

- ❖ In and around the college, programmers under the NSS and NCC for extension activities to the community.
- ❖ The Extension education cell under takes various programmers in this regard to encourage the students in the following ways
 1. The college arranges camps for different purposes ranging from medical check- up to distribution of medicines.
 2. To contribute financially or kind to the students and communities for various purposes.
 3. Environmental Awareness program.
 4. Program on Eradication of Superstitions and Orthodoxy

5. The college offers facilities, particularly infrastructure to organize public events and functions.

3.6.2

What is the Institutional mechanism to track student's involvement in various movements / activities which promote citizenship roles?

- ❖ The students and the teachers of the college are engaged either through the Institutional banner or individually in different social activities / movements. Except informal personnel information, there is no any institutional mechanism to track individual involvement in such activities. Through various wings of the institution, the students are encouraged to involve in social activities. This is carried out through a due process of permission and approval from the institution. The in-charge who is generally a faculty member, guides such activities.
- ❖ NSS, Extension education centre patronize in the involvement of the students and teachers in social activities. The records of the students involve are kept properly.

3.6.3

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

- ❖ The college maintains a process of taking feedback from teacher and students. This tells about their perception on the overall performance and quality of the institution. The Alumni Association of the college also lets the institution know their perception on the overall performance and quality. The college receives the views of the parents in this respect, through the Parent – Teachers Committee.

3.6.4

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

The College has a designated person for extension activities. The extension activities of the college include promotion of health and hygiene awareness, adult education and literacy, AIDS awareness, Medical camp, environment awareness programme etc. Also, the Department of English and the Department of Sanskrit have been conducting in spoken English and spoken Sanskrit programs respectively for teachers and students of the intermediate and primary schools. The College administration encourages teachers and students during lean academic period undertake extension activities and also offer financial support. It also undertakes outreach programmes. The college has completed some programmes on extension activities like health and medical camp with the participation of NGO's and Govt. organization such as Manab Sakti Jagoron. Nehru Yuva Kendra, Army camp, Yoga and Medical centre, Nalbari, Consumer Awareness Programme, Flood Relief Camp. Swassa Bharat Abhisar and Awareness programme on clean & safe Drinking Water in nearby areas.

3.6.5

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

- ❖ The institution encourages the students to participate in various extension activities conducted by the cells like Extension Education Center, NSS unit, NCC, Women Cell of the Teacher's Unit etc. These cells provide certificates and prizes to the students for their participation in the events connected.

3.6.6

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

❖ Some of the extension activities conducted by Kamrup College, Chamata for the benefit of the students from under-privileged and vulnerable sections of society are mentioned below:

- A socio-economic survey of villagewas by the Teachers' Association on
- A Health Awareness lecture was organized by the Teachers' Association on..... for the benefit of the under-privileged students of the locality.
- Dr.Bhupen Hazarika Memorial Quiz was conducted by the Teachers' Unit, Kamrup College, Chamata to create an awareness of Art and Culture among the under- privileged students of the College on.....
- A lecture on the Teaching of Poetry in UG level was conducted by the dept. of English to help under privileged students of the college in their effort in understanding English Poetry on
- The dept. of Political Science published a wall magazine "Parichay" in collaboration with other faculty members, 2014 & 2015.
- Education wall magazine
- Economics wall magazine.

3.6.7

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

❖ As stated earlier in the mission of the college, the college aims at generating leadership quality among the students for the advancement of the society and the nation, by way of extra-curricular and co-

curricular and out teaches programmes. Therefore, it is the responsibility of the college to provide enough opportunity to the students to involve in extension activities that will help to inculcate moral values to work for the society and the nation.

3.6.8

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

- ❖ The college maintains a good rapport with the society and for this it always emphasizes involvement of the community in its reach out activities to make the community development program more effective.

Some of the initiatives of the institution that encourage community participation are:

1. The dept. of.....took a community development program onto the village.....20...
2. A Health Awareness lecture was organized by the Teachers' Unit on
3. In collaboration with local Self-help Groups the Women Cell of Kamrup College organized "Bohagi Utsav".

3.6.9

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

- ❖ The college has built up a constructive relationship with the District Administration, Nalbari to work on various outreach and extension activities like creating awareness to vote, cycle rally and procession to

make the common folk aware of witch hunting, superstitions and illiteracy. Further, the college is making plan for such outreach and extension activities in near future.

The college has developed co-operation with Chamata Anchalik Krira Sangha to work together in the creation of an atmosphere of games and sports among the local students.

The neighboring Educational Institutions are provided counseling and help by Kamrup College in the promotion of talent and skill among the High School and Higher Secondary level students.

3.6.10

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

- ❖ The college has not received any award for extension activities and/contributions to the social/ community development during the last four years.

However, the college is appreciated by the local people for its innovating outreach activities.

3.7 Collaboration

3.7.1

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

- ❖ The college has very limited collaboration with research laboratories, institutes and industry for research activities.

However, for personal research Endeavour few faculty members have interacted with some of the universities and other institutes for pursuing Ph.D programmes.

3.7.2

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

- ❖ No such MoUs/collaborative arrangements with any institute of national importance/other universities/industries / Corporate etc have been made so far.

3.7.3

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

- ❖ Kamrup College, Chamata has the privilege of having collaboration with different organization of educational and socio-economic field. Assam Science Teachnology and Environmental Council, Government of Assam, IIE-Guwahati, Bardaisila group of Hotel Management-Nalbari (Under dept. of Tourism, Govt. of Assam), Manab Sakti Jagoran, Nehru Yuva Kendra, Nalbari, Army Camp-Nalbari, Yoga and Medical Centre, Nalbari, State Organising Council, Assam, Bharat Jan Vigyan Jatha and Many NGOs have extended their collaborations to the activities of the college, especially in terms of extension of activities and co-curricular activities.

3.7.4

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

- ❖ The college has organized two National level UGC Sponsored Seminars along with a Workshop on Semester System successfully during last four years.
The names of the eminent persons who contributed to the Seminars and Workshop are:....

SL.No	Name of the person	Institution	Seminars/Workshop
1.	Dr. Bipun (Prof. Geography)	NEHU,Shillong	National Seminar on “Wetland and Ecosystem” Dated: 22/02/2010 & 23/02/2010
2.	Dr.Siddheswar Sarma. (Prof. Geography)	NEHU,Shillong	National Seminar on “Wetland and Ecosystem” Dated: 22/02/2010 & 23/02/2010
3.	Dr.Dulal Goswami. (Prof. Geography)	Gauhati University	National Seminar on “Wetland and Ecosystem” Dated: 22/02/2010 & 23/02/2010
4.	Dr.Abani Kr. Bhagawati. (Prof. Geography)	Gauhati University	National Seminar on “Wetland and Ecosystem” Dated: 22/02/2010 & 23/02/2010
5.	Dr.Kaliprasad Sarma. (Prof. Env.Science)	Gauhati University	National Seminar on “Wetland and Ecosystem” Dated: 22/02/2010 & 23/02/2010
6.	Dr.Ramani Barman. (Joint Registrar)	Gauhati University	National Seminar on “Wetland and Ecosystem” Dated: 22/02/2010 & 23/02/2010
7.		Gauhati University	National Seminar on “Wetland and Ecosystem” Dated: 22/02/2010 & 23/02/2010

3.7.5

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

1. Curriculum development / enrichment

- With Dist. Authority for Rural Development (DRDA), Nalbari for Sports and infrastructural development.
- 2. Internship / On-the-job training. = Nil
- 3. Summer placement. = Nil
- 4. Faculty exchange and professional development . = Initiative is being made.
- 5. Research = Initiative is being made
- 6. Consultancy = Nil
- 7. Extension. = Nil
- 8. Publication = Nil
- 9. Student placement = Nil
- 10. Twinning programmes
- 11. Introduction of new Courses.....
- 12. Student exchange = Nil
- 13. Any other = No such linkages / collaboration have been

made during last four years.

3.7.6

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

- ❖ Any other relevant information regarding Research, Consultancy and Extension which the college would like to include.
 - The college is going to implement a project entitledThe project will work for bringing awareness among the students and the community as a whole through awareness programmes. Systematic efforts will be made to documents medicinal plants through herbarium sheets, plantation of economically voluble plants in the college campus, etc.

CRITERION IV

Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1

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

The institution has set up a standard process for creation and enhancement of infrastructure for teaching and learning. The goal of the college in terms of education depends on the infrastructure.

For facilitation of effective teaching and learning, the college primarily depends on the UGC, the State Govt. and the students' fees for development of infrastructure. To garnish the funds from the UGC, the college submits details plan for consideration under the UGC five year plans. Plans are also submitted the between for grants apart from plan outlay when advertised by the UGC.

At the beginning of each semester, the Departmental Heads make discussion with colleagues regarding the syllabus, required books, number of students, Education 'laboratories' equipment's etc., for smooth functioning of the semester programmes. Based on the need analysis, resolutions are undertaken and sent to the Principal for assessment and approval. For subject wise current information and up-to-date knowledge, Librarian is requested to make necessary arrangement especially for books and journals. After getting all information, the Principal moves for Governing Body's approval and accordingly he forwards to the officials and respective heads for necessary action. To ensure effectiveness of the teaching learning process, the College authority is always keen to develop its infrastructure. After having need base and necessary discussions the Management (Construction Committee and Governing Body) makes every effort to meet the growing demands of the infrastructure in the College. Regular audit of the expenditure incurred for the developmental works is done and the report of the same is sent to the respective funding agency. A seminar cum conference room has also been

setup in the college to facilitate and host seminars and other conferences without much difficulty.

4.1.2 Detail the facilities available for

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

<p>i) Class Room, Technology enabled learning spaces</p>	<p>The college has 10 well equipped class rooms with different dimensions with covering two rooms’ podium facilities. The audio visual aids are also available in due time. The generally library and UGC Networking Resource Centre also provide learning spaces where the students can browse the web.</p>
<p>ii) Seminar Halls</p>	<p>The College has one seminar hall one conference room. This hall is used for conducting seminars, workshops, meeting etc. by different departments.</p>
<p>iii) Tutorial Spaces</p>	<p>Out of 10 classrooms any numbers of rooms can be used for tutorial purpose for ST, SC, OBC/MOBC and poor students of the college. On the other hand there are a number of small sized rooms where the faculty offers tutorial coaching to students</p>
<p>iv) Laboratories</p>	<p>The College has 2 well equipped laboratories for conducting practical classes and carrying project works by students as well as teachers. One belongs to Education departmental laboratory and the other is Language laboratory.</p>
<p>v) Library</p>	<p>The Central library is fully Automation under SOUL 2.0 (Network Version) Internet including Wi-Fi facilities is also available in the central library. Digital section also under process.</p>

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

Sports:

Outdoor: One playground, Basketball court and volley ball court.

Gymnasium: One multi gym facilities i.e. with the help of the student union fund.

Auditorium: There is one auditorium.

Bharat Scouts & Guides: Active Bharat Scouts & Guides Unit since 2012. No separate room could be provided at present.

Public Speaking, communication skills development: Communicative English laboratory.

4.1.3

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

The institution ensures the optimal utilization of the available infrastructure by the following effective planning.

- The IQAC collects information about utilization of facilities. It also reviews the current and projected student strength, and collects feedback from the departments about resource requirements. Accordingly, recommendation is made to the Principal.
- The common seminar hall harbors multiple activities such as co-curricular activities and staff meetings.
- The infrastructure is used by other government institutions, public sector units for conducting various competitive examinations.
- On the other hand the Committee for UGC schemes, constitute by the principal, make recommendations, keeping in view the academic growth for building grants under the UGC. The principal discusses the matter with the governing body of the college for fund arrangement.

Future planes expansions:

- The New propose Library building will be completed within one years.
- The Girls Hostel will be utilized within few months.
- The boundary wall of College in the back side Campus will be completed within one year.
- Construction of administration building will be completed within six months.

4.1.4

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

The institution is prepared to provide special facilities for differently-abled students as and when such requirements arise.

The College has meticulously planned optimum utilization of the limited physical space, which the college is pretty aware of, so that creation and enhancement of infrastructure is possible to facilitate the ever increasing teaching – learning requirements.

4.1.5

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

Hostel Facility: The College Girls' hostel facilities are available.

- **Recreational facilities :**
 - i) There is one playground with facilities for football and cricket. Apart from one Basketball and one Volley ball court are also available in the college.
 - ii) One Auditorium with the facilities for drama and cultural programme.
- Students can have access to internet in the computer labs.
- **Facilities for medical emergencies:**

First Aid Boxes in the college and Health care facilities with Chamata PHC are available.

- **Library facility in the hostels** : Nil
- **Internet Facility:** Internet facilities are available in the computer labs, -Library, IQAC room and office room.
- **Recreational facility** - Common room with a TV set
- **Facilities for Sports and games:**
 - One playground, volley ball court.
- **Available residential facility for the staff and occupancy :**
 - Residential Quarter for Hostel Superintendent
 - Residential Quarter for Hostel Caretaker
 - Gate keeper's quarter
- Constant supply of safe drinking water is available in the college and the hostel
- Security: Adequate security measures are adopted for security within the college campus.

4.1.6

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

-The Institution takes optimum care to keep the campus green and clean so that pollution free atmosphere prevails.

-Clean and purified drinking water is available on campus with proper toilet facilities.

-Awareness programme on health and hygiene are arranged frequently.

-There is a Canteen facility providing clean and hygienic food inside the campus.

4.1.7

Give details of the Common Facilities available on the campus –spaces for special units like facilities like Womens Cell, IQAC, Grievance Redressal Unit,

and Canteen for the staff and students' are made available. Pure and safe drinking water is made available to all the students and faculties etc.

The details of these are given below:

Sl. No.	Unit.	Teacher-in Charge/ Co ordinator
1	IQAC	Mr. Sanjib Goswami, Co-ordianator
2	Grievance Redressal Cell	Mr. Hiranya Talukdar
3	Women's Cell	Dr Dipamoni Barua Das
4	Career Guidance	Mr. Hiranya Talukdar
5	Placement unit	Dr. Saiki Talukdar

IQAC: A separate room with computer with internet including Wi-Fi connection.

Placement Unit: - It is a housed along with the Career Guidance Cell.

Canteen: A canteen with eco-friendly space.

Constantly supply for safe drinking water available in the Hostel as well as the academic complex.

The recreational spaces like Teachers' common room, Boys and Girls common room facilities are available. The safe drinking water supply (Acquaguard=02), one in auditorium and one in Canteen etc. are available. For emergency of students and teachers' the First Aids facilities are also available.

4.2 Library as a Learning Resource

4.2.1

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

There is a Library Advisory Committee comprising the Principal, Librarian and Faculty representatives. The committee structure is given below-

Chairperson	:	Dr Dharmeswar Deka, Principal
Convener	:	Mr Lohit Talukdar
Members	:	Sanjib Kumar Goswami Syed Matiur Rahmen Dr Minaxi Majumdar Barman Dr Dhruvajyoti Nath

To develop this Center of Knowledge and Learning more student/ user friendly, the committee takes decisions and advises accordingly the Librarian and more particularly initiatives taken by committee in the last four years in the following matters:

- *Library Automation
- *Internet Facilities including Wi-Fi Connection.
- *Xerox facilities.
- *Workshop for Teachers and Students.
- *Opening of departmental libraries.
- *Stock verification of books, journals has been significantly improved.
- *Improvement of infrastructure of the library.
- *Opening Digital Library section.
- *Open Access i.e. DELNET, DOAB: directory of open access books, Encyclopedia Britannica, DOAJ: directory of open access journal etc are Available are the library.

4.2.2

Provide details of the following:

- Total area of the library (in Sq. Mts.): 2550 Sqf
- Total seating capacity: 90
- Working hours (on working days, on holidays, before examination days, during examination days, during vacation):

The library offers services from 10.00 A.M. to 5.00 pm on working day, before examination days, during examinations and during vacations. The library remains closed during holidays.

- Layout of the library: At Present Central Library services at 1st floor covering total 2550 Sqf areas.

4.2.3

How does the library ensure purchase and use of current titles, print and e-journals and other reading materials? Specify the amount spent on procuring new books, journals and e-resources during the last four years. Purchase of reading materials in the library is ensured as the demands placed by students and teachers and as per allocation of funds discussed in Library Committee.

Process of Purchase:

The Library Committee analyses the available funds for purchase of books, other reading materials and required equipments for the year.

The Every department Head are asked to submit their requirements to the Librarian. The Committee finally determines the allotment of fund for purchase of books and journals for specific the department. The Departments books list also checked by Librarian under SOUL Software with their availability. The books are generally purchased by the Librarian. Some time Publishers Books display at College Library also. If departments or faculties express their willingness to purchase books individually for their departments, they are allowed to do so. Apart from this, books are also purchased from suppliers visiting the college.

Use of current titles, print and e-journals and other reading materials:

The centrally library has an open access system where students and teachers can directly access their books. Teachers and students can also checked availability their library books through the Library Software i.e. SOUL Software Network Version.

Teachers and students can access the internet including Wi-Fi facilities in the library free of cost.

The Librarian informs the departments about the new arrival of books and journals which in turn is conveyed to the students by the faculty. Library also supplied students and teachers requirement.

There is a provision for display of current arrivals at the entry of the main library. The library also avail its own Institutional repository at the reading room.

2014-15:

	Existing		Newly added		Total	
	No.	Value	No.	Value	No.	Value
Text Books	30538	54,43,894	467	1,38,610	31305	55,82,504
Reference Books	3172	11,38,137	120	61,670	3292	11,99,807
e-Books	---	Free online	---	Free online	---	Free online
Journals	22	22500	03	3000	25	25500
e-Journals	N-list	Free online	N-list	Free online	N-list	Free online
Digital Database	Under Process					
CD & Video	40	5000	05	1000	45	6000
Others (specify)	---	---	---	---	---	---

2013-14

	Existing		Newly added		Total	
	No.	Value	No.	Value	No.	Value
Text Books	27945	53,71,703	2593	72,194	30538	54,43,894
Reference Books	2222	6,72,890	950	4,65,247	3172	11,38,137
e-Books	---	Free online	---	Free online	---	Free online
Journals	22	22500	03	3000	25	25500
e-Journals	N-list	Free online	N-list	Free online	N-list	Free online
Digital Database	Under					

	Process					
CD & Video	40	5000	05	1000	45	6000
Others (specify)	---	---	---	---	---	---

2012-13

	Existing		Newly added		Total	
	No.	Value	No.	Value	No.	Value
Text Books	26,726	53,41,250	1219	30,453	27945	53,71,703
Reference Books	2011	5,66,750	211	1,06,140	2222	6,72,890
e-Books	---	Free online	---	Free online	---	Free online
Journals	15	15500	05	5000	20	20500
e-Journals	N-list	Free online	N-list	Free online	N-list	Free online
Digital Database	Under process	8				
CD & Video	40	5000	05	1000	45	6000
Others (specify)	---	---	---	---	---	---

2011-2012

	Existing		Newly added		Total	
	No.	Value	No.	Value	No.	Value
Text Books	25055	50,11,250	1671	3,30,000	26726	53,41,250
Reference Books	1781	4,97,750	230	6900	2011	5,66,750
e-Books	---	Free online	---	Free online	---	Free online
Journals	10	10,500	03	3000	13	10500
e-Journals	N-list	Free online	N-list	Free online	N-list	Free online
Digital Database	Under Process					
CD & Video	40	5000	05	1000	45	6000
Others (specify)	---	---	---	---	---	---

4.2.4

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

- OPAC: Yes; Software is used in the library SOUL – 2.0. (Network Version)
- Electronic Resource Management package for e-journals: Yes; Inflibnet-N-list: DELNET, DOAB: directory of open access books, DOAJ: directory of open access journal etc are available.
- Library Website- Nil
- In-house/remote access to e-publications: Nil
- Library automation: Library automation is done by SOUL 2.0 Network Version.
- Total number of computers for public access: 3 computers
- Total numbers of printers for public access- 2 Nos of printers
- Internet band width/ speed 2mbps 10 mbps 1 gb (GB) : Broadband connection with 10 mbps
- Institutional Repository: Yes, under process
- Content management system for e-learning: Nil
- Participation in Resource sharing networks/consortia (like Inflibnet): INFLIBNET facility is activated and the students are free to access the database and collect information. Sodhganda also applied for New research purpose.

4.2.5

Provide details on the following items:

- Average number of walk-ins: 80 users / day
- Average number of books issued/returned : 120-140 / day
- Ratio of library books to students enrolled: Books: students = 24:1 (24 books per students)
- Average number of books added during last three years: 3600/year
- Average number of login to opac (OPAC): 4-6 users/day
- Average number of login to e-resources: very few

- Average number of e-resources downloaded/printed: Students and teachers are free to download materials from the net whenever they desire and printed cost Rs. 5.00 per page.
- Number of information literacy trainings organized: one.
- Details of “weeding out” of books and other materials: Books partly unusable are restored. Fully damaged books and journals and newspapers are weeded out by the library staff and placed in the library committee meetings for removal.

4.2.6

Give details of the specialized services provided by the library

- Manuscripts -Nil
- Reference Library presides reference service-: A Reference Section is there in the library.
- Reprography –Xeroxing facilities is available in the library.
- ILL (Inter Library Loan Service) -Nil
- Information deployment and notification: Information relating to new arrivals of books are displayed at the library.
- Download: Available in the library.
- Printing – Available in the library.
- Reading list/ Bibliography compilation: Available in the library
- In-house/remote access to e-resources - Yes
- User Orientation and awareness – Awareness programme for the students are arranged in the library in the beginning of the year. Library rules and regulations also supplied for students at the time of admission.
- Assistance in searching Databases - Yes
- INFLIBNET/IUC facilities –Sodhganga also applied in the library.

4.2.7

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

The library has an open access system. The library staff assists the students and teachers in searching for books. OPAC also help for that purpose. Teachers and students also assist in browsing the information through internet. There is a book bank facility for the poor students where the library staff provides assistance to avail the facilities to the book bank.

4.2.8

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

No such facilities are there at present. The college has approached Nalbari Eye Hospital for such facilities and in near future it is expected to be fulfilled.

4.2.9

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

Yes, feedback is taken from the library through:

Suggestions are also considered from the users and accordingly discussed the matters in Library Committee for better improvement. For the selection of Books the involvements users or students are given due importance. The Library Committee analyses the suggestions. Necessary steps are taken improving library services whenever the students require them.

4.3 IT Infrastructure

4.3.1.

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

Number of computers with Configuration :

Total number of Personal Computers: **33**

Total number of Laptop: **02**

1. Office of the Principal: Number of Computer: 01

a. Office Assistant: Number of Computers: 03

b. 3 Nos. - Intel dual Core CPU, 500 GB, 2 GB RAM, DVD Writer, 18.5"

TFT,

600 VA UPS

2. Language Lab: Number of Computers: 6

Intel Core 2 duo CPU, 250 GB HDD 2 GB RAM, DVD Writer, 15.6" CRT

Monitor

3. Computer Lab: Number of Computers: 10

Intel Core i3 CPU, 500 GB HDD 2 GB RAM, DVD Writer, 18.5" TFT

Monitor, 600

VA UPS

6. Nos. – Intel Core 2 duo CPU, 250 GB HDD 1 GB RAM, DVD Writer, 18.5" TFT

600 VA UPS

7. Nos. – Dual Core CPU, 160 GB HDD 1 GB RAM, DVD Writer, 15.6" TFT,

600 VA UPS

4. Departments: Number of Computers: 10

5. Classroom: Number of Computers: Nil

6. Server Computer: Number of PC: 01-IBM Server (Library)

7. IQAC Office: Number of PC: 02

8. Office Laptop: Number of PC: 01

- Computer-student ratio: 1:35

- LAN facility: Yes. IQAC

- Licensed software: 01 --: (i) SOUL Software, (ii) Window XP

- Number of nodes/ computers with Internet facility: 15 computers with internet facilities.

4.3.2

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

On campus internet facility is provided to almost all the department. Centrally located internet facilities are available in the library, IQAC and Computer lab for students and teachers. The campus is Wi-Fi made.

4.3.3

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

There is a plan to incorporate a digital repository of important books and documents in the library in near future. State Government also approved one scheme for digital library.

- The College upgrades the IT facilities yearly based on the requirements.

The various needs of the stakeholders and also the growing strength in students are considered and the college tries to fulfill them as much as possible.

- Internet facilities are made available by the college which can be used by the students as well as faculties for academic research purposes and also downloading various materials related to study etc.

4.3.4

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

Procurement and maintenance of the computers is done using funds from different organization like UGC, State Government and locality.

4.3.5

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

The college has considerable numbers of computers, LCD projectors and visual presenters along with printers and Xerox facilities. The facilities are extended to users readily.

4.3.6

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

- i) The faculties are trained adequately on ICT technology.
- ii) Computer with Internet Connections in Library for the use by faculties and students.
- iii) The other management staffs are partially trained and are trying their best to learn and make use of technology.
- iv) The teachers help the students to search the internet for study material
- v) Teachers and students present seminar papers through LCD
- vi) The students use the system for visualizing related CD and movies
- vii) Compulsory computer course helps the students to use ICT facilities

4.3.7

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

The institution has not been able to avail the National Knowledge Network connectivity so far.

4.4 Maintenance of Campus Facilities

4.4.1

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

There is proper planning for maintenance and upkeep of building facilities and furniture to ensure optimal allocation and utilization. The principal in consultation with the building committee allocates the requirements funds for maintenance with the approval by the governing body. Computers and equipments procured under different schemes are maintained by part of the funds of the schemes themselves. For maintenance of facilities such as power and water supply, electricity etc are principal allocates funds.

The college ensures optimal allocation and utilization of the available financial resources for maintenance and upkeep of various facilities as follows:

a	Building	College Fund	
		UGC Fund	
		Hostel Fund	
b	Furniture	College Fund	
		UGC Fund	
		Hostel Fund	
c	Equipment	UGC	Additional Grants
			Merged Scheme

			College Development	
--	--	--	------------------------	--

4.4.2

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

The institution has different committees for maintenance and upkeep of the infrastructure, facilities and equipments.

- Regular monitoring by the Principal and Building Committee is made for building and college campus.
- Each and every classroom is allotted to one Grade IV staff to be look after. They immediate inform the principal for any damage or necessity of repairing.
- For departmental equipments etc are monitored by the bearer under constant supervision of the Heads of the departments and they inform the Principal if and when necessary.
- Library infrastructure is monitored by Librarian and library staff.
- For the maintenance of open space and gardens a regular gardener is appointed.
- Boys Common Rooms, Girls Common Room, Union Room etc are maintained by students themselves.
- External Experts are also called for whenever it is necessary.

4.4.3

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

The college during procurement of instruments has an understanding with the suppliers to make the necessary calibration and other measures for the equipment/instruments. On demand from departments, the authority makes

the necessary arrangement for inviting experts through suppliers where and when necessary.

4.4.4

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

- The college has its own transformer located in a convenient place within the college campus. One generator and 3 inverters are there for uninterrupted power supply.
- One Rain gauge to gather and measure the amount of rainfall in the area.
- Constant water supply.
- Own transformer for power within the campus.
- One Kirlosker Generator.
- Three online UPS for power backup (3 KV)
- One HP server for storing and retrieval of Library documents.
- Overhaul of the wiring system with MCM.

Any other relevant information regarding infrastructure and learning resources which the college would like to include.

-The enrolment of students the college is growing day by day. The college has been trying its best for comfortable accommodation of the students.

-In the last few years, the infrastructure and learning resources of the college have attracted to pursue their studies in this college.

CRITERION-V

STUDENT SUPPORT AND PROGRESSION

5.1

Student mentoring and support

Well planned student tutorial and mentoring system has been a vital feature of our institute for student support and progression. Kamrup college has been making all possible efforts for the all round development of the student community. The students are guided by a team of teaching and non teaching staff led by the principal of the college. Effective and result oriented mentoring and support services is provided to facilitate holistic development of the students.

5.1.1

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

Yes, the college publishes its revised and updated prospectus annually at the time of new admission. The prospectus is issued along with the admission form. The college prospectus printed in book form works as a hand book which provides a brief profile of the college. The prospectus contains detailed information of the academic programmes as well as the facilities available in the college. It includes:

- Mission, vision and motto of the college
- General information of the college
- Message from the principal of the college
- Courses/ programmes offered
- Course structure, subject combination and evaluation system
- Admission procedure and detailed fee structure
- Services and facilities
- An account of the various student support services, scholarships and the forums and societies available in the college
- Details of the academic and co-curricular activities meant for the all-round development of the students
- Scholarship and free ship
- General rules, regulations and code of conduct to be followed by the students

- List of teaching and non-teaching staff

The information about the college and all its departments are uploaded in the college website www.kamrupcollege.org.in. The college ensures its commitment and accountability by following a four-tier structure comprising departments, academic committee, principal as the college authority and the governing body.

5.1.2

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

The college has the provision for providing institutional scholarships in the form of free ships and fee concession to the meritorious students with poor economic backgrounds.

Rank holders, distinction and star mark holder students in higher secondary examination are admitted free of cost.

The college facilitates the students in getting the scholarships meant for Scheduled Caste (SC), Scheduled Tribes (ST), and Other Backward Classes (OBC) from the students.

Yes, the financial aid is disbursed to the students on time. The details of the -scholarships awarded to the ST, SO, OBC and Minority Students are given below:

Session	Scheduled Tribe(ST)		Scheduled Caste(SC)		OBC		Govt scholarships for minority students	
	No. of students	Amount(Rs)	No. of students	Amount(Rs)	No. of Students	Amount(Rs)	No. of students	Amount(Rs)
2011-12	-	-	11	54,080	-	-	-	-
2012-13	-	-	14	72,810	8	20,240	11	61,000
2013-14	-	-	24	1,12,560	5	12,650	-	-
2014-15	-	-	22	1,14,000	19	46,770	-	-
Total(Rs)		-		2,99,370		79,660		61,000

5.1.3

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

A certain percentage of the students receive financial assistance from the state government every year.

Session	2011-12	2012-13	2013-14	2014-15
% of students	1.58 %	4.17 %	2.86 %	3.66%

5.1.4

- **What are the specific support services/ facilities available for**
- **Students from SC/ST, OBC and economically weaker sections**
- **Students with physical disabilities**
- **Overseas students**
- **Students to participate in various competitions/ national and international**
- **Medical assistance to students: health centre, health insurance etc.**
- **Organizing coaching classes for competitive exams**
- **Skill development (spoken English, computer literacy, etc)**
- **Support for “ slow learners”**
- **Exposures of students to other institution of higher learning/ corporate/ business houses etc**
- **Publication of student magazines**

The college is committed to provide every possible support to its students for their overall development. The college for this purpose provides the following support facilities to its students:

Support systems for students from SC/ST, OBC and economically weaker sections:

- There is provision for post metric scholarships in the college with funding from Government of Assam for the ST, SC and OBC students.
- Students belonging to the economically weaker section are offered financial aids in the form of concession in the admission fee. Sometimes the admission fee for the poor students is paid by the individual faculty members.
- Special quota is reserved in admission for the students belonging to the ST, SC and OBC as per the government norms.
- Remedial and tutorial classes are provided by the teachers to ensure better learning for these students.

- Book bank
- Subsidized hostel facilities

Students with physical disabilities

At present our college does not have any physically challenged student but some need based facilities are provided.

- Free eye check-up camps are organized in the college besides the programme for general health check up camp
- Any students found with difficulties of hearing, the faculty of the concerned department take all possible care of the students in the classes.

Overseas students

No overseas students are studying in our college.

Students to participate in various competitions/ national and international

- Information regarding such competitions is conveyed to the students through the Professor-in-charge and the concerned secretary of the Kamrup College Student Union.
- Special training/ coaching is provided.
- Registration fee and too and fro fare for participation in competition is provided by the college for encouragement

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

- The college has a First Aid Kit to solve minor medical problems of the students.
- A primary health centre is available near the college within a radius of 0.5km consisting of a team of doctors and nurses to take care of the health problems of the students and staff.
- Special arrangements like “sick room” or “sick bed” are made available to the sick candidates in every examination of the college.
- Health camps are organized from time to time for the students.
- Proper arrangement of pure drinking water is provided at convenient places of the college campus.

Organizing coaching classes for competitive exams

- Information regarding various competitive examinations is conveyed to the students by the information and career guidance cell.
- Organizing coaching classes for competitive examinations
- Career awareness camps are conducted regularly by inviting experts from the relevant fields.
- The college invites professionals from banking and industrial sector who provides employment opportunities to the students.

Skill development (spoken English, computer literacy, etc)

- The placement cell of the college organizes personality development Programmes.
- Training is provided to develop leadership qualities, interview skills and soft skills.
- The college has introduced some add-on programmes
 - Salesmanship
 - Computer application
 - Child care
 - Beauty care
 - Food processing and preservation skills
 - Spoken English and communication
 - Mass communication
 - Entrepreneurship development
 - Cutting and Tailoring

Support for “slow learners”

- Slow learners are identified by the faculty members after the first internal assessment.
- The head of the departments meets the slow learners for counseling and encourages and motivates them for better performance.
- Remedial and tutorial classes are conducted for such students. The provision of these classes is accommodated in the college time table.
- In the parent- guardian meetings, the problem of slow learning is always discussed

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

Every year all the departments organize educational and excursion tours and visits to institutes of higher learning and industries.

Publication of student magazines

- The college publishes its Annual College magazine “KAMRUPA” which taps the inherent talents of the students like writing etc. Publishing the magazine is done by the concerned student secretary of the Kamrup College Students’ Union with guidance of Professor-in-charge.
- All the departments of the college publish the wall magazine regularly.

5.1.5

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

The extension education and entrepreneur cell of the college has made efforts to facilitate entrepreneurial skills by organizing training programmes by inviting experts from Indian Institute of Entrepreneur (IIE), Guwahati.

5.1.6

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

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

***Special dietary requirements, sports uniform and materials**

***any other**

- The college authority always support students’ participation in extracurricular and co-curricular activities like sports, games, quiz, debate, drama, music , dance in and outside the college.
- Coaching camps are organized for different sports like volleyball, cricket etc.
- Workshop on music is organized.
- Yoga camps are organized for physical and mental well being.

- All the students of the college are encouraged and motivated to participate in the different events of the Annual College Week, inter-college competition and Gauhati university Youth festival.
- The college organizes a number of literary events to tap the creative potentiality of the students.
- To develop the critical and analytical thinking of the students, all the departments of the college involve the students in Group Discussion, Seminar Presentation etc which are accommodated in the college class routine.

*** Additional academic support, flexibility in examinations**

- If the students participating and representing in the College team are unable to appear in the examination held by the College, special.....
- Some students are unable to appear in the examination held by the college due to participation or representation in the college team, special arrangements are made for them to reappear in the examination. They are also provided with special classes for the missed portion of the syllabus.

***Special dietary requirements, sports uniform and materials**

- Balanced diet is provided to the students participating in the various sports events in the college or outside the college.
- Sports uniform is also provided to the players.
- Living and travelling expenses of the students participating in the events outside the college campus are borne by the college authority.

5.1.7

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

The college always encourages its students and provides the necessary support and guidance in preparing for different competitive examination.

- Interview skills and English spoken and writing skills are organized from time to time to facilitate entry into different examination.

- A career awareness camp was organized by the Information and Career Guidance Cell where eminent persons of District Industrial Centre and MSME (Micro, Small and Medium Enterprise) Bamunimaidan attended as resource persons.
- A one day workshop was conducted by the Entry in services Cell of the college on Job Awareness on the banking Sector. Basanta Deka and Basanta Gogoi who are employees of banks deliberated on the programme.
- Under the aegis of the Bharat Scouts and Guides of the college a 3 days civil defense training camp was conducted by the office of the deputy Commissioner and Controller of civil defense, Bongaigoan
- The college being an undergraduate institute, the students are not eligible to appear in the exams in question.
- Many students of the college have joined state government and central government jobs and defense services.

5.1.8

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

The college provides various counseling services to its students.

- At the time of admission the faculty members participate in counseling sessions and explain the students about the prospects of different subjects and scope of employability.
- The students are always encouraged to share any type of academic problems with the faculty members of the concerned departments.
- The faculty members act as counselors to help the students through self-introspection counseling to generate self introspection and improve their thinking process to overcome the problems in their lives.
- The information and career guidance cell guides and instructs the students about all possible opportunities and competitive exams. Various career-oriented programmes have been organized in the college.
- For ensuring mental hygiene of the students and overcoming anxiety, stress and exam phobia, yoga camps are held in the college.

5.1.9

Does the institution have a structured mechanism for career guidance and placement of its students? If “yes’ detail on the services provided to help students identify job opportunities and prepare themselves for interview and

the percentage of students selected during campus interviews by different employers (list the employers and the programmes)

There are structured information and career guidance cell but there is no formal provision for the placement of the students.

5.1.10

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

Yes the college has a Grievance Redressal Cell. The grievances reported and redressed during the last four years are not of serious natures, They include some demands such as:

- To provide new musical and sports equipment
- Specific text books and reference books in the library.
- Better urinal facility
- Repairing and making of new desks-benches.
- Better drinking water facility
- New accommodation for students union
- Provision for spacious cycle & bike stands

5.1.11

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

The women cell of the college organizes lectures and interactive sessions for the students where they are empowered to handle any kind of harassment. Till date, no such cases of sexual harassment have been reported in the college.

5.1.12

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

Yes, the college has a disciplinary committee and an anti-ragging cell who keep constant vigil and monitors student interactions effectively and so there are no instances of ragging reported during the last four years.

5.1.13

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

The college ensures social justice through various students' welfare schemes. The following welfare schemes are made available to the students:

- Scholarships provided for SC, ST, OBC and minority students.
- Freeships and fee concession for poor students
- Students securing highest marks and first class holders are awarded with prizes by the respective departments.
- Balanced diet is provided to students participating in the sports events in the college and outside the college.
- Canteen facility is available and food is provided at subsidized rate.
- Hostel facilities at subsidized rate for girl students at the campus itself.
- Free health and eye Check-up camps are held regularly. The college also has tie-up with the local health centers in need of any emergency.
- Other student support services remedial coaching, guidance and incentives for sports, arts etc.

5.1.14

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

Yes, the college has an alumni association. It offers the old students opportunities to associate with the alma mater and extend their services towards the development plans of the college.

A number of alumni have rendered and still rendering their service as “part time lecturers” in the college.

5.2 Student progression

The college looks into the optimal progression of the students by undertaking various sustainable good practices. The faculty members facilitate vertical movement of students from one level of education to the next higher level or gainful employment.

5.2.1

Providing the percentage of students progression to higher education or employment (for the last four batches) highlight the trend observed.

The students' progression from UG to PG level of the college has been shown department wise.

Sl. No.	Department	Year	Students Progression in %
1.	Arabic	2010-11	100%
		2011-12	100%
		2012-13	100%
		2013-14	100%
		2014-15	90.0%
2.	Assamese	2010-11	92 %
		2011-12	100 %
		2012-13	100 %
		2013-14	92.5%
		2014-15	95.0%
3.	Economics	2010-11	100 %
		2011-12	100%
		2012-13	100%
		2013-14	50.0%
		2014-15	75.0%
4.	Education	2010-11	100%
		2011-12	100%
		2012-13	90.0%
		2013-14	100%
		2014-15	87.0%
5.	English	2010-11	66.7%
		2011-12	100%
		2012-13	100%
		2013-14	80.0%
		2014-15	100%
6.	History	2010-11	100%
		2011-12	---
		2012-13	00.0%
		2013-14	100%
		2014-15	100%
7.	Mathematics	2010-11	-
		2011-12	-
		2012-13	-
		2013-14	-
		2014-15	-
8.	Philosophy	2010-11	95.7%
		2011-12	90.9 %
		2012-13	100%
		2013-14	100 %
		2014-15	84.2%
9.	Political Science	2010-11	100%

		2011-12	81.8%
		2012-13	100%
		2013-14	94.2%
		2014-15	84.6%
10.	Sanskrit	2010-11	100%
		2011-12	50.0%
		2012-13	83.3 %
		2013-14	100 %
		2014-15	71.4%

5.2.2

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

College Name	2010-11	2011-12	2012-13	2013-14	2014-15
Kamrup College	91.91%	89.52%	93.06%	94.12%	84.90%
Nalbari Commerce College	80.00 %	69.49 %	79.93 %	77.16 %	---
M.N.C.College	---	93.90%	86.07%	84.73%	91.42%
Borbhag College	---	---	---	---	---
Barama College	95.00%	85.00%	88.00%	68.00%	
Tihu College	86.40%	74.59%	83.62%	99.14%	86.90%
Gauhati University	74.33 %	72.79 %	66.14 %	91.30 %	89.49%

5.2.3

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

- The Information and career guidance cell of the college, the departments as a whole and the individual faculty in particular keep informing the students about the job opportunities and higher education facilities.
- Notification of jobs and higher studies are displayed on the notice board.

- Nowadays Teacher Eligibility Test (TET) is a must for joining the education sector in the school level. So coaching classes organized by other agencies but space provided by the college and undertaken by the students may be projected as a successful venture in this regard.
- The students are also helped to register their names in the employment exchange.
- Personality development programmes are held from time to time which are helpful for the student progression to higher level of education and employment.

5.2.4

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

The socio-economic, cultural and psychological issues are the contributory factors of failure and dropouts. The college is committed to bring down the drop-out rate.

- Remedial and tutorial classes for the slow learners have been instrumental for bringing down the dropout rate.
- Personal contacts with the guardians of the students who are at risk of failure and drop out have helped a lot.
- Students of poor background are helped with books.
- Free ships and fee concessions are extended by the authority to those who are at the risk of drop out due to financial difficulties.

5.3 Student participation and activities

The college motivates, encourages and promotes active participation of students in social, cultural and leisure activities which facilitate in developing various skills and competencies and foster holistic development.

5.3.1

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

The introduction of semester system for the undergraduate programme since 2012 is a constraint to conduct full-fledged arts and sports activities on a regular basis. But the college organizes an Annual College Week where a good number of competitions based on sports, games, cultural and other extra-curricular activities are hosted for the students.

Sports and Games	Cultural	Literary and Debating	Other Events
Shot -Put	Chorus	Story writing	Flower decoration*
Javelin Throw	Borgeet	Poem writing	Bridal completion*
Badminton	Bishnu rava Geet	Recitation	Cooking competition*
Kabaddi	Bhupendra Sangeet	Debating	
Volleyball	Assamese modern song	Extempore speech	
Tug of war	Dance	Quiz competition	
Slow cycle race	Go as you like		
High jump			
Long jump			
Running race			
Carrom			
Chess			
Musical chair			
Spoon and marble race			

*For girls only

5.3.2

Furnish the details of major student achievements in co-curricular, extracurricular and cultural activities at different levels: university/ state/ zonal/ national/ International etc for the previous four years.

- In 2010-11, Monalisa Dutta secured the 3rd prize in the folk song category in the Guwahati University Youth Festival.
- In 2012 the college volley ball team became the runners up in the inter district college level volley ball competition.

- During 2013-2015, the students of the College have participated in various extracurricular and cultural activities at state and zonal level.

5.3.3

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

There is a mechanism of collecting feedback from the outgoing students regarding the performance of the faculties, teaching –learning process and other support services available in the college.

The feedback from the alumni is generally obtained in an informal way.

5.3.4

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

- The college publishes its annual magazine ‘KAMRUPA’ and encourages and involves students to publish articles in it. The magazine is edited by the students.
- All the departments of the college publish their wall magazine regularly. The literary societies of the college also publish a wall magazine “Xahitya Sora” where the students can showcase their creativity especially in writing.

5.3.5

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

Yes, the college has a Students’ council named Kamrup College Students’ union.

Selection

The college has a Students’ Union elected democratically as per the guidelines of the Lyndoh Commission. The members of the executive body holding different portfolios are elected through ballot paper voting system. The election is conducted by a committee headed by a faculty member as election officer.

Constitution

The Students union is constituted with the following office bearers-

- i. President (principal of the college)
- ii. Vice President.
- iii. General Secretary.
- iv. Asstt. General Secretary.
- v. Major Games Secretary.
- vi. Minor Games Secretary.
- vii. Cultural Secretary.
- viii. Editor of KAMRUPA.
- ix. Social service Secretary.
- x. Debate & Symposium.
- xi. Girls Common Room Secretary.
- xii. Boys Common Room Secretary.
- xiii. “Xahitya Sora” Secretary.
- xiv. Students Vice President.
- xv. Ex-officio member.

Activities

- College week/ youth festival
- Freshmen social
- Festivals like Saraswati Puja, Vishwakarma puja, Milad-e-Mehfil.
- Cleanliness programme in and around the college campus
- Monitoring discipline and punctuality among the students
- Anti-ragging drive
- Anti-tobacco drive
- Building green environment
- Publication of college magazine

Funding

During the admission process a certain fund is collected from the students in the “Students’ Union” head.

5.3.6

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

The students have their representation in the following administrative bodies;

- Grievance Redressal Cell
- Election Committee
- Anti- ragging committee
- Anti- sexual harassment committee
- Disciplinary committee
- College magazine editorial board

5.3.7

How does the institution network and collaborate with the alumni and former faculty of the institution?

The college gives proper impetus to have a well-activated network of alumni and former faculty members of the college. They are invited to the college on the foundation day of the college i.e. 26th July and on various occasions.

CRITERION VI

GOVERNANCE, LEADERSHIP AND MANAGEMENT

6.1 Institutional Vision and Leadership

6.1.1

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

❖ Vision:

- To spread quality based higher education in rural areas and all round development of the young generation of our society.
- In this age of knowledge explosion, the college tries its best to uplift this institution to a centre of excellence.

❖ Mission:

- To protect the interest of education as a process to produce citizens concern for gender, under privileged, environment and society.
- The College also efforts for generating and Disseminating information and knowledge to empower students.

6.1.2

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

- ❖ The College Authority takes active role in designing and implementing the policy and plan. The quality objectives of the College and the implementation are reviewed the Governing Body (GB) and the IQAC every year for making necessary changes. The quality policy is designed keeping the stakeholders requirement. The quality policy and quality management system are reviewed at the Governing Body (GB) meeting and necessary change are incorporated in the policy.

6.1.3

What is the involvement of the leadership in ensuring :

- The policy statements and action plans for fulfillment of the stated mission.
- Formulation of action plans for all operations and incorporation of the same into the institutional strategic plan.

- Interaction with stakeholders
- Proper support for policy and planning through need analysis, research inputs and consultations with the stakeholders
- Reinforcing the culture of excellence
- Champion organizational change

For smooth conduct of various activities of the institution different committees are constituted by the Principal in staff meetings and also in the meetings of the Governing Body. The duties and responsibilities of these committees are well defined and same is communicated to the concerned members of the teaching staff through Notice Board and individual notices.

6.1.4

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

For smooth conduct various activities of the Institution different Committees are constituted by the Principal in staff meeting and also in the meeting of Governing Body (GB). They have the responsibility of informing the principal of the progress, prospect and problems of their departments. Above all the IQAC that keeps records of everything of the institutions has frequent interaction with the principal.

The principal keeps Governing Body (GB) informed of all round development in the college.

6.1.5

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

The management represented by the Principal supports and encourages the involvement of the staff for the improvement of the effectiveness and efficiency of the institutional process. On the basis of competence, expertise and experience Principal selects the members of the different committees and assign them responsibilities for the interest of the institution. All the employees have their personal files and they need the appraisal of the Principal for the placement to the next grade. Proper encouragement and appreciation from the Principal creates a congenial atmosphere in which work culture gets due importance.

6.1.6

How does the college groom leadership at various levels?

The college management encourages the staff members in the quality assurance and enhancement process of the institution. Almost all the members are involved in development activities of the college such as Construction Committee, Purchase Committee, Examination Cell, Information and Career Guidance Cell (ICGC), Women Study Centre, Alumni Association, Grievance Redressal Cells etc. These committees are constituted by the Head of the institution with a mixture of senior and junior members of the staff to imbibe the work culture of the college and get groomed for leadership. The middle order faculty members with potential are groomed for leadership roles by entrusting them with responsibilities of an office. This helps in creating a conducive atmosphere for the smooth and keeping harmony of the institution. Some faculty members are encouraged to attend leadership training programmes to strengthen leadership roles. The Students' union represents the whole student body. They discuss student related problems in the campus and suggest solutions to student problems. They work on issues related to Campus and disseminate the decision to the entire student body. Developing women leadership quality is one of the chief missions of our College. With this goal, the college designs some self-sponsored courses like Art & Craft, Cutting, Tailoring and Embroidery, Beautician Course, Spoken English classes etc. for which the curriculum is designed and structured to develop the intellectual entrepreneurial and managerial skills among our students.

6.1.7

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

Our college is fully decentralized. The Departments are given full autonomy in managing the classes in conformity with the Daily Routine of the college. The various committees are formed to run the college smoothly and are given autonomy in the decision making under the supervision of the Principal as chairperson.

6.1.8

Does the college promote a culture of participative management? If 'yes', indicate the levels of participative management The College believes in

participatory management and the following committees are constituted to help the management in different institutional activities.

1. Internal Quality Assurance Cell (IQAC).
2. Research Cell.
3. Examination Cell.
4. University Examination Zone.
5. Magazine Committee.
6. Entrepreneurship Development Cell.
7. Information and Career Guidance Cell (ICGC).
8. Anti-Ragging Committee.
9. Grievance Redressal Cell.
10. Students' Aid Fund.
11. Alumnae Association.
12. Women Study Cell.
13. Prospectus Committee.
14. Admission Committee.

6.2 Strategy Development and Deployment

6.2.1

Does the institution have a formally stated quality policy? How is it developed? Driven, deployed and reviewed?

Yes, as stated in the vision and the mission statements the college provides the basic facilities for developing its quality policy, the different committees of the college along with IQAC are the nodal agencies for driving and implementing the policies. The IQAC of the college reviews the functioning of the agencies time to time in regular basis.

6.2.2

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

The college as a totality of academic, infrastructure and administrative body formulates the following plans for development.

❖ Academic Plans :

1. College encourages research activities
2. Introduction of effective, innovative and skill based courses

3. Plans for co-curricular and extra-curricular activities for students

❖ Infrastructure Plans :

1. To promote eco-friendly campus
2. To achieve adequacy in infrastructure for academic activities
3. To develop recreational facilities
4. To provide suitable infrastructure for Hostels

6.2.3

Describe the internal organizational structure and decision making processes.

The organizational structure of the college facilitates its smooth functioning. The Governing Body is the policy making body, comprising of academicians, educationists, professionals, guardian representatives, teacher representatives and representatives of non-teaching staff to shape the academic policy keeping in view the national policies of higher education, existing priorities and local needs. The feedback obtained from the students and alumni, faculty and NAAC Peer team constitute the major inputs for the perspective planning. These inputs are carefully analysed by different committees and IQAC. The perspective institutional plan for the academic programmes and infrastructural development is framed by the Head of the institution in consultation with Governing Body (GB). The developmental activities are carried out in accordance to the Master Plan. The Principal and the Governing Body (GB) monitor the efficient implementation of the policies.

6.2.4

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

- Teaching & learning
- Research & development
- Community engagement
- Human resource management
- Industry interaction

Teaching and learning:

- Encouraging student to take part in interactive session such a seminar and project work
- Meeting advance and backward students outside the class.

- Encourage the students to use electric knowledge store at every step
- Keeping track of student performance through class test.

Research and Development:

- Exploring the feasibility of applying for UGC Assisted Research Project in different subjects
- Supplying relevant information regarding UGC project to the UGC faculty members.
- Planning for improvement of the existing infracture for the on-going research project in the college.
- Holding seminar and workshop to create awareness about this aspect of academic activity.

Community engagement:

- The college has also a Women Cell in order to make awareness among women. The college organizes various outreach programmes to enable the students to respond to the larger issues of the society. College organizes many programmes through Women Cell, IQAC in matters related to free medical checkup, youth festival, Plantation, etc. Also the IQAC organizes counseling programmes.

Human Resource Management :

The college has a very effective mechanism for assessing adequate human resource management, teaching and non-teaching staff recruitment, planning and monitoring professional development for faculty improvement. There are various welfare schemes like Teachers' Mutual Benefit Fund, Students' Aid Fund, and Students Poor Fund. The different faculty development programmes are organized periodically to updated he knowledge.

6.2.5

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

The Head of the Institution ensures that adequate information (from feedback and personal contacts etc.) is available for the top management and stakeholders in the following ways:

1. By organizing periodical meetings to study the overall progress of the institution.
2. By arranging personal interactions with students, parents, guardians at both formal and informal ways.
3. Personal interactions with faculty, employees and librarian of the college by the Principal.
4. By collecting information available in Students' Feedback Form.
5. By collecting reports of the parents' meets organized in the respective departments.

6.2.6

How does the management encourage and support involvement of the staff in improving the effectiveness and efficiency of the institutional processes? The management encourages and supports investment of the staff in improving the effectiveness and efficiency of institutional processes:

- By inviting representatives from teaching and non-teaching staff in the College Governing Body (GB).
- By forming different committees within the teaching & non-teaching staff which play a vital role in planning & implementation of different institutional activities and processes.

6.2.7

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

The management committee namely Governing Body of the college has taken 71 resolutions and has implemented 65 of such resolutions, and though some of them crossed the time limit set by the G.B. yet they were executed.

6.2.8

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

The College management adopted quite a few resolutions for developing infrastructure and increasing academic opportunity, work is in progress for materializing the plans.

No, Gauhati University does not have provision for according the status of autonomy to affiliated institution.

6.2.9

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

Our College has a Grievance Redressal cell. The Complaint Boxes are attended regularly and in consultation with the IQAC appropriate measures are taken for redressal of the grievances.

6.2.10

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

Case No/Date Details Matter Decisions
W.P. (W No.7712/2004)

6.2.11

Does the Institution have a mechanism for analyzing student feedback institution to such an effort?

Our College regularly collects the feedback of the students for analyzing their reports on institutional performances and tries to meet the expectations and recommendations made by them through the feedbacks.

In the academic aspect, the college authority has increased the number of class rooms. Our library has been made student friendly. The process of library automation is going to be completed. The numbers of books, journals and periodicals have been increased. A digital archive is also in the process. As per demands of the students, canteen is shifted to a new location to accommodate more students by providing drinking water facilities, generator for uninterrupted power supply.

6.3 Faculty Empowerment Strategies

6.3.1

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

The institution takes various steps to enhance the professional development of teaching and non-teaching staff in the following ways...

- Teachers are encouraged to attend workshops/national seminars, in-house seminars/orientation courses/ short term courses/ refresher courses etc.
- Computer skill development programmes are organized for non teaching staff.
- They are also allowed to participate in the courses organized by different Academic Staff College or Human Resource Development centre of Universities.

6.3.2

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

For empowering the faculty members of the college, there is a provision of sending the faculty members to attend Refresher Courses, Orientation Courses, Short term Courses etc. Some of the faculty members also send to participate in entrepreneurship development programme, industrial exposure programme, Scout & Guide training programme, etc.

The non-teaching staff members are also sent for Short Term Courses and computer courses for their professional development.

6.3.3

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

There is a self appraisal proforma to be filled up by the teachers on the basis of which the IQAC discusses the issues with the teachers.

6.3.4

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

The IQAC reviews the performance appraisal reports of the teaching staff and with remarks these are sent to the Principal to take measures for better performance. The Principal interacts with the members of the staff and steps are taken accordingly.

6.3.5

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

Teachers' Mutual Benefit Fund meet the financial needs of the teaching and non-teaching staff of the college in case of emergency. Most of the staff members availed the benefit of such schemes i.e.

- i) Group Insurance, GPF, Pension benefit etc
- ii) Teachers welfare fund
- iii) Encouragement to attend workshops and conferences.
- iv) Benefit like special leave, higher studies leave maternity leave.

6.3.6

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

The appointment of the teachers is made according to the guidelines of the Assam College Employees Provincialised Act-2005 and the best teachers are selected. The procedure of selection is transparent which attracts the candidates to apply for the job. However in case of part-time faculty selection process faculty is selected centrally by the Principal and the Governing Body (GB) on the basis of merit.

6.4 Financial Management and Resource Mobilization:

6.4.1

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

The Governing Body (GB) of the college constitutes specific committees for effective and efficient use of available financial resources.

6.4.2

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

The institution appoints a Chartered Accountant for internal audit. The Internal Audit is completed till March 2013.

The external audit is done by Auditors from Directorate of Audit (local fund), Government of Assam. The last Govt. Audit of the institution was done from 1995 to 2012 and Audit report submitted on 29-1-2013. The Govt. is yet to initiate Audit after 2002.

6.4.3

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

The major sources of institutional receipts / funding are-

1. State Government
2. UGC
3. Students fees
4. Donations
5. Others

6.4.4

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

Continuous efforts are made to secure additional funding from the UGC and State Govt. for infrastructural development grants have been received by additional timely efforts. 30% Utilization of the grants of State Govt. has been

submitted and the remaining grants after the utilization of the grants utilizations are to be submitted in due time.

6.5 Internal Quality Assurance System (IQAS):

6.5.1

Internal Quality Assurance Cell (IQAC)

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

The Institute has set up an IQAC Cell. The IQAC Cell is responsible for the overall improvement of the quality of teaching learning and research environment in the Institute. In fact, IQAC served as a catalyst in the process of quality improvement in academic and administrative activities of the institution and has developed a quality culture ensuring institutionalization of best practices. Following are some of the significant contribution to the all round development of the college.

Quality of Teaching Learning

- IQAC cell periodically review the academic plan for all faculties and check the progress accordingly.
- In case of any deviation from the schedule, additional classes are arranged.

Quality of Research and Development

- The research committee reports to the IQAC.
- Faculties are encouraged to take up Major and Minor Research Projects.

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

Most of the suggestions of the IQAC are approved and implemented by the Governing Body. Since Principal is also Chairperson of IQAC and the

President of the G.B. is a member of IQAC, it creates a congenial atmosphere in the discussions of the IQAC

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

Yes, IQAC have external member on its committee.

Their Comments and suggestion well documented and passed on respective bodies like Examination Cell, the department, other executive cell of the College for further consideration.

D. *How do students and alumni contribute to the effective functioning of the IQAC?*

The students provide feedback to the IQAC. It helps in improvement of the policies adopted by IQAC. Also alumni association provides support in quality enhancement of the college.

E. *How does the IQAC communicate and engage staff from different constituents of the institution?*

IQAC involves the staff from different departments in the quality improvement initiative. The department forwards their recommendations to IQAC for review and approval. The IQAC collect recommendations from various committees and sub-committees and forward it to the principal and Governing Body as appropriate.

6.5.2

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

Yes, the IQAC has an integrated framework for the whole year, both in academic and administrative, which is materialized with active cooperation of stakeholders.

6.5.3

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

Yes, to equip with recent trend, the teaching and non-teaching staff are encouraged to attend seminars and workshops at different levels for updating themselves. Further in office management, the non-teaching employees are provided internal and external computer training/ ICT training etc.

6.5.4

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

Yes, the Governing Body (G.B.) is apprised of the academic output by the Principal from time to time. The appropriate authority from G.U. and Director of Higher Education (DHE) make regular inspection of the college. IQAC has developed software for Academic Audit.

6.5.5

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

The policy adopted by the IQAC is aligned to the frame work of UGC and NAAC so as to achieve optimum quality enhancement.

6.5.6

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

Regular review of teaching and learning processes are conducted through the feedbacks from students and parents. Also, the result of the students highlights the strengths and weaknesses of the teaching learning process. Depending on the feedback from the students and the parents, the academic committee suggests appropriate measures for improvement of the teaching mechanism.

6.5.7

How does the institution communicate its quality assurance policies, mechanisms and outcomes to the various internal and external stakeholders?

In addition to the prospectus, the institution communicates its quality assurance policy, mechanism and outcomes through the meetings of the departments, staff and parents. The college notice board is also a specific tool for internal communications.

CRITERION VII

INNOVATIONS AND BEST PRACTICES

7.1 Environment Consciousness

7.1.1

Does the Institute conduct a Green Audit of its campus and facilities?

The College is yet to conduct an official green audit through an external agency. However, attempts are being made to maintain the greeneries of the campus.

7.1.2

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

In the Curriculum for B.A. 'Environmental Studies' is a compulsory subject. Therefore, students are provided the background reality of the present environmental situation across the Globe. They are made conscious about our surrounding through regular classes. Field trips and seminars are arranged for them on issues related to environment.

Energy conservation:

- I. Power is generally used only in need and it is saved by putting off all electrical appliances by the user when not in use.
- II. For energy conservation, we are taking steps for using CFL bulbs instead of tube lights.
- III. Renovation work is conducted for replacing the older electrical equipment and gadgets.
- IV. One Transformer is installed exclusively for the college.

- V. One Generator with low emission pollutants is moderately used for the college

Use of renewable energy:

There is a plan for installation of equipments for the use of solar energy, biogas energy programme in the college campus in near future.

Water harvesting:

There is a pond inside the college campus. This pond serves as a rain water reservoir as well as ground water recharging unit.

Check dam construction:

The Check Dams are not serious problems in the college campus. Waste water is disposed through man-made and natural channels and used by the farmers in the adjoining and adjacent agricultural fields.

Efforts for Carbon neutrality:

Carbon emission related problems are not serious in the college campus. The College makes a considerable effort for the provision of carbon neutrality in order to make the College campus eco-friendly one. For this particular purpose, tree plantation drives are conducted on certain special occasions like Environment Day, College Foundation Day etc., where teachers as well as students take part actively.

Plantation:

- I. Plantation measures are taken in the college
- II. Medicinal Plants are available in the college campus.
- III. Flower garden is there in college and is regularly maintained with seasonal and permanent flowers.
- IV. The gardens of the campus are maintained by paid staff under the supervision of the college authority.

Hazardous waste management:

- I. Sufficient dustbins are placed within the campus for deposition of hazardous waste. These are then disposed through the waste disposal system.
- II. The college is trying to make the campus polythene-free by strict order by the authority not to use polythene by anyone in the college.
- III. Bio-degradable wastes are put in open spaces of the college for natural degradation.

E-waste management:

In order to prevent the hazards that may occur from the damaged PC's, the Management has taken necessary measures to make the college environment healthy.

7.2 Innovations:

7.2.1

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

The College has made several innovations which helped smooth functioning of the College such as

- a. Students' admission through Assam Gramin Vikash Bank
- b. Smart Class rooms
- c. Use of Face Registration (attendance registration) machine to record teachers and employees attendance.
- d. Formation of Anti Ragging Cell to minimize the ragging in the College campus.

- e. Formation of Career Guidance and counseling Cell for the students, Grievance Redressal Cell, Sexual harassment cell etc.
- f. Wi-Fi and internet facility is made available to students and faculty members.
- g. Introduction of a process of submission of daily class record by the faculties to the Principal in a prescribed format for regular monitoring of the Teaching-learning processes.
- h. Provision of Financial support to the students under the BPL categories through the “Poor Fund”.
- i. Library has automation under soul 2.0 software. All works in the library are now on computers.
- j. The incomplete works of the Girls’ Hostel has been completed and seats are allowed for the boarders on need base.
- k. The College has introduced Remedial Coaching for ST/SC/OBC and Minority students.
- l. Introduction of Feedback mechanism for students.
- m. A new play-ground facility for students.

7.3 Best Practices

7.3.1

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

Best Practice-1

1. Title:

STUDENTS ADMISSION AND EXAMINATION FORM FILL UP THROUGH BANK.

2. The context:

In the Semester System at the Degree level, the process of admissions as well as form fill up for examinations of students has to be done twice a year. This has led to the increase in work pressure for the office staff manifold. Further, with the gradual increase in the number of students at the degree level in the college, the space available for admissions and form fill up for students in the office premises has become inadequate. All these have led to increasing complications during examination form fill up for students as well as the office staff.

3. Objectives:

The objective of the practice were -

- i) Streamline the admission and form fill up process and remove undue complications and delays
- ii) Reduce the burden of handling cash on the office staff

4. The Practice:

To fulfil the objectives, a collaborative process was worked out with the Assam Gramin Vikash Bank, for taking up the component of handling the cash during the admission and form fill up processes. Under this agreement, the College opened a Current Account with the bank and employers of the AGV Bank would come to the college during the admission and form fill up process and they would collect the cash and issue requisite receipts. A copy of the receipt is given to the office staff of the college to complete the admission or form fill up process. Further, the entire process is now carried out in the college auditorium and due to this, the students now do not have to queue up in the office building; instead, they can now be seated inside the auditorium during the due process of admission and form fill up.

5. Problems Encountered and Resources required:

The initial obstacle was to coordinate the working process of the representatives of the AGV Bank and the office staff of the college and this was done through pre admission and pre form fill up discussions. Further, in order to use the auditorium for the process.

6. Evidence of Success:

With the establishment of this practice, nowadays, students do not have to queue up in front of the office premise leading to congestion of the

entrance pathways of the college. They can now sit inside the auditorium and complete the admission and form fill up process. Further, the risk of storing too much cash in the college has now been removed since the entire cash deposit is collected and transferred immediately by the bank itself. The admission and form fill up process has now become much more faster, streamlined and is handled professionally.

Best practice -2

1. Title of the Practice:

POOR FUND:

2. The Context:

The College is established in a rural area where marginalized farmers' families dominate the feeder area. Students coming from the marginalized families cannot afford higher education and these students are vulnerable to college dropouts. As a social commitment to the society the student community through the College authority extends helping hand to the economically weaker students to continue and fulfil their dream for higher study. Thus this type of motivational approach will help the students to make them a responsible citizen in the future course of time.

3. Objectives:

- i) To generate humanitarian feelings among the student community for better understanding about the underprivileged section of the society.
- ii) To extend financial and moral support to the economically weaker.

4. The Practice:

The poor fund was initiated by the College authority with the help of student union in 2009-2010 to foster the philanthropic feelings amongst the students. It is to be noted that the encouraging result of this venture is observed through the donation of Rs.3,20,000/- from UGC in the year 2012. The fund generated through this initiative is meant for the help of poor students. For this purpose, an amount of Rs. 50/- (Rupees Fifty Five) only is collected from each student during the admission into First semester under the head of Student Union Fees and the same is deposited in a separate Savings bank account in a Nationalized Bank. The fund is operated by a joint committee comprised of teachers and students which is as follows-

Chairperson - Principal

- Members - Two faculty members
 Vice President of Student Union
 General Secretary of Student Union

Table 7.2: Number of students receiving the aid

Sl.No	No Academic Year	No. of student	Total Amount
1.	2009-2010	84	15,810
2.	2010-2011	76	16,525
3.	2011-2012	77	31,000
4.	2012-2013	99	28,400
		160	3, 20,000 (UGC)
5.	2013-2014	531	73,800

5.Evidence of Success:

- i) The students and faculty members of the College extend their helping hand towards sick students and outsiders persons.
- ii) The faculty members of Kamrup College individually helped a numbers of students at the time of admission and form fill-up of examinations.

6.Problems Encountered and Resources required:

- i) The Fund Management Committee receives huge number of applications seeking financial help compared to its resource.
- ii) Limitation in financial resource mobilization.

Contact Details:

Name of the Principal : Dr. Dharmeswar Deka.
 Name of the Institution : Kamrup College, Chamata.
 Village : Chamata.
 PIN : 781306.
 Phone : 03624232421.
 Website : www.kamrupcollege.org.in
 E-mail : kcc1966@rediffmail.com
 Mobile : 9435547490

Evaluative Report of the Department

Department of Assamese

Kamrup College, Chamata

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

1. Name of the department: **Department of Assamese**
2. Year of Establishment: **1966**
3. Names of Programmes / Courses offered (UG, PG, M.Phil., Ph.D., and Integrated Masters; Integrated Ph.D., etc.): **UG course**
4. Names of Inter disciplinary courses and the departments/units involved: **Language Learning**
5. Annual/semester/choice based credit system (programme wise): **Semester system**
6. Participation of the department in the courses offered by other departments: The Dept. of Assamese has been taking part actively in the courses offered by other departments. Such as...
 - a. Computer Education programme
 - b. Cutting and Knitting
 - c. Spoken English Course
 - d. Classical vocal music Course run by the cultural wing of the Student's Union
7. Courses in collaboration with other universities, industries, foreign institutions, etc.:
Courses participated run by other authorities:
 - a. Fruit processing course (3 months duration)
 - b. Folk song Workshop in collaboration with Lok Sangeet Research and conservation Samiti, Assam
8. Details of courses/ programmes discontinued (if any) with reasons:

P.G. courses in Assamese discontinued in 1995 after running for two years. The course had to be discontinued because of Universities prohibitory order. P.G. courses proposed to be opened from the coming session.

9. Number of teaching posts: Five (05)

	Sanctioned	Filled
Professors	00	00
AssociateProfessors	02	02
Asst.Professors	02	02
Part Time Faculty	02	02

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

Name	Qualification	Designation	Specialization	No. of Years of Experience	No. of Ph.D. Students Guided for the last4years
Dr. Sarala Seal Kalita	M.A., Ph.D, Qualified NET/JRF	HOD Associate Professor	Literature	25 years	NIL
Dr. Dhrubajyoti Nath	M.A, Ph.D	Associate Professor	Literature	24 years	NIL

Dr. Dipamoni Baruah Das	M.A., Ph.D, NET & SLET	Selection Grade Professor	Literature and Language	13 years	NIL
Sri Madhuakr Giri Basumatary	M.A., U.G.C NET	Asstt. Professor	Language	4 years	NIL
Diganta Das	M.A., NET , SLET/JRF	Part Time Lecturer	Literature	02	NIL
Arunima Sarma	M.A.	Part Time Lecturer	Literature	01	NIL

11. List of senior visiting faculty:

- a. Dr. Basanta Kr. Bhattacharya: Noted Literature and an academician.
- b. Dr. Pramod Haloi : Ex-HOD(Assamese) and Ex-principal, Kamrup College
- c. Sri Jamini Kanta Sarma, Ex-Professor, Department of Assamese, Kamrup College

12. Percentage of lectures delivered and practical classes handled (programme wise) by temporary faculty:

- a. The senior visiting faculty had delivered 8% of total lectures in a semester
- b. The temporary and part time faculty imparts education through 10% of total lectures and 5% seminar in a semester

13. Student-Teacher Ratio (programme wise):

2014-15:

Semester	Subject	Student	Teacher	Ratio (Major)
1 st Sem.	Major	47	05	9:1
	MIL	379		
	ASL	12		
3 rd Sem.	Major	106	05	21:1

	MIL	314		
	ASL	35		
5 th Sem.	Major	70	05	14:1
	ASL	34		

2015-16:

Semester	Subject	Student	Teacher	Ratio (Major)
1 st Sem.	Major	60	06	10:1
	MIL	474		
	ASL	43		
3 rd Sem.	Major	47	06	8:1
	MIL	324		
	ASL	09		
5 th Sem.	Major	67	06	11:1
	ASL	15		

14. Number of academic support staff (technical) and administrative staff; sanctioned and filled: **NIL**
15. Qualifications of teaching faculty with D.Sc/ D.Litt/ Ph.D/ MPhil/ PG.: Cited above in the clause No.10 **(Ph.D.:3)**
16. Number of faculty with ongoing projects from a) National, b) International funding agencies and grants received: **No faculty is doing project right now**
17. Departmental projects funded by DST-FIST; UGC, DBT, ICSSR, etc. and total grants received: **Departmental projects are being done but not yet submitted for fund or grants.**
18. Research Centre/facility recognized by the University: **NIL**
19. Publications:

- * a) Publication per faculty:

1. Sarala Seal Kalita :

Published 3 papers on national level seminar journals:

- a. Heritage of Assamese classical song and the Borgeets.
- b. The socio-economic life of the characters of the dountrodden society in the story of Lakshmi nath Bezbaruah.
- c. Published article in 'Natun Podatik' with ISSN No. under the title "Pragatibadi Naribadar Dastabez : Nirupama Borgohain r Upanyash".
- d. Book Published: Nirupama Borgohain aru Manik Bandyopadhyay r anchyalik upanyash. ISBN No.

Published books (without ISBN):

- a. Saiche Gondhowa Baatedi (A collection of self-composed poems)
- b. Maati aaru maanuhar gaan (A collection of Translated poems)
- c. Katha Silpi Manik Bandyopadhyay, Prassanga : Padma Nadir Majhi (A reference book for semester VI. 2008)

Edited books and journals, Magazine etc.:

- a. Prabandha-Mukur (A collection of course related articles. Published by the Dept. of Assamese, Kamrup College, Chamata)
- b. Seuji-Seuji : A monthly publication of Poem "Seuji-Seuji", Nalbari
- c. Rangamancha : A souvenir on the occasion of Golden Jubilee celebration of Axom Natya Xanmilan, 2012, Chamata Session
- d. Rupkonwar : A souvenir, Birth Centerary of RupkonwarJyoti Prasad Agarwala; Rupkonwar Kala Parishad, Chamata, 2003
- e. Mirror: Teachers' Bulletin of Kamrup College Teacher's Unit, 2004.
- f. Co-editor of Suryar Dare, Sagarar Dare (Kavya Sankalan)
- g. Published more than fifteen articles in different books and journals and daily papers.
- h. Translated short-story (Rang – by Ram Kumar Mukho padhaya) in AJIR BATORI (Spl. Issue)

Minor Research Project :

- a. Nirupama Bargohain (Asomiya) aru Manik Bandyopadhyay (Bangla)r Upanyas : Ek Tulanatmak Adhyayan (Completed and Financed by UGC-NERO 2007).

2. Dr. DhrubajyotiNath :

- a. Book with ISBN.....Lokasanskritir Prabash.
- b. He has published several article and poems in deferent journal and daily papers.
- c. Edited-
 - Seminar Souvenir- Asom Bhasha Bijnan Samiti.
 - Biyanam– Edited and Published.

3. Dr. Dipamoni Baruah Das :

- Publication: Three (3)
 - a. book “Axomar Utsab Anusthan” (a book on Folk Culture).
 - b. Tumi heno Syam Baroniya (A collection of poems). ISBN.....
- Edited :
 - a. A collection of articles (ISBN.....)
- She has published several articles in different books& Journals.

4. Madhukar Giri Basumatary :

Publication :

- Published several research papers in many Journals with ISBN.

5. Diganta Das :

Publication :

- Published several research papers in many Journals with ISBN.

Number of papers published in peer reviewed journals (National/ International) by faculty and students

* Number of publications listed in International Database (For Eg:

Web of Science, Scopus, Humanities International Complete, Dare Database-International Social Sciences Directory, EBSCO host, etc.)

* Monographs

* ChapterinBooks

* BooksEdited

* Books with ISBN/ISSN numbers with details of publishers

* Citation Index

* SNIP

* SJR

* Impact factor

* h-index

20. Areas of consultancy and income generated: Not Available

21. Faculty as members in

a. National committees

b. International Committees

c. Editorial Boards...

NIL

22. Student projects

a. Percentage of students who have done in-house projects including inter departmental/programme : **70% of students are engaged in Joint Project: related to academic purpose.**

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

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

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

- a. **Sashi Sharma**, Eminent Writer, social worker and Ex-HOD, Assamese Department, Nalbari
 - b. **Dr. Basanta Kr. Bhattacharya** : Eminent Writer, Ex-HOD, Assamese Department, Nalbari
 - c. **Dr. Umesh Deka**, Academician, RabindraNath Tagore Professor, G.U., Ex-HOD (MIL)
 - d. **Dr. Sarat Kr. Phukan** : Writer and orator, Former SP, Nalbari.
25. Seminars/Conferences/Workshops organized & the source of funding
- a. National
 - b. International
26. Student profile programme/coursewise:2013-14 (Major)

Name of the Course/programme(refer question no. 4)	Applications received	Selected	Enrolled		Pass percentage
			*M	*F	
B.A. Semester- I	80	47	11	36	100%
B.A. Semester- II	110	106	26	80	100%
B.A. Semester- III	106	106	26	80	100%
B.A. Semester- IV	70	70	16	54	100%
B.A. Semester-V	70	70	16	54	100%
B.A. Semester- VI Now in the University		38	07	31	100% (First class 14)

*M=Male *F=Female

27. Diversity of Students

Name of the Course	%of students from the same state	%of students from other States	%of students from abroad
UG (Major	100%	NIL	NIL
UG (Adv. Ass)	100%	NIL	NIL
UG (MIL)	100%	NIL	NIL

28. How many students have cleared national and state competitive examinations such as NET, SLET, GATE, Civil services, Defense services, etc.?

: Five (5) Students cleared NET and SLET during last ten (10) years.

29. Student progression

Student progression	Against % enrolled
UG to PG	100%
PG to M.Phil.	
PG to Ph.D.	
Ph.D. to Post-Doctoral	
Employed	
<ul style="list-style-type: none"> ● Campus selection ● Other than campus recruitment 	
Entrepreneurship/Self-employment	

30. Details of Infrastructural facilities

- a. Library: Departmental Library Available with considerable number of books
- b. Internet facilities for Staff & Students: **The Facilities of Internet Common for all Departments.**
- c. Class rooms with ICT: **1**
- d. Laboratories: **NA**

31. Number of students receiving financial assistance from college, university, government to other agencies: **Most of the students are getting financial assistance from Govt. & University.**

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

Seminar on the topics:

- **Spelling System and Grammatical Problems of Assamese Language.**

- Assamese Drama its Transition & the New Generation.
 - Toponymy of Assam.
 - Jyoti Prasad Agarawala & His Works.
 - Workshop on: Common Spelling Errors of Assamese language & Grammatical Key Note.
33. Teaching methods adopted to improve student learning:
Adopted traditional and Modern method with group discussion, workshop, seminar etc.:
- We used Projector device when necessary, Supply reading material, Arrange field study and so on.
34. Participation in Institutional Social Responsibility (ISR) and Extension activities:
- Department of Assamese has its owns small library.
 - A readers' society and Wall Magazine.
 - A Folk lore cell with Music & Cultural Society.
35. SWOC analysis of the department and Future plans:
- **Strength:**
 - Huge students with team spirit.
 - Brilliant results.
 - **Weakness:**
 - Lack of sufficient teaching faculty.
 - The Department has been carrying an over burden of an extra Dept. Of Adv. Assamese with huge students.
 - **Opportunities:**
 - Scope to involve in the field of Literature, Art and Culture.
 - Being a Modern Indian Language Assamese is a common subject to all. Hence the dept. enjoys close touch to all of them.
 - **Challenges:**
 - Today, in a hi-tech society regional language and literature have facing challenges since the brilliant students are not willing to study this subject. So, the dept. gets students of less merit at entry level.

- Lack of infrastructural Modernization is a major challenge.
- Lack of proper and sufficient reference book in the library.

Evaluative Report of the Department Department of Arabic

Kamrup College, Chamata

1. Name of the department: **ARABIC.**
2. Year of Establishment: **1986 (Degree Level), 2001 (Major Course).**
3. Names of Programmes / Courses offered (UG, PG, M.Phil., Ph.D., Integrated Masters; Integrated Ph.D., etc.): **UG**
4. Names of Interdisciplinary courses and the departments/units involved: **Environmental Studies.**
5. Annual/ semester/choice based credit system (programme wise): **Semester & Annual.**
6. Participation of the department in the courses offered by other departments: **English, Assamese, Political Sc, Education, Philosophy, Economics.**
7. Courses in collaboration with other universities, industries, foreign institutions, etc. **Nil**
8. Details of courses/programmes discontinued (if any) with reasons: **Does not arise.**
9. Number of Teaching posts

	Sanctioned	Filled
Professors	00	00

Associate Professors	01	01
Asst. Professors	01	01

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

Name	Qualification	Designation	Specialization	No. of Years of Experience	No. of Ph.D. Students guided for the last 4 years
Syed Matiur.Rahman	M.A.	Associate Prof.		30 years	Nil
Md. Khairul Islam	M.A.,M.Phil	Asstt. Prof. (Stage-2)		20 years	Nil

11. List of senior visiting faculty: **Dr. Abdul Majeed Nadwi**
Prof. Jamaluddin Ahmed
12. Percentage of lectures delivered and practical classes handled (programme wise)
by temporary faculty: **20%**
13. Student -Teacher Ratio (programme wise): **1:20**
14. Number of academic support staff (technical) and administrative staff; sanctioned and filled: **Nil**
15. Qualifications of teaching faculty with DSc/ D.Litt/ Ph.D/ MPhil / PG.

S.No	Name	Qualification
------	------	---------------

1	Syed Matiur Rahman	M.A.
2	Md. Khairul Islam	M. A. M.Pill

16. Number of faculty with ongoing projects from a) National b) International funding agencies and grants received: **Nil**
17. Departmental projects funded by DST - FIST; UGC, DBT, ICSSR, etc. and total grants received :**Nil**
18. Research Centre /facility recognized by the University: **Nil**
19. Publications:

☐ a) Publication per faculty

Faculty	Publication	
Syed. Matiur Rahman	01	
Md. Khairul Islam	01	

international) by faculty and students

1. Number of publications listed in International Database (For Eg: Web of Science, Scopus, Humanities International Complete, Dare Database - International Social Sciences Directory, EBSCO host, etc.)
2. Monographs
3. Chapter in Books
4. Books Edited
5. Books with ISBN/ISSN numbers with details of publishers
6. Citation Index
7. SNIP
8. SJR

9. Impact factor
10. h-index
20. Areas of consultancy and income generated
21. Faculty as members in a) National committees, b) International Committees, c) Editorial Boards:
Nil.
22. Student projects
 - a) Percentage of students who have done in-house projects including inter departmental/programme:
Nil
 - b) Percentage of students placed for projects in organizations outside the institution i.e.in Research laboratories/Industry/ other agencies:
Nil
23. Awards / Recognitions received by faculty and students:
24. List of eminent academicians and scientists / visitors to the department:
25. Seminars/ Conferences/Workshops organized & the source of funding
 - a) National: **Nil**
 - b)International: **Nil**
26. Student profile programme/course wise:

Name of the	Applications	Enrolled	Pass
-------------	--------------	----------	------

			*M	*F	
2009-10	20	10	5	5	80
2010-11	14	9	4	5	82
2011-12	12	8	4	4	79
2012-13	20	14	4	10	85
2013-14	13	4	4	0	70
2014-15	21	17	6	11	Wait Exa.

*M = Male *F = Female

27. Diversity of Students

Name of the Course	% of students from the same state	% of students from other States	% of students from abroad
UG	100

28. How many students have cleared national and state competitive examinations such as NET, SLET, GATE, Civil services, Defense services, etc.?

Nil

29. Student progression

Student progression	Against % enrolled
UG to PG	14%
PG to M.Phil.	Nil
PG to Ph.D.	Nil
Ph.D. to Post-Doctoral	Nil

Employed ● Campus selection ● Other than campus recruitment	Nil
Entrepreneurship/Self-employment	

30. Details of Infrastructural facilities

- a) Library :**yes**
- b) Internet facilities for Staff & Students: **Nil**
- c) Class rooms with ICT facility : **Nil**
- d) Laboratories: Nil**

31. Number of students receiving financial assistance from college, university, government or other agencies: **10**

32. Details on student enrichment programmes (special lectures / workshops /seminar) with external experts: Remedial Classes, Tutorial Classes, Seminar etc.

33. Teaching methods adopted to improve student learning
Translation method; Explanation method & audio-visual method.

34. Participation in Institutional Social Responsibility (ISR) and Extension activities- Educational excursion, Environmental tour. Cultural Programme.

35. SWOC analysis of the department and Future plans.

Strength:

1. Students Enrollment is increasing.
2. Good relationship between teachers & students.
3. Every year we together conduct Fateha-E-Dwaz-Daham with a day long programme.

Weakness:

1. There are only two faculties.
2. No proper infrastructural facilities.
3. ICT facilities are not available.

Opportunity:

1. Students can learn the Arabic language well.
2. Through the subject the students become well-versed in Arabic culture, literature and history.

Challenge:

1. Arabic is not taken as a subject by the students of other communities except the Muslim Community.
2. Arabic as a subject is less job oriented.

Future plan:

1. We are planning to organize National Seminar/Workshop/Conference etc.
2. To organize Departmental Seminars, Lectures by inviting experts from other college & University.

Evaluative Report of the Department Department of Economics

Kamrup College, Chamata

1. Name of the department : **Economics**
2. Year of Establishment : **1976**
3. Names of Programmes / Courses offered (UG, PG, M.Phil., Ph.D., Integrated Masters; Integrated Ph.D., etc.) : **UG – Major/General**
4. Names of Interdisciplinary courses and the departments/units involved : **Guest faculty in the Environmental Studies Courses and in the department of Education.**
5. Annual/ semester/choice based credit system (programme wise): **Annual/Semester-UG (From 2011)**
6. Participation of the department in the courses offered by other departments: **Nil**
7. Courses in collaboration with other universities, industries, foreign institutions, etc.: **Nil**
8. Details of courses/programmes discontinued (if any) with reasons: **Nil**
9. Number of teaching posts:

Designation	Sanctioned	Filled
Professors	Nil	Nil
Associate Professors	Nil	Nil
Asst. Professors	03	03

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

Name	Qualification	Designation	Specialization	No. of Years of Experience	No. of Ph.D. Students guided for the last 4 years
Ms. Runu Saloi	M.A	Assistant Professor	Econometrics	15 Years	Nil
Mr. Biswajit Das	M.A	Assistant Professor	Operation research, Environmental Economics and Financial System	6 Years	Nil
Dr. Padmaja Chetia	M.A. Ph.D	Assistant Professor	Demography	3 Years	Nil

11. List of senior visiting faculty: **Nil**
12. Percentage of lectures delivered and practical classes handled (programme wise)
by temporary faculty : **Nil**
13. Student -Teacher Ratio (programme wise)

Class/Programme	Total Student	Student-teacher Ratio	Year
Major	12	4:1	2010-2011
General	16	5.3:1	2010-2011
Major	17	5.67:1	2011-2012
General	18	6:1	2011-2012
Major	16	4:1	2012-2013
General	15	5:1	2012-2013
Major	10	3.34:1	2013-2014
General	14	4.67:1	2013-2014

14. Number of academic support staff (technical) and administrative staff; sanctioned and filled: **Nil**

15. Qualifications of teaching faculty with DSc/ D.Litt/ Ph.D/ MPhil / PG : **Ph.D-1, PG-2.**
16. Number of faculty with ongoing projects from a) National b) International funding agencies and grants received: **Nil**
17. Departmental projects funded by DST - FIST; UGC, DBT, ICSSR, etc. and total grants received: **Nil**
18. Research Centre /facility recognized by the University: **Nil**
19. Publications:

* a) Publication per faculty

Name of faculty	Title of paper	Types of Publication	Name of the Book or Journal	Details of Publication	ISBN/ ISSN
Ms.Runu Saloi	Child labour-A curse to the society	Edited Book	Human Right Education-Its Importance in the context of growing unrest	Published by Barbhag College, Kalag, 2012	978-81-922971-001
Biswajit Das	The Present Status of MSMEs in Assam-An Economic Analysis	Peer Reviewed Journal	<i>IASSI-Contribution to Indian Social Science</i> ,(New Delhi)	Vol.30, No.1, Jan-Mar.2011	0970-9061
	Human Resource Practices in Micro Enterprises-A study	Peer Reviewed Journal	<i>Indian Journal of Social Science and Sciences (IJSSs)</i>	Vol.30,No.1 , Aug.2013	2231-2447
	A study of Micro Enterprises in Hajo Development Block, Kamrup (Assam)	Peer Reviewed Journal	<i>Journal Of Rural Development (JRD)</i> , (Hyderabad)	Vol.32, No.3, Jul-Sep.2013	0970-3357
	Environmenta l Sustainability-	<i>Edited Book</i>	<i>Millennium Development Goal and Human</i>	Published by Morigaon	978-93-81694

An Overview		<i>Development,</i>	College, 2013	-57-2
The Performance of KVIs in India-An Economic Analysis	Peer reviewed Journal	<i>International Journal of Multidisciplinary Educational Research (IJMER)</i>	Vol.3, Issue 1(1), Jan2014	2277-7881 Impact Factor -2.735
The problems of MEs working under KVIC-A study of Kamrup (Rural) district of Assam	Peer reviewed Journal	<i>International Journal of Multidisciplinary Educational Research (IJMER).</i>	Vol.3, Issue 2(4), Feb.2014.	2277-7881 Impact Factor -2.735
Role of KVIC and Rural Industries-A Review of Literature	Peer reviewed Journal	<i>International Journal of Multidisciplinary Educational Research (IJMER)</i>	Vol.3, Issue 10(1), Oct.2014.	2277-7881 Impact Factor -2.735
The Financial Inclusion in India-An Economic Analysis	Edited Book	<i>Financial Inclusion – The Issues and the Future</i>	Published by K.C Das Commerce College, Guwahati (2012)	978-81-921278-2-8
Impact of Education in Women Empowerment –A study with reference to Kaibortya Community	Edited Book	<i>Economic empowerment of women in NER-Issues and Challenges,</i>	Published by Barbhag College, Nalbari,2012	978-81-910818-3-7

Dr. Padmaja Chetia	Accessibility to Safe water supply and sanitation	Edited Book	Infrastructure for Economic development of Assam: Problems and Prospects	Published by Jagiroad College, Jagiroad	978-93-81694-68-8
	Health and the Urban Poor	Edited Book	Marginalized/Subaltern voice and Beyond-Issues and Challenges in north East India	Published by the Dept. of Political Science, Bodoland University, 2014	

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

* Number of publications listed in International Database (For Eg: Web of Science, Scopus, Humanities International Complete, Dare Database -International Social Sciences Directory, EBSCO host, etc.) (Biswajit Das=03)

* Monographs: **Nil**

* Chapter in Books : **Nil**

* Books Edited: **Nil**

* Books with ISBN/ISSN numbers with details of publishers: **Nil**

* Citation Index: **Nil**

* SNIP: **Nil**

* SJR: **Nil**

* Impact factor: **IJMER-Impact Factor-2.972**

* H-index: **Nil**

20. Areas of consultancy and income generated

Name of Faculty	Area of Consultancy Received	Beneficiaries
Biswajit Das	Faculty Development Programme on Entrepreneurship	Motivating students and create awareness on

	Development (Trained at IIE, Lalmati Guwahati)	Self Employment through Entrepreneurship Development
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21. Faculty as members in

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

Name of faculty	Details of Membership
Ms. Runu Saloi	1.Life member of Assam College Teachers Association 2. Editorial Board member of <i>KAMRUPA(2014-15)</i>
Biswajit Das	1. Life member of Assam Economic association 2.In charge of College Magazine- <i>KAMRUPA(2014-15)</i> 3.Life member of Assam College Teachers Association
Dr. Padmaja Chetia	1.Life member of Assam College Teachers Association

22. Student projects

Percentage of students who have done in-house projects including Inter departmental/programme

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

Nature	Percentage Involvement	Remarks
Departmental Project on-Problems and Prospects of Brass Metal Industries of Hajo Development Block (Kamrup Assam), 2014-15	85 Per cent	It is conducted by the involvement of faculty members and students.

23. Awards / Recognitions received by faculty and students

Name of Faculty	Awards/Recognitions
Ms. Runu Saloi	UGC, State Level Eligibility Test (SLET), 2012
Biswajit Das	UGC, National Eligibility Test (NET), 2005
Padmaja Chetia	Doctoral Fellowship from ICSSR, New Delhi (2008-2010) Ph.D from Gauhati University, 2012

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

Name of academicians	Designation
Dr. Bhaben Pathak	Associate Professor, Retired HOD of Economics, Kamrup College, Chamata
Dr. Kandarpa Kr. Barman	Professor, Dept. of Economics, Gauhati University

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

a) National: **01**

Title of the Seminar and Year	Sponsored by	Funding Agency
Degradation of wetland ecosystem-its impact on the quality of life of the dependent community and socio economic life of fisherman-An environment impact assessment study in Assam at Kamrup college, chamata (2010)	University Grant Commission (UGC)	National-UGC

b) International: **Nil**

26. Student profile programme/course wise:

Name of the Course/programme (refer question no. 4)	Applications received	Selected	Enrolled		Pass percentage
			*M	*F	
2009-10, B.A Major	15	15	10	5	80%
B.A. General	11	11	4	7	91%
2010-11, B.A Major	12	12	7	5	75%
B.A. General	16	16	7	9	88%
2011-12, B.A Major	17	17	7	10	88%
B.A. General	18	18	10	8	90%
		16			
2012-13, B.A Major	16	16	7	9	
B.A. General	15	15	4	11	

*M = Male *F = Female

27. Diversity of Students

Name of the Course	% of students from the same state	% of students from other States	% of students from abroad
B.A/UG (Major/General)	100%	Nil	Nil
Higher Secondary Arts	100%	Nil	Nil

28. How many students have cleared national and state competitive examinations such as NET, SLET, GATE, Civil services, Defense services, etc.?

1. Nabajyoti Das of 3rd Sem. Economics major cleared the Teachers' Eligibility Test (TET) examination 2014.
2. Manoj Deka of B.A 3rd Year (2012) has cleared Postal Assistant Exam. in 2012 and appointed accordingly.

3. A good number of students have cleared various state level competitive examinations and working in reputed post under State Government of Assam and Central Government.

29. Student progression

Student progression	Against % enrolled
UG to PG	40%
PG to M.Phil.	Nil
PG to Ph.D.	Nil
Ph.D. to Post-Doctoral	Nil
Employed <ul style="list-style-type: none"> ● Campus selection ● Other than campus recruitment 	Nil
Entrepreneurship/Self-employment	20%

30. Details of Infrastructural facilities

- a. Library : **Text Books and Reference Books= 112 copies**
- b. Internet facilities for Staff & Students: **For Staff & Students available at Central Library and IQAC cell by Wi-Fi system**
- c. Class rooms with ICT facility: **There are only one audio visual class room.**
- d. Laboratories: **Nil**

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

Financial assistance providing institutions or agencies	Number of students
Poor fund of College	05
Government Scholarship for SC/ST/OBC,MOBC	07

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

- Extra tutorial classes for weak students
- Minor projects under supervision of teachers to broaden the knowledge of students
- Regular home assignment and continuous evaluation through class test
- Teacher-students meet to discuss the academic and other matters/problems in every last Saturday of the months.
- Educational tour, field visit, etc. regularly conducted.

33. Teaching methods adopted to improve student learning

- Lecture method with power point presentation
- Importance on interactive and participatory classes
- Use of computer based statistical tools like MS Excel for solving and presentation of simple mathematical and statistical problems.

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

Students:

- a. Students are actively participated in college week cultural procession and other social matters of concern like flood, accidents, fire etc.
- b. Hospitality and respect by the students to the guests or academicians coming from outside
- c. Regularly participated in the cleaning activities of college campus and departmental class room

Teachers:

- a. Contribution to welfare fund, Contribution to solve society's emergency need and
- b. following the responsibility given by the principal

35. SWOC analysis of the department and Future plans

<p><u>Strengths</u></p> <ol style="list-style-type: none"> 1. Good pass percentage of students in every year 2. Monitoring and helping of students is done individually 3. Cordial relation between teachers and students exists 3. Timely evaluation of students and additional classes for weak students. 4. High competitiveness of students and their engagement in jobs after completing the courses 	<p><u>Weakness</u></p> <ol style="list-style-type: none"> 1. Lack of sufficient permanent teachers 2. The infrastructure of the department is very poor. 3. The economic condition of students are very poor.
<p><u>Opportunities</u></p> <ol style="list-style-type: none"> 1. Ample scope for job opportunities 2. Opportunities for entrepreneurship 3. Increasing the number of students in the subjects 4. Improve the infrastructural facilities of the departments. 	<p><u>Challenges</u></p> <ol style="list-style-type: none"> 1. Mushrooming of junior colleges poses a challenge to our student strength. 2. Due to lack of adequate infrastructure facilities the good students can move to neighbouring city colleges 3. The students are not desire to take the subject in B.A courses as it becomes more maths oriented in both H.S and B.A courses.

Future Plans

1. To enrich departmental library.
2. Organizing State level/National level seminar or workshops.
3. To helps students for better placement through career oriented courses.
4. To undertake minor or major research projects.

Evaluative Report of the Department Department of Education

Kamrup College, Chamata

1. Name of the department: **EDUCATION**
2. Year of Establishment: **1966**
3. Names of Programmes / Courses offered (UG, PG, M.Phil., Ph.D., Integrated Masters; Integrated Ph.D., etc.):
 - a) **Under Graduate programme in Education (Major)**
 - b) **Under Graduate programme in Education (General)**
4. Names of Interdisciplinary courses and the departments/units involved:
 - a) Philosophy of education and Great educators cum philosophers-----
With Dept. of Philosophy, Kamrup College, Chamata,
 - b) Social Change and Education----With Dept of Political Science, Kamrup College, Chamata Environmental Education ---With Assam Science & Technology Council, Guwahati, Assam.
 - c) Vocationalisation of higher education---Prospect & Problems, Motivation for Entrepreneurship Development ---With MSME Govt. Of India, Bamunimaidam (Guwahati) and Industrial Training Institute(ITI),Nalbari (Assam)
5. Annual/ semester/choice based credit system (programme wise):
Semester & Choice based credit system at UG level .

6. Participation of the department in the courses offered by other departments: **Active, collaborative and frequent participation**
7. Courses in collaboration with other universities, industries, foreign institutions, etc.: **Vocational training course with MSME, Indian Training Institute (ITI), Nalbari, local entrepreneurs and value-based education including yoga & physical education by district yoga institute.**

	Sanctioned	Filled
Professors	Nil	Nil
Associate Professors	02	01
Asst. Professors	01	02

8. Details of courses/programmes discontinued (if any) with reasons: **Does not arise**
9. Number of Teaching posts:
10. Faculty profile with name, qualification, designation, specialization, (D.Sc./D.Litt./Ph.D. / M. Phil. etc.,)

Name	Qualification	Designation	Specialization	No. of Years of Experience	No. of Ph.D. Students guided for the last 4 years
Dr. Kabita Choudhury	MA, Ph.D	HoD & Associate Professor	School Organisation and	20 Years	02 (going on)
Dr. Minaxi Mazumdar Barman	MA, Ph.D	Sr. Assistant Professor	Abnormal Psychology	22 years	Nil

Rita Moni Das	MA,MPhil,B.Ed	Assistant Professor	Continuing Education	19 Years	Nil
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11. List of senior visiting faculty: **Dr. Birendra Deka, Professor, Kr Bhaskar Barma Ancient Study and Sanskrit University, Nalbari (Assam), Prof Gayatri Goswamee, former HoD of Education ,Gauhati University.**
12. Percentage of lectures delivered and practical classes handled (programme wise) by temporary faculty: **20%**
13. Student -Teacher Ratio (programme wise) **UG (Major) :: 35:1**
UG (General) ::60:1
14. Number of academic support staff (technical) and administrative staff; sanctioned and filled : Academic : **03,**
Other :Laboratory bearer: **01**
15. Qualifications of teaching faculty with DSc/ D.Litt/ Ph.D/ MPhil / PG.:
Ph.D—02,
MPhil--01
16. Number of faculty with ongoing projects from a) National b) International funding agencies and grants received: **01 (completed)funded by UGC.**
17. Departmental projects funded by DST - FIST; UGC, DBT, ICSSR, etc. and total grants received:

Name of the faculty	Name of the project	Name of the funding agent	Grant received
Dr Kabita Choudhury	A Study of the Environmental Awareness and Attitude	University Grants Commission	Rs.42000/-

	among the College students of Nalbari District		
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18. Research Centre /facility recognized by the University: Nil

19. Publications:Annual departmental bulletin-Vidyajyoti and wall magazine-“E-Duco”,published a Souvenir with the title ‘Abstract’ compiling the abstracts of the seminar papers of the national seminar organized by the department in 2013 and publication of the proceeding book of the seminar is on process.

a) Publication per faculty:

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

Dr. Kabita Choudhury:

National : 00

International : 02

Dr Minaxi Barman Majumdar:

National : ,

International :

Mrs Rita Moni Das:

National : -- ,

International :

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

Monographs

Chapter in Books

Books Edited:**Dr Kabita Choudhury:**

- 1) Ahibayakti (2015),Annual Journal of Assam College Teachers Association women Cell,ISSN2450-0546,

- 2) Assam College Teachers Association Nalbari District Bulletin, Vol-III, 2014,
- 3) Ongoing editing- Proceeding book of national seminar on "Reorientation of Higher Education".
- 4) Journal of women cell, Kamrup College, Chamata.
- 5) Sudarsana-a literary journal of Lekhika Samaj, Nalbari (A Literary Body)

Books Edited: **Dr. Minaxi Barman Majumdar:**

Books Edited: **Mrs Rita Moni Das**

Dr. Kabita Choudhury, HoD

Books with ISBN/ISSN numbers with details of publishers:

- 1) Women and Human Rights(2010)The North-East Indian Context, ISBN 978-81-91081206.
- 2) International Journal of Multidisciplinary Educational Research(2014), ISSN: 2277-7881.
- 3) Global Academic Research Journal , Vol-II, Issue-IX, Sept. 2014- ISSN: 2347-3592.
- 4) Amar Paribesh: Kichu Chinta Duchinta(2014) ISBN: 978-81-910812-9-9
- 5) Environmental Education: Concepts, Issues and Problems(2011) ISBN: 978-81-922273-0-6
- 6) Abhibyakti(2014), Annual Journal, Women Cell, Assam College Teachers' Association, Assam ISBN: 2450-0546

* Citation Index: 5.16

* SNIP

* SJR

* Impact factor:Dr Kabita Choudhury—2.735.,3.73

* h-index

Dr. Minaxi Barman Majumdar:Will supply the hard copies.

Mrs Rita Moni Das: Final registration of Ph.D completed).Publications:

Journal Published:

- 1) PHILOSOPHICA ,An Annual Bilingual Philosophical Journal of Bongaigaon College,Volume-III,September2013,pageNo-203to 208,ISSN-2249-5053.Topic: Role of Non-Governmental Organization in Eradication of Domestic Violence against Women.
- 2) PHILOSOPHICA, Volume-IV,December 2014,Page No-268 to 272,ISSN-2249-5053. Topic: An Analytical study on women violation of Human Rights: causes and Consequences.

Seminar Paper Published:

Name of Book	Topic	ISBN No.
1) Women and Human Rights; 0-6	Socio-Economic Status of Women- An Overview	978-81-910812-
2) Human Rights Education: 0-1	Discrimination Related to Domestic It's Importance in the context	978-81-9229-71-
	Violence: A Curse to Progress	

Of growing social unrest

3) Trafficking in women in Status of Women and Social Change 978-81-920759-0-7

And From North East India

4) Economic Empowerment Education for Women's Economic 978-81-910818-3-7

Of women in the Northeast Empowerment

Region (issues and challenges)

5) Human Rights and Value Women Victims of Domestic violence:

Education A violence of Human Rights from case study Reports at Pub- Nalbari area

6) The Neo-Vaishnavite "Kirtan Ghokha" at Navbidh Bhakti

movement in north-east

India

20. Areas of consultancy and income generated: Teachers training in elementary and secondary school levels and consultancy in child rearing and early childhood care. These are done as voluntary services with no income-generating purpose.

21. Faculty as members in

a) National committees b) International Committees c) Editorial Boards:01

Dr Kabita .Choudhury:Natioanl Institute of Open School,NER ,Apex University,Arunachal Pradesh

22. Student projects:

a) Percentage of students who have done in-house projects including inter departmental/programme:75%

b) Percentage of students placed for projects in organizations outside the institution i.e.in Research laboratories/Industry/ other agencies:45%

23. Awards / Recognitions received by faculty and students: Recognitions received from a host of local institutions and recognitions .

24. List of eminent academicians and scientists / visitors to the department: Prof(Dr) Krishna Gopal Bhattacharyya, eminent academician & researcher, Gauhati University
Dr Jogen Kalita Professor and Director of College Development Council, Gauhati University

Prof(Dr.) Jagat Swargiary, HoD of Education, Gauhati University
Dr Syam Bhadra Medhi, Retired IAS officer & Educationist, Guwahati

25. Seminars/ Conferences/Workshops organized & the source of funding a) Organised one National seminar:

Title of the Seminar	Date	Source of funding
Re-orienting Higher education for Academic Empowerment and Educational Leadership in rural areas.	30 th -31 st May, 2013	University Grants Commission

b)
International
: Nil

26. Student profile programme/course wise:

Session	Name of the Course/programme (refer question)	Applications received	Selected	Enrolled		Pass percentage
				*M	*F	
2009-10	UG (Major)	28	28	10	18	100%
	UG (General)	150	150	63	87	92%
2010-	UG (Major)	32	26	22	04	100%

	UG(General)	230	230	90	140	97%
2011-12	UG(Major)	40	33	09	24	100%
	UG(General)	250	230	86	230	100%
2012-	UG (Major)	42	38	10	28	100%
	UG(General)	275	260	114	146	98%

*M = Male *F = Female

27. Diversity of Students

Session	Name of the Course	% of students from the same state	% of students from other States	% of students from abroad
2009-10	UG Major & General	100%		
2010-11	UG Major & General	100%		
2011-12	UG Major & General	100%		
2012-13	UG Major & General	100%		

competitive examinations such as NET, SLET, GATE, Civil services, Defense services, etc.? Nil

29. Student progression

Student progression	Against % enrolled Major & General			
	2009-10	2010-11	2011-12	2012-13
UG to PG	52%	50%	49%	56%
PG to M.Phil.				
PG to Ph.D.				
Ph.D. to Post-Doctoral				

Employed				
<ul style="list-style-type: none"> ● Campus selection ● Other than campus 				
Entrepreneurship/Self-employment	48%	50%	60%	44%

30. Details of Infrastructural facilities a) Library;Departmental library consisting of more than 50 books including text books,reference books and educational journals.

b) Internet facilities for Staff & Students:Available

c) Class rooms with ICT facility :Not available

d) Laboratories:A well-equipped Psychological laboratory

31. Number of students receiving financial assistance from college, university,

government or other agencies:

20 students got financial assistance from College,

70 students got government scholarship under the scheme of SC and OBC quota.

32. Details on student enrichment programmes (special lectures / workshops /

seminar) with external experts;

Mr S S Barua,Dy Director,MSME,Guwahati delivered on “Youth and Industrial motivational skill”,

Mrs Bharati Deka Patgiri ,senior advocate,Nalbari CJM delivered on the topic-Women,domestic violence and laws”

Mrs Mayuri Bora from Assam Agriculture University,Nalbari delivered on Value additives to fruits and vegetables—Resources around us.

Mr Dipu Dutta,Principal Industrial Training Institute,Nalbari delivered on women and self employment:Scope and Opportunities.

33. Teaching methods adopted to improve student learning

- Lecture method with demonstration
- Group Discussion,
- Assignment, Project
- Tutorial,
- Remedial,

- Seminar,
- Power point presentation,

34. Participation in Institutional Social Responsibility: Department of Education is actively associated with the institutional social responsibility since the beginning. Teachers and students of the department had constituted a society –‘Educational & Psychological Society’ in 2004 and has been carrying out both academic and non-academic programmes under the aegis of this society .The students and faculty members of the department annually observe some significant Days like World Environment Day (5th June), World Literacy Day(8th September),organizes talk on **International Women’s Day**, observe Teachers Day and organized a UGC –sponsored National seminar on **30th and 31st May,2013**.Students –teachers participated in an environmental awareness rally during the month of December,2013.IN 2013 thirty three students of fifth semester undertook projects individually as well as collectively on different relevant issues like status of girls education among the SC& ST castes in the localities, status of vocational education among the girls of the localities, pre-primary education and its infrastructure etc.Students of major section have worked out a self-designed wall magazine named E-Duco for the department.

Workshop on API: A workshop on Academic Performance Indicator was organized by the department in collaboration with the Dept of Political science on 29th June ,2015.Prof. Biswajit Bhuya,Associate professor in Economics, Nawgong College and Dr Khireswar Bora,President Assam College Teachers Association graced the event as the resource persons and made very thought provoking deliberations on API.the workshop was inaugurated by dr Dharmeswar Deka,Vice-Principal of the college and it was attended by a group of 75 college teachers. At the end of the workshop certificates were distributed among the participants.

Observation of International Literacy Day: International Literacy Day was observed on 8th September, 2015 with a view to make students to shoulder the responsibility of enlightening the society. On this occasion talks on ‘Literacy and RTE, 2009’ and ‘Literacy and Child labour’ were delivered by teachers from the Department of Political Science of Kamrup College. Moreover, an essay competition on Role of Non-formal education in eradicating illiteracy was also held among the students. The event was jointly done by the Women’s Cell, Assam College Teachers Association.

Involvement of the faculty members:

Dr Kabita Choudhury, HoD was the co-coordinator of the six-month long central Government sponsored **Yoga & Meditation** course in collaboration with a recognized yoga institute of Nalbari town. She was appointed as the coordinator of the **UGC -sponsored national seminar** on “Reorienting Higher Education for Academic Empowerment and Educational Leadership in Rural areas”. She also being the convener of the **Entrepreneurship Development and Extension Education Cell** of the college organized a workshop on “Industrial Motivational Awareness for self-employment on 25th October, 2013 in collaboration with the MSME, Government of India, Guwahati. As a coordinator of the **Equal Opportunity Center**, she also introduced the vocational (Three-month) course on **Cutting & Tailoring** from 17th June to 18th September, 2014 and organized a Government sponsored programme on Disaster Management on 26th September, 2014 and gave away trophies and certificates to the winner students. She also organized a ‘Two-day workshop on food processing and preservation in collaboration with the District Agriculture Department (Nalbari) on 30th & 31st October, 2014 for the greater interest of the girls students of the institution.

Dr Minaxi Barman Majumdar, the other senior faculty member took the

initiative of introducing the three month Beautician course in the institution ,guides the students in the cultural events of the annual function and arranges different literary and cultural programmes among the students.

Mrs Rita Moni Das, assistant professor pays guidance to the major class students in undertaking projects on different relevant themes. She also being the in-charge of Girls' Common Room actively delivered the institutional responsibility by leading the girls in different constructive activities such as in indoor and outdoor sports, in Art & Craft and organized flower decoration competition among the girls besides providing them proper leadership training.As a convenor, of the Women Cell of the College she had organized Bhupendra Sangeet competition among the students

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

. The department is in consistent touch of the social needs and responsibility and tries to deliver smoothly a variety of extension activities. It organizes a health awareness seminar on the occasion of Lokabandhu Divas on 4th September of 2010 by inviting several eminent physicians like Dr Tapan Deka, Dr Saban Ali,Dr Manoranjan Sarma,Dr Nibaran Sarma and Dr Raju moni Sarma.The students and teachers of our department took out a rally in support of the Jan Lokpal Bill implement in 2011,offered necessary help in the flood affected areas of Khahpur area of west Nalbari district .The Department also arranged a community interaction programme with the local self-help groups by holding a Bahagi Utshav on April,2012 in collaboration with the women cell. The faculty members are directly and indirectly related with a host of socio-cultural and educational organizations like:

Dr Kabita Choudhury---

Assistant Secretary (Women Cell) ASSAM COLLEGE TEACHERS' ASSOCIATION(ACTA)

A life member of Assam Sahitya Sabha,the largest literary group of Assam,

A life member of Council for Teacher Education(CTE)

A life member of PSYCHO-LINGUISTICS ASSOCIATION OF INDIA,AGRA(LM NO 557)

A life member of PRAACHI PSYCHO-CULTURAL RESEARCH ASSOCIATION,MEERUT.(LM NO 460)

A life member of INDIAN JOURNAL OF PSYCHOMETRY AND EDUCATION ,Kacheri Ghat,Agra(LM 256)

A life member of SOCIETY FOR ENVIRONMENTAL PROTECTION,EDUCATION AND RESEARCH(SEPER),GAUHATI UNIVERSITY,(LM NO-851)

A life member of SHRI SHRI HARI MANDIR,NALBARI,(LM NO 1097)

A life member of GREEN MANASH,a registered environmental NGO,Bongaigaon District.

A Governing Body member of PANCHARANTA, a leading socio-economic voluntary organization of Nalbari District,

A life member and magazine secretary of NALBARI LEKHIKA SAMAJ,a literary organization of Nalbari District etc

Dr Minaxi Barman Majumdar:

Mrs Rita Moni Das:

35. SWOC analysis of the department and Future plans

Strength:

- A department crowded with both scholastically and non-scholastically brilliant students
- A committed and dedicated teaching staff
- The sole department of the college with a well-equipped psychological laboratory
- Provides psychological counseling by renowned psychologists

- Maintains a psychologically sound and good ambience
- Provides ample opportunities for co-curricular activities
- Emphasizes value education including Yoga & meditation
- Alumni are well established contributing largely to different fields of the society
- Cordial relationship with parents and local communities.
- High rate of pass percentage
- Emphasizes the creativity of the students through the departmental publications.
- Maximum individual care to major class students
- Provides special care to the backward and slow learners through remedial and tutorial classes,
- Interactive and student-oriented teaching methods.
- Provision for quick feedback of students performances

Weakness:

- Overcrowded general classes hamper teacher-students ratio
- Frequent alterations in course contents by the concerned university keep students in dilemma
- In need of more psychological laboratory equipments
- Weakness of students in English language
- Insufficient teaching staff

Opportunity:

- Education prepares students for the most dignified job of the society-“teaching profession.”
- Helps in socio-psychological adjustment in the environment.
- Imbibes moral & cultural values among the students
- Develops proper environmental awareness and attitude among the students.
- Enhances educational atmosphere of the society .
- Helps in personality development
- Imparts better knowledge in child care and child-centric education
- Helps to solve delinquency

Challenge:

- Overcrowded classes in general course
- Delia pated roads to the college for girls students
- Lack of sufficient provisions for visual challenged students

Future plan:

- To introduce PG course in Education
- To introduce Integrated B.Ed course
- To establish a psychological rehabilitation center
- To publish a quarterly research journal
- To organize an International Seminar on Quality management in Higher Education
- To introduce a certificate course on Mother Psychology and Child care.

**Evaluative Report of the Department
Department of English
Kamrup College, Chamata**

1. Name of the department : **English**

2. Year of Establishment : **1976**
3. Names of Programmes / Courses offered (UG, PG, M.Phil., Ph.D., Integrated Masters; Integrated Ph.D., etc.) : **UG – Major/General**
4. Names of Interdisciplinary courses and the departments/units involved : **The Department of English has interdisciplinary relevance association with Department of History, Political Science and economics. In addition to these departments, it also collaborates with the departments of philosophy, Education and Assamese.**
5. Annual/ semester/choice based credit system (programme wise): **Semester system with choice based credit system.**
6. Participation of the department in the courses offered by other departments: **The Department of English has been taking part actively in the courses offered by other departments such as Assamese and Environmental Studies.**
7. Courses in collaboration with other universities, industries, foreign institutions, etc.: **The Department of English in collaboration with various Study Centers (namely Bapuji College, Swahid Smriti College, Manabendra Sarma Girls' college and Tihu B.Ed College) of Krishna Kanta Handique State Open University offers training to the School English teachers for Diploma in Elementary Education. The department also enjoys association with Kumar Bhaskar Varma Sanskrit Ancient Studies University as one the faculty member of the department is involved in syllabus and curricular development of this university. Also, this department associates itself often with Rastriya Madhyamik Siksha Abhijan , Government of Assam in imparting training to the School English teachers of the district.**
8. Details of courses/programmes discontinued (if any) with reasons: **Nil**
9. Number of teaching posts:

Designation	Sanctioned	Filled

Professors	Nil	Nil
Associate Professors	Nil	Nil
Asst. Professors	03	03
Part-time (Adhoc)Faculty	01	01

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

Name	Qualification	Designation	Specialization	No. of Years of Experience	No. of Ph.D. Students guided for the last 4 years
Sanjib Kumar Gosmami Kumar	M.A., M.Phil.	Assistant Professor, Stage-III & Head	Language & Literature, post-modern literature, Folklore	16 Years	Nil
Dr. Jumi Kalita	M.A., M.Phil., Ph.D.	Assistant Professor, Stage-II	Modern Fiction	7 Years	Nil
Abdur Rouf	M.A. (SLET qualified)	Assistant Professor, Stage-II	Victorian Novel & Folk literature	21Years	Nil

11. List of senior visiting faculty:

- (i) Chiranjib Jain, former Princial and HoD, English, Mahendra Narayan Choudhury Balika Mahavidyalya
(ii) Dr. Sanjib Nath, Associate Professor, Gauhati University

12. Percentage of lectures delivered and practical classes handled (programme wise) by temporary faculty :

- c. The senior visiting faculty had delivered 2% of total lectures in a semester
- d. The temporary and part time faculty imparts education through 10% of total lectures and 5% seminar in a semester

13. Student -Teacher Ratio (programme wise)

Semester	Subject	Student	Teacher	Ratio
1 st Sem. & 2 nd Sem.	Major	20	03	6.6:1
	Pass Course	474	04	118.5:1
3 rd Sem. & 4 th Sem	Major	20	03	6.6:1
5 th Sem. & 6 th Sem	Major	15	03	5:1

14. Number of academic support staff (technical) and administrative staff; sanctioned and filled: **Nil**
15. Qualifications of teaching faculty with DSc/ D.Litt/ Ph.D/ MPhil / PG :
Ph.D-1,
M.Phil.- 2
PG-1.
16. Number of faculty with ongoing projects from a) National b) International funding agencies and grants received: **Nil**
17. Departmental projects funded by DST - FIST; UGC, DBT, ICSSR, etc. and total grants received: **Nil**
18. Research Centre /facility recognized by the University: **Nil**
19. Publications:
- SANJIB KUMAR GOSWAMI:
 - Research Publications:
 - (i) Referred Journals:
 - ❖ Title: The image of women in Assamese Folklore-An Overview; Published in Janakristi (Annual Research Journal of Folklore

Society of Assam) by Folklore Society of Assam, Guwahati , November,2011-2012;ISSN: 0974-6188

- ❖ Title: Womens' Identity and the Raising Feminist Voices; Published in Srotaswinee, Bi-lingual Annual Journal on Humanities by Womens' Cell, Kamrup College, Chamata, Nalbari; August 2015 ;ISSN: 2454-8146
- v) Non-referred but recognized and reputable journal and periodicals with ISBN/ISSN numbers:
 - ❖ Title: Sources of Bengali folklore with special emphasis on the sources imbued in Assamese folklore– An analytical study; Published in Samasamayik Bangabidya by Department of Bengali Language and Literature, University of Calcutta, Kolkata; November,2013;ISBN: 978-93-8041-11-63
- vi) Conference proceedings as full paper (abstract not to be included):
 - ❖ Title: Role of NGOs in Disaster Management with special reference to Gramya Vikash Mancha – a case study, Published in the conference proceedings (National Seminar on Disaster management: Issues and Challenges held at PCPS Girls' Polytechnic, Bamunimaidan, Guwahati on November 3-4, 2015 sponsored by AICTE-NEQUIP in collaboration with ASDMA, Got of Assam)entitled “ Disaster Management :Issues and Challenges by Manikut Prakash, Guwahati; November,2015; ISBN: 8187800097
 - ❖ Title: Gender Inequality: An Analysis Beyond Laws, Published in the conference proceedings (UGC Sponsored National seminar on Human rights and socio- Economic and political status of Womenin the Northeast India organized by Borbhag College on November 12-13,2010) entitled Woman and Human rights- THE NORTH EAST INDIAN CONTEXT by Internal Quality Assurance Cell Barbhag College, Nalbari, November,2009;ISBN: 978-81-910812-0-6
 - ❖ Title: Role of Commerce Education in Building Career, Published in Full paper Proceedings of UGC Sponsored National Seminar on “Role of Commerce Education in the Economic Development of the North-Eastern Region, by Nalbari Commerce College, Nalbari, 2011

vii) Journals without ISBN number

- ❖ Title: Humayun Ahmed's Achinpur-a Postmoder Perspective, Published in Contemporary Bengal Studies & Bangabidya by University of Dhaka, Bangladesh Dhaka December,2011
- ❖ Title: Systematic Assumptions, published in Journal of Gauhati University, by Gauhati University Research Scholars' Association, Guwahati, 2003
- ❖ Title: Skills of Communication, Published in the journal of Assam High School Teachers Association, Tinsukia 2012
- ❖ Title: Unlicensed Printing, Miltons' "Areopagitica" Etc.: A Debate, Published in Post Graduate Students; Journal, Gauhati University by Post Graduate Students' Union, Gauhati University, Guwahati, 1997

4. Published Books and Book-chapters with ISBN numbers:

v) Text or Reference Books :Nil

vi) Chapters in Text or Reference Books:

- ❖ Title: NGOs and Social Entrepreneurship– the blooming nexus; Published in the book entitled Entrepreneurship Development – THE NORTH EAST INDIAN CONTEXT by Barbhag College & Rajiv Gandhi National Institute of Youth Development, Government of India, January,2015, ISBN: 978-81-910812-4-4

vii) Knowledge based volumes:Nil

viii) Chapters in Knowledge based volumes:

- ❖ Title: An advocate of Gender Equality; Published in Dr. Gobinda Prasad Sarma –person, personality & writings by Jyoti Prakash, Guwahati Decmber,2013; ISBN: 978-93-81485-65-1

5. Published Books and Book-chapters without ISBN numbers:

Published Books

- ❖ Authored Title: Inquest of A Successful Career; Published by Rastrya Madhyamik Siksha Abhijan, Nalbari, Government of Assam, September,2013
- ❖ Edited Title: Resource Book for Peer Educators (Rashtrya Kishor Swastha Karyakram Published by Health & Family Welfare, Government of India,2015
- ❖ Edited Title: Good Teaching in Higher Education, Published by Kamrup College, Chamata,2005
- ❖ Edited jointly the Abstract Book of the UGC Sponsored National Seminar on Reorienting Higher Education for Academic Empowerment and Educational Leadership in Rural Areas organized by Dept of Education, Kamrup College, Chamata on May 30-31, 2013
- ❖ Edited jointly ACTA Nalbari Zone BULLETIN, Volume -1 , Published by ACTA , Nalbri Zonal Committee,2012
- ❖ Edited jointly ACTA Nalbari Zone BULLETIN, Volume -2 , Published by ACTA , Nalbri Zonal Committee,2013

Book-chapters

- ❖ Title: Marginalization and Women: a Reading of Nirupama Borgohain's Novel" Iparar Ghar Siparar Ghar", Published in "Narrativizing the Margins: Northeast India and Beyond, by Department of English, Assam University, Diphu Campus. Diphu, January 2012
- ❖ Title: Linguistic Nationalism inLakshminath Bezbaroa's articles published in "Mrinmoyee"— An analytical study, Published in Souvenir UGC Sponsored National Seminar on "The life and Works of Lakshminath Bezbaroa" by Bijni College , Bijni June,2015
- ❖ Title: The Politics of Mamapapa- A Study of Marriage and Family Relations in anita Desai's "Fasting Feasting" , Published in Abstract Book of UGC Sponsored National Seminar on Reflection of the Changing Indian Society in Indian English Fiction by M.N.C. Balika Mahavidyalaya, Nalbari, September,2015

- ❖ Title: Fragrance of Nalbari, Published in Nal-Birina (Souvenir, 7th Women's convention, Women's Cell, Nalbari) by Reception Committee, Nalbari , September,2015
- ❖ Title: Religious Tourism, Nalbari, Sri Sri Hari Mandir, the Festival of Ras etc.; Published in Souvenir, 79th Ras Festival, Nalbari) by RasCommittee, Nalbari , November,2012
- ❖ Title: The People of Nalbari, Hari mandir, The Festival Of Rass, Spiritual Medley etc.; Published in Souvenir, 78th Ras Festival, Nalbari) by RasCommittee, Nalbari , November,2011
- ❖ Title: Sri Sri Hari mandir and t he Festival Of Ras, Published in Souvenir, 77th Ras Festival, Nalbari) by RasCommittee, Nalbari , November,2010
- ❖ Title: Uttar Adhunik Natak; Published in Rangamancha , Souvenir, 42nd Convention,Axom Natya Sanmilan, Nalbari) by Reception Committee, Nalbari , February,2003
- ❖ Title: From Nalbari to Nalbari- Some topsy-turvy Notes; Published in Navadweep , Souvenir, 55th Annual convention,Assam college Teachers' Association, Nalbari) by Reception Committee, Nalbari , April ,2008
- ❖ Title: Reminisences of Moment's Moment; Published in Hepahar Seujia Pristha , by Centenary Celebration Committee, Cotton college, Guwahati , October,2010
- ❖ Title: Remembering Munindra Bhathhacharjyya, Published in Amiya Jokar , by Basanti Devi, Nalbari , July,2011
- ❖ Title: Remembering Debendra Goswami, Published in Debendra AbhaAru Kichu Anya Chintan , by Debendra AbhaAru Kichu Anya ChintanPublication Committee , Nalbari , September,2015
- ❖ Title: Students Science Society, Assam, Published in Jan Vigyan , by Students' Science Society , Assam September,2005
- ❖ Title: Drug Abuse- A Social Evil, Published in the Souvenir, M.C.B. Debate Competition,2004 Published by Cotton College, Guwahati
- ❖ Title: The Politics of Mamapapa- A Study of Marriage and Family Relations in anita Desai's "Fasting Feasting" , Published

in Abstract Book of UGC Sponsored National Seminar on Reflection of the Changing Indian Society in Indian English Fiction by M.N.C. Balika Mahavidyalaya, Nalbari, September,2015

- ❖ Title : Marginality and Indian English Poetry: A Reading of NISSIM Ezekiel's Selected Poems published in the Abstract book of UGC Sponsored National Seminar on Indian Writings in English and Marginalization organized by Department of English, Goalpara College on February 03-04,2012.
- ❖ Title: Traditions and Transition: Some snapshots of Assamese Women as Portrayed in the Debendra Nath Acharjee's Novel " Kalpurush"
- ❖ Published in Abstract Book of UGC Sponsored National Seminar on Traditions and Transitions: Assamese Women by M.N.C. Balika Mahavidyalaya, Nalbari, October,2014.

▪ JUMI KALITA:-

- ❖ Research Publications : 2
 - iv) Referred Journals : 1
 - In Rock Pebbles (ISSN-0975-0509), A Peer-Reviewed International Literary Quarterly Journal, Vol .XVIII No. III, 2014 " Subaltern Female Characters in V.S. Naipaul-A House for Mr. Biswas: Some Reflections.
 - v) Non-referred but recognized and reputable journal and periodicals with ISBN/ISSN numbers : 1
 - vi) In PSF Social Science Journal (ISSN: 2278-4276), A Peer Reviewed Journal, vol. I issue II, 2012 "Search for Root: The Diasporic Sensibility of V. S. Naipaul"
- ❖ Conference proceedings as full paper (abstract not to be included): **
 - iii) Seminar proceedings of Barbhag College entitled "Millennium Development Goals and Status of Women" (ISBN 978-81-910812-0-6).
 - iv) Seminar proceedings of Nalbari Commerce College entitled "Protection of Child Rights in India through Legal Measures"
- ❖ Journals without ISBN number: Nil
- ❖ Published Books and Book-chapters with ISBN numbers:

- v) Text or Reference Books:
- vi) Chapters in Text or Reference Books: Nil
- vii) Knowledge based volumes:
- viii) Chapters in Knowledge based volumes: Nil
- ❖ Published Books and Book-chapters without ISBN numbers: NIL
- MD. ABDUR ROUF:-
 - ❖ Research Publications:
 - (v) Referred Journals: (01)
 - DRISTI: THE SIGHT, A peer-viewed Bi-Annual Journal Vol.1, Number II, November, 2012, Guwahati-3
ISSN: 2319-8281
Topic: - The Song Boat Race in Hajo Area (Page-30-38)
 - (vi) Non-referred but recognized and reputable journal and periodicals with ISBN/ISSN numbers: Nil
 - (vii) Conference proceedings as full paper (abstract not to be included):
Nil
 - (viii) Journals without ISBN number (04)
 - Eid (Vol-II No.I): An Annual Journal (Assamese),
Published by Dr. Fozlur Rahman, Guwahati-7, 2010
Topic:- *Parichayar Sankatat Bishwar Musalman (Assamese)*
Page-16 -20
 - Eid (Vol-III, No.3) An Annual Journal (Assamese)
Published by Dr. Fizlur Rahman, Ghy-7, 2011
Topic:- *Asomat Madrassa Sikshar Bhabiswat (Assamese)*
Page-272-276
 - Gariyoshi A Monthly Assamese Magazine, Guwahati, Vol. XX, Issue No. 4, Jan, 2013.
Short Story:- Hasnahanar Sakulo
 - Natun Sahitya: A Socio-cultutal Literary Bi-annual Assamese Magazine,
22nd Issue, July,2014.
Topic:- *Bartolt Brechtar Natya Darshan: Kichu Alokpat*
Page No. 56-58
 - ❖ Published Books and Book-chapters with ISBN numbers:
 - (v) Text or Reference Books:
 - (vi) Chapters in Text or Reference Books:
 - (vii) Knowledge based volumes:
 - (viii) Chapters in Knowledge based volumes:
 - “Ethnic Conflict and Identity Crisis in North East India,

Published by Principal, Suren Das College, Hajo, August, 2012. ISBN-978-81-923440-0-3

- “Etinc Issue: searches for identity as reflected in languages, literature and media response to the problem with special reference to Assam”
- Global Warming: its impact on the world environment.

Published by Nalbari Commerce College, Sept. 2012, ISBN-978-81-922971-1-8

- Topic: Global Warming, Sustainable development and Capitalism, page 80-84
- Govinda Prasad Sarma: person, personality & writing (Assamese Section)
ISBN 978-93-81485-65, Published by Jyoti Prakashan, Ghy, December, 2013

- Topic: Guwahati Vishwavidyalayar Ingrari Bibhag Aru Amar Anubhav, (Assamese)
Page No. 71-77.

- Mamoni Roisom Goswamir Upaynash Baibhav: (a collection of writing about Mamoni Roisom Goswamir Novel)
ISBN: 978-93-81183-88-5
Published by N.L. Publication, Guwahati, December, 2013

- Topic: Mamoni Roisom Goswamir Manabatabadi Satva (Assamese)

❖ Published Books and Book-chapters without ISBN numbers:

2. Oral/Poster presentation /Participation in Conference/Seminar/ Workshop/Symposia (If Any): (Please attach relevant documents)

20. Areas of consultancy and income generated

Name of Faculty	Area of Consultancy	Beneficiaries
Sanjib Kumar Goswami	Spoken English & Language Teaching , syllabus preparation for University	All English School teachers & selected School Students of the district through RMSA & K.K.H.S.O.U. . Also students of K.B.V.S.A. University

21. Faculty as members in

- National committees
- International Committees
- Editorial Boards....

Name of faculty	Details of Membership
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Sanjib Kumar Goswami	<ol style="list-style-type: none"> 1. Lions Club (International) 2. Life Member , Axom Sahity Sabha 3. Life Member of Soc, Assam, Bharat Jan Vigyan Jatha 4. Editorial Board member of Science books (DST, Government of India 5. Editorial Board member as Editor Resource Book for Peer Educators (Rashtrya Kishor Swastha Karyakram Published by Health & Family Welfare, Government of India 6. Member of ELTAI 6. Central Executive Member of Assam College Teachers Association
Dr. Jumi Kalita	<ol style="list-style-type: none"> 1. Life member of ELTAI 2. Life member of AIAER 3. Member of Assam College Teachers Association
Abdur Rouf	<ol style="list-style-type: none"> 1. Member of Assam College Teachers Association

22. Student projects

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

Major students 100%

Pass course students: 85%

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

23. Awards / Recognitions received by faculty and students

Name of Faculty	Awards/Recognitions
Sanjib Kumar Goswami	<p>Received recognition from Assam Science Technology & Environment Council for contribution to the society as PSM activist.</p> <p>Received recognition from District administration for activities related to Youth Awareness Programme</p>

Dr. Jumi Kalita	Awarded Ph.D From Assam University, Silchar
Abdur Rouf	-

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

Name of academicians	Designation
Prof . Pankaj Chaturbedi,	Editor, National Book Trust & Visiting Professor, Delhi University
Dr. Bibhash Choudury	Professor, Department of English Gauhati University
Dr. Sanjib Nath,	Professor, Department of English Gauhati University
, Chiranjib Jain.,	Former Principal & Head,DOE, M.N.C.B. Mahavidyalya
Dr. Amar Nayak	Associate Professor & Head Department of English, Nalbari College

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

a) National Seminar : **01**

Title of the Seminar and Year	Sponsored by	Funding Agency
Good Teaching in higher Education(2004)	University Grant Commission (UGC)	UGC & College Fund

b) International: **Nil**

26. Student profile programme/course wise:

Session	Name of the Course/programme	Applications received	Selected	Enrolled		Pass percentage
				*M	*F	
2011-2012	UG (General)	359	359	148	211	91.7%
	UG (Major)	04	10	02	02	100%
2012-2013	UG (General)	358	358	165	193	89.5%

	UG (Major)	13	15	06	07	100%
2013-2014	UG (General)	392	392	176	216	94.3
	UG (Major)	13	16	05	08	80%
2014-2015	UG (General)	473	500	217	256	80.2%
	UG (Major)	20	25	09	11	94%
2015-2016	UG (General)	474	510			-
	UG (Major)	20	27	11	10	-

*M = Male *F = Female

27. Diversity of Students

Name of the Course	% of students from the same state	% of students from other States	% of students from abroad
B.A/UG (Major/General)	100%	Nil	Nil
Higher Secondary Arts	100%	Nil	Nil

28. How many students have cleared national and state competitive examinations such as NET, SLET, GATE, Civil services, Defense services, etc.?

4. Teachers' Eligibility Test (TET) examination -2(2014)

5. NET& SLET : 02

6. Defense service: 01

A good number of students have cleared various state level competitive examinations and working in reputed post under State Government of Assam and Central Government.

29. Student progression

Student progression	Against % enrolled
UG to PG	45%
PG to M.Phil.	-
PG to Ph.D.	-
Ph.D. to Post-Doctoral	-
Employed	
• Campus selection	Nil
• Other than campus recruitment	25%
Entrepreneurship/Self-employment	20%

30. Details of Infrastructural facilities

- e. Library : **Text Books and Reference Books= 115 copies**
- f. Internet facilities for Staff & Students: **For Staff & Students available at Central Library and IQAC cell by Wi-Fi system**
- g. Class rooms with ICT facility: **One audio visual class room.**
- h. Laboratories: **One Language Laboratory.**

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

Financial assistance providing institutions or agencies	Number of students
Poor fund of College	10
Government Scholarship for SC/ST/OBC,MOBC	06
Ishan Uday Scholarship for meritorious Scholarship	15
Dr. Amedkar Nationa Merit Award	01

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

- Extra tutorial classes for major students
- Special lecture organized by inviting guest Teachers from other institutions.

- Fiesta Literaria is organised annually as a literary festival inviting external resource person
- Workshop on Reading Poetry at Undergraduate Level
- Training programme for School Teachers Spoken English
- Minor projects under supervision of teachers to broaden the knowledge of students
- Regular home assignment and continuous evaluation through class test
- Teacher-students meet to discuss the academic and other matters/problems in every last Saturday of the months.
- There is also provision of Educational tour, field visit, etc..

33. Teaching methods adopted to improve student learning

Our level of study is higher Secondary and undergraduate in Arts Stream. The teaching Method is basically through Classroom lectures, assignments and Discussion. However, keeping in mind the poor capacity of the larger numbers of learners the Department takes some innovative methods to impart the learning of English. The innovative method includes group discussion, group task, brain storming method of developing interest, easy English avoiding complicated words etc. In the general level we give stress on classroom operation and encourage comprehension writing, paragraph writing to enhance their writing skill, while extempore speech and readymade speech, Reading practice are equally encouraged for proper development of speech. In addition, weekly seminars and annual Departmental Seminars are organized for proper exposure of the students. Students are encouraged to take part in literary activities through their association with THE ENGLISH ASSOCIATION, a departmental organization to boost their overall development recently the department also has institutionalized the course of SPOKEN ENGLISH.

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

Students:

- d. Students are actively participated in college week cultural procession and other social matters of concern like flood, accidents, fire etc.
- e. Hospitality and respect by the students to the guests or academicians coming from outside
- f. The major students department is engaged in promoting cultural values to the local community by carrying out processions and involving themselves in community programmes

Teachers:

The Department of English in collaboration with various Study Centers (namely Bapuji College, Swahid Smriti College, Manabendra Sarma Girls' college and Tihu B.Ed College) of Krishna Kanta Handique State Open University offers training to the School English teachers for Diploma in Elementary Education. Also, this department associates itself often with Rastriya Madhyamik Siksha Abhijan, Government of Assam in imparting training to the School English teachers of the district.

35. SWOC analysis of the department and Future plans

Strength:

- (i) Good infrastructure,
- (ii) Availability of Language Lab. software
- (iii) Congenial relationship among teachers and students.
- (iv) Enrollment of the major students is increasing.
- (v) The Department is conducting special Lectures (every year) for the benefit of the Students.
- (vi) The department takes special care for the poor and needy students and offer financial help to them if necessary.

Weaknesses

- (i) The English subject (Pass course) is offered only at the First Year. level hence the students learn it only for two semesters.
- (ii) The students are weak in Spoken English which creates problem in the teaching-learning process.
- (iii) Student –Teacher ratio is less.

Opportunity

- (i) Inter-disciplinary scope of the subject.
- (ii) Semester system has been introduced that provides opportunity to students to perform better.
- (iii) Ample scope for job opportunities
- (iv) UGC is very generously offering schemes and opportunities for the faculties in form of projects, organizing seminars/workshops, running special courses etc.
- (v) In tutorial classes the teacher is with a smaller group of students than that for the theory class. „One to one“ interaction is possible and teacher can guide and encourage students.

Challenges

- (i) The input in terms of student enrollment is high. But in terms of quality at the entry level, it is not up to expectation in most of the cases. Level of general awareness along the students is far from being satisfactory
- (ii) It is challenging to motivate the General English (Pass course) students as the subject is offered as one of the subsidiary courses and students give more importance to their specialization subjects. Many students are from vernacular medium and find it difficult to comprehend the text as the medium of instruction is purely English.

Future Plans

1. To enrich departmental library.
2. Organizing State level/National level seminar or workshops.
3. To help students for better placement through career oriented courses.
4. To undertake minor or major research projects.
5. Special counseling programme on career opportunities and higher studies for the sixth semester students
6. Strengthening reading, writing, speaking and listening skills with the help of “Language lab” software

Evaluative Report of the Department Department of History

Kamrup College, Chamata

1. Name of the department: **History**
2. Year of Establishment: **1966**
3. Names of Programmers/Courses offered (UG, PG, M.Phil., Ph.D., and Integrated Masters; Integrated Ph.D., etc.): **U.G (Major & General)**
4. Names of Inter disciplinary courses and the departments/units involved: **Nil**
5. Annual/semester/choice based credit system (programmed wise): **Semester System**
6. Participation of the department in the courses offered by other departments: **Yes (Ass, Political Science, Education, Logic, Economics.)**
7. Courses in collaboration with other universities, industries, foreign institutions, etc.: **Nil**
8. Details of courses/programmers discontinued (if any) with reasons: **Nil**
9. Number of teaching posts:

	Sanctioned	Filled
Professors	Nil	Nil
Associate Professors	Nil	Nil
Asst. Professors	03	02

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

Name	Qualification	Designation	Specialization	No. of Years of Experience	No. of Ph.D. Students Guided for the Last 4 years
Tilak Sarma	M.A., M.Phil.	Asst. Professor	Ancient Indian History	19 Years	Nil
Rekha Kalita	M.A., M.Phil.	Asst. Professor	Modern Indian History, Social and Economic History	1year 10 Months	Nil

11. List of senior visiting faculty: **Nil**

12. Percentage of lectures delivered and practical classes handled (programmed wise) by temporary faculty: **Nil**

13. Student-Teacher Ratio (programme wise):

Year	Programme	Major	General	Total	Students Teachers Ratio
2011-2012	1st Sem.	06	16	22	7.3:1
	3 rd Sem.	04	01	05	1.6:1
	5th Sem.	Nil	Nil	Nil	Nil
2012-2013	1st Sem.	04	07	11	3:1
	3 rd Sem.	06	16	22	7.3:1
	5th Sem.	04	Nil	04	1.3:1

2013-2014	1st Sem.	04	08	12	4:1
	3 rd Sem.	04	07	11	3.1:1
	5th Sem.	03	Nil	03	1:1
2014-2015	1st Sem.	16	12	28	9.3:1
	3 rd Sem.	02	08	10	3.3:1
	5th Sem.	02	01	03	1:1
2015-2016	1st Sem.	17	21	38	19:1
	3 rd Sem.	16	03	26	13:1
	5th Sem.	02	02	04	2:1

14. Number of academic support staff (technical) and administrative staff; sanctioned and filled: **Nil**
15. Qualifications of teaching faculty with DSc / D.Litt / Ph.D / MPhil /PG :
P.G. = 03 & M.Phil. = 02
16. Number of faculty with ongoing projects from a) National b) International funding agencies and grants received: **Nil**
17. Departmental projects funded by DST-FIST; UGC, DBT, ICSSR, etc. and total grants received: **Does not arise**
18. Research Centre/ facility recognized by the University: **Nil**
19. Publications:

Name	Title of the paper	Journal title	ISSN/ISBN	peer reviewed, impact factor	No. of co-authors	Whether you are the main author
Mr. Tilak Sarma	Impact of Rajmel on	Indian Journal of	ISSN NO-2231-2447	Yes	No	Yes

	<i>Peasant uprisings in Assam</i>	Social Science and Sciences (IJSS)				
Mrs. Rekha Kalita	<i>Jyotiprasad Agarwala and nationalism in Assam</i>	Indian Streams Research Journal	ISSN NO-2230-7850 Impact Factor-0.2105(GISI)	Both	No	Yes
	<i>British polices and the social formation of the Assamese middle class</i>	Research Dimensions	ISSN NO-2249-3867 Impact	Both	No	Yes
	<i>Silk industry of Assam its origin and growth</i>	Golden Research Thoughts	ISSN NO-2231-5063 Impact Factor-1.2018 (GISI)	Both	No	Yes

❖ Publication per faculty:

Tilak Sarma =07

Rekha Kalita =03

❖ Number of papers published in per reviewed journals(national/ International)by faculty and students

❖ Number of publications listed in International Database.

(For E.g.: Web of Science Scopus, Humanities International Complete, Dare Database-International Social Sciences Directory, EBSCO host, etc.):

Tilak Sarma =01

Rekha Kalita**=03**

- Monographs
- Chapter in Books
- Books Edited
- Books with ISBN /ISSN numbers with details of publishers
- Citation Index
- SNIP
- SJR
- Impact factor: **Rekha Kalita =03**
- h-index

20. Areas of consultancy and income generated: **Nil**

21. Faculty as members in a) National committees b) International Committees c) Editorial Boards....

Name of Faculty	Details of Membership
Tilak Sarma	1. Editorial Board Member of College Magazine 2. Life Member of ACTA. 3. Life Member of RKP, Chamata. 4. Life Member of NEIHA
Rekha Kalita	1. Life Member of NEIHA 2. Life Member of CEEED 3. Life Member of ACTA.

22. Student projects

- a) Percentage of students who have done in house projects including interdepartmental/ programme
- b) Percentage of students placed for projects in organizations outside the institution i.e. in Research laboratories/Industry/ other agencies.

Nature of Project	Percentage of Involvement	Remarks
Inter departmental project of 6 th semester under the guidance of Faculties of the department	100 per cent	Conducted by Students of the department

23. Awards/Recognitions received by faculty and students

Name of Faculty	Awards/Recognitions
Tilak Sarma	M.Phil., 2008 from M.K. University, Madurai, Tamilnadu.
Rekha Kalita	M.Phil, 2010 from Assam University UGC-SLET, 2013

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

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

a) National : Nil

b) International : Nil

c) One day seminar jointly organized by History & Economics Dept. on 'self employment through entrepreneurship' on 17th November, 2015.

26. Student profile programme /course wise:

Name of the Course/programme (refer question no. 4)	Applications received	Selected	Enrolled		Pass percentage
			*M	*F	

UG (Major & General)						
2011-2012	B.A.	14	10	08	02	100%
Major		20	17	10	07	95%
2012-2013	B.A.	20	14	10	04	100%
Major		28	23	14	09	100%
2013-2014	B.A.	15	11	08	03	95%
Major		20	15	08	07	100%
2014-2015	B.A.	25	20	10	10	Wait for results
Major		28	21	17	04	

*M=Male *F=Female

27. Diversity of Students

Name of the Course	%of students from the same state	%of students from other States	%of students from abroad
UG	100%	No	No
H.S Arts	100%	No	No

28. How many students have cleared national and state competitive examinations such as NET, SLET, GATE, Civil services, Defense services, etc.?

29. Student progression:

Student progression	Against % enrolled
UG to PG	50%
PG to M.Phil.	
PG to Ph.D.	
Ph.D. to Post-Doctoral	
Employed	25%
● Campus selection	-
● Other than campus recruitment	30%

Entrepreneurship/Self-employment	20%
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30. Details of Infrastructural facilities
- Library: Departmental Library with more than 200 text and references
 - Internet facilities for Staff & Students: **For staff and students available at Central Library and IQAC cell by Wi-Fi- system**
 - Class rooms with ICT facility: **Nil**
 - Laboratories: **Nil**
31. Number of students receiving financial assistance from college, university, Government or other agencies

Financial Assistance providing Institutes or Agencies	No. of Students
Poor Students	12
Government Scholarship for SC/ST/OBC,MOBC	09

32. Details on student enrichment programmes (special lectures / workshops/ Seminar) with external experts
- **Additional classes for weak students**
 - **Departmental seminar on course related topic with the attendance of other departmental faculties.**
 - **Educational tour to different historical places.**
33. Teaching methods adopted improved student learning
- **Interactive and participatory classes**
 - **Lecture method with audio visual aids**
34. Participation in Institutional Social Responsibility (ISR) and Extension activities

Students:

Students of the Department participated in social activities like helping the people in flood, accidents and participated in activities like cleanliness, planting trees, etc.

Teachers:

Contributed to the welfare fund, solve social problems etc.

35. SWOC analysis of the department and Future plans:

Strengths:

- Good pass percentage of students.
- Monitoring and helping of students individually.
- Timely evaluation of students in examination.

Weaknesses:

- The infrastructure of the department is very poor.
- The economic condition of students is very poor.
- Students' interest to the subject is very poor.

Opportunities:

- Increasing the number of students of the departments.
- Improvement of the infrastructure of the department.

Challenges:

- Mushrooming of colleges poses a challenge to our students' strength.
- The interest of the students in the subject is comparatively low.

Future Plan:

- ❖ In the very near future the Department is planning to enrich the departmental Historical Archive- Museum through collecting materials from local areas and other places.
- ❖ The Department also planning to undertake field trip to different historical places so that the students would able to know about the time, feature and importance of the historical evidences like inscriptions, architecture etc.
- ❖ By organizing seminar/conference/workshop etc., the Department also wants to create educational environment among the students.

Evaluative Report of the Department Department of Mathematics

Kamrup College, Chamata

1. Name of the department: **Dept. of Mathematics**
2. Year of Establishment: **1975**
3. Names of Programmes / Courses offered (UG, PG, M.Phil., Ph.D., Integrated Masters; Integrated Ph.D., etc.): **U G (B.A.)**
4. Names of Interdisciplinary courses and the departments/units involved:
-Environmental Studies
-Economics
-Education
-English
-Sanskrit
-Assamese
5. Annual/ semester/choice based credit system (programme wise):
Semester and Choice based credit system.
6. Participation of the department in the courses offered by other departments
-Environmental studies
-Education
-Economics
-English
-Sanskrit
7. Courses in collaboration with other universities, industries, foreign institutions, etc.: **Only Gauhati University.**
8. Details of courses/programmes discontinued (if any) with reasons: **Nil**
9. Number of Teaching posts

	Sanctioned	Filled
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Professors	–	–
Associate Professors	01	01
Asst. Professors	01	Vacant

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

Name	Qualification	Designation	Specialization	No. of Years of Experience	No. of Ph.D. Students guided for the last 4 years
Dr Dharmeswar Deka	M.A.(Math) M.A.(Eng) Ph.D	Associate Prof.	Fluid Mechanics & Theory of Relativity	27 years	Nil

11. List of senior visiting faculty:
-Dr. Dwiraj Talukdar, Retired Prof., Nalbari College, Nalbari
 -Dr. T.K.Dutta, Professor, Gauhati University, Guahati.
12. Percentage of lectures delivered and practical classes handled (programme wise) by temporary faculty: **Nil**
13. Student -Teacher Ratio (programme wise): -
14. Number of academic support staff (technical) and administrative staff; sanctioned and filled: **Nil**
15. Qualifications of teaching faculty with DSc/ D.Litt/ Ph.D/ MPhil / PG.
-M.A. (Double), Ph.D-01

16. Number of faculty with ongoing projects from a) National b) International funding agencies and grants received: **Yes,01, UGC- MRP in 2009 Rs 50,000/-**
17. Departmental projects funded by DST - FIST; UGC, DBT, ICSSR, etc. and total grants received: **Nil**
18. Research Centre /facility recognized by the University: **Nil**
19. Publications:
 - a) Publication per faculty
 - b) Number of papers published in peer reviewed journals (national /international) by faculty and students

Dr. Dharmeswar Deka -06

- Number of publications listed in International Database (For Eg: Web of Science, Scopus, Humanities International Complete, Dare Database - International Social Sciences Directory, EBSCO host, etc.)
- Monographs
- Chapter in Books
- Books Edited
- Books with ISBN/ISSN numbers with details of publishers
- Citation Index: 02
- SNIP
- SJR
- Impact factor: 02

- h-index

20. Areas of consultancy and income generated: **Nil**
21. Faculty as members in a) National committees b) International Committees c) Editorial Boards....**Nil.**
22. **Student projects**
- a) Percentage of students who have done in-house projects including inter departmental/ programme: **Nil**
- b) Percentage of students placed for projects in organizations outside the institution i.e.in Research laboratories/Industry/ other agencies: **Nil**
23. Awards / Recognitions received by faculty and students
One-Ph.D.
24. List of eminent academicians and scientists / visitors to the department: **Nil**
25. Seminars/ Conferences/Workshops organized & the source of funding
- a) National : **Nil**
- b) International : **Nil**
26. Student profile programme/course wise:

Name of the Course/programme (refer question no. 4)	Applications received	Selected	Enrolled		Pass percentage
			*M	*F	
B.A. Semester 1 st 2012-13	02	01	01		-
BA, 1 st Semester 2013-14	01	01	01		

*M = Male *F = Female

27. Diversity of Students

Name of the Course	% of students from the same state	% of students from other States	% of students from abroad
BA 1 st Sem.	100%	Nil	Nil

28. How many students have cleared national and state competitive examinations such as NET, SLET, GATE, Civil services, Defense services, etc.? **Nil**
29. Student progression

Student progression	Against % enrolled
UG to PG	50%
PG to M.Phil.	-----
PG to Ph.D.	Nil
Ph.D. to Post-Doctoral	Nil
Employed <ul style="list-style-type: none"> ● Campus selection ● Other than campus recruitment 	Nil Yes, Employed at different Institutes in Assam
Entrepreneurship/Self-employment	Self Employment.

30. Details of Infrastructural facilities
- a) Library: **Yes, Total Collection of Books 57**
- b) Internet facilities for Staff & Students: **Yes, WiFi facilities at College Campus**
- c) Class rooms with ICT facility: **01**
- d) Laboratories: **Nil**

31. Number of students receiving financial assistance from college, university, government or other agencies: **01**
32. Details on student enrichment programmes (special lectures / workshops / seminar) with external experts:
33. Teaching methods adopted to improve student learning: Extra Classes arranged.
34. Participation in Institutional Social Responsibility (ISR) and Extension activities: **College week, Environmental Programme, Other Community Services arranged by the College.**
35. SWOC analysis of the department and Future plans.

Strength:

- -Highly qualified and experienced faculty.
- -Relevance of the subject in society is increasing.
- -Mathematical knowledge is very essential for different competitive examinations including TET.

Weakness:

- -Enrollment position of the Dept. is very poor due to rural areas and only arts stream.
- -Only one faculty member.
- -Infrastructural facilities are very limited.

Future plan:

- -To increase students strength of the Dept.
- -To popularize the study of mathematics in the society and highlight the need of small saving among the rural masses.
- -To publish a departmental Newsletter.

Evaluative Report of the Department

Department of Philosophy

Kamrup College, Chamata

1. Name of the department : **Philosophy**
2. Year of Establishment : **1966**
3. Names of Programmes / Courses offered (UG, PG, M.Phil., Ph.D., Integrated Masters; Integrated Ph.D., etc.): **UG**
4. Names of Interdisciplinary courses and the departments/units involved:
5. Annual/ semester/choice based credit system (programme wise): **Semester system.**
6. Participation of the department in the courses offered by other departments: **Guest faculty in the Department of Environmental Studies related to Dept. of Political science, education etc.**
7. Courses in collaboration with other universities, industries, foreign institutions, etc.: **Nil**
8. Details of courses/ programmes discontinued (if any) with reasons: **Not Applicable.**
9. Number of teaching posts

	Sanctioned	Filled
Professors	Nil	Nil
Associate Professors	Nil	Nil
Asst. Professors	3	Filled

10. Faculty profile with name, qualification, designation, specialization, (D.Sc. /

D.Litt. /Ph.D. / M. Phil. etc.,)

Name	Qualification	Designation	Specialization	No. of Years of Experience	No. of Ph.D. Students guided for the last 4 years
Dipika Barman	M.A.	Asstt. Prof.	Logic	15 years	Nil
Dipti Talukdar	M.A.	Asstt. Prof.	Logic	9 years	Nil
Baijayanti Bhattacharya	M.A.	Asstt. Prof.	Logic	6 years	Nil

11. List of senior visiting faculty: **Nil**

12. Percentage of lectures delivered and practical classes handled(programme wise) by temporary faculty: **The temporary faculty or part-timer delivered 20% lectures in General classes and 10% lectures delivered in Major classes.**

13. Student -Teacher Ratio (programme wise):

Year	Class	Enrolment of students	Total	Student - Teacher Ratio
2010	Major+General	16+10	26	06:1
201	Major+Gener	24+17	41	10:1

1	al			
201 2	Major+General	26+66	92	23:1
201 3	Major+General	29+117	146	36:1
201 4	Major+General	40+121	161	40:1

14. Number of academic support staff (technical) and administrative staff; sanctioned and filled:
15. Qualifications of teaching faculty with DSc/ D.Litt/ Ph.D/ MPhil / PG.

Name of Faculty	Qualification
Dipika Barman	M.A
Dipti Talukdar	M.A
Baijayanti Bhattacharya	M.A

16. Number of faculty with ongoing projects from a) National b) International funding agencies and grants received: **Nil**.
17. Departmental projects funded by DST - FIST; UGC, DBT, ICSSR, etc. and total grants received: **Nil**.
18. Research Centre /facility recognized by the University: **Nil**

19. Publications:

a) **Publication per faculty**

1. ***Dipika Barman***

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

- I) “Debiprasad Chattopadhyaya: A Materialist Indian Philosopher”, Published in “Philosophica”, Vol-IV, 2014, ISSN: - 2249-5053. (Page No- 258-262)
- II) “Philosophical perspectives on social issues” a book without ISBN.
- III) An article entitled “Traditional harmful practices and violation of Women’s Human Right “ in the Journal “ Abhibyakti” (3rd edition), 2015. (ISSN: 2450-0546)
- IV) Published a reference book entitled “ Religion and religious practices of west Nalbari” without ISBN.

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

- Monographs
- **Chapter in Books: ‘Anumana’** Published in “**Viswakos**”, (Darsana) , Vol-X, Published by **Assam Prakasan Parishad**, 2008. (Page No- 45-48).
- Books Edited
- Books with ISBN/ISSN numbers with details of publisher
- Citation Index
- SNIP
- SJR
- Impact factor

- h-index

2. **Dipti Talukdar :**

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

- i) 'Domestic Violence and women Human rights' Published in ' Manavayatana', Vol-1, Issue no-1,2011, ISSN No- 2249-0612, (Page no- 211-216)
- ii) 'Human rights and Terrorism- An overview', Published in " Philosophica", Vol-II , 2012, ISSN no- 2249-5053,9Page no-101-106)
- iii) "Human rights- A study of violation of women's rights", Published in "Philosophica", Vol-III, 2013, ISSN no- 2249-5053, (page no- 223-229).
- iv) 'Human rights violation, terrorism and value education", Published in " Philosophica", Vol-IV, 2014, ISSN no- 2249-5053, (page no- 243-248).

3. **Baijayanti Bhattacharya:**

- i) 'Saktism and its practice in west Nalbari area', Published in ' Manavayatana', Vol-1, Issue-2, 2012, ISSN No- 2249-0612, (Page no- 171-176)
- ii) 'Vaisnavism and its practice in Nalbari district', Published in " Philosophica", Vol-II , 2012, ISSN no- 2249-5053,9Page no-70)
- iii)' Manavatavad Aru Dr. Bhupen Hazarika', Published in " Philosophica", Vol-III , 2013, ISSN no- 2249-5053,9Page no-318-324)
- iv)' Sankaradeva and Neo Vaisnavism', Published in Journal of Advanced Research, Vol-1, Issue-1,2013, ISSN No- 2319-6661, Page- 113

20. Areas of consultancy and income generated: Nil

21. Faculty as members in a) National committees b) International Committees c) Editorial Boards....: **Nil**

22.

a) Student projects Percentage of students who have done in-house projects including inter departmental/programme: **The students of Semester-VI (major) completed projects on different subject matter of Philosophy in the year 2014.**

Name of students	Topics	Periods	Name of Supervisor
ARUP TALUKDAR	Philosophy of S. Radhakrishnan .	2months (January to February)	Dipika Barman
BIJAY DAS	An analytical study of philosophy of Mahatma Gandhi.	2months (January to February)	do
INTAJUL HAQUE	A comparative study between Sankara and Ramanuja-A philosophical analysis	2months (January to February)	do
JAGADISH BARMAN	Philosophy of Vivekananda	2months (January to February)	do
JAYANTA	Radhakrishnan as a	2months (January	do

DUTTA	Philosopher.	to February)	
KULADEEP BHUYAN	Human Rights	2months (January to February)	do
KAILASH RAJBONGSHI	The place of Bhakti in Sankardeva's Philosophy.	2 months (Feb. to March)	do
MRINAL BARMAN	Terrorism and its impact on Assam.	2 months (Feb. to March)	do
MONESWAR DAS	The existence of God.	2 months (Feb. to March)	do
NAYANMONI BARMAN	An analytical study of philosophy of Sankardeva.	2 months (Feb. to March)	do
RATUL BARMAN	A brief account of Sankhya philosophy.	2 months (Feb. to March)	do
SAFIKUR RAHMAN	A critical study of Sankara's philosophy.	2 months (Feb. to March)	do
SIMANTA BHUYAN	Sankardeva and his Vaisnavism	2 months (Feb. to March)	do

ALMINA BEGUM	Philosophy of Swami Vivekananda.	2 months (Feb. to March)	do
BIJULI DEVI	R.N. Tagore and his Humanism	2 months (Feb. to March)	do
CHIMPI MONI BHARALI	The concept of Sarvodaya in Gandhi's Philosophy.	2 months (March to April)	do
DEEPSIKHA BRAHMA	Plato's theory of knowledge	2 months (March to April)	do
JAHNABI TALUKDAR	Women's liberation	2 months (March to April)	do
LIPIKA BORO	Existentialism as a critical study	2 months (March to April)	do
MOMINA BEGUM	An analytical study of the philosophy of Mahatma Gandhi.	2 months (March to April)	do
PURABI DEVI	Truth as an ideal in Gandhi's philosophy.	2 months (March to April)	do
PRANJALI DEVI	The concept of Ahimsa in Gandhi's	2 months (March to	do

	philosophy.	April)	
BILKIS SULTANA	The concept of Satyagraha in Gandhi's philosophy.	2 months (March to April)	do
TULIKA BARMAN	The concept of Form and Matter in Aristotle's philosophy.	2 months (March to April)	do

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

23. Awards / Recognitions received by faculty and students:

Year	Awards	Name of students
2010	Late Gopal Barman Memorial Award	1.Surajit Barman
2011	do	1. Miss Himani Barman 2. Miss Pinku Barman 3. Nikumoni Ahmed 4. Pranjali Talukdar
2012	do	1.Miss Himashri Devi

2013	do	1. Miss Arjuwara Begum 2. Miss Marjina Begum 3. Miss Sangita Devi 4. Miss Sumi Tahbildar
2014	do	Nil

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

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

a) National : **Nil.**

b)International : **Nil.**

26. Student profile programme/course wise:

Name of the Course/programme (refer question no. 4)	Applications received	Selected	Enrolled		Pass percentage (Final result)
			*M	*F	
2010-TDC- Major General	25	16	03	13	100%
	15	10	02	08	70%
2011 B.A Sem- Major General	31	24	13	11	100%
	22	17	08	09	100%
2012 B.A.Sem- Major General	30	26	03	23	100%
	70	66	25	41	80%
2013 B.A Sem- Major General	40	29	14	15	100%
	120	117			85%
2014 B.A Sem- Major General	52	40	15	25	100%
	130	121	53	68	100%

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*M = Male *F = Female

27. Diversity of Students

Name of the Course	% of students from the same state	% of students from other States	% of students from abroad
B.A. Major	100%	Nil	Nil
B.A. General	100%	Nil	Nil

28. How many students have cleared national and state competitive examinations such as NET, SLET, GATE, Civil services, Defense services, etc.?:

NET :2

SLET :1

29. Student progression

Student progression	Against % enrolled
UG to PG -2011	10%
UG to PG -2012	10%
UG to PG 2013	30%
UG to PG 2014	10%
PG to M.Phil.	
PG to Ph.D.	
Ph.D. to Post-Doctoral	

Employed	
● Campus selection	Not Applicable. 30%
● Other than campus recruitment	
Entrepreneurship/Self-employment	50%

30. Details of Infrastructural facilities :

- a) Library: There is a Departmental library in which numbers of text and reference books are available for major and general students .
- b) Internet facilities for Staff & Students: **Yes.**
- c) Class rooms with ICT facility: **Nil**
- d) Laboratories: **Not Applicable**

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

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

33. Teaching methods adopted to improve student learning:

- **Group Discussion,**
- **Home Assignment,**
- **Remedial Method,**
- **Arrange departmental Seminar**
- **Supply study materials to students.**

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

- i) Involvement of faculties in different extension activities of the college such as educational tour, field studies, students' cultural programme, awareness programme etc.

35. SWOC analysis of the department and Future plans:

Strength:

- a) Student enrollment in the department of Philosophy is very high.
- b) The result of the Department is outstanding.
- c) The teachers are associated with research work.
- d) Healthy and Close relationship between the teachers and students.

Weakness:

- a) Lack of sufficient permanent faculty members.
- b) Inadequate infrastructure facility.
- c) Lack of ICT facility in the Departmental room.
- d) Lack of sufficient reference books in the college library.

Challenges:

- a) Although the Philosophy has values and necessities in society the demand of Philosophy as a subject is decreasing, because students at present are mostly interested to technical and vocational courses.
- b) In Present situation of employment, the subject is fewer jobs oriented.

Opportunity:

- a) Inter-disciplinary relevance.
- b) The student of Philosophy after graduation may study in different fields; such as P.G.in Philosophy; LLB; B. Ed; MBA, different competitive exams.
- c) The students of this department can get spiritual and ethical knowledge whereupon a student can make himself a pure man in the real sense.

Future Plane:

- a) To conduct National seminar, conference and Workshop.
- b) Organize Special Lectures with renowned Academicians/experts.
- c) Strengthening departmental library with more books and journals.

Evaluative Report of the Department Department of Political Science

Kamrup College, Chamata

1. Name of the department : **Political Science**
2. Year of Establishment : **1966**
3. Names of Programmes / Courses offered (UG, PG, M.Phil., Ph.D., Integrated Masters; Integrated Ph.D., etc.): **UG**
4. Names of Interdisciplinary courses and the departments/units involved
5. Annual/ semester/choice based credit system (programme wise):
Semester
6. Participation of the department in the courses offered by other departments

7. Courses in collaboration with other universities, industries, foreign institutions, etc.: **Nil**
8. Details of courses/programmes discontinued (if any) with reasons: **Nil**
9. Number of Teaching posts:

Designation	Sanctioned	Filled
Professors		
Associate Professors	1	1
Asst. Professors	2	2

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

Name	Qualification	Designation	Specialization	No. of Years of Experience	No. of Ph.D. Students guided for the
Hiranya Talukdar	M.A.	Asso.Professor	Sociology	27 years	Nil
Dr.Saiki Talukdar	M.A.,Ph.D	Asst.Professor	Public Administration Women and Politics Environment	5years and 5 months	Nil

Bhaben Kakati	M.A., M.Phil	Asst.Profess or	Human Rights Society and Politics in South Asia	3years and 10 months	Nil
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11. List of senior visiting faculty: **NIL**
12. Percentage of lectures delivered and practical classes handled (programme wise) by **temporary faculty 10%**
13. Student -Teacher Ratio (programme wise): **212:1**
14. Number of academic support staff (technical) and administrative staff; sanctioned and filled: **3(sanctioned)**
15. Qualifications of teaching faculty with DSc / D.Litt/ Ph.D/ MPhil / PG. (MENTIONED ABOVE)
16. Number of faculty with ongoing projects from a) National b) International funding agencies and grants received: **NIL**
17. Departmental projects funded by DST - FIST; UGC, DBT, ICSSR, etc. and total grants received:**NIL**
18. Research Centre /facility recognized by the University
19. Publications:
 - a) Publication per faculty: separate sheet enclosed herewith

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

Name of the faculty	Journal Name	Article Name	ISSN NO	Impact Factor
Hiranya Talukdar	-----	-----	-----	
Dr. Saiki	Golden	Forest Legislation in	2231-	

Talukdar	Research Thought	India: Continuity or Change? Page No-1-3	5063	
	RJHSS	Crisis to the Forests – People Relationship Page No-470-473	0975-6795	
	IJSS	Forests, Protected areas and Livelihood of the Forests Dwellers Page No-42-44	2231-2447	
Bhaben Kakati	ISRJ	Democracy in Sixth Schedule: a study in BTAD ,Assam	2230-7850	2.1506(UIF)

- Number of publications listed in International Database (For Eg: Web of Science, Scopus, Humanities International Complete, Dare Database - International Social Sciences Directory, EBSCO host, etc.)
- Monographs
- Chapter in Books
- Books Edited
- Books with ISBN/ISSN numbers with details of publishers

Name of the Faculty	Book name	ISBN NO	Year of publication	Authorship
Hiranya Talukdar	Samaj Tatwa			Author
	Rajnaitik Samajtatwa	9788192277714	2011	Author
	Samajtatwa			Author
	Rajnaitik Samajtatwa			Author
Dr. Saiki	Bharatiya	9788192762630	2014	Co-author

Talukdar	Rajnaitik Chintabid			
Bhaben Kakati	Bharatiya Rajnaitik Chintabid	9788192762630	2014	Co-author
	Rajnaitik Tatwa	9788173312625	2012	Co-author
	Rajnaitik Tatwa	9788173312960	2013	Co-author

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

20. Areas of consultancy and income generated

21. Faculty as members in a) National committees b) International Committees c) Editorial Boards....

22. Student projects

a) Percentage of students who have done in-house projects including inter departmental/programme 10%

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

23. Awards / Recognitions received by faculty and students

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

25. Seminars/ Conferences/Workshops organized & the source of funding a) National b) International

26. PRESENT STRENGTH OF THE STUDENTS AND THEIR PERFORMANCE(Last 4 Years)

CLASS	MAJOR	GENERAL
H.S. FIRST YEAR		97
H.S. SECOND YEAR		103
B.A. SEMESTER I & II	61	250
B.A. SEMESTER III & IV	35	150
B.A SEMESTER V & VI	51	90

RESULT OF THE DEPARTMENT IN THE LAST 3 YEARS

Year	Class	Appeared	Passed	1 st Class
2011	Major	13	13	2
	General	54	45	-
2012	Major	10	10	-
	General	19	16	-
2013	Major	10	10	1
	General	40	35	-
2014	Major	51	51	15
	General	90	72	-

27. Diversity of Students

Name of the Course	% of students from the same state	% of students from other States	% of students from abroad
H.s.1 ST Year	100%	NIL	NIL
H.S/2 nd Year	100%	NIL	NIL
B.A. Semester - I	100%	NIL	NIL
B.A. Semester - II	100%	NIL	NIL
B.A. Semester - V	100%	NIL	NIL

28. How many students have cleared national and state competitive examinations such as NET, SLET, GATE, Civil services, Defense services, etc.?

29. Student progression

Student progression	Against % enrolled
UG to PG	20%
PG to M.Phil.	
PG to Ph.D.	
Ph.D. to Post-Doctoral	
Employed <ul style="list-style-type: none"> ● Campus selection ● Other than campus recruitment 	
Entrepreneurship/Self-employment	

30. Details of Infrastructural facilities

- a) Library: **Department library with a large number of text and reference books.**
- b) Internet facilities for Staff & Students: **Available through Wi-Fi.**
- c) Class rooms with ICT facility: **Nil.**
- d) Laboratories: **Nil**

31. Number of students receiving financial assistance from college, university, government or other agencies: 20 students received financial assistance from the poor fund of the college. 10 students received financial assistance from the government.

32. Details on student enrichment programmes (special lectures / workshops / seminars) with external experts: special lectures and workshops are organized on environmental and gender issues along with the other students of the college by college authority.

33. Teaching methods adopted to improve student learning:

- Group Discussion
 - Field study
 - Use of ICT in teaching
 - Home assignment
 - Class Seminar
34. Participation in Institutional Social Responsibility (ISR) and Extension activities:
- Involved students in community awareness programme on wastage management.
 - Involved students in community awareness programme on Purification of drinking water.
 - Involved students in voter awareness programme.
35. SWOC analysis of the department and Future plans
- S– Committed , disciplined and well informed faculty members.
 - W- Lack of infrastructural facility (lack of well equipped classroom, ICT Tools, Computer in Department) and insufficient faculty member.
 - O- Committed, Obedient and good quality students
 - C- Lack of job oriented courses, weakness of the students in English language.

FUTURE PLAN OF THE DEPARTMENT

- A tour to the Assam Legislative Assembly and to its library will be organized.
- A public debate will be organized on the activities of the political leaders in their presence regarding the utilization of public money for the development of the region. Attempt will be made to invite the local M.L.A and panchayat presidents of the surrounding areas.

- A Seminar on 'FUTURE OF INDIAN DEMOCRACY' will be organized by the department.

Evaluative Report of the Department

Department of Sanskrit

Kamrup College, Chamata

1. Name of the department : **SANSKRIT**
2. Year of Establishment : **1966**
3. Names of Programmes / Courses offered (UG, PG, M.Phil., Ph.D., and Integrated Masters; Integrated Ph.D., etc.) : **UG**
4. Names of Interdisciplinary courses and the departments/units involved:
Does not arise.

5. Annual/ semester/choice based credit system (programme wise) :
Annual & Semester
6. Participation of the department in the courses offered by other departments: **Yes**
7. Courses in collaboration with other universities, industries, foreign institutions, etc.: **NIL**
8. Details of courses/programmes discontinued (if any) with reasons :
Does not arise
9. Number of teaching posts :

	Sanctioned	Filled
Professors	NIL	
Associate Professors	Nil	Vacant
Asst. Professors	Three	Filled

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

Name	Qualification	Designation	Specialization	No. of Years of Experience	No. of Ph.D. Students guided for the last 4 years
Bhagawan Sarma	M.A., M.Phil.	Astt. Prof. & HOD	Darsana Group-C	16 years	NIL

Tapan Kr. Kashyap	M.A., B.Ed., M.Phil.	Astt.Prof.	Veda Group- B	7 years	NIL
Dr. Subodh Kr. Mishra Bhagawati	M.A., B.Ed., Ph.D., Sahitya Sastri	Astt.Prof.	Kavya Group-A	6 Years	NIL

11. List of senior visiting faculty :
 - a) **Prof. Dr. Rajendra Nath Sarma**, Ex-HoD, Sanskrit Dept., G.U. (2013 year).
 - b) **Dr. Sarharuddin Ahmed**, Deputy Director, Assam State Museum, Guwahati, (2014 year).
 - c) **Dr. Nakul Ch. Deka**, Ex-Principal, Bapuji College, Sarthebari, (2015 year)
 - d) **Mr. Achyut Ch. Mishra**, Ex- HoD, Sanskrit Dept., Kamrup College, Chamata. (2015 year)
12. Percentage of lectures delivered and practical classes handled (programme wise) By temporary faculty : **20%**
13. Student -Teacher Ratio (programme wise) : **25:1**
14. Number of academic support staff (technical) and administrative staff; sanctioned and filled: **NIL**
15. Qualifications of teaching faculty with D Sc/ D.Litt/ Ph.D/ MPhil / P.G.: -
 - a) **Bhagawan Sarma - P.G., SLET & M.Phil.**
 - b) **Tapan Kr.Kashyap - P.G. & M.Phil.**
 - c) **Dr. Subodh Kr. Mishra Bhagawati - P.G. & Ph.D.**
16. Number of faculty with ongoing projects from a) National b) International funding agencies and grants received : **NIL**
17. Departmental projects funded by DST - FIST; UGC, DBT, ICSSR, etc. and total grants received: **NIL**
18. Research Centre /facility recognized by the University: **NIL**
19. Publications:

- A) Publication per faculty
- Number of papers published in peer reviewed journals (national / International) by faculty and students:

Name of Faculty	Number of Papers	
	National	International
Bhagawan Sarma	16	NIL
Tapan Kr. Kashyap	14	NIL
Dr. Subodh Kr. Mishra Bhagawati	15	03

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

Name of Faculty: A) BHAGAWAN SARMA

Sl. No.	Title of Topic	Book Title, Editor & Publisher	ISSN/ISBN
1.	<i>WOMEN EDUCATION IN THE VEDIC AGE : A STUDY</i>	<i>"IMPORTANCE OF WOMEN EDUCATION FOR THE UPLIFTMENT OF RURAL SOCIETY."</i> Publisher:- Madhya Kamrup College, Subha, Chenga, Barpeta (Assam) Date: 29-30 Oct'2011	ISBN: 978-81-921469-6-6.
2.	<i>ETHNIC ISSUE AND ETHNIC MOVEMENTS IN NORTH EAST INDIA WITH SPECIAL REFERENCE TO ASSAM</i>	<i>"ETHNIC CONFLICT AND IDENTITY CRISIS IN NORTH EAST INDIA"</i> Published by: Suren Das College,Hajo	ISBN: 978-81-923440-0-3

		(Assam). Published in: August 2012.	
3.	<i>DASARATHIR KHOJAT MADHAV KANDALIR RAMAYAN : EK SAMIKSHA</i>	<i>"MAMONI ROISOM GOSWAMIR UPANYASH BAIBHAV"</i> Editor: Dr. Geetanjali Hazarika & Dr. Dipamoni Barua Das. Published by: Alak Adhikari, N.L. Publications, Panbazar, Ghy-1. Published in: December 2013.	ISBN: 978-93-81183-88-5
4.	<i>CONCEPT OF SELF IN THE NYAYA PHILOSOPHY</i>	<i>"SODHAJYOTIH"</i> An annual Bilingual Research Journal of the Research Scholars' Forum, Vol. I, 2013-2014 Dept. of Sanskrit Gauhati University,	ISSN: 2321-628X

Name of Faculty: B) Tapan Kumar Kashyap

Sl. No.	Title of Topic	Book Title, Editor & Publisher	ISSN/ISBN
1.	<i>"WOMEN AND HIGHER EDUCATION IN ASSAM"</i>	<i>"TRAFFICKING IN WOMEN IN AND FROM NORTH EAST INDIA"</i> Published by: Principal, L.O.K.D College, Dhekiajuli.	ISBN : 978-81-920759-0-7

		<p>Edited by: Pallavi Baruah & Reezoo Dutta Gogoi. Published in: August 2011</p>	
2.	<p><i>"ETHNIC ISSUES AND INSURGENCY IN NORTH-EAST INDIA"</i></p>	<p><i>"ETHNIC CONFLICT AND IDENTITY CRISIS IN NORTH EAST INDIA"</i> Published by : Principal, Suren Das College,Hajo (Assam). Edited by : Dr. Ripima Buzarbaruah Published in: August 2012.</p>	<p>ISBN: 978-81-923440-0-3</p>
3.	<p><i>"SYED ABDUL MALIKAR CHUTIGALPAT JUDDHOTTAR SAMAJIK JIVANAR PRATICCHABI"</i></p>	<p><i>"JUDDHOTTAR JUGAR ASOMIYA CHUTIGALPAT AARTHA-SAMAJIK JIBANAR PRATIPHALAN"</i> Published by: Dr. Sanjay Kr. Talukdar Principal, Barbhag College, Kalag (Nalbari) Edited by: Biplab Deka & associate editors Satich Chandra Bhuyan, Dr. Bipul Kalita. Published in: November,2013</p>	<p>ISBN: 978-81-910812-8-2</p>
Sl. No.	Title of Topic	Book Title, Editor & Publisher	ISSN/ISBN

4.	"NARIVADI SAHITYA ARU MAMONI ROISOM GOSWAMIR UPANYASAT IYAR PRABHAV"	<p>"MAMONI ROISOM GOSWAMIR UPANYASH BAIBHAV"</p> <p>Edited by: Dr. Geetanjali Hazarika & Dr. Dipamoni Barua Das.</p> <p>Published by: Alak Adhikari, N.L. Publications Panbazar, Ghy-1.</p> <p>Published in: December 2013.</p>	<p>ISBN: 978-93-81183-88-5</p>
5.	" RIGVEDAR YUGAR SAMAJ ARU SAMSKRITI"	<p>"ASSAM COLLEGE TEACHERS' ASSOCIATION JOURNAL"</p> <p>VOL.: XXXVI, Session :2012-2013</p> <p>Published by: Dr. JyotiKamal Hazarika General Secretary, Assam College Teachers' Association. Published in: 2014</p>	<p>ISSN: 2229-693X</p>
6.	"ATHARVAVEDIYA YUGAR SAMAJ ARU SAMSKRITI"	<p>"SRIJAN, A BIENNIAL RESEARCH JOURNAL"</p> <p>VOL.I, 2014-2015</p> <p>Published by : Department of Sanskrit, B. Borooh College, Guwahati-781007</p> <p>Published in: 2014</p>	<p>ISSN : 2394-1901</p>

Name of Faculty: C) Dr. Subodh Kumar Mishra Bhagawati

Sl. No.	Title of Topic	Book Title, Editor & Publisher	ISSN/ISBN
1.	<i>"THE HISTORY OF WOMEN EDUCATION IN INDIA"</i>	<i>" IMPORTANCE OF WOMEN EDUCATION FOR THE UPLIFTMENT OF RURAL SOCIETY"</i> October 29-30,2011 Edited by: Nayan kumar Medhi	ISBN : 978-81-921469-6-6
2.	<i>"BHUPEN HAZARIKAR GITAT SAMSKRIT SABDAR PRAYOG"</i>	<i>"DR. BHUPEN HAZARIKAR GIT ARU KABITAR BISLESANATMAK ALOCONA"</i> 5 th November, 2012 Editor : Sainenjit Sarma	ISBN: 978-93-244-0041-3
3.	<i>"LIFE HISTROY OF DR. BHUPEN HAZARIKA"</i>	<i>"AN ANALYTICAL ESTIMATE OF DR. BHUPEN HAZARIKA'S SONGS"</i> 5 TH November,2012 Editor : Sainenjit Sarma	ISBN: 978-93-244-0042-0

- Books Edited
- Books with ISBN/ISSN numbers with details of publishers
- Citation Index
- SNIP
- SJR
- Impact factor
- h-index

20. Areas of consultancy and income generated
21. Faculty as members in
 - A) National committees
 - b) International Committees
 - c) Editorial Boards....
22. Student projects
 - a) Percentage of students who have done in-house projects including inter Departmental/programme.
 - b) Percentage of students placed for projects in organizations outside the institution i.e.in Research laboratories/Industry/ other agencies
23. Awards / Recognitions received by faculty and students

Name of Faculty:

Bhagawan Sarma : – First Class Fourth Position in P.G.
Tapan Kumar Kashyap: – First Class Fifth Position in U.G. in the year 2001.
First Class Sixth Position in P.G. in the year

2003.

Name of Students:

Gitima Devi: First Class with Dist. In U.G. in the year 2011.
Ruprekha Barman: First Class in U.G in the year 2011.
Mainu Devi: First Class in U.G in the year 2011.
Ashima Barman: First Class in U.G in the year 2013.

24. List of eminent academicians and scientists / visitors to the department:
Dr. Sarharuddin Ahmed (Director of State Museum, Assam)
25. Seminars/ Conferences/Workshops organized & the source of funding
 - a) National : **Does not arise**
 - b) International : **Does not arise**

26. Student profile programme/course wise:

Name of the Course/programme (refer question no. 4)	Applications received	Selected	Enrolled		Pass percentage
			*M	*F	
H.S. 2011-2012	10	10	4	6	86%
2012-2013	10	10	1	5	90%
2013-2014	5	5	NIL	5	100%
2014-2015	5	5	1	4	
B.A. 2011-2012	8	8	5	3	87.5%
2012-2013	16	16	4	12	83.3%
2013-2014	19	19	6	13	100%
2014-2015	23	23	6	17	

*M = Male *F = Female

27. Diversity of Students

Name of the Course	% of students from the same state	% of students from other States	% of students from abroad
H.S.	100%	NIL	NIL
B.A.	100%	NIL	NIL

28. How many students have cleared national and state competitive examinations such as NET, SLET, GATE, Civil services, Defense services, etc.?

29. Student progression

Student progression	Against % enrolled
---------------------	--------------------

UG 2011	to	PG 2012 2013 2014	33.33% (Average= 3/9) 60% (Average= 6/10) 62.5% (Average= 5/8) 20% (Average = 1/5)
PG to M.Phil.			
PG to Ph.D.			
Ph.D. to Post-Doctoral			
Employed ● Campus selection ● Other than campus recruitment			
Entrepreneurship/Self-employment			

30. Details of Infrastructural facilities
- a) Library: There are many text books and reference books are available in the departmental library. From 2001, this library is developed by books and learning materials. But these reading materials of this library are not issued for use at home. The documents in the library is maintained by the forum secretary.
Total holdings-
Books – 300
Journals-
News papers-
- b) Internet facilities for Staff & Students
c) Class rooms with ICT facility
d) Laboratories
31. Number of students receiving financial assistance from college, university, Government or other agencies
32. Details on student enrichment programmes (special lectures / workshops / Seminar) with external experts
Lectures delivered by Dr. Sarharuddin Ahmed on Sanskrit Divasa, 2014.
Class seminar of 5th semester students.
33. Teaching methods adopted to improve student learning:
Lecture, Seminar, Group discussion, Contact Hour, Remedial Class.
34. Participation in Institutional Social Responsibility (ISR) and Extension activities:

Celebration of Sanskrit Divasa, Teachers' Day

35. SWOC analysis of the department and Future plans:

A workshop of Sanskrit language will be arranged in the coming year, among the student of H.E. And H.S. School of the locality with a view to popularize the subject among the students and creat an atmosphere of learning of the language thoroughly.

Unemployment is another problem for the new generation. So, we have a plan to provide and inspire the educated generation to take Astrology, priesthood, moral teaching etc. as way of livelihood.

We through our department shall try to educate the students in Ayurvedic Sastras to encourage them to study and do research work in Vedic medicinal system. They will also be given knowledge about ancient Indian Architecture.

There is another plan to provide the students with a computer course to give them a preliminary knowledge of computer science, so that they will be able to compete with global world.



Ph. 23236351, 23232701, 23237721
23234116, 23235733, 23232317
23236735, 23239437, 23239627

Extension No. 413 (CPP-I Colleges)
UGC Website: www.ugc.ac.in
F. No. 1-1/2013 (CPP-I/C)



विश्वविद्यालय अनुदान आयोग
बहादुरशाह जफर मार्ग
नई दिल्ली-110 002
UNIVERSITY GRANTS COMMISSION
BAHA DURSHAH ZAFAR MARG
NEW DELHI-110 002

July, 2014

15 JUL 2014

NO. 324
Dt 22/7/14

The Principal,
Kamrup College
P.O. Chamata
Dist. Nalbari – 781 306
Assam

Sub: - Recognition of Kamrup College, Chamata, Dist. Na bari, Assam under Section 2 (f) & 12 (B) of the UGC Act, 1956.

Sir,

With reference to your letter no. No.KC/UGC/8414 dated 18.06.2014 on the above subject, I am directed to say that the name of **Kamrup College, Chamata, Dist. Nalbari, Assam** established in the year of **1966**, affiliated to **Gauhati University, Guwahati** is included in the list of Colleges maintained under Section **2 (f) & 12 (B)** of the UGC Act, 1956 under the head **Non-Government** College teaching upto **Bachelor's Degree**.

Yours faithfully,

Charan Dass
(Charan Dass)
Under Secretary