

CRITERION II: TEACHING-LEARNING AND EVALUATION

2.1 Student enrolment and profile

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

- The college ensures the publicity and transparency in the Admission process by different methods. Admission notice is published in the Notice Board of the college immediately after H.S and CBSE result. Notification is also displayed in the Public places. Process of admission and various important dates relating to admission are also uploaded in the college website which is accessible to all. After receiving the application form the merit list is prepared by the respective admission committee as per Central Government norms and displayed in the College Notice Boards. Besides these the College Prospectus provides all relevant information about the Admission Process.

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

- Students' are admitted as per the merit list prepared by the Admission Committee. For admission to the major Courses, the respective departments conduct screening test/interview.

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

- Regarding admission in the under graduate courses there is no limit of maximum and minimum marks in any programme at entry level but cutoff marks differs every year as per merit list. The minimum cutoff percentage for the major subjects is 45% and it may vary from year to year.

A comparison of cutoff mark with other colleges of the District (Neighboring colleges) are furnished below.

Table 2(a): Information of Neighboring colleges

Name of College with stream	Location & distance from this college.	% of Marks	
		General	Major
B.P. Chaliha College (Arts & Science)	Nagarbers. 35 KM	30%	40%
Chaygaon College(Arts &Commerce)	Chaygaon 20 KM	30%	40%
D.K.College(Atrs &Science)	Mirza 40 KM	30%	40%

D.K.Girls College(Arts)	Mirza 40 KM	30%	40%
Sontali College (Arts)	Sontali 45 KM	30%	40%
Chamaria Anchalik College(Arts)	Chamaria 20 KM	30%	40%
F.A Ahmed College(Arts)	Garaimari 40 KM	30%	40%

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

- Yes. The institution review the admission process and student profile annually by IQAC and Admission Committee, and frame necessary rules to make the system more scientific, less time consuming and above all more transparent. Earlier the admission process was performed manually without any prior notice to the selected candidates whereas computerized admission process is in practice at present with prior notice to the selected candidate for admission. Counseling and screening test for admission in major courses are also introduced with the revision of the admission process. The major outcome of the review of the admission process and admission profile really contributed to the improvement of the admission process.

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

*SC/ST

*OBC

*Women

*Differently abled

*Economically Weaker

*Minority Community

*Any other

- In the process of admission, the admission committee always adhere to the prescribed norms of reservation to the SC,ST, OBC, Women, Differently abled, Economically weaker sections, Minority community etc. in order to increase the student from the above categories.

Table 2 (b) : Category wise break -up of students for the Session 2011-12

Sl. No.	Category	No of Students during 2011-12 session
1	SC	39
2	ST	311
3	OBC/MOBC	118
4	Women	385
5	Differently abled	01

6	Economically Weaker	452
7	Minority Community	123

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

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Table 2(c): Programme wise student enrolment

Programmes	No of Applications				No. of students Admitted			
	2009	2010	2011	2012	2009	2010	2011	2012
U.G								
B.A (1 st Year Sem I &II)	311	329	417	380	298	294	394	368
B.Sc (1 st Year Sem I &II)	15	39	43	45	9	34	33	43
P.G	-	-	-	-	-	-	-	-
M.Phil	-	-	-	-	-	-	-	-
Ph.D	-	-	-	-	-	-	-	-
Integrated	-	-	-	-	-	-	-	-
PG	-	-	-	-	-	-	-	-
Ph.D	-	-	-	-	-	-	-	-
Value added								
1.	-	-	-	-	-	-	-	-
2.	-	-	-	-	-	-	-	-
3.	-	-	-	-	-	-	-	-
Certificate								
1.	-	-	-	-	-	-	-	-
2.	-	-	-	-	-	-	-	-
3.	-	-	-	-	-	-	-	-
Diploma								
1.	-	-	-	-	-	-	-	-
2	-	-	-	-	-	-	-	-
PG Diploma								
1.	-	-	-	-	-	-	-	-
2.	-	-	-	-	-	-	-	-
3.	-	-	-	-	-	-	-	-
Any other								
1.	-	-	-	-	-	-	-	-
2.	-	-	-	-	-	-	-	-
3.	-	-	-	-	-	-	-	-

It is observed that the admission to Science stream is very low according to availability of seat. In order to increase the number of students in Science various outreach programme is being conducted to attract the students.

2.2. Catering to diverse needs of students

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

- The College adheres to the Government policies for differently abled students in terms of reservation and financial assistance.

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

- There is no such provision of assessment of students' need in terms of knowledge and skills before the commencement of the programme since most of the programmes are designed by the affiliating University.

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

- To minimize the knowledge gap among the enrolled students, the college conducts remedial classes, Extra theory and practical classes. Personal counseling is provided by the faculty members of the concerned departments. Unit test are conducted after completion of every two month on the syllabus covered and their timely evaluation are strictly practiced for the better understanding of the students about their course of studies. Through this process slow learners are detected and coaching is given to them by organizing remedial classes.

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

- To sensitize its staff and students on issues such as gender, inclusion, environment the college has established different cells or committees. On issues related to gender the college has established Women Cell. This particular cell conducts various programmes from time to time to create awareness to issues related to women and gender. As per the directives of UGC the college has established a Grievance Committee against Sexual Harassment. Furthermore the Grievance Redressal cell works as an umbrella unit for any grievances. The college maintains all the Government norms in terms of Quota, scholarships regarding inclusion. The college has an Eco-Club which holds awareness programmes regarding environmental issues. Annually an eco audit is conducted by the department of Botany. Environmental Science is a compulsory subject in UG courses. The college conducts field visit and students are asked to prepare project on environmental issues. There are other cells like Anti-Ragging Committee, NSS, Rover -Ranger group, Science Forum which organize various sensitization programmes on social, economical and political issues.

2.2.5. How does the institution identifies and responds to special educational/ learning needs of advanced learners?

- Advance and slow learners are identified by organizing periodical and unit tests and accordingly different steps are taken for further up gradation of advanced learners as well as of the slow learners. Advance learners are provided with reference books and reading materials from by the faculty members and they are encouraged to address departmental seminar on class topics. Slow learners are provided with additional classes, remedial classes, and consultancy.

2.2.6. How does the institution collect, analyze and use the data and information on the academic performance (through the programme duration) of the student at risk of drop out (Students from disadvantaged sections of society, physically challenged, slow learners, economically weaker sections etc)

- Through the programme duration students are subjected to appear Unit test, periodical test, pre final test and evaluation of these test are done on timely basis. Records of probable drop out students are collected by the academic cell of the college and they are advised accordingly to do well in the final examination. Necessary counseling and remedial classes are also arranged for such students. Students from economically weaker sections of the society such as SC,ST, and OBC are encourage with ITDP scholarship, library books ,fees relaxation to check the risk of drop out.

2.3. Teaching Learning Process

2.3.1 How does the college plan and organize the teaching learning and evaluation schedules?

- For effective and smooth running of the teaching learning and evaluation schedule, the college has a well defined academic calendar prescribed by the affiliating university which is followed strictly in class management of the college. Each faculty member of the college has to submit annual teaching plan and accordingly they have to prepare monthly progress report. Evaluation of the students is done through different means like periodical test, Unit test, departmental seminar and regularity in classes. Further at the end of the semester students examination scripts are centrally evaluated by the final exam conducting authority. The faculty members of the college are involved directly at different stages of evaluation process like examination at the college centre, in the capacity as Invigilator, Scrutinizer, External examiner in practical examinations, supervisor at other college centre etc.

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

- IQAC of the college has been playing a pivotal role integrating all the components involved in the teaching learning process. Since its inception in 2006, IQAC of the college has been exerting its efforts towards the improvement of quality and achieving excellence. Collecting information about the loopholes and drawbacks in teaching and learning process in the college, it formulates strategies to minimize the issues and forward necessary suggestions to the authority of the college and played vital role in the execution of the strategies. The

IQAC of the college mainly pay heed on the following aspects towards the improvement of quality and achieving excellence.

1. Clarity and transparency in the admission process
2. Timely submission of teaching plan by the faculty members.
3. Timely submission of monthly progress reports
4. Regularity in the commencement of examinations, evaluation and announcement of result.
5. Discussion on the outcome of feedback and adoption of necessary measures on different issues as well as execution
6. Monitoring different aspects of the students' support system
7. Allocation of fund for each department to purchase new books and other articles.
8. Provision of computer in each department with internet facility.
9. Monitoring the development of Skills and co-curricular activities of both the teachers, supporting staff and the students.

Some of the important achievements of the IQAC in the last few years are

1. Setting up of the Language lab
2. Construction of a e-class room/ Digital seminar hall.
3. Arrangement of uninterrupted power supply
4. Extension of computer and internet facility to the department
5. Construction of New classrooms.

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

- It is an obligation to the college authority to impart student-centric learning and the authority emphasize on it to the level best. To make the teaching learning process more meaning full and teachers are encouraged to participate in different seminars, symposia, training, and faculty improvement programme. The college tries its best t provides audio-visual and other aids to the teachers to make the learning more interactive and student centered. The teachers are encouraged to involve themselves in active research. During the last few years 12 no. of teachers have been awarded PhD degree by different universities. The experiences gathered during research have helped the teachers to make the teaching more student centered. Computer with internet facilities in each department open has been provided for the teachers. An E-Class room has recently installed in the college. A formal understanding have been signed with Chhaygaon College for student and faculty exchange programme so that our teacher and student can compare themselves and can get encouragement for further development.

- 2.3.4. How does the institution nurture critical thinking, creativity and scientific temper among the students to transform them in to life- long learners and innovators?
- Critical thinking, creativity, and scientific temperament among the students are always encouraged and adorn by the college authority. Students get regular exposure to new ideas through seminars and work-shops. Home assignments are given to the students to develop critical thinking. Students are encouraged to participate in various scientific and other exhibitions to develop unique ideas. The units like Mathematics Study Circle, literary forums, Science forum, History Society etc. work after developing aptitudes of the students so that they can transform themselves into life long learners.
- 2.3.5. What are the technologies and facilities available and used by the faculty for effective teaching? e.g. : Virtual laboratories, e-learning-resource from National Programme on Technology Enhanced Learning (NPTEL) and National Mission on Education through information and Communication Technology (NME-ICT), open educational resources, mobile education, etc.
- The teaching of the college is still dominated by traditional lecture method. Almost 60% of the teaching is imenparted by lecture method assisted by board, chalk, models, maps, charts etc. General practical classes are conducted in the departmental well equipped laboratories. In some departments power point presentation is also in practice for the effective teaching of the students. However in the recent past the college has established a Bio- Tech Hub for the students of life Science a GIS lab for the student of Earth science, an automatic weather station for all earth, life and environmental science and a language lab for effective English teaching of the general student. Besides these each department is equipped with computer, printer with internet facilities and the student can have the course and reading materials from the department in both digital and analog form. Recently an E- Classroom has been installed in the college.
- 2.3.6. How are the students and faculty exposed to advanced level of knowledge and skills (blended learning, expert lecturers, seminars, workshop etc.)?
- Students and faculties get exposure to advanced level of learning thrugh:
 1. Popular talk, Local level and National level seminars where experts are invited to the college from different fields
 2. Provision of new books and journals in the library
 3. Journals
 4. Internet facility.
 5. Fellowship exchange programme etc.

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

- ICGC of the college organizes counseling session for the graduates annually. Besides this for the benefit of student as well as of faculty members the following programmes on professional counseling, mentoring and academic advise were organized and conducted during the last few years. Details are as follows-

Table 2(d): Programmes conducted by different Cells

Sl No	Name of Programme	No of participants	Expert/Guide/ Resource person	Organized by	Date
1	Workshop on Air-hostage as a career	30	Faculty from Horizon Aviation Academy	ICGC	5-5-2009
2	Bamboo craft Seminar cum workshop	75 students	Mr M.T. Naidu, Deputy Director, Ministry of Micro, Small and Medium enterprise, Govt. of India; Dr Ranjit Barman, Sr. Scientist ASTEC; Sri Dharmeswar Rabha, expert of bamboo craft	J N College Science Forum	
3	Entry to the services for SC,ST,OBC,Minority (UGC Sponsored)	50-60	IMS, Ghy	ICGC	Annually for the last three years.
4	Football Training Camp	100	Mr Hem Das, Sec. of AFA	IQAC in collaboration with Boko Sports Association	3 rd July to 13 th July, 2012
5	Entry to defence service		Major Anil Sirohi Sikhli Regiment, Indian Army	IQAC & Indian Army	8 th Aug, 2011
6	Dance workshop Rabha Folk Dance	30	Guru Kushal Rabha	Cultural Unit of JNC Boko	5-12-09 to 15-12-09
7	Dance workshop Bodo Folk Dance	30	Guru Kushal Rabha	Cultural Unit of JNC Boko	8-1-10 to 20-1-10

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

- Though traditional lecture method has been occupying a pivotal role in teaching, of-late some new methods are also started in the college in order to make the teaching livelier. Though not entirely, some departments adopted computer aided technology in the teaching. In the departmental seminar power point presentation is prove to be more fruitful. With the financial aid from the UGC more sophisticated equipments have been made available to the departments which are fruitfully utilized in the teaching practice.

In order to encourage the faculty to adopt innovative practice in teaching the authority has made arrangement of a smart class room. To improve the skill of creative writing and spoken English among the students a language laboratory is also setup. In the newly installed Bio-tech hub, provisions for advance practical works are also made available both for students and faculty member.

Field study and report writing on field observation under the guidance of faculty member is also in practice among the students of the college which enable them to observe the various aspects of the society and environment.

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

- The library of the college has been playing a commendable role in the teaching and learning process. Each student is provided with the open access facilities in the library. They are allowed to borrow books for a period of fifteen days and for subsequent necessity they are to renew the issue. Student with major course provided with additional library cards for their particular subject. Besides borrowing of books library reading room facility is also there where student, teacher and supporting staff can avail. The library is equipped with Text books, Reference books, Periodicals, Journals, Newspapers and Magazine along with documentation facility. In addition to the central library every department has their on departmental library which is accessible to the students.

2.3.10 Does the Institution face any challenges in completing curriculum with the plan time frame and calendar? If 'yes', elaborate on the challenges encountered and the Institutional approaches to overcome these.

- The college is located in a rural tribal dominated area. It is well known to all that the agitation launched by different ethnic groups like Rabha, Boro, Garo, Koch, Rajbongshi exerted negative impact on the academic environment of the college. The lost in academic status of the college due to agitations of the aforesaid groups is attempted to compensate by the college taking extra classes which are not sufficient some times.

- Though the college is competing its 50 years of existence by this year but the numbers of teachers in different departments are below the requirement level. Some of the departments are running with much lower number of permanent teachers. Of course the authorities attempted to mitigate the problem by appointing contractual teachers.

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

- For the smooth maintenance of teaching learning process of the college has adopted a number of process to monitor and evaluate the system
 - i) Installation of Bio-matrices machine to ensure the attendance of teacher and supporting staff
 - ii) Provision of submission of teaching plans to the authority
 - iii) Mandatory provision of submission of monthly report of the individual teacher
 - iv) Maintenance of work log book in the department which is monitored by the Head of the Department
 - v) Maintenance of attendance of individual teacher in the department.
 - vi) Taking of student feedback on the performance of individual teacher and of the department
 - vii) Timely supervision of Principal and Vice principal on the proper functioning of the classes

2.4 Teacher Quality

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

Highest Qualification	Professor		Associate Professor		Assistant Professor		Total
	Male	Female	Male	Female	Male	Female	
Permanent Teachers							
D.Sc./ D. Litt.	Nil		Nil		Nil		Nil
Ph. D.			05	01	09	01	16
M. Phil.			01	01	04	03	09
PG			07	04	04	04	19
Temporary Teachers							
D.Sc./ D. Litt.	Nil		-				Nil
Ph. D.							
M. Phil.							
PG							
Part-time Teachers							
D.Sc./ D. Litt.	Nil		Nil				Nil
Ph. D.							
M. Phil.							
PG					09	10	

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

- The college has limitation regarding opening new programmes and courses as it is controlled by DHE regarding opening new full-time courses and appointing new teachers. But the related departments are encouraged to open courses on emerging areas. Department of Botany has established a Bio-Tech Hub for advance study in the field. In the field of IT, the college has established a computer network centre. The college has a plan to develop it in the near future as a full fledged department.

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

a) Nomination to staff development programmes

Academic Staff Development Programmes	Number of faculty nominated
Refresher courses	26
HRD programmes(STC)	12
Orientation programmes	04
Staff training conducted by the University	02
Staff training conducted by other institution	02
Summer/Winter schools, workshops, etc.	22

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

- ❖ Teaching learning methods/ approaches
 - a. The IQAC organizes brain storming session among teachers to make teaching learning process more students centric and fruitful time to time.
 - b. A Short Term Training Programme on Biological Instrumentation was arranged by Bio-Tech Hub from 30-6-2011 to 2-7-11.
- ❖ Handling new curriculum
Whenever new curriculum is introduced experts from GU are invited to explain and elaborate on it. For example when semester system was introduced the deputy controller from GU was invited to throw light on it.
- ❖ Content/knowledge management
The meetings of the teachers unit and the academic cell hold discussions on content/knowledge management when needed.
- ❖ Selection, development and use of enrichment materials
The academic cell of the college selects, develops materials and ensures the use of enrichment materials.
- ❖ Assessment

The academic cell of the college holds annual meet to assess various issues related to academic issues.

- ❖ Crosscutting Issues
The IQAC and academic cell of the college deals with various crosscutting issues.
- ❖ Audiovisual aids/ multimedia
The college provides audiovisual aids like LCD projector to the faculty. A well equipped E- Class has been installed recently.
- ❖ OER's
Nil

c) Percentage of faculty

* Invited as resource persons in workshops/Seminars/Conferences organized by external professional agencies.

- 30% faculty members are invited as Resource Person.

*participated in external workshops/Seminars/Conferences organized by National/international professional bodies.

- 85% faculty members participated.

*Presented papers in workshops/ Seminars/Conferences conducted or recognized by National/international professional agencies.

- 50% faculty members presented their Research papers in workshops, Seminars and Conferences sponsored by various agencies.

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

- The authority of the college always extend support to the faculty members by granting necessary leave for conducting research work under minor and major research project of UGC and other research organization. Teachers are also encouraged to publish their research findings in both National and International referred journals.

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

- Till date no awards/ recognition have been received by the faculty at state, National or International level.

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

- Yes, the college has the practice of taking feedback from the students on both the teacher and course curriculum. The randomly taken feedbacks are collected and evaluated by the IQAC and the results are discussed in the meeting to take appropriate measures in this regards. Regarding evaluation by external peers, the college is visited by both

State Governmental Officials as well as College Development Authority of Gauhati University from time to time.

2.5 Evaluation Process and Reforms

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

- The academic programme of the college follows a curriculum designed by GU. Led by the academic cell various departments make the evaluation process transparent.

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

- Since July, 2011 GU has introduced semester system of evaluation. The college has been following the new format accordingly. The following changes has been made in the process of evaluation:
 - a. Internal evaluation of 20% marks for each paper, which includes the class unit test, home assignment, seminar, class attendance.
 - b. External evaluation of 80% marks by the University at the end of semester examination on both theory and practical.
 - c. Announcement of result by grade point average (CGPA) system of Gauhati University (GU).
 - d. Clearance of all the six semester within 5 years is a mandatory. Since the college is affiliated to GU, therefore does not pose the liberty to change, or modify the existing curriculum.

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

- It is mandatory on the part of the affiliated colleges to abide by the course curriculum, examination system and evaluation designed by GU. The Academic Cell of the college ensures proper implementation of evaluation reforms. At the introduction of the new reforms, the college organized a seminar on the Introduction of Semester system where expert from GU was invited. A number of colleges were also invited to the seminar. All the pros and cons of the newly introduced system were discussed and made understand to all the faculty members.

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

- To measure the student's achievements the following parameters are taken: Sessional test, Unit test, periodical class test, departmental assignment, laboratory experiment, home work, project submission and report writing etc. These formative evaluation processes have positively impacted the final summative examinations.

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

- The Academic Cell monitors and communicates the evaluation process to the students. The Examination Committee under it holds various examinations like Sessional test and ensures that every department holds their unit tests. The results are conveyed to the students and the examined answer scripts are returned to the students with recommendations from the examiners.
- The Final Exam results of different courses under Gauhati University are as follows-

Table 2 (e): Final Exam results of different courses under Gauhati University.

Year	Class	Total Student	Students Appeared	Total Pass	Pass Percentage	University Percentage
Arts Stream						
2008-09	B.A-I	283	280	123	43.4%	41.89%
	BA –II	100	82	53	64.5%	58.41%
	BA-III	47	47	40	85%	65%
2009-10	B.A-I	368	368	137	37.2%	46.28%
	BA –II	170	170	107	63%	61.86%
	BA-III	62	62	40	64.45%	62.38%
2010-11	BA. Sem.-I	394	363	180	49.7%	52.20%
	B.A-I	294	290	170	59%	52.20%
	BA –II	173	173	133	77%	56.27%
	BA-III	127	127	100	78%	74.33%
2011-12	B.A. Sem.-I	394	339	250	73.74%	48.79%
	B.A. Sem.-II	325	321	229	71.33%	71.02%
	B.A .Sem.III	310	305	241	79.01%	69.48%
	B.A-I(old)	81	81	35	43%	54.19
	BA –II	209	206	99	42%	72.79%
	BA-III	170	166	129	77%	72.79%
Science Stream						
2008-09	B Sc I	34	32	15	46.8%	46.80%
	B Sc-II	13	13	07	53.8%	70.22%
	B Sc-III	04	04	04	100%	77.18%
2009-10	B Sc- I	19	19	09	47%	57.79%
	B Sc-II	18	18	07	41%	79.85%
	B Sc-III	12	12	09	75%	76.79%
2010-11	B Sc I	34	27	08	29%	57.79%
	B Sc-II	05	05	05	100%	67.34%
	B Sc III	07	07	06	85%	76.31%
	B Sc Sem.-I	34	34	24	70.5%	82.35%
2011-12	B Sc I	10	12	07	58%	42.74%
	B Sc II	16	12	10	83%	52.02%
	B Sc III	17	10	09	90%	83.88%
	B Sc. Sem. I	34	33	16	48.4%	41.36%
	B Sc. Sem. II	33	31	23	74.19%	66.24%

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

- The introduction of semester system in the year 2011 has significantly changed the internal assessment system. Then internal assessment system has become more rigorous and transparent. The home assignments given to students have encouraged independent learning of the part of the students. Significant weightage is given to behavioral aspects and communication skill.
Still the college has not been able to develop a mechanism to measure weightage assigned for over-all development of the students.

2.5.7 Does the institution and individual teachers use assessment/evaluation as an indicator for evaluating student performance, achievement of learning objectives and planning? If yes, provide details on the process and cite a few examples.

- Yes, the assessment/evaluation of students' performance is taken in to active consideration for evaluating students' performance, achievement of learning objectives and future planning for excelling in good academic environment. Answer given in the Unit Tests, Sessional tests and Pre final tests and marks obtained by individual student indicate their capacity of adaptation to courses. On the basis of their performance, the teachers and the college authority also take necessary steps for achieving learning objectives. For example the former rigid rules in library utilization are made simple in the year 2008 and the same has been made accessible to all the students and teachers.

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

- In redressing grievance of students at college level with reference to evaluation process, the concerned teacher or the department takes immediate steps so that no student become dissatisfied with the process. It is worth mentioning that we have provision to return their answer scripts so that they can understand their mistakes and can rectify the same. There is provision and specific format for reevaluation at the university level in the final examinations. Besides this there is a provision to obtain photo copy of the answer scripts from the university under RTI Act 2005

2.6 Student Performance and Learning Outcomes.

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

- The Academic Cell of the college tries to gauge the learning out comes of the students based upon the performances of the students in the formative and summative examinations.

- 2.6.2 How are the teaching, learning and assessment strategies of the institution structured to facilitate the achievement of the intended learning outcomes?
- The teaching, learning and assessment are structured in such a fashion that intended learning outcome is achieved. Regular assessment is done through unit tests and Sessional tests. Also the syllabus is unitized and teachers are asked to propose annual teaching plan and has to submit monthly progress reports. Remedial classes are taken for the weaker section of the students.
- 2.6.3 What are the measures/initiatives taken up by the institution to enhance the social and economic relevance (quality job, entrepreneurship, innovation, research aptitude) of the course offered?
- The college offers courses designed by GU. The university tries to include topics in the courses to make it socially and economically relevant. The IQAC and ICGC of the college organize workshops and seminars to develop entrepreneurial skill among students. Counseling is provided to the students about various career prospects in different courses. Units like ICGC, Science Forum, and Bio-Tech Hub etc. organize programmes to develop research aptitude.
- 2.6.4 How does the institution collect and analysis data on student learning outcomes and use it for planning and overcoming barriers of learning?
- The Academic Cell collects data from various departments about learning outcomes. And in consultation with IQAC chalks out plan to overcome barriers of learning.
- 2.6.5 How does the institution monitor and ensure the achievement of learning out comes?
- The Academic Cell monitors and ensures the achievement of learning out comes.
- 2.6.6. What are the Graduate attributes specified by the college /affiliating university? How does the college ensure the attainment of these by the students?
- The motto of the college is taken from Bishnupuran: *Sa Vidya Ya Vimuktaye* which means true education is that which liberates. Thus the college wishes to inculcate in the students freedom from fear in consistency, uncertainty, biasness, prejudices, superstitions etc. so that they can contribute to the society and nation as a whole as a responsible and efficient citizens. The institution with the helps of various units tries to ensure the attainments of these attributes.