



SELF STUDY REPORT

FOR

2nd CYCLE OF ACCREDITATION

CACHAR COLLEGE

TRUNK ROAD SILCHAR-788001 CACHAR
788001

www.cacharcollege.ac.in

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Cachar College, Silchar is a premier institution for higher education which is located at the heart of the Silchar city in the southern part of Assam. It is recognized under 2(f) and 12(b) of the UGC act 1956. The college was established in 1960 in order to expand the scope of higher education in the Barak Valley region. The college imparts quality education for the students of Barak Valley and students from neighboring states of Manipur, Mizoram and Tripura. The College is spread across 5 acres of land (including the Women's Hostel Campus). It has sixteen departments, 69 faculty members drawn from the best pool of country and over thirty Non-Teaching staff always ready to cater the academics.

The College is permanently affiliated to Assam University, Silchar. It offers bachelor degree in Science, Commerce and Arts along with the 10+2 module under the Assam Higher Secondary Education Council, Guwahati Assam. It has more than 2000 students studying in different UG programmes

In addition to academic exercises the College also conducts co-curricular and extra-curricular activities for overall development of the students. Encouraging the distance education, the college also has a MoU with Krishna Kanta Handiqui State Open University (KKHSOU) Guwahati Assam and running a study center of the university offering Diploma, UG and PG programmes under ODL system since 2008. The center has an enrollment of around 2000 learners.

The college has a Meteorological Observatory established in 2004 under UGC-COSIP. The generated Met data from the observatory is regularly supplied to different agencies and individuals for academic and non-academic purposes.

Other support services in the college include the Central Library and E-Library, Central Computer Lab, Smart Classroom, Institutional level Biotech Hub, Canteen, Gymnasium, NCC and NSS wings, Girls and Boys Common Room, Women's Hostel etc.

Vision

Institutional Motto:

“Tomoso Ma Jyotirgomoyo”; (Meaning: **Let there be light of Wisdom, removing the darkness of Ignorance**)

Deeply influenced and inspired by this institutional motto, Cachar College has completed 60 years of its glorious journey and fulfilled the aspirations of people of Cachar district in particular and Southern Assam in general. However, with changing structures and policies of higher education in India, this institution has been striving continuously

- **To impart quality education to its aspirants of all disciplines and to sustain its past glory.**
- **To develop enlightened and intellectually competent human resource through its endeavour to imbibe moral, ethical and spiritual values and discipline**

- **To ensure enough flexibility in order to accommodate newer learning opportunities in a rapidly changing world**
- **To recruit potential human resources and engage all of them towards institutional growth & development to achieve higher goals**
- **To earn recognition as Potential Centre of Higher Learning in India through its academic pursuits**
- **To devote all its resources in the development of skill-empowered and socially dedicated younger generations in the service of mankind**

Mission

Cachar College was set up in 1960 with a defined socio-economic objective. It was the time when the victims of the unfortunate partition from across East Pakistan were yet to come to terms with the loss of leaving home and hearth. These families in a huge number had been evicted from their own land and they found it difficult to financially settle in the first generation. Cachar College was conceptualized as a destination of higher education for the students from these refugee families. Right from the beginning, therefore, the builders of this institution resolved that Cachar College would never run after elitist identity. The College management down the years has always strived to reach out to the most deprived sections of the society in imparting higher education. High-end clientele has never been a goal post for the College. Catering to the demand for higher education from the socially and economically disadvantaged strata of the society located over a large and diverse geographical jurisdiction has been always high on agenda for the College.

Over the six decades of its existence, however, there has been regular change in the attitude in order to cope with the changing scenario of higher education in the country. Improvement of infrastructure is a continuous process and this College is making relentless efforts to augment its infrastructure with an eye towards the present needs and future demand. The College has constantly kept up its mission to aspire and strive for excellence in education by developing and sharpening the intellectual and human potential of the learners for the good of society and of the stake holders. The ideal upheld has been to prepare good graduates who can play effective role in the bigger field of life as good human beings.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

1. Cachar College is the premier institute in the district of Cachar having three disciplines, Arts, Science and Commerce with Honours and General programmes
2. It is one of the foremost institutes which offers additional Morning Shift for both Degree and H.S courses in Arts and Commerce to accommodate the large number of aspirants.
3. The college is located in the heart of the city and well connected by road, air and rail.
4. The college offers Free Admission to Economically Weaker students under the Fee Waiver Scheme of Govt. of Assam.
5. This college is a preferred destination of Higher Education for the students of the nearby districts and neighbouring states owing to its easy accessibility.
6. The college has excellent faculty members, known for their academic pursuits for excellence and strong support staff.
7. The supportive management with progressive vision of the college is on its way to reach its height

within short span of time.

8. There is transparency in recruitment process. Selection is made purely on merit basis.
9. The Women's Hostel of the college provides safe and affordable accommodation to the outstation students.

Institutional Weakness

1. A large number of faculty positions are vacant for a long period of time due to lack in governance initiatives since it is a provincialised college under Govt. of Assam
2. Shortage of faculty members has to be met by appointing guest faculties to facilitate timely completion of courses which poses additional financial burden to the college.
3. Sanctioned posts of faculty members are not adequate to justify the teacher student ratio and the teaching load.
4. Parallel running of Higher Secondary (+2) courses along with Degree courses hampers the teaching process of degree students to some extent.
5. Infrastructure such as classrooms and laboratories are not sufficient to accommodate both (+2) and degree students.

Institutional Opportunity

The college being well connected by road, rail and air and being at the centre of the city, which is the district head quarter of Cachar district, Assam has the potentiality to develop and grow in the following areas of academic pursuit

- (i) Postgraduate courses of Assam University under regular mode in certain subjects of Arts, Science and Commerce.
- (ii) Postgraduate study centre of Indian Universities under distance mode.
- (iii) Vocational courses under Community Education.
- (iv) Introduction of new programmes in UG level in the frontier areas of IT, Management, Technology and Health Sciences.

2 Additional land of the college in the vicinity of the main campus has ample scope for upgradation with the following facilities.

- (i) Construction of boys hostel, centre of Information Technology, multipurpose auditorium, academic block, indoor sports complex, additional playground, guest house, Fish and Fisheries training and demonstration complex, experimental fish pond, herbal garden etc. which can be added to the value addition as well as resource creation for the college.
- (ii) Industry oriented courses may be designed under self finance scheme.

Institutional Challenge

Like other provincialized colleges of Assam, the major source of revenue of this college is 30% of tuition fees paid by the students at the time of admission, besides subsidiary nominal sources. There is strict bar on the flexibility of hiking the tuition fees as well other contingent fees of the college as Govt. of Assam imposed uniform fee structure throughout the state. This came as a major barrier in the raising fund for infrastructural development.

One of the major advantages of the learners community become a major disadvantage to the college in the financial front. Nearly seventy percent students enrolled in the college are from rural background and are from economically weaker section of the society. The fee waiver schemes of the Govt. of Assam to the economically weaker section of the society are availed by nearly 70% of the enrolled students. Although 30% of tuition fees of such admissions are reimbursed by the Govt. of Assam to the college, but the delayed payment process poses hindrances in undertaking major development projects of the college and completion of the same on time.

Shortage of faculty members and ministerial staff on regular basis and pending of vacancy positions for long, cost hugely on the financial health of the college towards payment of salaries to temporary non-sanctioned teaching and non-teaching staff.

Thus, resource mobilization from external agencies apart from Govt. and UGC is the principal challenge to the college. Ensuring quality education and sufficient classroom with support system is an urgent need of the college.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

Cachar College, established in 1960, and permanently affiliated to Assam University, Silchar. Since its inception in 1994. Prior to that the College was affiliated to Gauhati University. With sixteen departments spread over Arts, Commerce and Science streams and nearly three thousand students on roll, the College has an imposing presence in charting the trajectory of higher learning in Barak Valley of north-east India.

Being an Affiliated College, this institution is essentially a curriculum delivery unit. This College runs Courses and Programmes (Honours in fifteen departments depending on its human resources, infrastructure, institutional goals and concern. TDC-CBCS Course curricula was introduced in the College w.e.f. the academic session 2018-19. Under this system, students make their best choices in selecting their Courses and ways for undertaking studies based on their merit, affiliating university regulation and options. However, issues and topics concerning gender equity, environment and sustainability, human values, ethics in professions etc., remain incorporated directly or indirectly in the various courses and teachings.

For an academic year, Academic calendar and Class Routine are prepared well in advance. Departmental Head and teachers sit together and distribute the course curriculum. Part-time teachers are appointed as and when necessary against the vacant sanctioned posts. Printed Study materials or PDF copies are supplied to the students. Class/Unit Tests are conducted regularly. Special sessions are arranged for slow learners and students with poor performance. Periodical Students' evaluation is carried out as per norms of the University.

To make learning effective, students and teachers report shortcomings, if any, in curricular aspects to the departmental heads and if necessary, to the concerned academic coordinators, Principal with a view to resolving it reasonably. Effective curriculum delivery is ensured through synergistic participation of all faculty members, all HoDs, stream-wise Academic Coordinators and Principal.

Teaching-learning and Evaluation

Cachar College admits diverse students to various programmes through Online Admission process complying government norms. To meet demands of student community, the institution often allots extra seats. Familiarization of students and teachers as well with the various programmes and courses are made through college prospectus, circulars and notification and occasional orientation programmes.

Altogether 69 teachers of the college, almost half of them are Ph.D degree holders, assess the learning level diversity of the students through classroom interactions, class tests, unit tests, assignments, group discussions, project works, and student seminar. Special classes/sittings are arranged to address slow learners. Study materials are provided. Advanced learners are motivated to excel in career and guided to take various competitive examinations. Best Graduates and Semester-toppers are awarded. Teachers often use online platforms for communicating with students and for taking classes at the times of need. Power Point presentation and other ICT enabled tools and methods are also used. To enhance students' learning experiences, the College adopts experiential learning, participative learning and problem solving methodologies. Participation of the students in Field study, excursions, NCC, NSS and various co-curricular and extra-curricular activities organized by/in the College helps them gain knowledge and develop personality and leadership quality. Cachar College Mentoring Programme also facilitates individual students in academic and other related issues.

As per TDC CBCS regulation Continuous Comprehensive Assessment of students is done and marks are given based on performance in two Unit Tests and attendance in classes. Any assessment related grievance is promptly addressed. Scores in the examinations are considered as a measure of the attainment of programme specific outcomes and course outcomes.

Research, Innovations and Extension

Being a general teaching institution at undergraduate level, Cachar College has limitations in infrastructure and library facilities for quality research works. However, the College has nurtured research culture here. Almost 50% of its teachers are with Ph.D. Many of them attained this degree after joining and pursuing research work serving in this College with or without financial support from UGC etc. Teachers collaborate with other researchers and publish their findings in national and international journals of repute.

Cachar College promotes participation of students and teachers in extension activities. A remote village named *Masughat* was adopted. In the last five years, extension activities were carried out mainly through *Sucheta*, Cachar College Women's Cell and the Cachar College Units of NSS and NCC. Students and teachers donated blood to Red Cross Society Blood Bank and Silchar Medical College Blood Bank in Blood Donation Camps organised in the College. NCC cadets cleaned public places like local Railway Station and *Gandhi Bag*. College Campus and its surroundings are also regularly cleaned as part of *Swachha Bharat Abhiyan* to ensure the health and hygiene of the stakeholders. Free Health Camps were organised at some LP School, M.E. School, and in the adopted village. Besides, distribution of clothes and medicines and tree plantation drive were undertaken in the adopted village. Different awareness rallies throughout Silchar Town were organised to

sensitise common people about women empowerment, environmental issues and harmful effects of tobacco consumption. Extension programmes has nurtured the sense of social responsibility, team spirit, leadership qualities, humility, compassion and ethical values among the students.

Infrastructure and Learning Resources

To maintain effective ambience for curricular, extra-curricular and administrative activities in line with changing academic scenario in the country, Cachar College makes annual budgetary provisions and maintains adequate future expandable infrastructural facilities for their optimal use by students, teachers and other staff.

For academic purposes, the College has general classrooms, Classrooms with LCD facilities, Central Library and departmental libraries, departmental classrooms of Science subjects, laboratories, smart classrooms, Conference Hall, computer labs, Biotech Hub, Campus Wi-Fi, E-Library, CCTV surveillance, 62.5 KVA generator for uninterrupted power supply, Health Care Center etc.

The College promotes participation of students in sports and cultural activities both within and outside the campus. The institution has open space where students play minor and some important outdoor games. The College often uses District facilities available adjacent to the college. Cultural events are held in big halls/rooms, mini auditorium and temporary structure (*Pandaal*) in the campus.

Cachar College Central Library started partial automation from 2009 with one module of SOUL 1.0 Software for creating book database making students and user community of the college access to OPAC (online public access catalogue). Recently the College has updated SOUL software version to SOUL2.0. Now, the Library will have the automation facility of Membership and Circulation. This will save time for library staff and students.

The institution has three computer labs and two smart classrooms and one Conference Hall with fixed LCD projectors. Every department has computer with necessary peripherals. The whole campus is Wi-Fi enabled. The facilities are updated frequently and to maintain and utilize these, the College has systems and procedures.

Student Support and Progression

Being a general college at remote corner of India and Assam state, Cachar College has limitations regarding placement of students. However, teachers guide and counsel the students in all aspects. Special classes are arranged for students with learning difficulties. The College encourages students for higher studies and to employment. Toppers are awarded annually.

The institution promotes and maintains an ambience so that the sense of social responsibility and good citizenry are developed in the students. The College encourages students' participation in curricular, co-curricular and extracurricular activities to foster holistic development.

The NCC and NSS wings of the College bring laurels on many occasions. About a dozen of institutional and departmental magazines and wall magazines published from time to time in the institution help students nurture their writing talents. The College promotes sporting talents. In group events like football, volleyball, and cricket and also in individual events like track and field and athletics, the students have excelled in inter-club, inter-state and in some cases, national level competitions.

Anti-ragging Cell, Cell for the Prevention of Sexual Harassment of Women and Grievance Redress Cell look after their respective cases.

The College facilitates students to apply and get benefitted from various scholarship schemes of the government. A large chunk of the students from poor families enjoy the benefit of Fee Waiver Scheme of Assam Government. The College also provides aids to needy students from its Poor Students' Aid Fund.

Alumni Association facilitates the college in infra-structure development and other activities.

Governance, Leadership and Management

Internal governance structure of Cachar College, comprising the Governing Body as the highest planning and management authority, the Principal as executive head and Teachers' Council as consultative body, aspires and strives for excellence in education by developing and sharpening the intellectual and human potential of the learners so that they become good graduates to play effective role in the bigger field of life as good human beings.

To realise the institutional aspirations, the Principal provides leadership to evolve strategies, manage and co-ordinate the academic and administrative planning and implementation. The institution promotes training of teachers and other employees. Part time teachers and temporary grade IV employees are appointed against vacant sanctioned posts, as and when necessary. Duties and responsibilities are assigned to departmental Heads, faculties and non-teaching staff for the smooth conduction of admission, examination and other activities. Different committees, Internal Quality Assurance Cell (IQAC) and other cells are constituted with representations from stakeholders to implement the plans and policies.

Being a provincialised institution, the College has limited flexibility in raising fund from the students. Grants and aids are received and utilized following standard norms and guidelines. Annual budgets are prepared based on annual plan and financial statements of the previous year. Budgetary provisions and priorities of expenses are considered while sanctioning fund. Internal and external financial audits have been in practice in the College since 1966-1967.

IQAC has contributed significantly by streamlining various academic and administrative activities and by organising lectures, talks, workshops, seminars and the like in the institution.

Institutional Values and Best Practices

Being a general college, the relevance of Cachar College in various contexts is general. The institution aspires for the holistic development of students. It emphasises on safety, security, discipline and equal treatment of all students irrespective of their gender and background.

The campus of the College is closely guarded and kept under CCTV surveillance. There are Anti-Ragging Cell, Discipline Committee, Women's Cell (*Sucheta*) of lady teachers, Girls' Welfare Cell, Boys' Welfare Cell & others. *Sucheta* sensitizes students and teachers on issues relating to gender discrimination, women's welfare, rights, empowerment, self-defence and certain health issues of girls and women. The institution, through various activities of its other organs, also sensitises and inculcates the spirit of tolerance and living in harmony with all and values, rights, duties and responsibilities of citizens for the democratic, civilised, all inclusive

society of India.

The College facilitates students in applying and getting various scholarships including institution's Poor Students' Aid Scholarship. The institution observes and celebrates commemorative days, events and festivals highlighting their due importance in history and present society.

Cachar College is pioneer in the Barak Valley as well as in the state to introduce and continue mandatory donning of 'College Uniform' by students. The College also pioneered in introducing 'Online Admission' system since academic session 2017-18. It was also the first NAAC accredited college (in 2004) in southern Assam. The College has well-developed systems for the disposal of solid, liquid and other wastes and maintains a clean and green campus. It is the college of choice especially of mediocre and rural students of the region.



2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	CACHAR COLLEGE
Address	Trunk Road Silchar-788001 Cachar
City	Silchar
State	Assam
Pin	788001
Website	www.cacharcollege.ac.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	Siddhatha Sankar Nath	03842-247077	9435574284	03842-26184 2	iqaccacharcollege@gmail.com
IQAC / CIQA coordinator	Apurba Chakraborty	03842-246953	9435730741	-	iqaccacharcollege@gmail.com

Status of the Institution	
Institution Status	Government

Type of Institution	
By Gender	Co-education
By Shift	Regular Day

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details	
Date of establishment of the college	20-06-1960

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

State	University name	Document
Assam	Assam University	View Document

Details of UGC recognition

Under Section	Date	View Document
2f of UGC	01-06-1966	View Document
12B of UGC	01-06-1966	View Document

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

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

Details of autonomy

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

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

Location and Area of Campus				
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	Trunk Road Silchar-788001 Cachar	Urban	2.3	7336.6

2.2 ACADEMIC INFORMATION

NAAC

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BCom,Department Of Commerce	36	Higher Secondary Passed	English	80	59
UG	BA,Department Of Arabic	36	Higher Secondary Passed	English	25	3
UG	BSc,Department Of Botany	36	Higher Secondary Passed	English	25	19
UG	BSc,Department Of Chemistry	36	Higher Secondary Passed	English	25	22
UG	BSc,Department Of Mathematics	36	Higher Secondary Passed	English	25	23
UG	BSc,Department Of Physics	36	Higher Secondary Passed	English	25	25
UG	BSc,Department Of Zoology	36	Higher Secondary Passed	English	25	25
UG	BSc,Department Of Economics	36	Higher Secondary Passed	English	25	1
UG	BA,Department Of Economics	36	Higher Secondary Passed	English	25	6
UG	BA,Department Of Bengali	36	Higher Secondary Passed	English,Bengali	25	20
UG	BA,Department Of English	36	Higher Secondary Passed	English	25	24
UG	BA,Department Of	36	Higher Secondary	English,Meitei/Manipuri	25	3

	Manipuri		Passed			
UG	BA,Department Of Sanskrit	36	Higher Secondary Passed	English	25	0
UG	BA,Department Of Political Science	36	Higher Secondary Passed	English	25	21
UG	BA,Department Of Philosophy	36	Higher Secondary Passed	English	25	6
UG	BA,Department Of History	36	Higher Secondary Passed	English	25	14
UG	BA,Arabic English Bengali Manipuri Sanskrit Economics Political Science Philosophy History Hindi	36	Higher Secondary Passed	English	125	125
UG	BSc,Physics Chemistry Mathematics Botany Zoology Economics Statistics Industrial Fish And Fisheries	36	Higher Secondary Passed	English	150	150
UG	BCom,Commerce	36	Higher Secondary Passed	English	220	102

Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	0				0				69			
Recruited	0	0	0	0	19	9	0	28	12	10	0	22
Yet to Recruit	0				0				47			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				26
Recruited	19	3	0	22
Yet to Recruit				4
Sanctioned by the Management/Society or Other Authorized Bodies				17
Recruited	14	3	0	17
Yet to Recruit				0

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

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt.	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	10	7	0	7	9	0	33
M.Phil.	0	0	0	4	0	0	0	1	0	5
PG	0	0	0	8	2	0	2	0	0	12

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

Part Time Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt.	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	1	3	0	4
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	7	6	0	13

Details of Visting/Guest Faculties					
Number of Visiting/Guest Faculty engaged with the college?	Male		Female		Total
	8		9		17

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
		UG	Male	514	8	0
	Female	363	2	0	0	365
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years

Programme		Year 1	Year 2	Year 3	Year 4
SC	Male	102	106	85	127
	Female	67	67	59	62
	Others	0	0	0	0
ST	Male	28	31	0	64
	Female	32	33	24	29
	Others	0	0	33	0
OBC	Male	133	155	153	228
	Female	91	113	100	126
	Others	0	0	0	0
General	Male	252	270	149	284
	Female	175	169	204	181
	Others	0	0	0	0
Others	Male	3	1	0	0
	Female	0	1	0	0
	Others	0	0	0	0
Total		883	946	807	1101

Extended Profile

1 Program

1.1

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

2019-20	2018-19	2017-18	2016-17	2015-16
640	640	417	417	417

File Description	Document
Institutional data in prescribed format	View Document

1.2

Number of programs offered year-wise for last five years

2019-20	2018-19	2017-18	2016-17	2015-16
19	56	37	37	37

2 Students

2.1

Number of students year-wise during last five years

2019-20	2018-19	2017-18	2016-17	2015-16
2162	2129	2277	2531	2137

File Description	Document
Institutional data in prescribed format	View Document

2.2

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

2019-20	2018-19	2017-18	2016-17	2015-16
380	380	380	312	216

File Description	Document
Institutional data in prescribed format	View Document

2.3

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

2019-20	2018-19	2017-18	2016-17	2015-16
545	788	742	606	470

File Description	Document
Institutional data in prescribed format	View Document

3 Teachers

3.1

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

2019-20	2018-19	2017-18	2016-17	2015-16
50	51	52	56	61

File Description	Document
Institutional data in prescribed format	View Document

3.2

Number of sanctioned posts year-wise during last five years

2019-20	2018-19	2017-18	2016-17	2015-16
69	69	69	69	69

File Description	Document
Institutional data in prescribed format	View Document

4 Institution

4.1

Total number of classrooms and seminar halls

Response: 33

4.2

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

2019-20	2018-19	2017-18	2016-17	2015-16
35.93	112.320	31.16	68.28	143.69

4.3

Number of Computers

Response: 104

4.4

Total number of computers in the campus for academic purpose

Response: 44

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

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

Response:

- The basic methodology for the curriculum delivery of the complete syllabus of the various courses that run currently in the institution has been developed during the early years of the establishment of the institution. Thus the present curriculum delivery process in the institution is time-tested; it is planned and has remained as an in-built system for the teaching-learning process over the years.
- At the commencement of an academic year, the Academic calendar and Class Routine are prepared by the Committees formed for the purpose.
- Before classes of a semester/year begin, Head and teachers of a department sit together and unanimously divide the contents of the syllabus with respect to Paper, Unit and Topics to be dealt.
- To cover the entire Syllabus in time, Head of the institution is apprised from the departments for the requirement of Part-time teachers to make up the shortage, if any, of teachers against vacant posts in their departments and accordingly, temporary part-time teachers are appointed by the authority.
- Heads of the Departments note the allocated periods of the respective department in the overall Class Routine of the year and allot the periods of various classes for each and every Theory/ Practical/ Tutorial class of the various semesters/years of the departments in consultation with teachers of the respective department. Names of the teachers are inserted in the Class Routine, communicated to the Head of the institution through concerned Academic Coordinators for the official notification, supervision of classes and knowledge of the concerned students.
- In the introductory classes, teachers discuss his/her part of syllabus, Units, Topics and general plan of lessons to be delivered in the current Semester/year.

- At the start of classes, teachers generally recapitulate main points of previous classes and make a pre-assessment of the students about the topic to be dealt with through quick Concept Mapping and then deliver the lesson. At the end of the period, summary of what has been dealt is presented. If time permits, concept mapping is again done to assess the effectiveness of the class. Students are also informed regarding the topic of discussion for the next class. Printed Study materials from Departmental-computer/ Class Whatsapp group are generally supplied at the completion of a Unit/Topic. Chalk and talk, demonstrations, acting, audio-visual/ power point presentation, project works, field visits etc., are used in the delivery process. Group discussions, students' seminar, MCQ Tests etc. are also conducted from time to time.
- Class/Unit Tests are conducted regularly. Students with poor performance are taken care of by arranging special sessions of discussion with them. Students' evaluation is also carried out periodically following the norms of the University.

Usual teaching aids are normally remained available with the departments for regular classes. If there is requirement of any special aids like a particular book, models, reagents, equipments, white boards and markers, projector etc., availability of the same is ensured as far as practicable by the co-ordinated initiatives of respective Head of the Department, Academic Coordinator and Principal.

File Description	Document
Upload Additional information	View Document

1.1.2 The institution adheres to the academic calendar including for the conduct of CIE

Response:

The institution adheres to the academic calendar of the college, as far as practicable, in all academic matters in general and in matters for the conduction of continuous internal evaluation processes, in particular, as per the Regulations and time to time directives from the affiliating university .

The academic calendar has 230 working days in average. The academic session commences in the month of July every year. The academic calendars are prepared with the tentative schedules of entire session including the dates for internal examinations (Class Tests and Unit Tests) and Term-end examination as well as holidays. The institution holds minimum two mandatory Unit tests in a semester and sends up the best mark of the two for each student to the university within a stipulated date as set by the university. The exact schedules of the tests are disseminated to the students as well as the faculty members well in advance.

Admission Period and Class Schedules

The admission of UG First semester students are usually completed prior to the month of July as far as practicable. Admission in other semesters i.e. Second, Third, Fourth, Fifth and Sixth semester are completed generally within 7 days after the completion of semester-end examinations on provisional basis. The provisional admissions are regularized within seven days from the date of publication of results by the affiliating University.

The Odd Semester classes (First, Third and Fifth semester) begin in the first week of July and the Even Semester classes (Second, Fourth and Sixth semester) begin just after the completion of Odd Semester Term-end examinations (December/January) scheduled by the affiliating University. For weak and needy students special care is taken by teachers of concerned subjects and departments.

Internal Examination

The institution holds the two internal examinations for every semester, odd or even. There is provision for debarring absent or failed students in the internal examinations from appearing in the Term-end examination. To curb unfair means in the examination and for all matters of examinations, the institution strictly follows and applies relevant Rules/ Regulations/ Guidelines of the affiliating university.

The internal examinations for Morning-shift and Day-shift students (Pass Course, Degree Arts and Commerce) are held in the same sitting. The internal marks are uploaded in the web portal of the affiliating university as per directives of the university. Under the present TDC (CBCS) System, the university promptly sends the information regarding the marks obtained to the student. The student may inform the college if any discrepancy is noticed in his/her marks; the college looks into the case immediately and takes up steps, if required, for the redress.

Attendance

Attendance is vital for every student and the institution follows rules as set by the affiliating university. In the Term-end practical examinations there is provision for awarding some marks according to the percentage of attendance in the practical class.

File Description	Document
Upload Additional information	View Document

1.1.3 Teachers of the Institution participate in following activities related to curriculum development and assessment of the affiliating University and/are represented on the following academic bodies during the last five years

1. Academic council/BoS of Affiliating university
2. Setting of question papers for UG/PG programs
3. Design and Development of Curriculum for Add on/ certificate/ Diploma Courses
4. Assessment /evaluation process of the affiliating University

Response: B. Any 3 of the above

File Description	Document
Institutional data in prescribed format	View Document
Details of participation of teachers in various bodies/activities provided as a response to the metric	View Document

1.2 Academic Flexibility

1.2.1 Percentage of Programmes in which Choice Based Credit System (CBCS)/ elective course system has been implemented

Response: 100

1.2.1.1 Number of Programmes in which CBCS/ Elective course system implemented.

Response: 19

File Description	Document
Minutes of relevant Academic Council/ BOS meetings	View Document
Institutional data in prescribed format	View Document

1.2.2 Number of Add on /Certificate programs offered during the last five years

Response: 0

1.2.2.1 How many Add on /Certificate programs are offered within the last 5 years.

2019-20	2018-19	2017-18	2016-17	2015-16
0	0	0	0	0

File Description	Document
Institutional data in prescribed format	View Document

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

Response: 0

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

2019-20	2018-19	2017-18	2016-17	2015-16
0	0	0	0	0

1.3 Curriculum Enrichment

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

Response:

Though syllabi of degree curriculum prescribed by the affiliating university and taught in the institution change from time to time, the issues and topics concerning gender equity, environment and sustainability, human values, ethics in professions etc., have always been included directly or indirectly in the various courses of different subjects.

Many of the poems, prose, short stories, dramas etc., in literature subjects of Arabic, Bengali, English, Hindi, Manipuri and Sanskrit deal in Gender, Environment and Sustainability, Human Values and Professional Ethics etc., which are of utmost importance in the society. For example, in Sanskrit, Ancient Indian Texts- Kiratajuniyam, Canto I and Raghuvamsam, Canto II deal with Professional ethics and Human values; Sukanaso-upadesa deals in Human values; five chapters of Srimad Bhagawad Gita deal Human values; Caraka Samhita and Ayurveda on Environment and Sustainability; Sanskrit Literature deals with Environment Awareness with special emphasis on the Prithvi Sukta of Atharvaveda. Similarly, in Philosophy, there are topics on Environmental ethics, Animal ethics, Gender ethics, Medical ethics, Business ethics and Professional ethics, Anthropocentrism and Ecocentrism, Ethics and Politics, Amniocentesis, Euthanasia, Gender justice and feminist ethics etc., in various papers of both Honours and General courses. Business ethics is also an important topic dealt in commerce. In political Science, human value is dealt under the head 'Human rights in a comparative Perspective', 'Human rights: Universalism

vs. cultural relativism' etc., environment and sustainability under 'Ecological approach (Fred Riggs) in perspectives on public administration', 'ecological issues in global politics- historical overview of International Environmental Agreements and Climate Change' and gender under 'Gender and Violence: India and Pakistan' etc.

A compulsory subject entitled 'Environmental studies' for all UG students deals with various aspects of environment, environmental degradation, pollution and human health, climate change and other environmental issues and sustainable development. Botany, Zoology, Industrial fish and fisheries and Chemistry devote chapters and units on environment, environmental pollution and issues.

The institution also promotes the core values of gender equity, environment, sustainable development, human values, ethics in professions etc., in many of its co-curricular and extra-curricular activities. Girls and women are provided with a wide range of activity and program choices relevant to their needs and interests. Some activities are the same as those offered to boys and men while some are altered, and some are altogether different. All, irrespective of gender, get chances to represent the college in various events. As an initiative of empowering women, the institution has a Women's Cell: SUCHETA constituted by the women faculty members. This cell highlights actions and programmes related to gender equity in the allocation of resources and decision making. Besides these, SUCHETA focuses on self-defense and certain health issues, especially for girls and women.

Human Values have always been an integral part of our education system. Respecting teachers, students and human beings as individuals adds to the Human values. The institution maintains a campus environment where high ethical values are preserved at all levels. All the employees of the institution follow their respective **Professional Ethics** in letter and spirit.

1.3.2 Average percentage of courses that include experiential learning through project work/field work/internship during last five years

Response: 1.44

1.3.2.1 Number of courses that include experiential learning through project work/field work/internship year-wise during last five years

2019-20	2018-19	2017-18	2016-17	2015-16
7	7	7	7	7

File Description

Document

Institutional data in prescribed format

[View Document](#)

1.3.3 Percentage of students undertaking project work/field work/ internships (Data for the latest completed academic year**Response:** 3.56**1.3.3.1 Number of students undertaking project work/field work / internships**

Response: 77

File Description	Document
Institutional data in prescribed format	View Document

1.4 Feedback System

1.4.1 Institution obtains feedback on the syllabus and its transaction at the institution from the following stakeholders 1) Students 2)Teachers 3)Employers 4)Alumni

Response: B. Any 3 of the above

1.4.2 Feedback process of the Institution may be classified as follows: Options:

- 1.Feedback collected, analysed and action taken and feedback available on website
- 2.Feedback collected, analysed and action has been taken
- 3.Feedback collected and analysed
- 4.Feedback collected
5. Feedback not collected

Response: A. Feedback collected, analysed and action taken and feedback available on website

File Description	Document
URL for feedback report	View Document

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1 Average Enrolment percentage (Average of last five years)

Response: 95.49

2.1.1.1 Number of students admitted year-wise during last five years

2019-20	2018-19	2017-18	2016-17	2015-16
883	946	807	780	540

2.1.1.2 Number of sanctioned seats year wise during last five years

2019-20	2018-19	2017-18	2016-17	2015-16
950	950	950	780	540

File Description	Document
Institutional data in prescribed format	View Document
Any additional information	View Document

2.1.2 Average percentage of seats filled against reserved categories (SC, ST, OBC, Divyangjan, etc. as per applicable reservation policy) during the last five years (exclusive of supernumerary seats)

Response: 98.31

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

2019-20	2018-19	2017-18	2016-17	2015-16
452	499	267	265	186

File Description	Document
Institutional data in prescribed format	View Document

2.2 Catering to Student Diversity

2.2.1 The institution assesses the learning levels of the students and organises special Programmes for advanced learners and slow learners

Response:

Assessment of Learning levels: The learning levels of the students are usually assessed through Conduction of Unit Test, Class Tests, Project Works, Assignments, Group Discussions, Surprise Tests, Student Seminar etc. Moreover, classroom interactions with students also give sufficient evidences with respect to learning levels of students.

Programmes for Advanced & Slow learners: Remedial measures are taken departmentally by the Teachers to address the problem of 'slow learners'. The Teachers of the concerned Department arrange special classes as and when required by the students. Study materials are provided to the needy students on specific Subject/Paper to help them their arrear papers. Further, initiation of Mentor-Mentee system in the College is also going to supplement this effort. The slow learners are specially guided regarding the tactics of writing in the examination to obtain pass marks in their concerned subjects.

Similarly, advanced learners are also motivated to excel in their academic career. In addition, for 'Advanced learners' familiarization with related advanced fields of studies through IT has also been resorted in some special cases. Learners interested in Advanced Studies and Training in particular area of specialization/subject are encouraged as well as arranged by the Teachers to participate in such Programmes/Courses in Advanced Laboratories/Institute National repute.

Moreover, the desirous students are guided to take the various competitive examinations like GATE, JAM, CAT, APSC, UPSC, NET, SLET, BANK-PO etc. The Best Graduates and Semester-Toppers in all the streams are Awarded with Certificates and Cash Prize to encourage them to carry on their academic endeavour in Annual Award Ceremony.

2.2.2 Student- Full time teacher ratio (Data for the latest completed academic year)

Response: 43:1

2.3 Teaching- Learning Process

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

Response:

Tamaso Ma Jyotirgamaya (Let there be light of wisdom, removing the darkness of ignorance) is the motto of our college. In the course of enlightening we focus on the overall development of the learners. All

the learners from various section of community get equal opportunity and attention is given to each and every student for his/her overall development.

Experimental Learning: In the science subjects like Physics, Chemistry, Mathematics, Zoology, Botany, Industrial Fish & Fisheries & Statistics, various experiments are conducted as per Practical curriculum which help the students to realize the concepts in their respective subjects. Besides science subjects, there are Practical Papers in Computer in Commerce & Economics.

Participative Learning: There is scope for participation of learners in various co-curricular activities like intra and inter-college quiz, debate, sports and cultural events. Besides, the affiliating university also organizes such programs annually and our students participated there. These impinge the development of personality and leadership quality of the students and also motivated them to achieve goals in their future life in the actual field of competition.

As a part of Participative Learning students participates in the Workshops, Training, Seminars, Exhibitions etc., organized by the College, University and other institutions which help themselves to accelerate their depth of knowledge of their concerned subject as well as these provide a scope to acquaint themselves with new ideas and inventions. There also given chance to share their knowledge and skills in such programs.

Field study and excursions are also integral part of the learning methodology of our institution. Every year groups of students under supervision of teachers of the respective departments are being allowed for excursion and field study within the state and different parts of the country as well. Such tours give them exposures and their development of purviews.

The extension activities like NSS and NCC are also part of learning which enhance the skills of the students who volunteered there. The NSS activities like the Health Camps, Cleanliness Drive, Blood Donation Camps help in the development of student's management skills and sense of respect to others, whereas the NCC activities teaches the discipline and develop a character within themselves. In addition to that, the college has a women cell, '*Sucheta*' which carry out various programmes related to gender sensitization and gender issues.

Problem Solving methodologies:

Project works are assigned to the students as part of Problem Solving Methodology comprising project works, Assignments, Group Discussions, Seminar etc. on Environmental issues, biodiversity, instrumentation, Accountancy, Statistics, Mathematics etc. Especially, the Department of Zoology is having Project Work in Honours Papers where students are assigned Project works, preparation of Power-Point Presentations, Assignments etc. These actually trained up the students at their UG level and guide themselves in PG and post PG courses of studies.

The students are provided opportunities to interact with potential local Entrepreneurs to develop their skills and solve various issues and problems of their own.

2.3.2 Teachers use ICT enabled tools for effective teaching-learning process.

Response:

- The use of multimedia teaching aids like, LCD projectors with internet are usually used in the smart classroom.
- Information & Communications Technology (ICT) enabled teaching methodologies using PPTs and advanced technologies are being followed by the faculty members in class rooms.
- USB Hard disk and other Digital Resources like You Tube channels containing subject-related videos , Bioinformatics Databases, e-Pathsala, Open Educational Resources, Online and Offline Softwares like SageMath, SciLab, ChemDraw, Origin, MatLab, SPSS, R-Programming, Tally, C, C++ etc. for advance learning experience.
- Through e-Library facility, the College subscribes a good number of e-journals and e-books under N-List Programme of INFLIBNET, which are frequently accessed. The research journals are available online and facility for accessing these journals is provided to the students and faculty members.
- Teachers used TCSion Digital Learning Platform, Whatsapp Group, Google Meet, Google Classroom, ZOOM etc. during Lockdown period and shared Study materials through this platforms for providing students an uninterrupted learning opportunity.
- Digital Classrooms equipped with Smart Boards, facilities for simultaneous Overhead Projections are used for conducting classes and online Training Courses, Webinar etc.

2.3.3 Ratio of students to mentor for academic and other related issues (Data for the latest completed academic year)

Response: 43:1

2.3.3.1 Number of mentors

Response: 50

2.4 Teacher Profile and Quality

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

Response: 78.26

File Description	Document
Institutional data in prescribed format	View Document

2.4.2 Average percentage of full time teachers with Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt. during the last five years (consider only highest degree for count)

Response: 58.49

2.4.2.1 Number of full time teachers with Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt. year wise during the last five years

2019-20	2018-19	2017-18	2016-17	2015-16
32	30	32	33	30

File Description	Document
Institutional data in prescribed format	View Document

2.4.3 Average teaching experience of full time teachers in the same institution (Data for the latest completed academic year in number of years)

Response: 19.52

2.4.3.1 Total experience of full-time teachers

Response: 976

File Description	Document
Institutional data in prescribed format	View Document

2.5 Evaluation Process and Reforms

2.5.1 Mechanism of internal assessment is transparent and robust in terms of frequency and mode

Response:

Continuous Comprehensive Assessment (CCA): As per the new CBCS guideline of Affiliating University effective from 2018-19 session, the internal assessment is an integral part of Continuous Internal Evaluation process in TDC semesters of all streams, which comprises of Internal Assessment Tests and Attendance in Classes. Thus, under CCA, total marks are assigned to the students on the basis of

Marks obtained in the Unit Test (s) and on the basis of percentage of attendance in particular class as per CBCS-guideline. This helps to understand the progress and lacking areas of students. The internal assessments are conducted twice in a semester, the periods of which are notified in due time by the affiliating University. The second phase of the internal begins by the end of the course. The first phase is crucial because it gives the clear idea about the progress and lacking of a student.

Prior to 2018-19, Internal Examination and Class Tests etc. were conducted regularly to assess the performance of the students as per Non-CBCS Regulation of Affiliating University to sent-up them for Final Examinations of the University.

Strategies for conducting Unit Test: The process of internal assessment is done thorough unit tests which is now compulsory for all the students and a student need to get at least the passing marks. If any student fails to secure passing marks in the first phase of internal assessment, he/she would get a chance in the second phase.

An examination committee is constituted by the Principal of the college comprising of senior teachers who are responsible for the preparation of examination routine and conducting the entire examination process. The respective departments are given responsibility to set question papers and they are handed over to the examination committee constituted by the Principal. Invigilation Duty Charts involving all the teachers of the College, are prepared by the examination Committee for smooth conduction of the Tests Centrally as per routine.

CCA through Online Assignment: Due to COVID-19 Pandemic, Assessment of students was conducted through Assignments as per instructions of Affiliating University by online mode.

Evaluation and Uploading of marks in the Portal of Affiliating University: The answer scripts are distributed by the examination committee well ahead of the examination scheduled. The departments individually evaluate the answer scripts and provide mark foils to the committee. These marks are uploaded in the web portal of affiliating university which a mandatory to allow students in the Term End Examination.

Strategies for making Internal Assessment transparent: The Answer Scripts are shown to the students Departmentally by the Teacher concerned after evaluation process is over. The Marks Foils of Internal Assessment are walled-up as soon as the evaluation process is completed. These pave the way for students to report their grievances, if any.

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

Response:

Internal Examination consists of Unit Tests and evaluation of Class Attendance in compliance with the Non-CBCS and CBCS regulations of the Affiliating University. Depending on the total score in Unit Tests and attendance in class, students are sent up to apply and appear in the final/term-end examination for which 'FORM' is required to be filled in and submitted to the affiliating university within a specified date as fixed by the university. This score is also a constituent of the final score of the Term-end examination. Thus, internal examination-related grievances mostly concern evaluation and mark entry. These may necessitate re-scrutiny, re-evaluation and re-entry. Therefore, all of the processes are designed to be transparent, time bound and efficient.

Internal examinations are conducted as per schedules mentioned in the academic calendar given in the Annual Prospectus of the college. Detail routine and code of conduct of the examination (Affiliating University) are notified well in advance to the students. Examinations are conducted, following all relevant rules and regulations, through an Examination Committee, constituted for the purpose. Unfair-means in examinations are never compromised.

Answer scripts are evaluated within a stipulated time. Lists of marks secured by students are submitted to the Examination Committee. Copies of the lists of marks are walled up. Students can lodge their grievances if they notice any of their marks not written or wrongly written in the lists.

Assessed answer sheets are shown to the respective students in their class room by the concerned teacher/evaluator. Any discrepancy noticed and reported by the student is addressed then and there. If required, re-evaluation is done by another teacher; then scrutinized and finalized. Efforts are generally made to resolve the grievances by the teachers at departmental level.

After addressing the grievances, marks obtained in internal examination are submitted online to the affiliating university using the Login Id of the college by a designated person of the college.

Grievances concerning post-uploading anomalies of Marks are resolved with the initiative of concerned Departmental Heads, concerned Staff of Principal's Office in consultation with Examination branch of the university in time-bound manner.

2.6 Student Performance and Learning Outcomes

2.6.1 Teachers and students are aware of the stated Programme and course outcomes of the Programmes offered by the institution.

Response:

The college offers three academic programmes viz., Bachelor of Arts, Bachelor of Science and Bachelor of

Commerce to wide group of students coming from diverse background.

The students of the institution are made aware of the, programmes specific and course outcomes through following mode:

1. **Prospectus:** The brief details of various Programmes and Courses are generally published in the Prospectus at the beginning of every Academic Session, which is also uploaded in the College Website.
2. **Orientation programme:** Induction Programme is organised in college for First Semester Degree students in which the broad programme objective of courses/programmes, mode of internal assessment and college facilities are explained.
3. **During Classes:** During the dissemination of Courses in classes, the faculties communicate the learning objectives and expected outcomes after finishing each unit of a particular course to the students.
4. **Fresher's Programme:** Through lectures held on occasions like General and Departmental Fresher's Social Meet.
5. **Institutional website:** The Institution has stated learning outcomes (Programme- & Course-specific) and graduate attributes as per the provisions of the affiliated University which are communicated to the students and teachers through the Official website of the university/ college.

Moreover, the Teachers of the institution become aware of the programmes specific and course outcomes offered by the college in the following ways:

Teachers of various Departments, who are members of Board of Undergraduate Studies (BUGS) of Affiliating University, attend the meeting of BUGS at the start of the Session. These Teachers on returning to College take necessary initiative Departmentally to make aware the other teachers about alterations/modifications if any, made in the Curriculum along with Programme and Course outcomes. The revised syllabi are also uploaded in the University Website, which are usually downloaded by the Teachers of concerned Departments.

Further, Teachers also take part in various Refresher Course, Orientation Programme, Short Term Course etc. time to time through which they are enriched with additional information regarding Programme and Course outcomes in their concerned subjects.

File Description	Document
Upload COs for all courses (examples from Glossary)	View Document

2.6.2 Attainment of programme outcomes and course outcomes are evaluated by the institution.

Response:

The college adopts tests and examinations to measure the attainment of programme specific outcomes and course outcomes. Unit tests and end semester theory/practical examinations are conducted according to the schedule set by the affiliated university. Other than the above methods, college also facilitates accessibility of teachers, organising seminars, assignments, and class participation to enhance the progress of the students.

The class room lectures, assignments, and library facility also help the students to clarify their doubts and to perform well in examinations. In order to make the students aware of their shortcomings while writing their answers, the examinations and tests copies are shown to them. If any shortcomings are noticed after careful scrutiny, these are addressed through specific action plans in a scientific manner to augment the learning outcome of each and every student. Apart from academics, some students also perform well in co-curricular and extra-curricular activities both intra and inter college level for which certificates of appreciation are given to them. The overall performance reflects the level of attainment of the students.

2.6.3 Average pass percentage of Students during last five years

Response: 36.64

2.6.3.1 Total number of final year students who passed the university examination year-wise during the last five years

2019-20	2018-19	2017-18	2016-17	2015-16
214	317	225	234	178

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

2019-20	2018-19	2017-18	2016-17	2015-16
571	691	734	637	548

File Description	Document
Institutional data in prescribed format	View Document

2.7 Student Satisfaction Survey

2.7.1 Online student satisfaction survey regarding teaching learning process

Response:

File Description	Document
Upload database of all currently enrolled students (Data Template)	View Document

NAAC

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

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

Response: 26.54

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

2019-20	2018-19	2017-18	2016-17	2015-16
18.3	1.79	1.5	0	4.95

File Description

Document

Institutional data in prescribed format

[View Document](#)

3.1.2 Percentage of departments having Research projects funded by government and non government agencies during the last five years

Response: 4.44

3.1.2.1 Number of departments having Research projects funded by government and non-government agencies during the last five years

2019-20	2018-19	2017-18	2016-17	2015-16
1	1	1	0	1

3.1.2.2 Number of departments offering academic programmes

2019-20	2018-19	2017-18	2016-17	2015-16
18	18	18	18	18

File Description

Document

Institutional data in prescribed format

[View Document](#)

3.1.3 Number of Seminars/conferences/workshops conducted by the institution during the last five years**Response:** 17**3.1.3.1 Total number of Seminars/conferences/workshops conducted by the institution year-wise during last five years**

2019-20	2018-19	2017-18	2016-17	2015-16
2	5	2	4	4

File Description**Document**

Institutional data in prescribed format

[View Document](#)**3.2 Research Publications and Awards****3.2.1 Number of papers published per teacher in the Journals notified on UGC website during the last five years****Response:** 1.65**3.2.1.1 Number of research papers in the Journals notified on UGC website during the last five years.**

2019-20	2018-19	2017-18	2016-17	2015-16
19	2	24	13	31

File Description**Document**

Institutional data in prescribed format

[View Document](#)**3.2.2 Number of books and chapters in edited volumes/books published and papers published in national/ international conference proceedings per teacher during last five years****Response:** 0.28**3.2.2.1 Total number of books and chapters in edited volumes/books published and papers in national/ international conference proceedings year-wise during last five years**

2019-20	2018-19	2017-18	2016-17	2015-16
0	3	7	1	4

File Description	Document
Institutional data in prescribed format	View Document

3.3 Extension Activities

3.3.1 Extension activities are carried out in the neighborhood community, sensitizing students to social issues, for their holistic development, and impact thereof during the last five years.

Response:

Cachar College is well aware of its responsibility and commitment to the society. And so the college organises a good number of extension activities beyond curriculum in and outside the campus during different times of the academic sessions. . The college consistently promotes participation of students in these socio-friendly extension activities for wholesome development of the students and the society at large. As part of this noble cause, College has adopted a village named **Masughat** in Dudhpatil area across the river Barak on 08th November 2017. The extension activities and outreach programmes are mainly carried out through the following cells/ units of the college:

1. **National Service Scheme (NSS)**
2. **National Cadet Corps (NCC)**
3. **Sucheta , Cachar College Women's Cell**

Some of the extension activities held during the last 5 years:

- **Blood Donation Camps** were organised to donate blood to the Red Cross Society Blood Bank and Silchar Medical College Blood Bank. A good number of students and teachers voluntarily came forward to participate in the noble cause of humanity.
- **Regular cleanliness drive** under **Swachh Bharat Abhiyan** launched by the central government has also been carried out by the **NSS and NCC units** of the college. Students and teachers cleaned the College Campus and the outside surroundings. Our NCC cadets cleaned the public places like the local **Railway Station and Gandhi Bag**.
- **Free Health Camps** were organised at Chaitanya Nagar Lower Primary School, 1575 Dudhpatil Kharilpaar M.E. School, Monimala Lower Primary School in Nutan Patty, Silchar, and in the adopted village Masughat in Dudhpatil.
- **Distribution of clothes and medicines** in adopted village, Masughat.
- **Tree plantation drive** in the adopted village, Masughat. The saplings were donated by the Dept of Forests, Government of Assam.
- Different awareness rallies throughout the town were organised **by the cadets of NCC to sensitise common people about** harmful effects of **tobacco consumption**, environmental issues and also in a bid to create sensitization about women empowerment.

Extension and outreach activities led the students to come in closer contact with people of diverse social and economic background. The real life experiences on the ground widened their practical knowledge of the prevalent social problems and environmental and gender related issues. The extension programmes benefitted the students much as it nurtured in them the sense of social responsibility and duties, team spirit, leadership qualities and the invaluable life skills like humility, compassion and ethical values. Volunteering also provided a healthy boost to their self-confidence, self-esteem, problem solving capacity and life satisfaction. Thus, students not only excel in education and career, but also become responsible citizen by dint of their contribution in making the society a better place to live. Plans are afoot to go for structured impact assessment after a reasonable period.

3.3.2 Number of awards and recognitions received for extension activities from government/ government recognised bodies during the last five years

Response: 0

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

2019-20	2018-19	2017-18	2016-17	2015-16
0	0	0	0	0

File Description

Document

Institutional data in prescribed format

[View Document](#)

3.3.3 Number of extension and outreach programs conducted by the institution through NSS/NCC/Red cross/YRC etc., during the last five years (including Government initiated programs such as Swachh Bharat, Aids Awareness, Gender Issue, etc. and those organised in collaboration with industry, community and NGOs)

Response: 26

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

2019-20	2018-19	2017-18	2016-17	2015-16
4	2	11	1	8

File Description	Document
Institutional data in prescribed format	View Document

3.3.4 Average percentage of students participating in extension activities at 3.3.3. above during last five years

Response: 18.16

3.3.4.1 Total number of Students participating in extension activities conducted in collaboration with industry, community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., year-wise during last five years

2019-20	2018-19	2017-18	2016-17	2015-16
198	30	897	85	801

File Description	Document
Institutional data in prescribed format	View Document

3.4 Collaboration

3.4.1 The Institution has several collaborations/linkages for Faculty exchange, Student exchange, Internship, Field trip, On-job training, research etc during the last five years

Response: 6

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

2019-20	2018-19	2017-18	2016-17	2015-16
0	2	1	1	2

File Description	Document
Institutional data in prescribed format	View Document

3.4.2 Number of functional MoUs with national and international institutions, universities, industries, corporate houses etc. during the last five years

Response: 0

3.4.2.1 Number of functional MoUs with Institutions of national, international importance, other universities, industries, corporate houses etc. year-wise during the last five years

2019-20	2018-19	2017-18	2016-17	2015-16
0	0	0	0	0

File Description	Document
Institutional data in prescribed format(Data template)	View Document

NAAC

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1 The Institution has adequate infrastructure and physical facilities for teaching- learning. viz., classrooms, laboratories, computing equipment etc.

Response:

All the departments of the college are being supported by various infrastructural scaffolds. The institution possesses equipments, apparatus, Books, Teaching- aids, ICT facilities etc. The details of the available infrastructural resources are as follows:

1. **General Classrooms:** The College has 20 classrooms (5 Large with seating capacity of 160-200; 6 Medium with seating capacity of 120-150; 9 Small with seating capacity of 40-100) with electricity and green/white boards.
2. **Departmental Classrooms:** Most of the science Departments have 1 or 2 department-specific classrooms viz., 2 for Zoology, Botany, Physics and 1 for Chemistry, Industrial Fish & Fisheries, Mathematics & Statistics.
3. **Departmental Libraries:** Many Departments especially Commerce, Hindi, Zoology, Chemistry, Bengali, English, Botany, Physics etc. have their own Departmental Book Shelves and books from there are frequently consulted by both Teachers and students of the Department as and when required.
4. **Laboratories:** All the 7 Science departments has seven laboratories viz., Physics, Chemistry, Mathematics, Statistics, Zoology, Botany and Industrial Fish and Fisheries - they are well equipped with adequate facilities to facilitate the enhanced teaching and learning process.
5. **Smart Classrooms:** The College has two smart classrooms equipped with ICT facilities and overhead projection which are used as Classroom as and when required by the Teachers for enhanced learning. Moreover, these are frequently used for conducting Training, Workshop, Seminar, Webinar, Meetings etc.
6. **Computer Lab:** There are three computer laboratories with internet facilities. A Central Computer Laboratory with 36 Computers and two Departmental Computer Laboratories in Physics and Mathematics with 5 and 3 Computers respectively. The Central Computer Laboratory is open to all students and Teachers which is under disposal of Department of Commerce. However, the Computer laboratories of Physics and Mathematics are mainly utilized for conducting routine Practical classes of these departments.
7. **Biotech Hub:** The College has an Institutional Level Biotech Hub funded by DBT, Govt. of India to popularize the discipline of Biotechnology, conduction of training and workshops etc. as per mandate of DBT. Further it serves as an additional laboratory for Degree students of Zoology, Botany and Chemistry in carrying out Project works as well as Practicals. The infrastructure facilities of the Hub are also being utilized by Research Scholars.
8. **Auditorium & Conference Hall:** The College has an auditorium with seating capacity of 100, which also serves as a classroom and/or Examination Hall as and when required. The conference hall with seating capacity of 20 is primarily used for Meetings and conducting Seminars/Webinars etc.
9. **Campus Wi-Fi:** The entire campus is enabled with free Wi-Fi facility for students and staff.
10. **E-Library:** The Central Library has a browsing center having 10 computers with internet and access to various e-journals and e-books.

11. **11. CCTV surveillance:** The entire college is under the 24 hours CCTV surveillance installed in various positions including the classrooms which is helpful in maintaining internal discipline as well as ensuring a peaceful learning environment
12. **Uninterrupted power supply:** There is a generator with 62.5 KVA capacity for supplying power uninterruptedly during power cuts to the entire college.
13. **Health Care Center.**

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

Response:

Sports and cultural activities are organized on and off on various occasions. However, these activities culminate in the Social Week. However, Social Week is organized with full participation of teachers and students. Various sports like Races, Long Jump, High jump, Shot put, Javelin throw, Half-marathon, Kabaddi, Tug-of-war, Cricket, Badminton, Table tennis, Chess, Carom, Arm wrestling, Chinese checker, Musical chair, Ludo etc., and various cultural programmes and competitions are held in the sports week and also on other occasions and in leisure hours. As far as practicable, the College team participates in the inter-college sports and cultural competitions of university and state level events and bring glory to the college.

Sports facilities: The Institution does not possess a standard-sized playground of its own for outdoor games. The open space at the front side and a wide and long lawn inside the main campus of the college are used for minor games and even some outdoor games as well. However, an initiative to develop a playground is under process in the Women's Hostel campus of the College.

Gymnasium: This facility has been utilised by the students under the supervision of Gym-instructor or Teacher-in-charge. However, currently, it is not being fully utilized due to lack of a Physical Instructor and as most of the students hail from remote villages and return to their homes every day after the class.

Facilities for Cultural activities: Generally cultural events are held in one of the three big halls/rooms which can accommodate nearly 250 people. Besides, a mini auditorium with 100 seating capacity also serves the purpose. In the occasions of large cultural events, make-shift stage/platform and hall are temporarily made on the lawn inside the campus.

Yoga Centre: Although the college does not have a permanent Yoga Centre, but Yoga training is imparted almost every year; one Ex-principal of the college, namely Dr Sukhamoy Bhattacharjee being a renowned Yoga Teacher of the Valley, the college serving as a Yoga Centre since last 40 years with his initiatives

though it is not in black and white.

Other Sports facilities utilised by the College: Due to insufficiency in facilities of training and organizing sports and cultural activities, the institution enjoys easy accessibility, in times of need, to the various sports gears, playground and other facilities available in the following establishments:

1. Stadium and Sports Complex and Swimming Pool of District Sports Association, Cachar, Silchar to which Cachar College is affiliated as a member,
2. Silchar Town Club playground, Silchar
3. India Club, Silchar play-ground, Indoor games sports complex and Gymnastic Hall
4. Narsing H.S & M.P. School Play-ground, Silchar
5. Police Parade Ground, Silchar
6. Silchar Football Academy and its playground at Silchar
7. District Library Hall, Cachar, Silchar
8. Baidya Nath Yogavigyan Mahavidyalaya, Rangpur, Silchar

All of these lie within a distance of 0 to 800 metre from the college. Utilization of facilities therein more than compensates the deficiency of the institution relating to infrastructure for the promotion of sports, yoga etc., and cultural activities in the college.

4.1.3 Percentage of classrooms and seminar halls with ICT- enabled facilities such as smart class, LMS, etc. (Data for the latest completed academic year)

Response: 12.12

4.1.3.1 Number of classrooms and seminar halls with ICT facilities

Response: 4

File Description	Document
Institutional data in prescribed format(Data template)	View Document
Paste link for additional information	View Document

4.1.4 Average percentage of expenditure, excluding salary for infrastructure augmentation during last five years(INR in Lakhs)

Response: 53.11

4.1.4.1 Expenditure for infrastructure augmentation, excluding salary year-wise during last five years (INR in lakhs)

2019-20	2018-19	2017-18	2016-17	2015-16
14.92	84.26	6.59	42.01	95.33

File Description	Document
Institutional data in prescribed format(Data template)	View Document

4.2 Library as a Learning Resource

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

Response:

Library services require a series of works like acquiring, preparing and organizing documents of different types and available in many formats. With the advancement of ICT, Libraries all over the world of any type or size, started automating some of these activities for minimizing human clerical routines and thereby optimizing productivity and creativity of library staff.

The necessary initiative for installation of SOUL software in the Central Library was taken in the year 2008. The year 2009 can be marked as the year of inception of Library automation (partial) in Cachar College Silchar through Integrated Library Management System (ILMS) using the Software for University Libraries (SOUL). It is state-of-the-art integrated library management software designed and developed by the INFLIBNET Centre, Ahmedabad, Gujrat, based on requirements of college and university libraries. It is user-friendly software developed to work under client-server environment. The software is compliant to international standards for bibliographic formats, networking and circulation protocols. SOUL 1.0 Version was installed with 1 Server and 2 clients PC. Local Area Network (LAN) was set in the Library with 7 point including Server.

Library automation process can adopt three routes – i) a piecemeal approach, converting individual operations one at a time (for example installation of Cataloguing module alone to offer OPAC); ii) the process can work towards the integrated system progressively, using a ‘planned installation’ approach (for example installation of Member management module and Circulation modules after the Cataloguing module); iii) it can go directly for a fully integrated system to cover operations of all subsystems in the library. In automation process, the functions that may be included are acquisition, cataloging, member management, circulation, serials control, inter library lending, and access to online public access catalogue.

However, Cachar College Central Library started automation with one module of SOUL 1.0 Software that is Cataloguing Module only with objective for creating book database. Around 18,817 books have been entered in the cataloguing module by the Library staffs over the period. Hence, access to OPAC (online

public access catalogue) was available for user community of the college.

In 2020, the college approached for the more updated version of the SOUL Software that is SOUL2.0 so that we can extend the Library automation process to a step further by including Membership Module and Circulation Module. For this updated version new server has been procured and 3 clients PC have been made ready via LAN. So now the new students, who are enrolled in the Cachar College, can have the automation facility of Membership and Circulation which will save time both of library staff and students as all will be done through SOUL 2.0.

4.2.2 The institution has subscription for the following e-resources

- 1.e-journals
- 2.e-ShodhSindhu
- 3.Shodhganga Membership
- 4.e-books
- 5.Databases
- 6.Remote access to e-resources

Response: A. Any 4 or more of the above

File Description	Document
Institutional data in prescribed format(Data template)	View Document

4.2.3 Average annual expenditure for purchase of books/e-books and subscription to journals/e-journals during the last five years (INR in Lakhs)

Response: 0.61

4.2.3.1 Annual expenditure of purchase of books/e-books and subscription to journals/e-journals year wise during last five years (INR in Lakhs)

2019-20	2018-19	2017-18	2016-17	2015-16
0.60	0.23	0.21	0.88	1.11

File Description	Document
Institutional data in prescribed format(Data template)	View Document

4.2.4 Percentage per day usage of library by teachers and students (foot falls and login data for online access) during the last completed academic year

Response: 0.68

4.2.4.1 Number of teachers and students using library per day over last one year

Response: 15

File Description	Document
Details of library usage by teachers and students	View Document

4.3 IT Infrastructure

4.3.1 Institution frequently updates its IT facilities including Wi-Fi

Response:

The institution has been frequently updating the IT facilities in the campus area and providing IT facilities to its users having the following facilities:

- Every department, library and office of the college has Computers, software and equipments as per their requirements.
- The college has web administrator who maintains and monitor the college website and in regular interaction with the IQAC.
- All the computers in the Administrative Section/General Section are installed with necessary peripherals like printer and scanner. All the computers are also connected with Ethernet facilities.
- Entire college campus is enabled with Wi-Fi facilities.
- The college has three computer labs to provide IT facilities to students and Teachers.
- The college has two smart classrooms with LCD Projectors and Ethernet facilities, used as digital

classrooms for better learning process.

- The college is upgraded with computerized student management system.
- Frequent updation of WiFi facilities is done to ensure uninterrupted internet.

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

Response: 49:1

4.3.3 Bandwidth of internet connection in the Institution

Response: D. 05 MBPS – 10 MBPS

File Description	Document
Details of available bandwidth of internet connection in the Institution	View Document

4.4 Maintenance of Campus Infrastructure

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

Response: 46.74

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

2019-20	2018-19	2017-18	2016-17	2015-16
19.38	51.91	22.05	26.06	35.37

File Description	Document
Institutional data in prescribed format(Data template)	View Document

4.4.2 There are established systems and procedures for maintaining and utilizing physical, academic

and support facilities - laboratory, library, sports complex, computers, classrooms etc.

Response:

Strategies for maintaining & Utilizing Physical facilities:

- Adequate in-house staff employed to meticulously maintain hygiene, cleanliness and

Various infrastructure in the campus

- Wash rooms and sitting rooms are well maintained. Dustbins are placed at the suitable places in every floor.
- Electrician appointed to look after generator and electrical installations.
- The campus maintenance is monitored through CCTV surveillance.
- College Engineer appointed to monitor repair and maintenance work undertaken by Construction Committee
- Generator (62.5 KVA Kirloskar) is operated and maintained by appointed Generator Operator.

Strategies for maintaining & Utilizing Academic facilities:

- Personals appointed for maintaining cleanliness in Classrooms, Staffrooms, Seminar halls and Laboratories etc.
- Science departments maintain a stock register for the available equipments, reagents and other consumables.
- New lab equipments, reagents, consumables etc. for each department of science stream are bought by seeking quotation from different firms as per requirements submitted by HoDs to the Principal.

Laboratory-

- Laboratories are well maintained by concerned lab bearer and supervised by HODs of the concerned departments.
- The calibration, repairing and maintenance of sophisticated lab equipment are done by the technicians of concerned supplier and firms.

Library-

- Central Library avail the facility of grant from ICPR, DHE and CIIL for purchasing books from time to time.
- Books are purchased in consultation with HoDs.
- Students are motivated to register themselves in library to use INFLIBNET.
- There are separate reading room for students and teachers.
- Attendance registrar is maintained for visitors, teachers and students on daily basis separately
- To ensure return of books, clearance certificate issued from the library for students before issue of Marksheet and Certificate.
- Soul 2.0 software is used for maintaining data.
- Open access journals facilities are available.

Strategies for maintaining & Utilizing Support facilities:

- Maintenance of Drinking water facility, Canteen, Library, Toilets etc. are supervised by Committees formed from time to time for that purpose.
- The college ensures optimal allocation and utilization of the available financial recourses for maintenance and upkeep of different facilities.

Sports:

- Sports committee looks after regarding the maintenance of sports equipments the college.
- Separate Convenors for boys and girls look after sports events like cricket, badminton, volley ball, kabadi etc. during Social week as well as in the Inter college cricket, football, badminton tournament organized by Assam University, Silchar.

Computers:

- One centralized computer laboratory with intake 36 computers established by DST and UGC funds under Community College Scheme.
- One browsing centre in the Library equipped with 11 computers
- Computers in the Departmental Labs of Mathematics & Physics are maintained by Head and Teachers of concerned Department.
- Each Department having computer with internet facility.
- College office is also equipped with required numbers of computers, software along with internet facility.
- Entire Campus is WIFI Enabled.

NAAC

Criterion 5 - Student Support and Progression

5.1 Student Support

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

Response: 14.08

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

2019-20	2018-19	2017-18	2016-17	2015-16
394	381	350	437	35

File Description	Document
upload self attested letter with the list of students sanctioned scholarship	View Document
Upload any additional information	View Document
Institutional data in prescribed format	View Document

5.1.2 Average percentage of students benefitted by scholarships, freeships etc. provided by the institution / non- government agencies during the last five years

Response: 0.08

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

2019-20	2018-19	2017-18	2016-17	2015-16
3	6	0	0	0

File Description	Document
Institutional data in prescribed format	View Document

5.1.3 Capacity building and skills enhancement initiatives taken by the institution include the following

1. Soft skills

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

Response: D. 1 of the above

File Description	Document
Institutional data in prescribed format	View Document

5.1.4 Average percentage of students benefitted by guidance for competitive examinations and career counselling offered by the Institution during the last five years

Response: 0

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

2019-20	2018-19	2017-18	2016-17	2015-16
0	0	0	0	0

File Description	Document
Institutional data in prescribed format	View Document

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

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

Response: A. All of the above

5.2 Student Progression

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

Response: 0

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

2019-20	2018-19	2017-18	2016-17	2015-16
0	0	0	0	0

File Description	Document
Institutional data in prescribed format	View Document

5.2.2 Average percentage of students progressing to higher education during the last five years

Response: 11.01

5.2.2.1 Number of outgoing student progressing to higher education.

Response: 60

File Description	Document
Institutional data in prescribed format	View Document

5.2.3 Average percentage of students qualifying in state/national/ international level examinations during the last five years (eg: JAM/CLAT/GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/State government examinations)

Response: 0

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

2019-20	2018-19	2017-18	2016-17	2015-16
0	0	0	0	0

5.2.3.2 Number of students appearing in state/ national/ international level examinations (eg: JAM/CLAT/NET/ SLET/ GATE/ GMAT/CAT,GRE/ TOFEL/ Civil Services/ State government examinations) year-wise during last five years

2019-20	2018-19	2017-18	2016-17	2015-16
0	0	0	0	0

File Description	Document
Institutional data in prescribed format	View Document

5.3 Student Participation and Activities

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

Response: 5

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

2019-20	2018-19	2017-18	2016-17	2015-16
0	0	1	3	1

File Description	Document
Institutional data in prescribed format	View Document

5.3.2 Institution facilitates students' representation and engagement in various administrative, co-curricular and extracurricular activities (student council/ students representation on various bodies as per established processes and norms)

Response:

The institution was established to serve the students and is functioning serving them. Naturally all of its various administrative, curricular, co-curricular and extracurricular activities centre on the students.

The College management always encourages co-curricular talents in the students. The **Cachar College Students' Union (CCSU)** has **music and dramatic club and a debating club**. Students having interest and penchant in debating, quizzing, recitation, singing and acting in drama have enough scope to perform during the annual social week and also on various occasions. The College has wings for NCC and NSS. These bring laurels for this college on many occasions.

CCSU has a multi-lingual annually published mouthpiece- *Charaibeti*. Students having flair in creative writing can contribute to this house magazine. Some well-edited magazines and wall magazines also form

a part of the Cachar College creative world. Spectrum (English Dept.), Mayookh (Bengali Dept.), Meira (Manipuri Dept.), Darpan (Hindi Dept.), Surabharati (Sanskrit Dept.), Qutifa (Arabic Dept.), Educhem (Cachar College Chemical Society/ Chemistry Department) and Scientia (Science wing) are in regular publication.

Cachar College always proved to be a spotter's paradise in sporting talents. In group events like football, volley ball and cricket and also in individual events like track and field and athletics, Cachar College students have excelled in inter-club, inter-state and in some cases, national level competitions. Even though the College does not have a play ground or infrastructure for outdoor sports, by virtue of its membership in the District Sports Association (DSA), budding talents do not go unnoticed. Close linkage of the College with the DSA has proved to be a very good arrangement in spotting talents of the College and placing them in the right orbit.

The College has an Extension Activities Cell with two teachers at the helm of affairs. Though the activities are yet to pick up and gain expected momentum, already some health awareness camps, blood donation camps by National Service Scheme funded by Ministry of Youth Affairs and Sports, Govt. of India and environment camps from the College have been organized in far-flung areas. Students having zeal and commitment to serve the community and reach out to those in need will find excellent environment in this College. The institution carried out awareness drives for the protection of the Ganges River Dolphin and other wildlife in the Barak Valley.

The college adopted one village named 'Masughat' under Greater Dudhpatil Area of Cachar District in 2017 with a view to promote socio-economic-cultural & educational development of the village as part of the commitment of Institutional Social responsibility. In order to achieve the objective, the college has organized Free Medical (Health-Check up) Camps at Masughat High School and Daspara with active participation of NSS Unit and distributed free medicines to more than 500 patients of the village. In another endeavor, clothes of various age groups were distributed to more than 300 beneficiaries. Further, 60 households of the village were selected and plantation initiatives were undertaken to plant valuable fruit plants in association with NSS Unit of the College.

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

Response: 6.2

5.3.3.1 Number of sports and cultural events/competitions in which students of the Institution participated year-wise during last five years

2019-20	2018-19	2017-18	2016-17	2015-16
15	16	0	0	0

File Description	Document
Institutional data in prescribed format	View Document

5.4 Alumni Engagement

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

Response:

Alumni Association formed by ex-students of Cachar College is known by the name and style 'Praktanee'. The primary aim of this association is to bring about better co-ordination between college administration and past students of the college and to facilitate the college in its infra-structure development. The association assists the college in educational, social-cultural and games & sports activities.

Some of the remarkable contributions of the Praktanee towards the college include construction of a much needed connecting **culvert between the main college campus and the Trunk Road** near Gate No. 2 of the main building and in the creation and maintenance of a garden in front of Principal's room sometime back. One of the alumnus, Mr. Aminul Haque Laskar, the then Dy. Speaker of Assam Assembly contributed a sum **Rs. five lakh** on 17 February 2021 as donation to the college for the infra-structural development and particularly for upgrading the sitting arrangement in class rooms. The necessary initiative has already been taken by the college authority in that line and will be completed shortly. Members of the Praktanee play an important role during the days of Social Week by acting as **Jury, Judges, and Referees**. They also **instruct the players and students** on do's and don'ts as sportsmen in sports and games. The Praktanees on some occasions organise and participate in debates and different cultural programmes in the college and thus boost up the spirits of the students for their active involvement in co-curricular and extra-curricular activities.

The alumni association remains yet to get registered. However, their concern and love for their alma mater and contribution, small or big, cash or kind (like designer Lamp for use in Inauguration functions) are always invaluable and act as Elixir of Life for the institution. Necessary steps have already been initiated by the association for the registration with the concerned office.

5.4.2 Alumni contribution during the last five years (INR in lakhs)

Response: E. <1 Lakhs

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

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

Response:

Institutional Motto:

“Tomoso Ma Jyotirgomoyo”; (Meaning: Let there be light of Wisdom, removing the darkness of Ignorance)

Deeply influenced and inspired by this institutional motto, Cachar College has completed 60 years of its glorious journey and fulfilled the aspirations of people of Cachar district in particular and Southern Assam in general. However, with changing structures and policies of higher education in India, this institution has been striving continuously

- **To impart quality education to its aspirants of all disciplines and to sustain its past glory.**
- **To develop enlightened and intellectually competent human resource through its endeavour to imbibe moral, ethical and spiritual values and discipline**
- **To ensure enough flexibility in order to accommodate newer learning opportunities in a rapidly changing world**
- **To recruit potential human resources and engage all of them towards institutional growth & development to achieve higher goals**
- **To earn recognition as Potential Centre of Higher Learning in India through its academic pursuits**
- **To devote all its resources in the development of skill-empowered and socially dedicated younger generations in the service of mankind**

Cachar College was set up in 1960 with a defined socio-economic objective. It was the time when the victims of the unfortunate partition from across East Pakistan were yet to come to terms with the loss of leaving home and hearth. These families in a huge number had been evicted from their own land and they found it difficult to financially settle in the first generation. Cachar College was conceptualized as a destination of higher education for the students from these refugee families. Right from the beginning, therefore, the builders of this institution resolved that Cachar College would never run after elitist identity. The College management down the years has always strived to reach out to the most deprived sections of the society in imparting higher education. High-end clientele has never been a goal post for the College. Catering to the demand for higher education from the socially and economically disadvantaged strata of the society located over a large and diverse geographical jurisdiction has been always high on agenda for the College.

Over the six decades of its existence, however, there has been regular change in the attitude in order to cope with the changing scenario of higher education in the country. Improvement of infrastructure is a continuous process and this College is making relentless efforts to augment its infrastructure with an eye

towards the present needs and future demand. The College has constantly kept up its mission to aspire and strive for excellence in education by developing and sharpening the intellectual and human potential of the learners for the good of society and of the stake holders. The ideal upheld has been to prepare good graduates who can play effective role in the bigger field of life as good human beings.

6.1.2 The effective leadership is visible in various institutional practices such as decentralization and participative management

Response:

Being a provincialised college Cachar College has an in-built three-tier system of academic administration and leadership. At the apex of the system, there are the affiliating university and the Government of Assam. Principal of College being the head of the institution is the overall head of both the academic and administrative affairs of the college at the institutional level.

The Governing Body

For the purpose of ensuring participation of stake holders in academic and administrative decisions and effective management of the institution, the College has a Governing Body with adequate representation of faculty members, ministerial staffs and guardians of the students. Further, to ensure maintenance of academic standard and follow-up of Government and UGC guidelines, the Governing Body has also representatives from the affiliating university. The very structure and composition of the Governing Body exhibits the principle and practice of participatory management in the organization.

IQAC

The Internal Quality Assurance Cell (IQAC) is constituted as per guideline of NAAC to ascertain overall quality in teaching-learning, administrative and Co-curricular activities. The IQAC coordinates with all the stakeholders associated with Administration, Academic affairs and Extension Activities which include, Academic coordinators, Head of the Departments, Librarian, Convenors of various Committees and Cells, Head Assistant and other office bearers of the College. The IQAC under the guidance of the Principal and GB has evolved a well developed method to ensure quality yardsticks of academic and administrative activities.

Academic Coordinators

For the purpose of coordinating the academic affairs of different disciplines, academic coordinators are appointed from amongst the senior faculty members of each discipline, who is entrusted with the job of coordinating and monitoring the routine, classes and support system of each discipline. Necessary reporting system is also in practice to review the success and failure of the system and to take remedial measures.

Head of the Departments

Each of the 18 departments spread across Arts, Science and Commerce wings is headed by a senior teacher of the department for three years on rotation. Periodic meetings are convened from time to time with the head of departments and faculty members to review the progress of courses, practical classes and holding internal examinations.

Committees and Cells

Committees comprising teachers from different streams are constituted for smooth functioning of academic, extension and administrative works of the institution. Some of the key committees/Cells that are visibly functioning throughout the academic session are:

- Admission Committee
- Discipline Committee
- Grievance Redress Cell
- Anti- Ragging Committee
- National Social Service (NSS) Cell
- NCC Unit
- Construction Committee
- Planning Committee
- Students' Welfare Committee
- Library Committee
- Digital Library Committee
- Examination Cell
- Women's Cell
- Committee for SC/ST
- Minority Cell
- OBC Cell

In addition to the above Committee/cells, Result analysis Committee, Committee for holding elections to students' bodies, Sports and Games Committee, Career Counseling Committee, Seminar and workshop Committee also function so as to encourage participatory management in the institution.

6.2 Strategy Development and Deployment

6.2.1 The institutional Strategic / Perspective plan is effectively deployed

Response:

Cachar College had implemented successfully the Online Admission System since the session 2017-18.

The primary objective behind introduction of the online admission in the College was putting in place a sense of confidence among the stakeholders about the process of selection. The change-over to the new system was installed with a defined target of bringing in transparency, economy and efficiency in the ecosystem. It was intended to be a step further in the direction of paperless administration in the institution.

Storage of students' data in the retrievable digital archive, as it was aimed, would help reduce consumption of paper to a great extent. As a symbolic message the online admission was formally launched on 5 June, Environment Day, in 2017.

Cachar College has always been among the prime choices for the students seeking enrollment in the undergraduate programmes in Science, Arts and Commerce in Barak Valley. With burgeoning aspirants vying for this prestigious institution as their campus-destination and the limited intake capacity of the College it becomes very difficult to please all quarters. The resulting demand-supply mismatch is bound to generate tremendous external pressure during the time of admission.

Not to speak of the local political interference, which mostly went unreported, various students' organizations, ostensibly under their own compulsion, used to put demand for accommodation of the applicants rejected on merit. Closure of College gates in the name of students' stir was a regular feature during the admission seasons. The traditional offline admission mechanism, then in place, gave the agitating stakeholders an opportunity to raise false and fabricated allegations against the College management.

To get over this perennial problem the College management decided to switch to online mode as a forerunner in the State higher education institutes. This also helped the College authority to comply with the Uniform Admission Policy of the State Government w.e.f. 2019-20.

In earlier manual system of admission usually involved huge labour as well as there was some inadvertent and unavoidable mismatch due to human error. The introduction of online system makes the process efficient and transparent. Further, the rush and crowd created by aspirants within the campus could be avoided successfully. The cashless online transaction is another positive side of the introduction of online system of admission. Moreover, since implementation of the Online Admission System, the data management related to the admittance has also become more convenient.

6.2.2 The functioning of the institutional bodies is effective and efficient as visible from policies, administrative setup, appointment and service rules, procedures, etc.

Response:

Cachar College is a provincialized college under Govt. of Assam and affiliated to Assam University, Silchar. The Governing Body (GB), headed by President is the highest decision making body and play major role in guiding and planning the various strategies in relation to management of the college. The Principal being Secretary of the GB executes all functioning as per decision and approval of the GB.

Administrative setup as indicated in the Organogram, include

1. General Administration: It includes the following 7 categories

1. Web Administration: Web Administrator is concerned with regular maintenance and update

the College Website.

2. **Finance and Accounts:** Managed by Coordinator, Finance and Accounts (Associate Professor), Accountant, Cashier, Grade III & IV Staff.
3. **Supervisory Assistant:** Looks after all routine administrative affairs in Office as per Service Rule and instructions from Principal.
4. **Admission:** Admissions to 1st semester and HS- 1st year are conducted by formation of stream-wise Admission Committees in Online mode.
5. **Examination & Evaluation:** Examination Committees conduct TDC & HS examination as per guidelines of affiliating University (AUS) and Assam Higher Secondary Education Council (AHSEC).

Evaluation of Answer scripts are carried out in TDC & HS Evaluation Zones separately.

1. **Students' Welfare:** Two different Convenors for boys and girls respectively.
2. **Committees and Cells:**

1. **Discipline and Anti-ragging Committee**
2. **Library Committee**
3. **Canteen Committee**
4. **Construction Committee**
5. **Central Purchase Committee**
6. **Grievance Redressal Cell**
7. **Women's Cell**
8. **Aid & Award Committee**
9. **Sports Committee**
10. **Cultural Committee**
11. **Hostel Committee**

1. **Scholarship:** Managed by Grade III Staff.
2. **Appointment:** On approval of recommendation of the selection committee by the Director of Higher Education (DHE), Govt. of Assam the Teaching and Non-teaching staff against sanctioned posts are appointed. Guest lecturers and additional Grade IV Staff are engaged temporarily as per approval of GB.

1. **Academic Affairs:** Teaching Learning activities, Curriculum Progression, Unit Tests etc. are monitored and managed by Academic Coordinators of respective streams viz., Arts, Science and Commerce in consultation with HoDs of respective subjects.
2. **Internal Quality Assurance Cell (IQAC):** Comprises Coordinator, Joint Coordinators and a core committee formed as per NAAC guideline, jointly decide regarding IQAC and NAAC Assessment related activities maintaining liason with Convenor, Mentor/Mentee and Convenor Academic and Administrative Audit (AAA).
3. **Central Library:** Both General Library and e-Library are under the control of Librarian. Grade III & IV staff are engaged with management of routine works of library.
4. **Students' Union:** Composition-Principal is President. The other elected posts includes i) Vice president (VP) ii) General Secretary (GS) iii) Deputy General Secretary iv) Editor & Assistant Editor, College Magazine vi) Secretary & Assistant Secretary, Sports viii) Secretary

- & Assistant Secretary, Music & Dramatic Club x) Secretary & Assistant Secretary, Debating Club xii) Secretary, Boys' & Assistant Secretary, Boys; Common Room & Gymnasium xiv) Secretary & Assistant Secretary, Book Bank xvi) All Class Representatives
5. Girls' Hostel: The 50-seated hostel is run by Hostel Superintendent. The support staff include Cook, Night Guard and helper.

6.2.3 Implementation of e-governance in areas of operation

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

Response: A. All of the above

File Description	Document
Institutional data in prescribed format(Data template)	View Document

6.3 Faculty Empowerment Strategies

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

Response:

Cachar College has effective welfare measures in place for its teaching and non-teaching staff.

- College has welfare cooperative society in the name of "Cachar College Employees' Thrift and Amenities Cooperative Ltd." vide registered under Societies Act, Govt. of Assam having Reg. No. S-7 of 1965-66. The Teaching and non-teaching Staffs are members of this welfare society with an ulterior motive for benefit of all the stakeholders. All members contribute an amount on monthly basis to its fund. There is provision for availing short-term and long-term loans at a nominal rate of interest. During the period of exigency of a member, there is special provision for availing loan.
- There is also provision to join Group Insurance Scheme like GIS, GIP etc.
- First Aid facility is available to the staff and students.
- The college has a Research Cell to encourage and assist teachers in research activities. Teachers can use the Laboratory /instrument/computer lab/library facilities/internet and Wi-Fi facilities for their research work.
- E-Library facility and subscription of e-journals/e-books etc., provide ample opportunities to the teaching staff for their personal and professional growth.
- Faculty is encouraged to register for Ph.D and avail leave under scheme of UGC
- Faculty is provided necessary support to participate in Refresher course, Orientation Programme, FDP, Workshops for their upgradation.

- The college adheres to the state government rule policy and the staff can avail different types of leave like Casual Leave, Half Pay Leave, Earned Leave, Maternity and Child Care Leave for female staff, On-Duty Leave etc.
- The College ensures smooth processing of in service promotion of teachers.
- Canteen facility is available in the institute to serve snacks, tea, coffee and meals at a subsidized rate.
- Children's Admission quota can be availed by teaching as well as the non-teaching staff as per Govt. rule.
- The College has a Women's Cell to address issues related to women employees/Girl students and to ensure a congenial working atmosphere. The cell also organizes various health awareness programmes for female teachers and students.
- Safety and security is provided in the campus. Institute is under CCTV surveillance for monitoring the safety and security of all staff and students in the premises
- Residential facility for some of the grade IV staff is provided by the authority within college campus. The allotted residential area is provided for non-teaching staff with facilities like electricity/Water supply etc.
- Widow/Son/Daughter of non-teaching staff is temporarily engaged in the college as per need in case of death in service.
- Augmentation and improvement of office infrastructure provided the non-teaching staff a healthy, safe and comfortable working environment.
- Improvement of departmental infrastructure and seating arrangements for faculty members especially of Arts and Commerce provided better teaching-learning environment.
- Internet/Wi-Fi facility is free for all teaching and non-teaching staffs.

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

Response: 0

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

2019-20	2018-19	2017-18	2016-17	2015-16
0	0	0	0	0

File Description	Document
Institutional data in prescribed format(Data template)	View Document

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

Response: 0**6.3.3.1 Total number of professional development /administrative training Programmes organized by the institution for teaching and non teaching staff year-wise during the last five years**

2019-20	2018-19	2017-18	2016-17	2015-16
0	0	0	0	0

File Description	Document
Institutional data in prescribed format(Data template)	View Document

6.3.4 Average percentage of teachers undergoing online/ face-to-face Faculty Development Programmes (FDP)during the last five years (Professional Development Programmes, Orientation / Induction Programmes, Refresher Course, Short Term Course).**Response: 11.99****6.3.4.1 Total number of teachers attending professional development Programmes viz., Orientation / Induction Programme, Refresher Course, Short Term Course year-wise during the last five years**

2019-20	2018-19	2017-18	2016-17	2015-16
8	5	9	3	7

File Description	Document
Institutional data in prescribed format(Data template)	View Document

6.3.5 Institutions Performance Appraisal System for teaching and non-teaching staff**Response:**

- Annual Appraisal Report is mandatory to be submitted by the Principal to the competent authority for promotion of teachers under Career Advancement Scheme (CAS).
- Faculty members are regularly motivated and also being awarded for most number of publications in a year.
- Salaries of non-teaching staff working in non-sanctioned posts are usually hiked on the basis of their satisfactory performances.
- Significant contributions of the stakeholders for institutional growth or providing innovative ideas for quality assurance are always being encouraged and applauded.

- Pivotal role in fund mobilization of any member are being always recognized by the institution.
- Academic excellence viz. a viz. performances are being recognized by the institution to motivate others in that line.
- Teacher's performance as Co-ordinator or convenor of National seminar, workshops etc are appreciated and being rewarded by certificates of appreciation.

6.4 Financial Management and Resource Mobilization

6.4.1 Institution conducts internal and external financial audits regularly

Response:

Financial Audit, both internal and external has very much been in practice in the college since 1966-1967.

Internal audit of financial accounts are done by practicing Chartered Accountant appointed by the Governing Body of the college. The internal audit report of the College is placed before the Governing Body of the College periodically, normally at the end of each financial year for approval. At present the financial audit of the College for the year 2016-17 is already completed and the same has been approved by the Governing body of the College.

External audit of the accounts, popularly known as 'government audit', however, is taken up by the Directorate of Local Audit of the Government of Assam at periodic intervals. The Financial Statements and accounts of the College are computerized. The College has its own customized CMS software to maintain accounts on a regular basis.

Principal is the drawing and disbursing official of the college authorized by the Governing body and the State Government.

Presently a senior faculty with accounting background from the Department of Commerce is designated as 'Coordinator-Finance & Accounts' to look after day to day financial affairs of the college.

Annual budgets are prepared in accordance with the annual plan and based on previous year's financial statements. Strict adherence to the budgetary provisions and priorities of expenses are taken care of while sanctioning fund.

Financial grants and aids received from external sources are utilized as per the standard financial norms and guidelines. Audited utilization reports are furnished to the granting agencies within the stipulated time.

In exceptional situation, when financial grants cannot be utilised within the stipulated period, the sanctioned funds are refunded to the sanctioning/granting agencies.

The financial practices and its examination are the key areas of its strength and the institution tries its best to maintain it consistently in a transparent manner.

6.4.2 Funds / Grants received from non-government bodies, individuals, philanthropers during the

last five years (not covered in Criterion III)**Response: 1****6.4.2.1 Total Grants received from non-government bodies, individuals, Philanthropers year-wise during the last five years (INR in Lakhs)**

2019-20	2018-19	2017-18	2016-17	2015-16
1	0	0	0	0

File Description	Document
Institutional data in prescribed format(Data template)	View Document

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

- Cachar College being a provincialized institution of Government of Assam, has limited flexibility in raising fund from the students to create internal sources of funds.
- Further, being an institution for general degree courses we have very little scope of raising fund from other sources. In the absence of accreditation by NAAC the college has not been getting funds from Government sources under its schemes like RUSA and also from UGC since 2013-2014.
- Under the above backdrops, strategies and plans are mooted to raise funds from local MLA and MP under specific schemes and projects. Local industrial houses, mainly Government Enterprises are approached for extending financial support to the institution under their CSR schemes and it is expected that with their support a good number infrastructural support system will build up in a college in a short period of time.
- As a long term plan of creating internal resources to institution, the College signed an MOU with Krishna Kanta Handiqui State Open University to operate a recognized study centre of the university. This has added a handsome financial support to the College in the form of surplus of income from their share of revenue. Management of the college is exploring the possibility in the information technology farming, creative writing and tax consultancy with the approval of the concerned authority. Creating internal source of resources by opening some self financing courses are also under consideration.
- For the purpose of optimal utilization of resources periodical meeting are held with the planning committee and construction committee. Projects and schemes are undertaken in a cost effective way in consultation with qualified engineers.
- Senior faculty members of the college volunteer to supervise and monitor the progress of works undertaken by the college so as to ensure optimal use of resources. Besides, funds of the college earmarked for specific jobs are utilized in phase manner, so as to minimize cost involve a maximize the benefit in the long run.

6.5 Internal Quality Assurance System

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

Response:

Cachar College attempts to shape the total quality through a persistent focus on imparting quality education. The Internal Quality Assurance Cell (IQAC) of the college carries out activities that include all the aspects of functioning of the institute.

The IQAC was constituted on 9th of January 2006 and since then it has been performing the following tasks on a regular basis:

1. Improvement in quality of teaching and research by regular inputs to all concerned based on feedback from students.
2. Providing inputs for best practices in administration for efficient resource utilization and better services to students and staff.
3. Providing inputs for Academic and Administrative Audit and analysis of results for improvement in areas found weak.

The IQAC hold meetings on regular basis to discuss the various measures for improve the quality of education in the college/institute.

The Institute IQAC prepares, evaluates and recommends the following for approval by the relevant Institute and Govt. statutory authorities:

- (a) Annual Quality Assurance Report (AQAR)
- (b) Self-Study Reports of various accreditation bodies (ISO 9001, UGC 12b, NAAC, NIRF, NBA)
- (c) Performance Based Appraisal System (PBAS) for Career Advancement Scheme (CAS)
- (d) Action Taken Reports

The two examples of practices institutionalized as a result of IQAC initiatives are as follows:

- (a) The Institute IQAC planned, organized and executed the online admission process since 2017-18 successfully and curbs the malpractices during the admission process.
- (b) The IQAC has been organizing inviting lectures, workshops, trainings and various such activities with involvement students and teachers for the enhancement of knowledge and outlook.

6.5.2 The institution reviews its teaching learning process, structures & methodologies of operations

and learning outcomes at periodic intervals through IQAC set up as per norms and recorded the incremental improvement in various activities (For first cycle - Incremental improvements made for the preceding five years with regard to quality For second and subsequent cycles - Incremental improvements made for the preceding five years with regard to quality and post accreditation quality initiatives)

Response:

As an affiliated government college Cachar College has no authority to autonomously adopt and put into action any new structure as measures towards reforms particularly in the teaching learning area. Yet, IQAC of Cachar College significantly strives towards augmenting the standard of the teaching-learning process in the college. It has been monitoring the quality of the prevalent teaching learning process, structures and methodologies of operations and learning outcomes at periodic intervals during its meetings.

- The Principal as Chairman of IQAC conducts periodic meetings with the Coordinator IQAC, Academic Coordinators, Head of the Departments, faculty members, throughout the academic year. Important issues related to these are discussed in such meetings in presence of Academic Coordinators and Departmental Heads. In accordance with the resolutions and suggestions, different reform measures in the field of teaching learning were initiated by IQAC.
- College has separate academic coordinators for Arts, Commerce and Science streams. The three Coordinators conduct an academic review of all departments collecting information on academic activities, such as completion of study programmes, unit tests, assignments, and other activities.
- The Principal meets the coordinators regularly and the faculty members to assess academic and administrative issues.
- The Academic Calendar of the affiliated university is displayed and circulated in the Institute and strictly followed.
- Students are apprised of the Time-Table, Programme structure, syllabi of the courses as the semester commences.
- Attendance and conduct of classes are monitored by the head of all departments. Students' attendance registers are maintained.
- Examining students by conducting internal tests.
- Holding extra classes for course completion on time.
- Appointment of guest faculty against teaching posts lying vacant in the departments is a regular feature of the College with an eye on full and satisfactory coverage of syllabus.
- Feedback from students and parents is collected on curricular aspects, teaching learning methods. Steps are taken to improve overall performance of the college by analyzing the feedback from the students.

As a response to the initiative detailed above, the whole setup has evolved into a successful review methodology for improvement in teaching and learning process.

6.5.3 Quality assurance initiatives of the institution include:

- 1.Regular meeting of Internal Quality Assurance Cell (IQAC); Feedback collected, analysed and used for improvements**
- 2.Collaborative quality initiatives with other institution(s)**
- 3.Participation in NIRF**
- 4.any other quality audit recognized by state, national or international agencies (ISO Certification, NBA)**

Response: C. 2 of the above

File Description	Document
Institutional data in prescribed format(Data template)	View Document

NAAC

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1 Measures initiated by the Institution for the promotion of gender equity during the last five years.

Response:

The institution, being a co-educational one, gives special emphasis on gender equity in all matters. Girls and women are provided with a wide range of activities and program choices relevant to their needs and interests. Some activities are the same as those offered to boys and men while some are altered, and some are altogether different. All, irrespective of gender, get chances to represent the college in various events. The staff members strive to preserve the dignity of a girl or woman.

For the safety and security, the main college campus and the hostel campus are concrete walled and the gates are closely guarded. Three male and a female security guards are posted at the gate of the main campus. All of the premises, corridors, library, examination halls and other strategic points of the college are kept under CCTV surveillance. During college hours, the principal, teachers and security staff roam about the premises regularly to look for any unlawful activities in the campus. There is a 'Discipline Committee' in the college which is vigilant during the college hours to maintain discipline and safety and security of all stakeholders in general and girls and women stakeholders in particular. To facilitate students, there are "Girls' Welfare Cell" and "Boys' Welfare Cell" under the care of one female teacher and one male teacher respectively. These cells concern amenities for boys and girls within the campus. Girls' Common Room has attached Wash Room and Dressing Room. A female attendant cum nurse under the care of a teacher-in-charge looks after the girls' common room and girls at their times of need.

For the convenience of the lady teachers, the institution provides a 'Day care center for young children' in the premises of Girls Hostel Campus which is within 200 m distance from the main campus. It is safe, homely, and spacious for kid's playing and well-guarded within the four walls of the hostel campus.

For the empowerment of girl students and women and to take care for gender equity in different aspects in the institution, there is a Women's Cell under the name and style "**Sucheta**" which was constituted by the women faculty of the college in December, 2014. "Sucheta" aims to sensitize the student and teaching community of the college on issues relating to gender discrimination, women's welfare, rights and empowerment. This cell highlights actions and programmes related to gender equity in the allocation of resources, decision making without any discrimination on the basis of gender and for removing any imbalances in the benefits available to males, females and transgender. Besides these, SUCHETA focuses on self-defense and certain health issues, especially related to girls and women.

During the last five years the cell has successfully organised various awareness programmes on various issues related to gender, sexual harassment, women's health (both physical and mental) and career prospects for the sensitization of students and surrounding communities. Exhibitions have also been organized by *Sucheta* for displaying latent talents of students in other fields.

7.1.2 The Institution has facilities for alternate sources of energy and energy conservation measures

1. Solar energy
2. Biogas plant
3. Wheeling to the Grid
4. Sensor-based energy conservation
5. Use of LED bulbs/ power efficient equipment

Response: D. 1 of the above

7.1.3 Describe the facilities in the Institution for the management of the following types of degradable and non-degradable waste (within 500 words)

- Solid waste management
- Liquid waste management
- Biomedical waste management
- E-waste management
- Waste recycling system
- Hazardous chemicals and radioactive waste management

Response:

The institution accords paramount importance on keeping the campus clean and green. However, with around 3000 students and 100 teaching and non-teaching staff, some wastes are invariably generated specially during working days. Major parts of the wastes are solids. Old newspaper and old answer papers are usually sold out.

For the collection and management of non-degradable **solid wastes**, altogether about 30 dustbins are kept in front of classrooms and other places. The collected wastes from the dustbins along with other garbages are stored in a RCC constructed garbage tank at the back side of the college, from where these are being handed over to **garbage collectors of the municipality** and occasionally incinerated. Bio-degradable and organic solid wastes including those from canteen, meeting halls etc., are collected separately from other wastes, as and when generated, and are promptly disposed off accordingly or dumped into pits for composting at remote corners within the campus. The institution being a general college produces almost no **biomedical waste**. The little waste produced from the departments of Botany, Zoology and Industrial Fish & Fishery are the same as any other bio-degradable waste and are disposed of in that way.

For the management of liquid wastes, there is a network of PVC pipes, Hume pipes and concrete drains which ultimately join to the municipality drains. The drains are cleaned regularly. The road-side concrete drain and public pavement that lie attached to campus wall in between the two main gates of the institution

were constructed by the college.

The amount of e-waste, generated in the institution is insignificant as compared to other wastes. Some of the non-working electronic and electrical equipments and goods, computers, monitors, printers, discs, phones, wires and cables and batteries etc. are sold as scrap materials which will be recycled and used by the end collectors. Some of the wastes associated with e-materials like corrugated boxes, thermocol cartons and boxes for packing etc., and often considered as e-wastes are given to scrap collectors freely. When printer cartridges, computer parts, phone sets etc., are replaced, these are handed over to the technician who might find some use in whole or in parts of these.

Science laboratories are expected to generate some hazardous chemicals waste. The staff in the laboratories practices ways and means to maximize safety and minimize environmental impact, and considers these objectives from the time of purchase. If alternative and safer material is available, that is bought and used. Use of any procedure or experiment that may generate a form of chemical, radioactive or biological waste that the institution is not prepared to deal with is simply discouraged in the institution. Any chemical in concentrated form may pose problems after it leaves the laboratory. Hence, before disposing any chemical, into the sink are first diluted and then disposed off. As far as practicable, green and/or semi-micro method is employed to reduce chemical wastes.

7.1.4 Water conservation facilities available in the Institution:

- 1. Rain water harvesting**
- 2. Borewell /Open well recharge**
- 3. Construction of tanks and bunds**
- 4. Waste water recycling**
- 5. Maintenance of water bodies and distribution system in the campus**

Response: E. None of the above

7.1.5 Green campus initiatives include:

- 1. Restricted entry of automobiles**
- 2. Use of Bicycles/ Battery powered vehicles**
- 3. Pedestrian Friendly pathways**
- 4. Ban on use of Plastic**
- 5. Landscaping with trees and plants**

Response: Any 4 or All of the above

File Description	Document
Any other relevant documents	View Document

7.1.6 Quality audits on environment and energy regularly undertaken by the Institution and any awards received for such green campus initiatives:

- 1. Green audit**

2. Energy audit
3. Environment audit
4. Clean and green campus recognitions / awards
5. Beyond the campus environmental promotion activities

Response: A. Any 4 or all of the above

7.1.7 The Institution has disabled-friendly, barrier free environment

1. Built environment with ramps/lifts for easy access to classrooms.
2. Disabled-friendly washrooms
3. Signage including tactile path, lights, display boards and signposts
4. Assistive technology and facilities for persons with disabilities (Divyangjan) accessible website, screen-reading software, mechanized equipment
5. Provision for enquiry and information : Human assistance, reader, scribe, soft copies of reading material, screen reading

Response: E. None of the above

7.1.8 Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and other diversities (within 500 words).

Response:

All are equal in the eyes of the college and this is manifested clearly by the presence of a peaceful environment throughout the year in the college. Hardly any voice which raises the alarm that a particular segment or a section of students and people is dissatisfied on certain points in the college is heard of. The institution from its inception encompassed all, irrespective of caste, creed, religion, state, region, language, community, culture and socioeconomic status. The college welcomes all, accepts all and treats all equally.

The Geographical location of Silchar makes it an academic ecotone with four North Eastern states namely Manipur, Mizoram, Tripura and Meghalaya within its 60 km radius and Cachar College being in the heart of Silchar, naturally students from all the four states seek and get admission in the college. Students from these states and from Barak Valley of Assam in which this college is situated come from regions and places of diverse cultures, traditions, religions, languages and dialects, food habits and economic backgrounds. All of these students mingle intimately taking the same colour, same hue and shade of the college 'uniform'.

Students in BPL (Below Poverty Line) or whose father's yearly income is equal to or below Rs. two lakh get admitted under Fee Waiver Scheme. No difference is recognizable between these students and other students in the college.

Students from various linguistic communities sit and study together without any differences among them. The beauty of their diversities is vividly seen in the spectrum of varieties of colourful cultural items presented by them in their cultural functions during social week and on other occasions in the college. The spectral details of the diversified but harmonious nature of the overall environment are also reflected in the annual magazine of the college (*Charaibeti*), departmental magazines of Bengali (*Pratham Aalo*), Manipuri (*Meira*), Sanskrit (*Sur Bharati*), Chemistry (*Educhem*) and in the Wall Magazines of some departments.

The college facilitates students in applying and getting government funded scholarships like- National (Ishaan Uday), SUHIRD (MLA Scholarship), SC, ST, OBC, Minority etc., and college funded scholarships like Poor Students' Aid Fund Scholarship and other yearly awards to the deserving ones.

The college upholds and respects the sentiments of all. Equal impetus is given to all observations like Bhasha Sahid Diwas (19th May) and celebrations like Saradiya Utsav, Milad-E-Mehfil, Rabindra Jayanti, Saraswati Puja etc. In similar way Martyr's Day (13th August) of Vir Tikendrajit is observed with no less importance than any other observation in the college. The college puts up efforts to inculcate the spirit of tolerance to all and harmony with all. This has helped the institution to knit all concerned with the yarns of love and brotherhood.

7.1.9 Sensitization of students and employees of the Institution to the constitutional obligations: values, rights, duties and responsibilities of citizens (within 500 words).

Response:

The college, apart from imparting education for developing students to higher levels of knowledge and understanding under different programmes, also sensitise and inculcate values, rights, duties and responsibilities of citizens for the shaping of a democratic, civilised, inclusive society of India through various activities in the college.

The Preamble of Indian Constitution is displayed on the college wall prominently. The college functions ensuring justice, liberty, equality to all *students and employees* and promoting fraternity to maintain unity and integrity of the *college* as indicated in the preamble for the nation.

'Constitution Day' is observed in the modest way every year on 26th November. Teachers of the Department of Political Science spend about ten minutes in various classes deliberating on the Constitution and significance of the day. Similar exercise for encouraging students to take part in the political process is also undertaken every year on 25th January, National Voters Day.

In the functions of the unfurling of the national flag as part of the celebrations on 26th January, the Republic Day and on 15th August, the Independence Day every year, the principal, members of governing body, guests, teachers and students always deliberate on points touching freedom movement, sacrifices of national heroes, national flag, rights, duties and responsibilities of citizens.

Patriot's Day of Vir Tikendrajit Singh is observed every year on the 13th of August. The observation creates awareness about the sacrifices made by Tikendrajit and his countrymen of Manipur in 1891 for the cause of protection of freedom by standing against the mighty imperialist British and sensitises students and employees of the college to work and sacrifice at the time of need for the nation.

Every-year National Science Day is observed on 28th February to spread the message about the importance of science and technology and scientific temperament in the day to day life. A special issue of *Scientia*, the wall magazine of Cachar College Science Society is usually published on this day. Some teachers of Science stream enter into different classes and talk on the theme of the particular year of National Science Day and significance of the day.

Special Clean Campus Drive, tree planting and discussions on responsibilities for good environment are held every year on 5th June, the World Environment Day.

Popular talk and lecture programmes on women rights, duties and responsibilities are organised every year on 8th March, **International Women's Day** by *Sucheta*, Women's Cell of the college.

Meditation, Yoga and Pranayam for health, harmony and peace are performed by students, teaching staff and non-teaching staff on 21st June, **International Yoga Day**.

Appreciating the role of teachers and teacher-student relationship in shaping the present and future generations, students organise **Teachers' Day** every year on 5th September in different departments and also centrally for the whole college.

To honour soldiers, airmen and sailors of India who fought on the borders to safeguard the country, fund is raised from individuals of the institute and dedicated for the welfare of the Armed Forces personnel on 7th December, Flag-Day.

7.1.10 The Institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic programmes in this regard.

- 1. The Code of Conduct is displayed on the website**
- 2. There is a committee to monitor adherence to the Code of Conduct**
- 3. Institution organizes professional ethics programmes for students, teachers, administrators and other staff**
- 4. Annual awareness programmes on Code of Conduct are organized**

Response: C. 2 of the above

7.1.11 Institution celebrates / organizes national and international commemorative days, events and festivals (within 500 words).

Response:

The institution organises and celebrates some remarkable national and international commemorative days, events and festivals mainly for two objectives- the first is to focus and appreciate the values for which the particular days are remembered and to stand in solidarity with the people of the nation and the world and the second, to embrace all sections of people around by paying due respect and importance to different cultures of students coming from various ethnic groups and tribal communities of the states of Manipur, Mizoram, Meghalaya and Tripura that surround the region of southern Assam of north-east India wherein the college is situated. The efforts put up for the second objective is manifested in the diverse cultural items exhibited by the students in functions organised in connection with the celebrations of national and international commemorative days and also in some other occasional functions in the college.

Some of the national and international commemorative days, events and festivals organised in the institution are given below:

- Independence Day is celebrated every year on 15th August. The day's programme starts with the hoisting of the national flag followed by singing of our National Anthem 'Jan Gana Mana'. The Principal, teachers, non-teaching staff and students deliberate on matters related to Independence Day, history, significance etc.
- The college celebrates Republic Day on 26th January every year. The Principal unfurl the national flag. This is followed by singing of our National Anthem and ends with distribution of sweets and other snacks. The Principal, teaching and non-teaching staff and students address the gathering on points related to the day's celebration.
- Gandhi Jayanti is observed on 2nd October every year. Cleaning of college campus in connection with Swachh Bharat Abhiyan is conducted by NSS unit.
- Rabindra Jayanti is observed in the modest way under the initiative and supervision of Bengali department of the college.
- National Teachers' Day is celebrated every year on 5th September in different departments and also centrally for the whole college. Students offer respects to their teachers and present cultural

programmes on this day.

- National Science Day is celebrated to mark the discovery of Raman Effect. Faculties from various departments of science stream conduct science exhibitions, popular talk and awareness programme related to the theme of National Science Day of the year.
- Sucheta, women's cell of the college organises popular talk and lecture programmes to celebrate International Women's Day on 8th March every year.
- One day lecture programme was organised by the department of philosophy on 4th September 2018 to celebrate Indian Philosopher's Day. The Day is celebrated to commemorate the birth anniversary of Adi Sankaracharya. The programme was sponsored by the Indian Council of Philosophical Research.
- Sharadotsav, Milad, Rastrabhasa Divas and other festivals of national importance are celebrated by organising cultural programmes.
- Swami Vivekananda's birth anniversary is observed on 12th January by paying floral tribute to the image of Swamiji.

7.2 Best Practices

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

Response:

Title

Online Admission in the Academic Programmes

Objectives

The primary objective behind introduction of the online admission in the College was putting in place a sense of confidence among the stakeholders about the process of selection vis-à-vis to avoid unwanted chaos as far as practicable. The change-over to the new system was installed with a defined target of bringing in transparency, economy and efficiency in the ecosystem. It was intended to be a step further in the direction of paperless administration in the institution keeping in mind the importance of sustainable use of natural resources and to keep pace to some extent with the expansion of digital world over last few decades. Storage of students' data in the retrievable digital archive, as it was aimed, would help reduce consumption of paper to a great extent. As a symbolic message the online admission was formally launched on 5 June, the World Environment Day, in 2017.

Context

Cachar College has always been among the prime choices for the students seeking enrollment in the undergraduate programmes in Science, Arts and Commerce in Barak Valley. With burgeoning aspirants

vying for this prestigious institution as their campus-destination and the limited intake capacity of the College, imposed by infrastructural limitations and inadequate number of faculty members, it becomes very difficult to please all quarters. The resulting demand-supply mismatch is bound to generate tremendous external pressure during the time of admission.

Not to speak of the local political interference, which mostly went unreported, various students 'organizations, ostensibly under their own compulsion, used to put demand for accommodation of the applicants rejected on merit. Closure of College gates in the name of students' stir was a regular feature during the admission seasons. The traditional offline admission mechanism, then in place, gave the agitating stakeholders an opportunity to raise false and fabricated allegations against the College management and supporting staffs.

To get over this perennial problem the College management decided to switch to online mode as a forerunner in the State higher education institutes. This also helped the College to comply with the Uniform Admission Policy of the State Government to the tee.

Title

Mandatory donning of College uniform by the students

Objectives

Through wearing of the College uniform it was intended to instill among the students a sense of identity, pride and possession. Uniform was introduced by Cachar College at the crack of the millennium with the primary aim of creating visibility of the Cachar College students.

Second, infusing the practice of discipline among the students was felt an utmost necessity for overall academic improvement of the institution. Moreover, uniform, it was thought, would usher in a new marker of distinctiveness among the students.

Third, restricting the unwanted entry to the campus of the outsiders formed yet another purpose behind the introduction of the uniform.

Context

In the year 2000 Cachar College was the first institute of higher education in Barak Valley and also among the front-runners in Assam felt the necessity for homogeneous clothing for the students and implemented it. Due to central location of the College in the city casual and uncalled for entry of outsiders happened to be regular feature and the College authority was to pacify untoward incidents frequently. The administration tried to put an end to it on its way to cleanse the campus. Students' uniform came as a soft but very effective apparatus to put a final embargo on intrusion.

Truancy of students was another serious issue before the administration. Students used to sneak out of the campus and roamed about in the town. Uniform appeared to be a very useful deterrent for such acts of indiscipline.

Most important contextual reference was, however, the A &A by the NAAC. Start of the year 2000 was the time when NAAC popped up in the parlance. An early awareness was dawning on Cachar College like some other HEIs in the country that a slew reforms was on the anvil in the scenario of higher education. The College decided to gear up rather early. In response to the new challenges of quality consciousness and accountability the practice of uniform for the students was put in operation.

7.3 Institutional Distinctiveness

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

Response:

Cachar College was set up in 1960 with a defined socio-economic objective. It was the time when the victims of the unfortunate partition from across East Pakistan were yet to come to terms with the loss of leaving home and hearth. These families in a huge number had been evicted from their own land and they found it difficult to financially settle in the first generation. Cachar College was conceptualized as a destination of higher education for the students from these refugee families.

The College in context to the above and by virtue of its chronological status of being the second seat of higher education in this township has contributed profusely to the making of history. Before 1960 there was only one College at Silchar and it was Guru Charan College. But due to phenomenal growth of population in the town of Silchar and its vicinity, partly due to natural growth and mainly due to large scale inflow of migrants from the East Pakistan, now Bangladesh, there was a tremendous rush of students seeking higher education. The situation came to such a pass that the elite of the town felt an urgent need to set up another First Grade Degree College in Silchar. For this purpose a meeting was held on 15th of March, 1960 at 7.30pm in the Sramik Kalyan Office, Itkhola under the presidency of Sri Hem Chandra Chakraborty, M.L.A. In that meeting an Organising Committee was constituted with Sri Hem Chandra Chakraborty as President, Sri Dwarikanath Tewari, M.P. and Sri Gouri Sankar Roy, M.L.A. as Joint Secretaries. In addition to them, there were five Vice-Presidents in that Organising Committee. Thereafter a series of meetings were held and finally, the College was came in to existence on June 20, 1960 and Sri Nibaran Chandra Laskar, M.A., M.P. was appointed as first Honorary Principal of the College on June 21, 1960. The formal opening meeting of the College was presided over by Sri Sanat Kumar Das, popularly known as "Cachar Keshari". The college was formally started its journey within the premises of Narsing High School on July 21, 1960. Meanwhile, a plot of land was obtained for the College building from the Govt. of Assam. In 1961, the College shifted to its present site. In 1963 with the grants of Seven Lakhs of Rupees from the Relief and Rehabilitation Ministry, Govt. of India, the construction of College building was started on its own plot of land, the foundation stone of which was laid by Sri Meher Chand Khanna, the then Union Minister of Relief and Rehabilitation, Govt. of India. Dr. Taylor, the then Vice Chancellor of Gauhati University visited Cachar College in 1964 and got affiliation under Gauhati University. In 1966 the College was taken over by the Government of Assam under Deficit system of Grants-in aid with Arts and Commerce faculty. The Science faculty of the College was initiated in 1981-82 academic session and

was taken over by the Govt. of Assam under Deficit system of Grants-in aid in 1990. Subsequently, with the establishment of Assam University, Silchar, a Central University, in 1994 the College automatically came under its affiliation and the services of the employees of the College provincialized by the Govt. of Assam along with other Deficit system of Grants-in aid Colleges of the state.

Right from the beginning, the builders of this institution resolved that Cachar College would never run after elitist identity. The College management down the years has always strived to reach out to the most deprived sections of the society in imparting higher education. High-end clientele has never been a goal post for the College. Catering to the demand for higher education from the socially and economically disadvantaged strata of the society located over a large and diverse geographical jurisdiction has been always high on agenda for the College.

A quick look at the Table 1 reveals the increasing proportions of social disadvantaged students based on castes in the total enrolment of the College. The data pertaining to five-year period, during 2015-2020, show how enrolment of students belonging to Scheduled Caste and Other Backward Class have looked up by leaps and bound. The corresponding numbers have far overtaken the officially earmarked 'reserved seats' signaling thereby how Cachar College has imbibed the much coveted 'access' and 'equity' in its admission policy. Similar trend is not perceptible in case of the Scheduled Tribe category because of paucity of demand for the same. The percentage of ST population in the feeder areas is just a shade over one percent.

Table 1: Enrolment across Social (Caste) Dimension

Year	Reserved Seats			Actual Admission		
	SC	ST	OBC	SC	ST	OBC
2015-16	37.8	81	81	38	67	81
2016-17	54.6	117	117	55	93	117
2017-18	66.5	142.5	142.5	67	57	143
2018-19	66.5	142.5	142.5	170	64	265
2019-20	66.5	142.5	142.5	168	59	222

Table2 corroborates the fact that Cachar College, in spite of its extremely urban location, has successfully met the higher education needs of population of the Barak Valley and also that of the adjoining areas of the neighbouring Manipur, Mizoram and Tripura. Data for the year 2019-20 show that the average distance of the home locations of the students from the College is as long as nearly 22 KMs.

Table 2: Mean Distance of Students' Home Location from Cachar College

2019-20

Academic Programmes	Distance from Home in KM
B Com General	11.27
B Com Hons	7.69
B Sc General	36.13
B Sc Hons	42.48

B A General	13.37
B A Hons	20.76
College Average	21.95

Equity and access are the two parameters which all governments in the independent India cutting across political hues have incorporated in the education policies. Cachar College has put them both as priority and thrust area which along the sixty-year-long journey of the institution have become its distinctiveness and identity. The College has only tried to perform to stick to its basics-higher education for the downtrodden.

NAAC

5. CONCLUSION

Additional Information :

Additional Information:

1. Despite the restriction of seats, Cachar College is serving the society by accommodating larger number of students every year economically and educationally backward population. The matter will be reflected from our additional information under criteria 2.2.1.
2. In order to accommodate the larger number of aspirants, College authority resort to increase in sanctioned seats under each Programme viz., BA, B.Sc and B.Com. Moreover, Morning Shifts have been arranged for Arts and Commerce.
3. Academic and Administrative Audit (AAA) of the College has been completed for the sessions 2018-19 and 2019-20.
4. Approval of Addl. Director General NCC Dte NER, Shillong has been received to raise NCC Girls' Senior Wing (50 SW Cadets) of the College which is affiliated to 62 Assam Girls Bn NCC, Silchar.
5. TCS ion Online Platform has been used to continue teaching learning process during COVID-19 Pandemic situation.
6. Planning and actions are being undertaken to develop and utilise the Extended Campus area measuring approximately 2.0 acre near Women's Hostel for various academic and administrative purposes including construction of Boys' Hostel and Auditorium.
7. Although the College has not signed any MOU with other Institution during the last five years but the College is running a study centre of K.K.Handiqui State Open University, Guwahati under ODL system, the MOU of which was signed in 2008 and presently around 2000 learners are enrolled under it.
8. The College initiated a Cachar Collge Center of Spoken Tutorial in computer under IIT, Bombay in January 2020 with an enrollment of around 200 learners.
9. The CBCS system at UG level was intoduced in 2018-19 by the affiliating university. During 2015-16, 2016-17 and 2017-18 there was Non-CBCS system and the total number of programs offered by the college was 37. In 2018-19 both the systems were simlutenously running, hence the number of programs was $19+37=56$.

Concluding Remarks :

Cachar College is a reputed institution of Southern Assam Recognised under 2(f) and 12(b) of UGC Act, 1956 and affiliated under Assam University, Silchar. With primary objective to cater to the academic needs of economically and socially disadvantaged section of the society, this provincialized Degree College under Govt. of Assam has successfully completed 60 years of service to the society.

The College with locational advantages and high academic standards has a combined (10+2, UG & ODL system) enrolment strength of 4000+. With 18 Departments and 69 sanctioned faculty positions, the College follows Academic calendar and Class Routine as per TDC-CBCS structure. Evaluation is carried out following CCA guideline of affiliating University.

IQAC acts as an engine to lead the institution to materialise institutional vision into reality through continuous SWOC analysis and assurance of quality in every sphere through engagement of entire college fraternity.

Many Faculty members are engaged with Research and Publication activities with financial support from UGC, DST, DBT and ICPR etc. Free Health camp, Blood donation camp, Swachh Bharat Abhiyan, Plantation Programmes, Environmental and Health Awareness campaigns within campus, various schools and in adopted village are conducted by NSS, NCC, Women's Cell ("Sucheta").

Infrastructure and learning resources include Central Library, e-library, Smart and ICT-enabled & General Classrooms, Computer Laboratories, Institutional Level Biotech Hub & required laboratory facilities. 50-seated Women's Hostel provides safe and affordable accommodation.

Students avail Central and State Govt. Scholarship, Aid and Awards, Departmental guidance for higher studies and Competitive Examinations. College promotes student participation in Co-curricular, Extra-curricular, NCC, NSS, Sports, Cultural and Extension activities to foster holistic development.

Anti-ragging Cell, Discipline Committee, Grievance Redressal Cell and CCTV surveillance ensures discipline, safety and security. Welfare Cells for Boys & Girls and Health Care Centre ensure Overall students' progress & welfare.

All Academic and Administrative Planning and Management are executed through smooth coordination between Governing Body (the highest authority), Principal, IQAC coordinator, Supervisory Assistant, Academic Coordinators, Departmental Heads & teaching staff with enormous support from non-teaching staff in a hierarchic manner. "Online Admission" is a major administrative success.