



# **SELF STUDY REPORT**

**FOR**

**1<sup>st</sup> CYCLE OF ACCREDITATION**

## **COMMERCE COLLEGE, KOKRAJHAR**

COMMERCE COLLEGE, KOKRAJHAR, W/NO- 5, P.O.- KOKRAJHAR, DIST-  
KOKRAJHAR, B.T.C, ASSAM PIN- 783370  
783370

[www.commercecollege.ac.in](http://www.commercecollege.ac.in)

Submitted To

**NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL**

**BANGALORE**

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# **1. EXECUTIVE SUMMARY**

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## **INTRODUCTION**

Commerce College, Kokrajhar was established on 17th March, 1985. The existence of the college is an outcome of some of eminent intellectuals, educationists and well wishers of this locality who felt the necessity of establishing an institution imparting commerce education up to degree level at Kokrajhar town. Late Ranendra Narayan Basumatary, the then minister, Department of Flood Control, Govt. of Assam was one of the torch bearers who took utmost effort to build the college. Late Hiteswar Saikia, the then Chief Minister of Assam, laid the foundation stone of the college. The college, since its inception has pioneered the discipline of commerce education in the area.

The college, presently is imparting P.G. (Post graduate, M.Com) Master of Commerce, UG (Under Graduate), courses like B.Com (Bachelor of Commerce), three years deg

ree course having 6 (six) semesters, B.B.A. (Bachelor of Business Administration), three years degree course having 6 (six) semesters. The college also imparts the secondary courses (10+2) in Arts and Commerce streams together. The University Grants Commission (UGC) accorded its recognition under section 2(F) on 25th May, 2006 Vide No. F:8-381/2005(CPP-I) and Section 12(B) on 17th Nov., 2009 Vide No.F8-381/2005(CPP-I) of the UGC Act 1956. Initially the nomenclature of the institution was Chunilal Brahmin College, later the honourable members of the GB (Governing Body) decided to rename the institute as Commerce College Kokrajhar as it exists today. Till 2012 the college was not provincialised by the concerning government, hence all teaching fraternity of the college faced a lot financial hardship. The services of teaching and non-teaching staffs of this college were provincialised w.e.f. 1st January, 2013 under the Assam Venture Educational Institutions (Provincilisation of Services) Act, 2011 as amended 2012 and in pursuance of Govt. sanctioned Vide order No. AHE.133/2013/428, dated 4th January, 2014.

### **Vision**

1. Commerce College, Kokrajhar is to become one of India's leading Centers of Excellence imparting Commerce educations of the highest standard.
2. To build this institution as one of the leading educational centers that disseminates a true spirit of ideal citizen with promising human qualities and social responsibilities. The college seeks to provide students better opportunity for all round development of their responsibilities, so as to face the real life successfully in future. It aims at identifying young people with professional and entrepreneurial aspirations, talent and determinations. The college cherishes some vital missions as reflected in the plans, programmes and various activities conducted by the institution are stated below.

- ♦ To impart higher education in Commerce to the students of this region irrespective of caste, creed, sex and religion.
- ♦ To cultivate social, moral, ethical and spiritual values among the students.
- ♦ To help the students acquire required skills, knowledge and competence for being right human resource for the nation.
- ♦ To encourage students for pursuing entrepreneurship as career.
- ♦ To enable the students reflect their views and attitudes critically on different social, political, economic and cultural issues.
- ♦ To inject desirable qualities for all round development of the students. To enable the students realize the diverse cultural and social structure of the people living in different parts of the globe and to induce a sense of fraternity and brotherhood amongst students.

## **Mission**

The college strives to:

To give students new thoughts, new visions and new ambitions and to equip them for accepting new challenges emerging out of the changing global environment.

- ♦ To assist students to discover their potentials so that they get vigor to set the highest goals in life and professional career and achieve them.
- ♦ To train students to be successful and effective professionals by enhancing their knowledge, initiative, confidence and creativity towards fierce zeal of achieving results.
- ♦ To develop students' personality and ability to formulate, structure, solve and analyses solutions to complex professional problems.
- ♦ To introduce innovations in teaching-learning to keep pace with the latest information.
- ♦ To produce human resources tagged with social and ethical responsibility. To
- ♦ generate self- employable graduates.

- ♦ To make our students human being in true sense.

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

### **Institutional Strength**

- ♦ Commerce College, Kokrajhar is an identified institution imparting Commerce Education from UG to PG level in the district.
- ♦ All faculty members are experienced.
- ♦ Almost all faculty members have done Minor Research Projects sponsored by UGC. Text books, reference books and journals are available in the library.
- ♦ Out of 22 faculty members 15 members have done M. Phil and 5 have completed Ph. D till date and rests are pursuing Ph. D programmes in different universities.
- ♦ College fees are collected through cashless transaction.
- ♦ The college maintains good relationship and congenial atmosphere with the neighboring village and a school in the same village.
- ♦ Teachers' performance is collected through students' feedbacks.
- ♦ The college campus is pollution free.
- ♦ The college has provided indoor stadium, an auditorium hall, a playground and a tracking ground for extra and co-curricular activities of the college.
- ♦ The college provides a Boys' common room and a Girls' common room.

### **Institutional Weakness**

- ♦ There is no Gymnasium facility in the college. Most of the students enrolled in the college are from economically and educationally backward family.
- ♦ Majority of the students belong to ST (Scheduled Tribes) category.
- ♦ Insufficient numbers of sanctioned faculty members.
- ♦ Recruitment in ICT based education (Subjects) has not made from the concerning authority, hence tremendous pressure possess on teachers using ICT tools.
- ♦ Inadequate numbers of class rooms.

- ♦ The college needs a separate building for the library.
- ♦ There is no sufficient sources to meet up the salary component of Non- Sanctioned and Part Time teachers.

### **Institutional Opportunity**

- ♦ The college seeks to utilize the expertise of the faculty members in formulating value added courses.
- ♦ We seek to strengthen the quality of community outreach activities in the years to come.
- ♦ Provision for construction of multi-storied building for the Library and PG class rooms.
- ♦ In the coming years, more career oriented courses are expected to introduce with the funds from UGC/statutory bodies.
- ♦ Provision to build partnerships and establish linkages through MOUs with well reputed colleges of the country
- ♦ Cross cultural exchanges amongst students and teaching members to develop creativity and multicultural perspectives.
- ♦ Scope for setting up smart class rooms.
- ♦ Provision for turning the college into full green campus.
- ♦ Organizing more extension programmes in the fringe villages for social awareness.

### **Institutional Challenge**

- ♦ To strive to work towards providing quality education to students and to build core values of services.
- ♦ To introduce innovations in teaching-learning to keep pace with the latest information.
- ♦ The college strives to become one of the leading centres of excellence in the country.
- ♦ The college seeks to inculcate entrepreneurial and skill based knowledge amongst the students.

- ♦ To improve the habit of attending classes regularly amongst the students. To
- ♦ give more stress and drive for attracting meritorious students.

## **CRITERIA WISE SUMMARY**

### **Curricular Aspects**

Curricular aspects of Commerce College, Kokrajhar are governed by Gauhati University. Till the Academic Session of 2010-11 the Bachelor Degree was conducted mainly as Three Years' Degree Course. From 2011-2012 Academic Session, Gauhati University introduced Semester System namely Three Years' Degree Course having Six Semesters. The courses and pedagogy formulated by the university remain responsive to the changing needs. As the Govt. of Assam and the affiliating university i.e. Gauhati University are the policy makers in this connection, hence the scope for college is limited.

The College offers a range of subjects and academic flexibility to student to pursue the programmes of their choice. Core and elective options are present in almost all courses as it is offered by the University. The institution runs Three Years Degree Course (Bachelor of Commerce), Three Years Degree Course in B.B.A. (Bachelor of Business administration), six semester in each of the programme and Two Years Course in M.Com (Post Graduate) with four semesters. Accordingly, there are six final End Semester Examinations in the Under-Graduate courses both in B.Com and B.B.A. and Four Semesters for Post Graduate courses. The P.G. course in Commerce was introduced in the 2017-2018 Academic Session.

### **Teaching-learning and Evaluation**

Commerce College, Kokrajhar strives to maintain absolute transparency and clarity in the admission process. In order to ascertain a smooth admission process the college aims at proper publicity of the dates of admission so that students, as many as possible, are informed about it. To reach out to a majority of students, the college first of all notifies the dates of admission in the college website. In this age of information technology, notification through website can go a long way towards catering to a variety of students in different corners of the state and the neighboring states. The college also stresses on displaying banners in different parts of the town to reach out to the technologically impaired. Moreover, proper steps are taken to advertise through the local dailies.

The college also publishes an annual prospectus wherein all details of the college are

incorporated. This prospectus is made available to aspiring students just prior to the new academic session so that they know about the important dates well in advance. The prospectus is available to students on payment of a nominal fee, decided by the college authority. To make the prospectus comprehensive and attractive, the college appoints a Prospectus Committee, the members of which make every effort to come out with a prospectus that covers every vital aspect of the college. Besides these, the college takes initiative on periodic updating of the college website and advertisements through proper channels every now and then to maintain a stable touch with proper time of admission. The prospectus of the college is easily accessible in the college website.

To ensure transparency in the admission process the college forms an Admission Committee that scrutinizes and sorts out students on the basis of their merit. The college follows the rules of reservation as prescribed by the government of India. The list of selected candidates is displayed on the college notice board with the marks obtained prior to the date of admission so as to avoid any malpractice in the admission process.

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

The college has a Research Committee named as Research, Consultancy and Extension headed by Dr. Debasish Bhattacharjee, department of Bengali. The Research Committee facilitates research activities amongst the faculty members under the supervision of IQAC. The committee takes initiatives to encourage proposals for Minor Research Projects funded by the University Grants Commission. The committee encourages and ensures faculty members to undergo for Ph.D. The college provides the following facilities for smooth progress of research works to be undertaken by the faculty members.

- \* The college ensures autonomy to all concerned principal investigators.
- \* Provides infrastructure as much as required.
- \* The library of the college is equipped with a good collection of books and journal along with INFLIBNET for extending support for research work.
- \* Provides special leaves, reduces teaching burden to the investigators.
- \* The college is in the process of fulfilling other requirements with proper utilization of sanctioned fund.

Presently, 21(twenty one) faculty members of the college have completed MRP (Minor Research Projects) sponsored by UGC and 5(Five) have already been awarded with Ph. D. Almost all faculty members out of 22(Twenty Two), have M. Phil Degrees from different universities. The rests 5(Five) faculty members are pursuing their Ph. D programmes. As the college organizes its departmental seminars, students are made to participate

mandatorily. Many popular talks are organized to motivate the students in this regard. Students are facilitated INFLIBNET: N-List services for their individual academic progress.

### Infrastructure and Learning Resources

The college possesses the following limited infrastructure which enables the institute in effective teaching process. The campus of the college runs in an academic cum administrative block where a central library is attached with it in a separate block. The main building encompasses UG and PG class rooms. They are 16 (Sixteen) in numbers. All class rooms and examination halls of UG, PG and secondary sections under CCTV surveillance. The Administrative block has got a strong room. There are 20(Twenty) numbers of computers in the college for students' use. There is a separate chamber for the IQAC. Two security guards have been working for safe and secure maintenance of the college compound. There is one night security guard in the college. The college has recognized Study Centre of IDOL (Institute of Distance and Open Learning) under Gauhati University of different PG courses.

In order to meet the requirements of the academic growth, the college has already constructed & completed the following infrastructure.

- 1) College Main Gate with RCC Boundary Wall
- 2) College Canteen
- 3) Boys' Common Room
- 4) Girls' Common Room with attached toilet
- 5) Commerce College, Kokrajhar Students' Union Room (CCKSU)
- 6) Students Toilet & Cycle-Stand
- 7) Staff Parking
- 8) Boys' Hostel
- 9) Auditorium Hall
- 10) Administrative Block
- 11) Central Library
- 12) Departmental Block
- 13) Class rooms



- 14) Staff room
- 15) Conference Hall
- 16) Indoor Stadium
- 17) Outdoor Playground (Multi purpose)
- 18) Racing Track (400 Mtrs)

The college has developed its infrastructure and learning resources up to a considerable extent with the help of Grants and funds received from the UGC, M.P. Lok Sabha & M.P. Rajya Sabha, WPT, and B.T.C. (Bodoland Territorial Council) etc. Despite having the above stated resources, the institute still lacks a lot of things to meet up the present needs. Of course the college has submitted a master plan of Multi-Storeyed RCC building proposal for opening B.A (Bachelor of Arts) course so as to turn the institute into a multi disciplinary centre of education.

### **Student Support and Progression**

Commerce College, Kokrajhar is committed to excellence in all fields hence, all students who join the college are provided with academic, ethical, professional and financial assistance in order to make their stay congenial in the college. The college maintains a partnership rapport between students and teachers which are reflected in the co- curricular and extra-curricular activities and in all academic spheres as well.

The college publishes its prospectus annually. The prospectus contains information on fees structure, college profile, academic calendar, subjects offered, rules and regulations of the college library, code of conducts of the college, scholastic and non-scholastic activities and also the information on faculty members of the college etc. Usually scholarships are provided by the State Government through the Head of ITDP, Sub- Divisional welfare etc. However, the college provides freships to some poor students. Different types of scholarships like National Scholarships, Merit Scholarships, State Scholarships and UGC Sponsored Scholarships are awarded to students as and when the college receives funds.

Students from SC/ST, OBC and economically weaker sections categories are given due weight at the time of admission as per the existing rules of the government. According to their merit and eligibility they are accorded scholarship from different agencies. College also provides free studentship and Student Aid Fund, Library based student welfare scheme, etc for their socio-economic growth and academic betterment. For physically challenged students provisions have been made by the college. For physically challenged

Students the college has constructed a ramp at the ground floor of the building.

The college has democratically elected Students' Union. The union members explore their talents through creative and meaningful opportunities provided by the college. The college provides various intra and inter-college platforms to the students to showcase their creative and potential zeal. The college has a Grievance Redressal Cell to mitigate their complaints, if lodged.

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

The Governing Body of the college looks into the internal control mechanism of the institution as per rules and guidelines of the government issued from time to time. It meets at regular intervals to review the implementation of its resolutions and take necessary steps of the progress to be made. The Principal of the College is the Ex-officio Secretary of the governing body who keeps in touch with the members. The Principal usually holds meeting with all departmental heads and the members of different committees of the institution to short out scholastic and non scholastic problems of the college and their consequent remedies.

As the GB (Governing Body) of the college is the parental body of the institution, therefore, it participates and consults while preparing annual action plan. The GB, the Principal, Staff Council and IQAC work in a concerted manner to ensure effective implementation of policies and programmes so that desired academic standards are achieved and maintained in the college. The Principal and Staff Council have constituted various committees to ensure that the requirements of stakeholders are identified and met.

Plans and policies of the college are framed in consultation with the Staff Council and its various committees namely IQAC, AEC and the GB.

The institute constitutes different committees/sub-committees/cells for holding different scholastic and non-scholastic programmes like seminars, workshops, annual college week, NSS activities, departmental (Educational) programmes etc. Faculty members are encouraged to apply for research projects from different agencies and help in mentoring the students. The management of the college encourages faculty members to attend FTP/FDP programmes. Duty leave is given to faculty members to attend these programmes. The managerial authority of the college entrust members from teaching faculty with different co-curricular and extra-curricular activities with substantive functional autonomy. Election for student bodies like students union and other associations / societies is held to develop leadership qualities among students. Programmes are also organized so as to facilitate students working hand in hand with faculty members.

Such programme includes- Plantation, Career Counseling, Blood Donation Camp, Freshmen Social Day, Cleanliness Drive, Swatcha Bharat Abhiyan etc.

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

The college has pioneered in displaying the following best practices:

#### **Best Practice: 1**

Title of the Practice: National Dress Code: Teaching and Non-teaching members (Male) wear White Cotton Shirt and Khadi Waist Coat while Female members wear only waist Coat on very Thursday.

#### **Best Practice: 2**

Title of the Practice: Polythene Free Campus

## 2. PROFILE

### BASIC INFORMATION

| Name and Address of the College |  |
|---------------------------------|--|
| Name                            | COMMERCE COLLEGE, KOKRAJHAR  |
| Address                         | Commerce College, Kokrajhar, W/No- 5, P.O.- Kokrajhar, Dist- Kokrajhar, B.T.C, Assam PIN- 783370 |
| City                            | KOKRAJHAR  |
| State                           | Assam  |
| Pin                             | 783370   |
| Website                         | <a href="http://www.commercecollege.ac.in">www.commercecollege.ac.in</a>                         |

| Contacts for Communication |                   |                         |            |     |                                   |
|----------------------------|-------------------|-------------------------|------------|-----|-----------------------------------|
| Designation                | Name              | Telephone with STD Code | Mobile     | Fax | Email                             |
| Principal                  | Ratneswar Debnath | 03661-271253            | 9435026313 | -   | principal@commercecollege.ac.in   |
| IQAC Coordinator           | Shyam Subedy      | -                       | 8812815477 | -   | commercecollegeiqac2016@gmail.com |

| Status of the Institution |            |
|---------------------------|------------|
| Institution Status        | Government |

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

| Recognized Minority institution            |    |
|--|----|
| If it is a recognized minority institution | No |

| Establishment Details |
|-----------------------|
|                       |

|  |  |   |                               |                |
|--|--|---|-------------------------------|----------------|
| Date of establishment of the college   | 17-03-1985   |   |                               |                |
| <b>University to which the college is affiliated/ or which governs the college (if it is a constituent college)</b>              |  |   |                               |                |
| <b>State</b>   | <b>University name</b>   |   | <b>Document</b>               |                |
| Assam  | Gauhati University   |   | <a href="#">View Document</a> |                |
| <b>Details of UGC recognition</b>  |  |   |                               |                |
| <b>Under Section</b>   | <b>Date</b>  |   | <b>View Document</b>          |                |
| 2f of UGC  | 21-06-2006   |   | <a href="#">View Document</a> |                |
| 12B of UGC   | 17-11-2009   |   | <a href="#">View Document</a> |                |
| <b>Details of recognition/approval by stationary/regulatory bodies like AICTE, NCTE, MCI, DCI, PCI, RCI etc (other than UGC)</b> |  |   |                               |                |
| <b>Statutory Regulatory Authority</b>  | <b>Recognition/Approval details Institution/Department programme</b> | <b>Day, Month and year (dd-mm-yyyy)</b> | <b>Validity in months</b>     | <b>Remarks</b> |
| No contents  |  |   |                               |                |

|  |    |
|--|----|
| <b>Details of autonomy</b>   |    |
| Does the affiliating university Act provide for conferment of autonomy (as recognized by the UGC), on its affiliated colleges? | No |

|  |    |
|--|----|
| <b>Recognitions</b>  |    |
| 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 |

| <b>Location and Area of Campus</b> |   |                  |                             |                                 |
|------------------------------------|---|------------------|-----------------------------|---------------------------------|
| <b>Campus Type</b>                 | <b>Address</b>  | <b>Location*</b> | <b>Campus Area in Acres</b> | <b>Built up Area in sq.mts.</b> |
| Main campus area                   | Commerce College,<br>Kokrajhar, W/No- 5, P.O.-<br>Kokrajhar, Dist- Kokrajhar,<br>B.T.C, Assam PIN- 783370 | Urban            | 6.88                        | 4398                            |

## ACADEMIC INFORMATION

| <b>Details of Programmes Offered by the College (Give Data for Current Academic year)</b> |                                |                           |                            |                              |                            |                                 |
|---|--------------------------------|---------------------------|----------------------------|------------------------------|----------------------------|---------------------------------|
| <b>Programme Level</b>  | <b>Name of Program/ Course</b> | <b>Duration in Months</b> | <b>Entry Qualification</b> | <b>Medium of Instruction</b> | <b>Sanctioned Strength</b> | <b>No. of Students Admitted</b> |
| UG  | B.B.A                          | 36                        | H.S                        | English                      | 90                         | 23                              |
| UG  | B.Com                          | 36                        | H.S                        | English                      | 360                        | 84                              |
| UG  | B.Com                          | 36                        | H.S                        | English                      | 150                        | 48                              |
| UG  | B.Com                          | 36                        | H.S                        | English                      | 150                        | 85                              |
| UG  | B.Com                          | 36                        | H.S                        | English                      | 150                        | 31                              |
| PG  | M.Com                          | 24                        | B.Com                      | English                      | 120                        | 37                              |

### 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                   |        |        |       | 23                  |        |        |       |
| Recruited   | 0         | 0      | 0      | 0     | 0                   | 0      | 0      | 0     | 18                  | 4      | 0      | 22    |
| Yet to Recruit  | 0         |        |        |       | 0                   |        |        |       | 1                   |        |        |       |
| Sanctioned by the Management/Society or Other Authorized Bodies | 0         |        |        |       | 0                   |        |        |       | 1                   |        |        |       |
| Recruited   | 0         | 0      | 0      | 0     | 0                   | 0      | 0      | 0     | 0                   | 1      | 0      | 1     |
| Yet to Recruit  | 0         |        |        |       | 0                   |        |        |       | 0                   |        |        |       |

| Non-Teaching Staff  |      |        |        |       |
|---|------|--------|--------|-------|
|   | Male | Female | Others | Total |
| Sanctioned by the UGC /University State Government              |      |        |        | 12    |
| Recruited   | 9    | 3      | 0      | 12    |
| Yet to Recruit  |      |        |        | 0     |
| Sanctioned by the Management/Society or Other Authorized Bodies |      |        |        | 0     |
| Recruited   | 0    | 0      | 0      | 0     |
| 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      | 0                   | 0      | 0      | 5                   | 0      | 0      | 5     |
| M. Phil.              | 0         | 0      | 0      | 0                   | 0      | 0      | 11                  | 4      | 0      | 15    |
| PG                    | 0         | 0      | 0      | 0                   | 0      | 0      | 2                   | 0      | 0      | 2     |



| <b>Temporary Teachers</b>    |                  |        |        |                            |        |        |                            |        |        |              |
|------------------------------|------------------|--------|--------|----------------------------|--------|--------|----------------------------|--------|--------|--------------|
| <b>Highest Qualification</b> | <b>Professor</b> |        |        | <b>Associate Professor</b> |        |        | <b>Assistant Professor</b> |        |        | <b>Total</b> |
|                              | Male             | Female | Others | Male                       | Female | Others | Male                       | Female | Others |              |
| D.sc/D.Litt.                 | 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            |

| <b>Part Time Teachers</b>    |                  |        |        |                            |        |        |                            |        |        |              |
|------------------------------|------------------|--------|--------|----------------------------|--------|--------|----------------------------|--------|--------|--------------|
| <b>Highest Qualification</b> | <b>Professor</b> |        |        | <b>Associate Professor</b> |        |        | <b>Assistant Professor</b> |        |        | <b>Total</b> |
|                              | Male             | Female | Others | Male                       | Female | Others | Male                       | Female | Others |              |
| D.sc/D.Litt.                 | 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                          | 1      | 0      | 1            |

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

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

| Programme |        | From the State<br>Where College<br>is Located | From Other<br>States of India | NRI Students | Foreign<br>Students | Total |
|-----------|--------|---|-------------------------------|--------------|---------------------|-------|
| UG        | Male   | 204   | 0                             | 0            | 0                   | 204   |
|           | Female | 67  | 0                             | 0            | 0                   | 67    |
|           | Others | 0   | 0                             | 0            | 0                   | 0     |
| PG        | Male   | 25  | 0                             | 0            | 0                   | 25    |
|           | Female | 12  | 0                             | 0            | 0                   | 12    |
|           | 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   | 13     | 10     | 9      | 9      |
|           | Female | 3      | 5      | 3      | 1      |
|           | Others | 0      | 0      | 0      | 0      |
| ST        | Male   | 110    | 117    | 131    | 139    |
|           | Female | 37     | 39     | 25     | 23     |
|           | Others | 0      | 0      | 0      | 0      |
| OBC       | Male   | 59     | 52     | 47     | 38     |
|           | Female | 12     | 13     | 13     | 13     |
|           | Others | 0      | 0      | 0      | 0      |
| General   | Male   | 33     | 41     | 47     | 54     |
|           | Female | 15     | 13     | 15     | 15     |
|           | Others | 0      | 0      | 0      | 0      |
| Others    | Male   | 0      | 0      | 0      | 0      |
|           | Female | 0      | 0      | 0      | 0      |
|           | Others | 0      | 0      | 0      | 0      |
| Total     |        | 282    | 290    | 290    | 292    |

### 3. Extended Profile

#### Program

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

| Response: 6 | File Description                        | Document                      |
|-------------|---|-------------------------------|
|             | Institutional Data in Prescribed Format | <a href="#">View Document</a> |

Number of programs offered year-wise for last five years

|         |         |         |         |         |
|---------|---------|---------|---------|---------|
| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
| 6       | 5       | 5       | 5       | 5       |

#### Students

Number of students year-wise during the last five years

|   |         |                               |         |         |
|---|---------|-------------------------------|---------|---------|
| 2017-18                                 | 2016-17 | 2015-16                       | 2014-15 | 2013-14 |
| 282                                     | 290     | 290                           | 292     | 275     |
| File Description                        |         | Document                      |         |         |
| Institutional Data in Prescribed Format |         | <a href="#">View Document</a> |         |         |

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

|   |         |                               |         |         |
|---|---------|-------------------------------|---------|---------|
| 2017-18                                 | 2016-17 | 2015-16                       | 2014-15 | 2013-14 |
| 475                                     | 445     | 445                           | 445     | 445     |
| File Description                        |         | Document                      |         |         |
| Institutional data in prescribed format |         | <a href="#">View Document</a> |         |         |

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

|         |         |         |         |         |
|---------|---------|---------|---------|---------|
| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
| 54      | 61      | 59      | 55      | 35      |

| File Description                        | Document                      |
|---|-------------------------------|
| Institutional Data in Prescribed Format | <a href="#">View Document</a> |

## Teachers

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

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 22      | 22      | 22      | 22      | 22      |

  

| File Description                        | Document                      |
|---|-------------------------------|
| Institutional Data in Prescribed Format | <a href="#">View Document</a> |

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

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 22      | 22      | 22      | 22      | 22      |

  

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

## Institution

### Total number of classrooms and seminar halls

**Response: 18**

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

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 44.16   | 36.39   | 41.00   | 89.31   | 73.66   |

### Number of computers

**Response: 20**

## **4. Quality Indicator Framework(QIF)**

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### **Criterion 1 - Curricular Aspects**

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#### **Curricular Planning and Implementation**

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

**Response:**

- To have an effective implementation of the curriculum, the college brings out the following strategies as plan of action:
- The Vice Principal is academic in-charge of the college and looks every nook and corner of the academic part. The Vice-Principal of the college frames daily class routine which is later on communicated to the students before commencement of the new academic session.
- The routine itself is self explanatory and mandatory part of duty for all teachers to impart in the class room.
- The university that bears parenthood of the college has its own academic calendar which is supplemented to the college before commencing the academic session. The college, then, prepares its own academic calendar ensuring to complete all courses in due stipulated time.
- The action plans for effective implementation of curriculum precisely include the staff council meetings, academic council meetings, maintenance of lesson plan and periodic progress report for physical verification by academic bursar and principal. The Head of the Departments distribute courses among teachers on the basis of their areas of specialization and the teachers prepare their Teaching Plans so that the courses can be completed within stipulated time. The execution of the Teaching Plan is recorded in the Teachers' Diary. The teachers check their Diaries from time to time in order to check status of their Teaching Plans and accordingly, take additional classes for certain topics or bring changes to their plans if required. The departments hold seminars and group discussions among students for effective implementation of the curriculum. In order to assess students performance, Sessional Examinations are conducted by the Examination Cell and based on the students performance; special classes are arranged by individual teachers beyond normal teaching hours.
- The curriculum delivery is effectively done through lectures. The teachers use Power Point presentations for better teaching.

- ♦ The quality of education imparted to students is monitored by the IQAC & takes feedback from students in December every year and submit report to the Principal for necessary action.

### 1.1.2 Number of certificate/diploma program introduced during the last five years

**Response:** 0

#### 1.1.2.1 Number of certificate/diploma programs introduced year-wise during the last five years

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 0       | 0       | 0       | 0       | 0       |

| File Description                            | Document                      |
|---|-------------------------------|
| Details of the certificate/Diploma programs | <a href="#">View Document</a> |

### 1.1.3 Percentage of participation of full time teachers in various bodies of the Universities/ Autonomous Colleges/ Other Colleges, such as BoS and Academic Council during the last five years

**Response:** 4.55

#### 1.1.3.1 Number of teachers participating in various bodies of the Institution, such as BoS and Academic Council year-wise during the last five years

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 1       | 0       | 0       | 0       | 0       |

| File Description                                       | Document                      |
|--|-------------------------------|
| Details of participation of teachers in various bodies | <a href="#">View Document</a> |

## Academic Flexibility

### 1.2.1 Percentage of new Courses introduced out of the total number of courses across all Programs offered during last five years

**Response:** 33.33

|  |                               |
|--|-------------------------------|
| 1.2.1.1 How many new courses are introduced within the last five years |                               |
| Response: 2  |                               |
| <b>File Description</b>  | <b>Document</b>               |
| Details of the new courses introduced                                  | <a href="#">View Document</a> |

|  |                               |
|--|-------------------------------|
| <b>1.2.2 Percentage of programs in which Choice Based Credit System (CBCS)/Elective course system has been implemented</b> |                               |
| <b>Response: 0</b>   |                               |
| 1.2.2.1 Number of programs in which CBCS/ Elective course system implemented.  |                               |
| <b>File Description</b>  | <b>Document</b>               |
| Name of the programs in which CBCS is implemented  | <a href="#">View Document</a> |

|  |                               |         |         |         |
|--|-------------------------------|---------|---------|---------|
| <b>1.2.3 Average percentage of students enrolled in subject related Certificate/ Diploma programs/Add-on programs as against the total number of students during the last five years</b> |                               |         |         |         |
| <b>Response: 0</b>   |                               |         |         |         |
| 1.2.3.1 Number of students enrolled in subject related Certificate or Diploma or Add-on programs year-wise during the last five years  |                               |         |         |         |
| 2017-18  | 2016-17                       | 2015-16 | 2014-15 | 2013-14 |
| 0  | 0                             | 0       | 0       | 0       |
| <b>File Description</b>  | <b>Document</b>               |         |         |         |
| Details of the students enrolled in Subjects related to certificate/Diploma/Add-on programs  | <a href="#">View Document</a> |         |         |         |

## Curriculum Enrichment

### 1.3.1 Institution integrates cross- cutting issues relevant to Gender, Environment and Sustainability, Human Values and Professional Ethics into the Curriculum

#### Response:

Commerce College Kokrajhar imparts co-education irrespective of any gender. The college emphasizes on environmental education both theoretically and practically with

the help of all stakeholders including students. One of the best examples is plantation in the college campus and its adopted school and village, at Magurmari Govt. High School. The college is situated at a distance of 1 km from the town. The college offers environmental studies as a core subject. Students are offered projects on environmental issues as a compulsory subject of study. Regular field trips under teachers are arranged in Environmental Studies. Moreover, the college invites Resource Persons to address the issues from time to time. The college also annually observes the World Environment Day. The college regularly organizes plantation programme, cleanliness drive etc.

As the curriculum is designed by the university itself, hence the institution or faculty members do not have any opportunity to contribute to the building of the curriculum. Though gender issues, human values and professional ethics are part of curriculum, these are areas of studies in the arts stream. As the college is being a sole commerce stream, students do not seem to have directly benefitted through scholastic areas as it is expected.

Of course, concerning cells of the college organize such programme to make students aware of the issues.

### 1.3.2 Number of value added courses imparting transferable and life skills offered during the last five years

**Response:** 0

#### 1.3.2.1 Number of value-added courses imparting transferable and life skills offered during the last five years

| File Description  | Document                      |
|---|-------------------------------|
| Details of the value-added courses imparting transferable and life skills | <a href="#">View Document</a> |

### 1.3.3 Percentage of students undertaking field projects / internships

**Response:** 25.89

#### 1.3.3.1 Number of students undertaking field projects or internships

Response: 73

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



## Feedback System

**1.4.1 Structured feedback received from 1) Students, 2) Teachers, 3) Employers, 4) Alumni and 5) Parents for design and review of syllabus-Semester wise/ year-wise**

**A. Any 4 of the above**

**B. Any 3 of the above**

**C. Any 2 of the above**

**D. Any 1 of the above**

**Response: E. None of the above**

**1.4.2 Feedback processes of the institution may be classified as follows:**

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

**B. Feedback collected, analysed and action has been taken**

**C. Feedback collected and analysed**

**D. Feedback collected**

**Response: E. Feedback not collected**

## Criterion 2 - Teaching-learning and Evaluation

### Student Enrollment and Profile

|  |         |                               |         |         |
|--|---------|-------------------------------|---------|---------|
| <b>2.1.1 Average percentage of students from other States and Countries during the last five years</b> |         |                               |         |         |
| <b>Response:</b> 0   |         |                               |         |         |
| 2.1.1.1 Number of students from other states and countries year-wise during the last five years        |         |                               |         |         |
| 2017-18  | 2016-17 | 2015-16                       | 2014-15 | 2013-14 |
| 0  | 0       | 0                             | 0       | 0       |
| <b>File Description</b>  |         | <b>Document</b>               |         |         |
| List of students (other states and countries)  |         | <a href="#">View Document</a> |         |         |
| Institutional data in prescribed format  |         | <a href="#">View Document</a> |         |         |
| <b>2.1.2 Average Enrollment percentage (Average of last five years)</b>                                |         |                               |         |         |
| <b>Response:</b> 31.36   |         |                               |         |         |
| 2.1.2.1 Number of students admitted year-wise during the last five years                               |         |                               |         |         |
| 2017-18  | 2016-17 | 2015-16                       | 2014-15 | 2013-14 |
| 282  | 290     | 290                           | 292     | 275     |
| 2.1.2.2 Number of sanctioned seats year-wise during the last five years                                |         |                               |         |         |
| 2017-18  | 2016-17 | 2015-16                       | 2014-15 | 2013-14 |
| 960  | 900     | 900                           | 900     | 900     |
| <b>File Description</b>  |         | <b>Document</b>               |         |         |
| Institutional data in prescribed format  |         | <a href="#">View Document</a> |         |         |

**Response:** 13.84

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

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 64      | 60      | 63      | 57      | 68      |

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

## Catering to Student Diversity

**2.2.1 The institution assesses the learning levels of the students, after admission and organises special programs for advanced learners and slow learners**

**Response:**

Slow learners are encouraged to participate in co-curricular activities like singing, drama, dance, speech, debate, and essay competitions etc. The slow learners are encouraged to join NSS unit in the college. They are motivated to participate in Yoga and other sports based programmes like badminton, football etc. organized so far in the college. The college teachers give special attention to the slow learners and they are asked to sit in the front row of the class. The slow learners are given extra time to clarify their doubts in the department. Tutorials are arranged for slow learners as per their need. Advanced learners are encouraged to visit library/ search web links for further and deeper study in the subjects. They are motivated to participate in the seminars. They are given problem solving assignments and projects to enhance their skills.

**2.2.2 Student - Full time teacher ratio**

**Response:** 12.82

**2.2.3 Percentage of differently abled students (Divyangjan) on rolls**

**Response:** 0

2.2.3.1 Number of differently abled students on rolls

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

## 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:**

Most of teachings are based on question answer technique to ensure active participation of the students. Students from the VI Semester B.Com are involved in the preparation of the Project as mandatory part of the syllabus under GU. For these works they are sent up to different organizations, offices, industries etc. collect and information and data for the purpose. Hence they tend to learn through practice. Field Trips and educational excursions are conducted to enhance practical knowledge of the students. Field Trips on Environmental studies are organized to make students aware of different types of pollutions and hazards. Experiential learning is practiced in the college. Departmental seminars are organized for the UG students (VI Semester, B.Com)

### 2.3.2 Percentage of teachers using ICT for effective teaching with Learning Management Systems (LMS), E-learning resources etc.

**Response:** 54.55

#### 2.3.2.1 Number of teachers using ICT

Response: 12

| File Description                          | Document                      |
|---|-------------------------------|
| List of teachers (using ICT for teaching) | <a href="#">View Document</a> |

### 2.3.3 Ratio of students to mentor for academic and stress related issues

**Response:** 56.4

#### 2.3.3.1 Number of mentors

Response: 5

### 2.3.4 Innovation and creativity in teaching-learning

**Response:**

For better and result oriented teaching-learning process the college believes in bringing innovation and creativity in the same. Innovative teaching ensures students' participation, interaction and involvement and links learning with life. The Academic Calendar, a part of the College Hand book, is prepared by the HODs, Vice-Principal and the Principal and provided to all the teachers and students at the beginning of the academic year. It includes the dates of start of the Academic session; tentative scheduled of end semester examinations, sessional and unit tests; submission of projects and assignment; important programmes and functions of the college, various events, and holidays etc. The unitized teaching schedule, portions end semester examinations, assignments, seminar and details of teaching techniques adopted by the teachers are planned and presented as Master Plan to the Principal at the commencement of every session. The teacher prepares the teaching plan before the start of the session and it is approved by the HoD. The departments plan Remedial Education for the poor performers in the internal tests to help them get through the semester examination. The change in the teaching, learning and evaluation schedule is suited to comply with the needs of the students. Apart from classroom interactions, the departments organize variety of teaching and learning activities with audio visual aids and ICT which facilitate for active and participatory learning. The use of ICT and modern technology in teaching-learning is intended to keep both teachers and students up to date with the latest technological advancements and using the same for innovative teaching - learning. Another mode of providing learning experience to students is arranging guest lectures, invited talks and student's seminars by the Departments. Learning is made more student-centric by various methods of participatory learning by which the students become more active participants than remaining passive listeners in the teaching - learning process. The participatory activities contribute to self-management, knowledge development and skill formation at personal and inter-personal levels. This makes them fully prepared to face the various challenges in career and life. The impact of such teaching practices is evaluated by the respective teachers through the exercises like assignment, field study, reports, projects, group discussion, seminar etc. IQAC collects feedback on the performance of teachers from all the students in a structured questionnaire which includes components on the innovative and creative teaching practices adopted by the teachers.

Practical exposure to students is an important part of teaching to help students nurture critical thinking, creativity and scientific temper. Students are encouraged to utilize various available resources like library, computer lab etc for practical learning.

## Teacher Profile and Quality

| <b>2.4.1 Average percentage of full time teachers against sanctioned posts during the last five years</b><br><b>Response: 100</b>   |                               |         |         |         |         |         |   |   |   |   |   |
|---|-------------------------------|---------|---------|---------|---------|---------|---|---|---|---|---|
| <b>File Description</b>   | <b>Document</b>               |         |         |         |         |         |   |   |   |   |   |
| Year wise full time teachers and sanctioned posts for 5 years   | <a href="#">View Document</a> |         |         |         |         |         |   |   |   |   |   |
| List of the faculty members authenticated by the Head of HEI  | <a href="#">View Document</a> |         |         |         |         |         |   |   |   |   |   |
| <b>2.4.2 Average percentage of full time teachers with Ph.D. during the last five years</b><br><b>Response: 6.36</b>  |                               |         |         |         |         |         |   |   |   |   |   |
| 2.4.2.1 Number of full time teachers with Ph.D. year-wise during the last five years  |                               |         |         |         |         |         |   |   |   |   |   |
| <table border="1"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>2</td> <td>2</td> <td>1</td> <td>1</td> <td>1</td> </tr> </tbody> </table> |                               | 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 | 2 | 2 | 1 | 1 | 1 |
| 2017-18   | 2016-17                       | 2015-16 | 2014-15 | 2013-14 |         |         |   |   |   |   |   |
| 2   | 2                             | 1       | 1       | 1       |         |         |   |   |   |   |   |
| <b>File Description</b>   | <b>Document</b>               |         |         |         |         |         |   |   |   |   |   |
| List of number of full time teachers with PhD and number of full time teachers for 5 years  | <a href="#">View Document</a> |         |         |         |         |         |   |   |   |   |   |
| <b>2.4.3 Teaching experience per full time teacher in number of years</b><br><b>Response: 14.86</b>   |                               |         |         |         |         |         |   |   |   |   |   |
| 2.4.3.1 Total experience of full-time teachers  |                               |         |         |         |         |         |   |   |   |   |   |
| Response: 327   |                               |         |         |         |         |         |   |   |   |   |   |
| <b>2.4.4 Percentage of full time teachers who received awards, recognition, fellowships at State, National, International level from Government, recognised bodies during the last five years</b><br><b>Response: 0</b>         |                               |         |         |         |         |         |   |   |   |   |   |
| 2.4.4.1 Number of full time teachers receiving awards from state /national /international level from Government recognised bodies year-wise during the last five years  |                               |         |         |         |         |         |   |   |   |   |   |

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 0       | 0       | 0       | 0       | 0       |

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

#### 2.4.5 Average percentage of full time teachers from other States against sanctioned posts during the last five years

**Response:** 0

##### 2.4.5.1 Number of full time teachers from other states year-wise during the last five years

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 0       | 0       | 0       | 0       | 0       |

| File Description  | Document                      |
|---|-------------------------------|
| List of full time teachers from other state and state from which qualifying degree was obtained | <a href="#">View Document</a> |

## 2.5 Evaluation Process and Reforms

### 2.5.1 Reforms in Continuous Internal Evaluation(CIE) system at the institutional level

**Response:**

A variety of measures are adopted to ensure numerous methods of the internal assessment process in the institution, which are held on a regular and time-bound basis viz. class tests, viva-voce, assignments, projects, group discussions and presentations. Details regarding examination and evaluation are discussed at the staff council meeting. An Examination committee is constituted every session, which is entrusted with the responsibilities of holding various examinations and related matters. The college prospectus and academic calendar, given to each student, details the rules and regulations of examinations and the dates of sessional, unit tests, and end semester examinations. Students are reminded on the rules and regulations of examinations through the course teachers. Students with poor or less than required attendance are barred from appearing in the examination unless with valid reasons.

Marks of unit tests and sessional examinations are sent to the parents and performance of the students in the examinations is discussed in the Parent-Teacher Meet. Course teacher and mentor continuously monitor over the performance of the students and provide academic guidance and psychological counseling. Slow learners are identified after the internal examinations and remedial coaching is given to them after the regular class hours. Special periodical remedial coaching is given to the SC, ST, tea tribes and minority students. The learning outcomes of the students are monitored by the course teachers through regular class tests, unit tests, sessional examinations, reviews, etc.

The realization of objectives of teaching and learning is measured through the feedback from students, alumni and parents and self appraisal of the teachers themselves. Discussion and analysis of results with the students, in the department, in the Staff Council and in the Governing Body Meeting affirms the achievement of specified learning outcomes. IQAC collects feedback from the students, alumni and parents in a structured questionnaire, which consists of components on learning outcomes and analyzes the same. The departments identify the reasons for the lapses in students' achievement and provide remedial coaching to the slow learners. The course teachers encourage the high achievers through special attention to their studies and honour them by giving them prize/memento during college function.

### **2.5.2 Mechanism of internal assessment is transparent and robust in terms of frequency and variety**

#### **Response:**

Internal examination forms integral part of the semester system. Marks scored in the internal examinations are added to the theory paper marks of the end semester examination. Internal examination is thus as important as semester examination. Question papers are set by the concerned teacher and syllabuses for the tests are given to the students well in advance. Pattern of the question paper is set according to the norms laid by the affiliating university. Examination schedule with venue is displayed on the college notice board. Retests are conducted for students who absent themselves for valid reasons. All the teachers of the college are given the duties of invigilation in the tests. Invigilators, room allotment, number of students and seating arrangement are decided by the examination committee of the college. Examiners are appointed for paper valuation and appointment orders are issued to the individual faculty members.

Apart from sessional tests and class tests exercises like assignment, field study, reports, projects, group discussion, seminar etc bring variety in internal assessment. Assessments are held periodically to assess the attainment of learning by the students and prepare them for end semester examination.



### **2.5.3 Mechanism to deal with examination related grievances is transparent, time-bound and efficient**

#### **Response:**

The examination processes are carried out systematically and transparently. The College strictly adheres to the examination schedules and hence there is no delay in the holding of internal examinations. The semester examinations are held as per the scheduled of the affiliating university. The internal examination results are declared in time and results are displayed.

The college has a well-structured mechanism for the redressal of grievances with reference to evaluation through the following steps:

- ♦ Students can inform the concerned teacher/examiner if he/she has any grievance regarding the marks scored in the internal examination.
- ♦ The students can also inform the authorities about their grievances in writing if he/she does not get any redressal from the teacher/examiner. The authority takes note of these grievances, if genuine, and takes necessary steps.
- ♦ There is also a provision for seeing the photocopy of the answer scripts by the students.
- ♦ If the student is not satisfied with the marking he/she can apply for re- evaluation, and the authority deems it genuine and allows the same.
- ♦ The performance of the students in the examinations is discussed in the classroom by the respective teachers. This ensures that the mistakes and deficiencies in the answers are clarified and sorted out. This leaves little room for dispute between the teacher and the student in his/her marks.

Regarding grievances relating to the End Semester Examinations, students can pursue the matter with the affiliating university. The college assists the students in every possible manner in this regard. Sometimes the college entrusts one of its staff to pursue the matter on behalf of the student if the matter is very serious or if the student is incapable of doing so by self.

### **2.5.4 The institution adheres to the academic calendar for the conduct of CIE**

#### **Response:**

The College strictly adheres to the Academic Calendar of the institution. The

Academic calendar lays out the tentative time schedule of the various internal examinations. This ensure that all the schedules and programmes be it academic; co-curricular, and various other activities , are conducted in smooth , efficient and systematic and planned manner and there is no clash between academic and other activities of the college.. The College strictly adheres to the examination schedules and hence there is no delay in the examinations.

## 2.6 Student Performance and Learning Outcomes

**2.6.1 Program outcomes, program specific outcomes and course outcomes for all programs offered by the Institution are stated and displayed on website and communicated to teachers and students**

### Response:

The college offers B.Com and B.B.A. course at the undergraduate level and M.com course at the Post Graduate level. B.Com course was introduced in the college in the year 1985-86. The college has so far produced thousands of B.Com degree holders. Many of the B.Com graduates are employed in various fields or are self employed or carrying forward their family businesses. Many of the B.Com graduates have pursued additional courses like C.A. (Chartered Accountants), C.S. (Company Secretary), I.C.W.A., M.B.A. etc. The B.B.A. Programme was introduced in the session 2008-09. Many of the B.B.A. graduates are working in various sectors, or are self employed or have pursued M.B.A. The M.Com programme was introduced in the academic session 2017-2018. The M.Com students are yet to appear for the final semester examination, as such no M.Com degree holder has been produced from the institution.

Number of students in various Final Semester Programmes, year wise during last five years

| Year    | B.Com | B.B.A. | M.Com | Total |
|---------|-------|--------|-------|-------|
| 2013-14 | 35    | 03     | -     | 38    |
| 2014-15 | 34    | 03     | -     | 37    |
| 2015-16 | 64    | 05     | -     | 69    |
| 2016-17 | 59    | 02     | -     | 61    |
| 2017-18 | 70    | 04     | -     | 74    |

Number of Passed students in various Final Semester programmes, year wise during last five years

| Year    | B.Com | B.B.A. | M.Com | Total passed | Total appeared | Percentage |
|---------|-------|--------|-------|--------------|----------------|------------|
| 2013-14 | 31    | Nil    | -     | 31           | 38             | 81.57%     |
| 2014-15 | 32    | 01     | -     | 33           | 37             | 89.18%     |
| 2015-16 | 51    | 02     | -     | 53           | 69             | 76.81%     |
| 2016-17 | 56    | 01     | -     | 57           | 61             | 93.44%     |
| 2017-18 | 49    | 03     | -     | 52           | 74             | 70.27%     |

### 2.6.2 Attainment of program outcomes, program specific outcomes and course outcomes are evaluated by the institution

#### Response:

The college has its own mechanism to monitor and ensure the achievement of the learning outcome. The faculty members assess students' performance on the basis of class tests on the progress of the course syllabi, sessional examinations as per University guidelines, assigning home assignments, projects etc. After the evaluation of the answer scripts, the teachers show the evaluated answer scripts to the students in order to make them aware of their mistakes, if any. All individual teachers use assessment outcomes as an indicator to evaluate student performance, achievement of learning objectives and planning. By doing so, the students can identify and rectify their weak areas and thus achieve good performance. This also increases their level of competence. For the students who are not performing well, remedial classes are arranged. The students' performance is initially assessed department wise. The HODs place it in the Academic Committee meetings. The results are analysed and a comprehensive study is done on the overall performance of the students to assess their achievement of learning outcome. A comparative analysis is also done between the performances of the current year with the previous year. The Principal conducts meetings with the academic faculty members to discuss the need to develop a formative assessment plan. The examination committee of the college, along with the help of the administrative staff regulates and collects the data of the evaluation processes.

In order to improve students' learning ability, remedial classes for the weaker students are taken by the departments. Tutorial classes are organized for the students.

### 2.6.3 Average pass percentage of Students

**Response:** 72

2.6.3.1 Total number of final year students who passed the examination conducted by Institution.

**Response:** 54

2.6.3.2 Total number of final year students who appeared for the examination conducted by the institution

**Response:** 75

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

### Student Satisfaction Survey

**2.7.1 Online student satisfaction survey regarding teaching learning process**

**Response:** 2.9

## Criterion 3 - Research, Innovations and Extension

### Resource Mobilization for Research

**3.1.1 Grants for research projects sponsored by government/non government sources such as industry ,corporate houses, international bodies, endowment, chairs in the institution during the last five years (INR in Lakhs)**

**Response:** 47.7

3.1.1.1 Total Grants for research projects sponsored by the non-government sources such as industry, corporate houses, international bodies, endowments, Chairs in the institution year-wise during the last five years(INR in Lakhs)

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 19.05   | 20.10   | 5.90    | 0       | 2.65    |

#### File Description

#### Document

List of project and grant details

[View Document](#)

e-copies of the grant award letters for research projects sponsored by non-government

[View Document](#)

**3.1.2 Percentage of teachers recognised as research guides at present**

**Response:** 0

3.1.2.1 Number of teachers recognised as research guides

**3.1.3 Number of research projects per teacher funded, by government and non-government agencies, during the last five year**

**Response:** 4.77

3.1.3.1 Number of research projects funded by government and non-government agencies during the last five years

Response: 21

3.1.3.2 Number of full time teachers worked in the institution during the last 5 years

Response: 22

| File Description                        | Document                      |
|---|-------------------------------|
| Supporting document from Funding Agency | <a href="#">View Document</a> |
| Funding agency website URL              | <a href="#">View Document</a> |

## Innovation Ecosystem

### 3.2.1 Institution has created an ecosystem for innovations including incubation centre and other initiatives for creation and transfer of knowledge

#### Response:

Commerce College, Kokrajhar being an undergraduate institution has no recognized incubation center associated with business start-ups. But it encourages faculty members for creation and transfer of knowledge. The college has introduced mentoring for the students. The faculty members provide support and encouragement to the students to maximize their learning potential. They are individually motivated to develop their personal skills. The college organizes various career oriented and personality development programmes for betterment of the students and teachers. The IQAC of the College organized Faculty Development Program by inviting Dr. Biswajit Sharma, Director, College Development Council (CDC) from Gauhati University, Guwahati, Assam.

Different departments of the College organize departmental seminars and talks to inculcate research habits amongst the students of the College.

### 3.2.2 Number of workshops/seminars conducted on Intellectual Property Rights (IPR) and Industry-Academia Innovative practices during the last five years

#### Response: 0

#### 3.2.2.1 Total number of workshops/seminars conducted on Intellectual Property Rights (IPR) and Industry-Academia Innovative practices year-wise during the last five years

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 0       | 0       | 0       | 0       | 0       |

| File Description                                   | Document                      |
|--|-------------------------------|
| List of workshops/seminars during the last 5 years | <a href="#">View Document</a> |

## Research Publications and Awards

|   |                               |         |         |         |
|---|-------------------------------|---------|---------|---------|
| <b>3.3.1 The institution has a stated Code of Ethics to check malpractices and plagiarism in Research</b>                     |                               |         |         |         |
| <b>Response:</b> No   |                               |         |         |         |
| <b>File Description</b>   | <b>Document</b>               |         |         |         |
| Institutional data in prescribed format   | <a href="#">View Document</a> |         |         |         |
| <b>3.3.2 The institution provides incentives to teachers who receive state, national and international recognition/awards</b> |                               |         |         |         |
| <b>Response:</b> No   |                               |         |         |         |
| <b>3.3.3 Number of Ph.D.s awarded per teacher during the last five years</b>  |                               |         |         |         |
| <b>Response:</b> 0  |                               |         |         |         |
| 3.3.3.1 How many Ph.Ds awarded within last five years   |                               |         |         |         |
| 3.3.3.2 Number of teachers recognized as guides during the last five years  |                               |         |         |         |
| <b>File Description</b>   | <b>Document</b>               |         |         |         |
| List of PhD scholars and their details like name of the guide , title of thesis, year of award etc                            | <a href="#">View Document</a> |         |         |         |
| <b>3.3.4 Number of research papers per teacher in the Journals notified on UGC website during the last five years</b>         |                               |         |         |         |
| <b>Response:</b> 0.23   |                               |         |         |         |
| 3.3.4.1 Number of research papers in the Journals notified on UGC website during the last five years                          |                               |         |         |         |
| 2017-18   | 2016-17                       | 2015-16 | 2014-15 | 2013-14 |
| 4   | 1                             | 0       | 0       | 0       |
| <b>File Description</b>   | <b>Document</b>               |         |         |         |
| List of research papers by title, author, department, name and year of publication  | <a href="#">View Document</a> |         |         |         |

**Response: 0.5**

3.3.5.1 Total number of books and chapters in edited volumes / books published, and papers in national/international conference-proceedings year-wise during the last five years

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 2       | 1       | 1       | 3       | 4       |

| File Description  | Document                      |
|---|-------------------------------|
| List books and chapters in edited volumes / books published | <a href="#">View Document</a> |

### 3.4 Extension Activities

**3.4.1 Extension activities in the neighbourhood community in terms of impact and sensitizing students to social issues and holistic development during the last five years**

**Response:**

The college promotes the institution neighborhood community network by various activities of its organization through NSS. Recently, the NSS volunteers of the college observed World Environment day like previous year 2017, on 5th June, 2018 also at Magurmari High School where a large number of saplings were planted. In the said event a felicitation programme was organized to felicitate HSLC passed students of the school like previous year.

One village viz. Magurmari was adopted by the College and a number of community developmental works been formulated like cleanliness, Beti Bachao, Beti Padhao etc. with the help of different cell & committees of the college.

The NSS volunteers of the college participated in a 7 (Seven) days training programme on LIFE SKILL & LAEDRSHIP organized by Ministry of Youth affairs & Sports, Govt. of India in collaboration with Bodoland University, Kokrajhar.

Students are involved in various special activities promoting citizenship role, through the social services carried out by the following organization of the institution in association with faculty in charge.

1. National service scheme (NSS)
2. Red Ribbon Club (RRC)



## 3. Youth Red Cross Society

**3.4.2 Number of awards and recognition received for extension activities from Government /recognised bodies during the last five years****Response:** 0**3.4.2.1 Total number of awards and recognition received for extension activities from Government /recognised bodies year-wise during the last five years**

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 0       | 0       | 0       | 0       | 0       |

**File Description****Document**

Number of awards for extension activities in last 5 years

[View Document](#)**3.4.3 Number of extension and outreach Programs conducted in collaboration with Industry, Community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., during the last five years****Response:** 3**3.4.3.1 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**

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 2       | 1       | 0       | 0       | 0       |

**File Description****Document**

Number of extension and outreach programs conducted with industry,community etc for the last five years

[View Document](#)

### 3.4.4 Average percentage of students participating in extension activities with Government Organisations, Non-Government Organisations and programs such as Swachh Bharat, Aids Awareness, Gender Issue, etc. during the last five years

**Response:** 0.28

3.4.4.1 Total number of students participating in extension activities with Government Organisations, Non-Government Organisations and programs such as Swachh Bharat, Aids Awareness, Gender Issue, etc. year-wise during the last five years

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 0       | 1       | 1       | 1       | 1       |

| File Description  | Document                      |
|---|-------------------------------|
| Average percentage of students participating in extension activities with Govt or NGO etc | <a href="#">View Document</a> |

## Collaboration

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

**Response:** 0

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

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 0       | 0       | 0       | 0       | 0       |

| File Description   | Document                      |
|--|-------------------------------|
| Number of Collaborative activities for research, faculty etc | <a href="#">View Document</a> |

### 3.5.2 Number of functional MoUs with institutions of National/ International importance, Other Institutions, Industries, Corporate houses etc., during the last five years (only functional MoUs with ongoing activities to be considered)

**Response:** 0

3.5.2.1 Number of functional MoUs with institutions of national, international importance, other universities, industries, corporate houses etc. year-wise during the last five years (only functional MoUs with ongoing activities to be considered)

|         |         |         |         |         |
|---------|---------|---------|---------|---------|
| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
| 0       | 0       | 0       | 0       | 0       |

| File Description  | Document                      |
|---|-------------------------------|
| Details of functional MoUs with institutions of national, international importance, other universities etc during the last five years | <a href="#">View Document</a> |

## Criterion 4 - Infrastructure and Learning Resources

### Physical Facilities

**4.1.1 The institution has adequate facilities for teaching- learning. viz., classrooms, laboratories, computing equipment, etc.**

**Response:**

The Commerce College Kokrajhar is the only institution which imparts Commerce education in the Kokrajhar town from Higher Secondary level to Post Graduate level in regular mode. The College also offers Under Graduate Courses in BBA along with B.Com course. Adequate facilities for teaching-learning are available for the smooth functioning of the institution. There are two Assam Type building and one RCC building for class room. A total number of 18 class room is available for the purpose. The RCC building comprises of three block viz. Administrative block, library & Academic block. Apart from this one well equip computer lab with internet facility is available in the college. The facility of auditorium and indoor stadium is also available in the college. Separate RCC hostel building for boys and girls is under construction. Boys and girls common room is available in the college premises for the students.

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

**Response:**

The college has one auditorium with seating capacity of 500 with available infrastructural resources. Cultural programme like Freshmen's Social Day, College Social Week etc. are being celebrated/ performed at the College auditorium every year. Apart from this many Government as well as Non-Governmental programmes being organized here time to time. The College has one Indoor Stadium for the students and teachers of the college, where hidden talent groom its platform. Moreover, the college has one open field cum athletic track in the college premises.

**4.1.3 Percentage of classrooms and seminar halls with ICT - enabled facilities such as smart class, LMS, etc**

**Response:** 11.11

**4.1.3.1 Number of classrooms and seminar halls with ICT facilities**

**Response:** 2

| File Description   | Document                      |
|--|-------------------------------|
| Number of classrooms and seminar halls with ICT enabled facilities | <a href="#">View Document</a> |

#### 4.1.4 Average percentage of budget allocation, excluding salary for infrastructure augmentation during the last five years.

**Response:** 30.42

4.1.4.1 Budget allocation for infrastructure augmentation, excluding salary year-wise during the last five years (INR in Lakhs)

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 45.63   | 0.34    | 0.55    | 38.60   | 2.4     |

| File Description  | Document                      |
|---|-------------------------------|
| Details of budget allocation, excluding salary during the last five years | <a href="#">View Document</a> |

### Library as a Learning Resource

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

**Response:**

The Commerce College Kokrajhar Library is a resource hub for acquiring knowledge for the stakeholder of the college. The library has sufficient collection of books, journals, magazines, periodicals to cater to the needs of the students as well as faculties. ILMS (SOUL 2.0) is available for the students and teachers. E-library is also available with facilities such as subscription for e-journals, e-books, National Digital Library. The library updates its latest informations about various services through its dedicated website regularly. It includes providing old question papers, career news, scholarship news along with various e-books and e- journals online links. The library is going to start whatsapp group page service among the teaching staff to inform about new arrivals of books in the library as well as requisition of books.

#### 4.2.2 Collection of rare books, manuscripts, special reports or any other knowledge resources for library enrichment

**Response:**

The college libraries have good numbers of Reference collection. The evergreen reference books like the encyclopedia Britannica, The World Great Classics, and various dictionaries.

| Sl.No. | Name of the Book           | Publisher                    | Author               | No. of Copies    | Year          |
|--------|----------------------------|------------------------------|----------------------|------------------|---------------|
| 1      | Encyclopedia Britannica    | Encyclopedia Britannica Inc. | Copy Right Publisher | 1 set (32 Vols.) | 1987          |
| 2      | The World's Great Classics | Standard Literature          | Copy Right Publisher | 50               | Not Available |

**4.2.3 Does the institution have the following:**

- 1.e-journals
- 2.e-ShodhSindhu
- 3.Shodhganga Membership
- 4.e-books
- 5.Databases

**A. Any 4 of the above**

**B. Any 3 of the above**

**C. Any 2 of the above**

**D. Any 1 of the above**

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

| File Description   | Document                      |
|--|-------------------------------|
| Details of subscriptions like e-journals,e-ShodhSindhu,Shodhganga Membership etc | <a href="#">View Document</a> |

**4.2.4 Average annual expenditure for purchase of books and journals during the last five years (INR in Lakhs)**

**Response:** 0.39

4.2.4.1 Annual expenditure for purchase of books and journals year-wise during the last five years (INR in Lakhs)

|         |         |         |         |         |
|---------|---------|---------|---------|---------|
| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
| 1.30    | 0.22    | 0.26    | 0.14    | 0.05    |

| File Description  | Document                      |
|---|-------------------------------|
| Details of annual expenditure for purchase of books and journals during the last five years | <a href="#">View Document</a> |

#### 4.2.5 Availability of remote access to e-resources of the library

**Response:** Yes

#### 4.2.6 Percentage per day usage of library by teachers and students

**Response:** 1.97

4.2.6.1 Average number of teachers and students using library per day over last one year

**Response:** 6

### IT Infrastructure

#### 4.3.1 Institution frequently updates its IT facilities including Wi-Fi

**Response:**

The Commerce College Kokrajhar has a broad band connection since 2005. The broad band local area connection was made for convenience of the teachers for the period 2005 to 2016. But since 03-04-2017, the Commerce College Kokrajhar has been providing JIO Network Wi-Fi facilities, covering a huge area usable by the teachers and staff as well as students of the College. For JIO Wi-Fi connection, the Commerce College Kokrajhar received a grant of Rs. 50,000/- as the first instalment from the Govt. of Assam. This Wi-Fi facility covers all the class rooms, library, office and College campus. All the updates are done by the JIO Net operator, who visits the College as and when required.

#### 4.3.2 Student - Computer ratio

**Response:** 14.1

#### 4.3.3 Available bandwidth of internet connection in the Institution (Lease line)

**>=50 MBPS**

35-50 MBPS

20-35 MBPS

5-20 MBPS

**Response:** <5 MBPS

**4.3.4 Facilities for e-content development such as Media Centre, Recording facility, Lecture Capturing System (LCS)**

**Response:** No

| File Description  | Document                      |
|---|-------------------------------|
| Facilities for e-content development such as Media Centre, Recording facility,LCS | <a href="#">View Document</a> |

## Maintenance of Campus Infrastructure

**4.4.1 Average Expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component, as a percentage during the last five years**

**Response:** 30.26

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

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 4.96    | 9.45    | 12.45   | 60.10   | 12.10   |

| File Description   | Document                      |
|--|-------------------------------|
| Details about assigned budget and expenditure on physical facilities and academic facilities | <a href="#">View Document</a> |

**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:**

The commerce College Kokrajhar has been doing every official works under digital process. Now a days all the documents are generated in online process including



students admission, filling up forms of examination. The network facilities are availed by the college for all the physical, academic and other official works. The Jio Wi-Fi facilities as well as the BSNL network has been supporting the college for allround services for the prompt works. The commerce college kokrajhar has been bearing all the maintenance and recurring expenditure bill regularly from its internal sources.

Infrastructure facilities are maintained under strict supervision of Principal of the Commerce College Kokrajhar. The college engages ad-hoc skilled labourer/ technicians to do the maintenance work of infrastructures of the college. For any kind of maintenance or repair, faculty members and other staff can also put complaint to the Principal and he physically examines and then rectifies the problem.

Library- The new arrivals of books are first collected, Data entered in the SOUL 2.0 software and then shelved according to Dewey decimal classification. Book binding is done for damaged books to prevent further damage. The College has constituted Library Advisory Committee for smooth and efficient functioning of library.

## Criterion 5 - Student Support and Progression

### Student Support

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

**Response:** 6.8

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

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 55      | 41      | 0       | 1       | 0       |

#### File Description

#### Document

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

[View Document](#)

#### 5.1.2 Average percentage of students benefited by scholarships, freeships, etc. provided by the institution besides government schemes during the last five years

**Response:** 0

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

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 0       | 0       | 0       | 0       | 0       |

#### Number of capability enhancement and development schemes –

1. For competitive examinations
2. Career counselling
3. Soft skill development
4. Remedial coaching
5. Language lab
6. Bridge courses
7. Yoga and meditation
8. Personal Counselling

**A. 7 or more of the above**

**B. Any 6 of the above**

**C. Any 5 of the above**

**D. Any 4 of the above**

**Response:** E. 3 or less of the above

| File Description  | Document                      |
|---|-------------------------------|
| Details of capability enhancement and development schemes | <a href="#">View Document</a> |

#### **5.1.4 Average percentage of student benefited 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 benefited by guidance for competitive examinations and career counselling offered by the institution year-wise during the last five years

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 0       | 0       | 0       | 0       | 0       |

| File Description  | Document                      |
|---|-------------------------------|
| Number of students benefited by guidance for competitive examinations and career counselling during the last five years | <a href="#">View Document</a> |

#### **5.1.5 Average percentage of students benefited by Vocational Education and Training (VET) during the last five years**

**Response:** 0

5.1.5.1 Number of students attending VET year-wise during the last five years

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 0       | 0       | 0       | 0       | 0       |

|   |                               |
|---|-------------------------------|
| <b>File Description</b>                   | <b>Document</b>               |
| Details of the students benefitted by VET | <a href="#">View Document</a> |

### 5.1.6 The institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases

**Response:** Yes

|   |                               |
|---|-------------------------------|
| <b>File Description</b>   | <b>Document</b>               |
| Details of student grievances including sexual harassment and ragging cases | <a href="#">View Document</a> |

## Student Progression

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

**Response:** 2.89

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

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 1       | 0       | 3       | 1       | 2       |

|   |                               |
|---|-------------------------------|
| <b>File Description</b>                                 | <b>Document</b>               |
| Details of student placement during the last five years | <a href="#">View Document</a> |

### 5.2.2 Percentage of student progression to higher education (previous graduating batch)

**Response:** 27.78

#### 5.2.2.1 Number of outgoing students progressing to higher education

**Response:** 15

|  |                               |
|--|-------------------------------|
| <b>File Description</b>                            | <b>Document</b>               |
| Details of student progression to higher education | <a href="#">View Document</a> |

**Response: 20**

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

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 0       | 0       | 0       | 0       | 1       |

5.2.3.2 Number of students who have appeared for the exams year-wise during the last five years

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 0       | 0       | 0       | 0       | 1       |

| File Description  | Document                      |
|---|-------------------------------|
| Number of students qualifying in state/ national/ international level examinations during the last five years | <a href="#">View Document</a> |

## Student Participation and Activities

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

**Response: 0**

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

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 0       | 0       | 0       | 0       | 0       |

| File Description   | Document                      |
|--|-------------------------------|
| Number of awards/medals for outstanding performance in sports/cultural activities at national/international level during the last five years | <a href="#">View Document</a> |

### 5.3.2 Presence of an active Student Council & representation of students on academic & administrative bodies/committees of the institution

#### Response:

The college promotes the students to take part in the co-curricular and extra-curricular activities as depicted in the college list. The College Students' Union hosts Annual College Week where cultural programmes, annual athletic meet, literary competition, Quiz competition etc to enrich and cultivate sporting spirit, leadership qualities, team work among the students and to prepare a healthy & smart work-force for their effective productivity and contribution towards the Nation Building Process. Some students also participate in inter-district, inter college level competition and made remarkable achievements.

In such cases, students who are associated with games and sports and other non-scholastic activities, are given relaxation if they fail to appear in internal examinations. They are re-examined as per their convenient time schedule. These students are also helped by the concerning teaches by supplying books from the library.

The college provides uniform for student participants representing the college at state and national level based sports competitions or, athletic meet. The college also has sports equipments for the purpose. Of course there is no special dietary system in the college. But during annual college week some fruits and packet lunches are provided to the student participants.

Commerce College, Kokrajhar has constituted various academic and administrative bodies like Anti Ragging Cell, Gender Sensitization Committee against Sexual Harassment (GSCASH) etc. where the involvements of student's representation have been made. Of course, all the members of the union body equally extend their share in all respects of non-scholastic activities.

### 5.3.3 Average number of sports and cultural activities/ competitions organised at the institution level per year

#### Response: 1

5.3.3.1 Number of sports and cultural activities / competitions organised at the institution level year-wise during the last five years

|         |         |         |         |         |
|---------|---------|---------|---------|---------|
| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
| 1       | 1       | 1       | 1       | 1       |

| File Description   | Document                      |
|--|-------------------------------|
| Number of sports and cultural activities / competitions organised per year | <a href="#">View Document</a> |

## Alumni Engagement

**5.4.1 The Alumni Association/Chapters (registered and functional) contributes significantly to the development of the institution through financial and non financial means during the last five years**

**Response:**

The Alumni of the College is known as Commerce College Kokrajhar Alumni Association. The Association is a new one which tries to assemble its all assets since its inception. But it is not easy task for the office bearer of the Alumni Association of the College, though they are trying to nurture its aim and motto for the all round development of the College. Different activities of the college including the problems are discussed in the meeting of Alumni time to time and valuable discussions are taken for all round development of the college. The college network and collaborate with the Alumni of the college through personnel contact by mobile, email and by face book. The college is planning to give advertisement for the above purpose in future.

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

? 5 Lakhs

4 Lakhs - 5 Lakhs

3 Lakhs - 4 Lakhs

1 Lakh - 3 Lakhs

**Response:** <1 Lakh

| File Description                      | Document                      |
|---------------------------------------|-------------------------------|
| Alumni association audited statements | <a href="#">View Document</a> |

**Response: 2**

## 5.4.3.1 Number of Alumni Association /Chapters meetings held year-wise during the last five years

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 1       | 1       | 0       | 0       | 0       |

**File Description****Document**

Number of Alumni Association / Chapters meetings conducted during the last five years

[View Document](#)



## **Criterion 6 - Governance, Leadership and Management**

### **Institutional Vision and Leadership**

#### **6.1.1 The governance of the institution is reflective of an effective leadership in tune with the vision and mission of the institution**

**Response:**

**Vision:**

- ◆ Commerce College, Kokrajhar was established in the year 1985 with a vision to impart holistic education to students for their academic excellence and to inculcate national and human values in them through academic, co-curricular and socially meaningful activities.

**Mission:**

- ◆ The college is one of the premier institutes in Kokrajhar imparting commerce education. Hence, the administration and faculty actively mentor students to enable them to take responsibilities in various transitions that are persistently taking place in all spheres of their life.
- ◆ The college aims at encouraging the students to participate in extra-curricular activities like Games and Sports, Cultural Programmes, etc.
- ◆ The college lays importance to create an environment for the development of human virtues like spirit of co-operation, discipline, love and feeling of brotherhood amongst the students.
- ◆ The college attempts to encourage the students for Spiritual Development and to train them in civil responsibility, Healthy Living Condition etc.
- ◆ It serves the rural people through Extension Education by the application of Scientific Knowledge and Techniques in solving Rural Problems.
- ◆ The institution aims at spreading the feeling of Nationalism among the new generation.

#### **6.1.2 The institution practices decentralization and participative management**

**Response:**

The governing body of the college looks into the internal control mechanism of the institution as per rules and guidelines of the government issued from time to time. It meets at regular intervals to review the implementation of its resolutions and take necessary steps of the progress to be made. The principal of the college is the Ex- officio secretary of the governing body who keeps in touch with the members. The Principal usually holds meeting with all departmental heads and the members of different committees of the institution to sort out scholastic and non scholastic problems of the college and their consequent remedies.

## Strategy Development and Deployment

### 6.2.1 Perspective/Strategic plan and Deployment documents are available in the institution

#### Response:

The Principal being the head of the institution, makes decisions regarding ensuring the policy statements and action plans for fulfillment of the mission and the others. He formulates the action plans on the basis of the suggestions from the stakeholders of the college. The teachers and the non-teaching staffs of the college also provide necessary suggestions while preparing the action plans of the institution. The funds from different sources are used as per decisions taken by the authority.

#### Following are some of the committees of the college to monitor quality:

- ◆ Time table Committee: The Committee is solely headed by the Vice Principal of the college who looks all academic matters of the institution. Of course with due consultation of all Heads of departments works are carried out
- ◆ Development Committee and Building Committee: It monitors the upkeep and maintenance of the building, its construction and renovation etc.
- ◆ Academic Cell: The cell controls and monitors the academic workload and exam results of students with due consultation of Time Table Committee.
- ◆ Commerce College Kokrajhar Students' Union (CCKSU): It handles all students' activities and maintains discipline.

### 6.2.2 Organizational structure of the institution including governing body, administrative setup, and functions of various bodies, service rules, procedures, recruitment, promotional policies as well as grievance redressal mechanism

**Response:**

As the GB (Governing Body) of the college is the parental body of the institution, therefore, it participates and consults while preparing annual action plan. The GB, the Principal, Staff Council and IQAC work in a concerted manner to ensure effective implementation of policies and programmes so that desired academic standards are achieved and maintained in the college. The Principal and Staff Council have constituted various committees to ensure that the requirements of stakeholders are identified and met. After looking at the specifics of the issues, the concerned committee discusses and deliberates on them. The committee gives its recommendations to the Principal, who, in turn, forwards it to the GB for its necessary action and disposal.

Therefore, planning of the policies, implementation and evaluation are all matters under jurisdiction of stakeholders.

**Implementation of e-governance in areas of operation**

- 1.Planning and Development
- 2.Administration
- 3.Finance and Accounts
- 4.Student Admission and Support
- 5.Examination

- A. All 5 of the above
- B. Any 4 of the above
- C. Any 3 of the above
- D. Any 2 of the above

**Response:** D. Any 2 of the above

| File Description  | Document                      |
|---|-------------------------------|
| Details of implementation of e-governance in areas of operation Planning and Development,Administration etc | <a href="#">View Document</a> |

**6.2.4 Effectiveness of various bodies/cells/committees is evident through minutes of meetings and implement-tation of their resolutions****Response:**

All activities of the college are performed through the respective committees/cells. Complete plans of activities are formulated by the committees in its meetings and the activities are performed accordingly.

Following example shows the effectiveness of these committees.

A Programme of Health Awareness & Free Blood Group Test program was organized by Red Ribbon & Health Care Cell of IQAC, Commerce College Kokrajhar on 14/06/2016. Several Professional Doctors and other para medical professionals participated in the programme. They highlighted awareness on maintaining good health and sanitation among the teaching as well as Student Community.

A Programme on Health and Happiness was organized by the IQAC in collaboration with Art of Living in the College in the month of September, 2018. The Programme was attended by the Teachers as well as Students of the College. Through this programme it was sought to inculcate the Students Community how to maintain a balanced spiritual and mental health. A team of members of the organization of Art of Living demonstrated practical yoga. The participants learned Yoga and Meditation to unlock their fullest potential. They also learned ways of easy relief of stress and enhance all aspects of their lives. The participants also learned how to heal and harmonize the body, mind and spirit and develop skills to handle the mind and negative emotions. They also learned practical wisdom to improve relationships. The programme helped the participants to learn how to enhance intuition, improve confidence and boost creativity and intelligence.

Moreover, one mack drill programme was organized where the Officials demonstrated in front of the Students various methods and techniques to deal with the situations arising out of natural disasters like Earthquakes, Floods, Windstorms and other natural calamities. The Students Community and the Staff of the College benefitted a lot by learning those measures necessary to be taken in these types of situations.

### **6.3 Faculty Empowerment Strategies**

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

**Response:**

The institution makes the following welfare schemes available for the teaching and non-teaching staff.

- Provident fund & GIS as per Government rules.
- Maternity leave as per Government rules.
- Medical leave / casual leave / compensatory off facilities as per Government

rules.

- ♦ Duty leave as applicable as per Government rules.
- ♦ House building loan through the banks.
- ♦ Car loan through banks.
- ♦ Personal Loan through Commerce College Kokrajhar Employees Welfare Fund. (CCKEWF)

### 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

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 0       | 0       | 0       | 0       | 0       |

#### File Description

Details of teachers provided with financial support to attend conferences,workshops etc during the last five years

#### Document

[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 programs organized by the Institution for teaching and non teaching staff year-wise during the last five years

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 0       | 0       | 0       | 0       | 0       |

| File Description  | Document                      |
|---|-------------------------------|
| Details of professional development / administrative training programs organized by the Institution for teaching and non teaching staff | <a href="#">View Document</a> |

#### 6.3.4 Average percentage of teachers attending professional development programs viz., Orientation Program, Refresher Course, Short Term Course, Faculty Development Program during the last five years

**Response:** 21.82

6.3.4.1 Total number of teachers attending professional development programs, viz., Orientation Program, Refresher Course, Short Term Course, Faculty Development Programs year-wise during the last five years

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 10      | 1       | 5       | 5       | 3       |

| File Description   | Document                      |
|--|-------------------------------|
| Details of teachers attending professional development programs during the last five years | <a href="#">View Document</a> |

#### 6.3.5 Institution has Performance Appraisal System for teaching and non-teaching staff

**Response:**

The institution has an ongoing system of performance appraisal of the staff and subsequent evaluation. Self appraisal of the members of the faculty and assessment there upon is done on the basis of proper maintenance of progress registers, student's attendance registers, Reports on respective co curricular activities, disposal of files of sections under their charge. The self appraisal format is as per government guidelines is meant to discover the performance of the faculty in a prospective manner. The pass out percentage in the university examinations reflects the performance of the faculty members.

The process of evaluation and assessment on performance of teachers is quite comprehensive. At times the principal also suggests measures for better appraisal, the resort is more persuasive.

### 6.4 Financial Management and Resource Mobilization

**6.4.1 Institution conducts internal and external financial audits regularly****Response:**

The financial management of the college is under the total control of the governing body except in so far as the principal is allowed to meet with the contingencies. The governing body acts through the principal, who on the other hand with the assistance of the accounts bursar and the budget committee, prepares the budget and places it before the governing body for approval. The principal gets the internal audit audited by the members nominated by the Governing Body and by Chartered accountant as the case may be. All major expenditures involving infrastructural development are undertaken with the approval of Governing Body. Utmost care is taken for effective utilization and transparency.

Audit is a part of the financial management of the college. The cash and financial process of the college is subject to make internal audit by the members nominated by the Governing Body and by Chartered accountant. Audit of the local fund is conducted annually without break. The service of the chartered accountants is hired for the audit of UGC grants. Internally the daily transaction of the college is cross checked by the accounts bursar.

**6.4.2 Funds / Grants received from non-government bodies, individuals, Philanthropists during the last five years (not covered in Criterion III) (INR in Lakhs)****Response: 0**

6.4.2.1 Total Grants received from non-government bodies, individuals, philanthropists year-wise during the last five years (INR in Lakhs)

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 0       | 0       | 0       | 0       | 0       |

| File Description   | Document                      |
|--|-------------------------------|
| Details of Funds / Grants received from non-government bodies during the last five years | <a href="#">View Document</a> |

**6.4.3 Institutional strategies for mobilization of funds and the optimal utilization of resources****Response:**

Development fees collected from the students is the major source of institutional receipts / funding. The annual budget is prepared accordingly to with emphasis on priorities so as to minimize deficit.

In recent years the college has experienced considerable growth despite challenges particularly limited responses. To cope up with the changing needs of time the college makes untiring efforts for additional funds from the UGC, State government, MP and MLA LADS. The funds so arranged are utilized as per government guidelines.

## **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:**

Earlier all teaching learning processes were conducted under the purview of the Academic Committee of the college but with the emergence of the IQAC these are formulated with the Internal Quality Assurance guidelines. IQAC (Internal Quality Assurance Cell) of the college came into existence from 18th October, 2014. Though the IQAC was established in the year 2014, it started working from 18th October, 2015. The policy of the institution worked out so far was made by the Principal/ Secretary of the Governing Body of the college and other committees' along with IQAC.

**Various key areas for regular monitoring and documentation by IQAC are:**

- Curriculum development
- Organization of lectures by prominent resource persons in different areas.
- Participation in innovation and research works
- organization of students' counseling sessions
- Extension activities for community development
- Plans to make collaboration with Industry and placement meet.
- Consultations with various organizations
- Preparation of Annual Quality Assurance Report (AQAR) to be submitted to NAAC based on the quality parameters. The IQAC of the college is moving towards documentation of the strategies and processes as per new guidelines.



**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****Response:**

IQAC (Internal Quality Assurance Cell) of the college came into existence from 18th October, 2014. Though the IQAC was established in the year 2014, it started working from 18th October, 2015. Dr. Debasish Bhattacharjee was assigned with task of Coordinator of the IQAC. Dr. Bhattacharjee was followed by Mr. Shyam Subedy as the coordinator of the cell. The policy of the institution worked out so far was made by the Principal/ Secretary of the Governing Body of the college and other committees' along with IQAC. The entire process of work is carried out through different committees and assignment to individual teachers. The departmental administration is solely managed by different HODs. The members of the Governing Body specifically, the Principal / Secretary of the G.B. and Vice Principal/ Ex-Officio member of the G.B. makes necessary decisions in the matter of general administration. However, all major issues regarding reviews and implementation of teaching-learning reforms, the IQAC usually places proposals to the G.B. The feedback system facilitates the integrated framework. Regarding all promotional and professional development matter of faculty members of the college the IQAC takes initiatives to formulate the same.

**6.5.3 Average number of quality initiatives by IQAC for promoting quality culture per year****Response:** 1.6**6.5.3.1 Number of quality initiatives by IQAC for promoting quality year-wise for the last five years**

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 2       | 3       | 1       | 1       | 1       |

**File Description****Document**

Number of quality initiatives by IQAC per year for promoting quality culture

[View Document](#)

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

- 1.Regular meeting of Internal Quality Assurance Cell (IQAC); timely submission of Annual Quality Assurance Report (AQAR) to NAAC; Feedback collected, analyzed and used for improvements
- 2.Academic Administrative Audit (AAA) and initiation of follow up action
- 3.Participation in NIRF
- 4.ISO Certification
- 5.NBA or any other quality audit

**A. Any 4 of the above**

**B. Any 3 of the above**

**C. Any 2 of the above**

**D. Any 1 of the above**

**Response:** C. Any 2 of the above

| File Description  | Document                      |
|---|-------------------------------|
| Details of Quality assurance initiatives of the institution | <a href="#">View Document</a> |

**6.5.5 Incremental improvements made during the preceding five years (in case of first cycle) Post accreditation quality initiatives (second and subsequent cycles)**

Academic calendar for the session had been prepared before the commencement of new academic session every year to ensure effective implementation of the curriculum.

Admission process has been introduced College software centric to ensure transparency in the admission process. Admission of the students is done completely on the basis of merit

Updated prospectus has been made available to the students. Various sub-committees are formed before the beginning of the new academic session and the names of the convener of each committee are decided in the Teachers Council Meeting. The teaching members use ICT (laptops & Projectors) to make the process of teaching learning more learner-centric. Mentoring System for students to minimize dropouts is maintained through Personal Counseling.

Teachers encourage students to present papers in Departmental Seminars & participate in Departmental programmes. Library automation is in process.

Feedback system is adopted for various purposes. Grievance and redressal mechanism for students has been adopted. Up-to-date website is maintained.

## Criterion 7 - Institutional Values and Best Practices

### Institutional Values and Social Responsibilities

|  |         |                               |         |         |
|--|---------|-------------------------------|---------|---------|
| <b>7.1.1 Number of gender equity promotion programs organized by the institution during the last five years</b>      |         |                               |         |         |
| <b>Response: 1</b>   |         |                               |         |         |
| 7.1.1.1 Number of gender equity promotion programs organized by the institution year-wise during the last five years |         |                               |         |         |
| 2017-18  | 2016-17 | 2015-16                       | 2014-15 | 2013-14 |
| 1  | 0       | 0                             | 0       | 0       |
| <b>File Description</b>  |         | <b>Document</b>               |         |         |
| List of gender equity promotion programs organized by the institution  |         | <a href="#">View Document</a> |         |         |

### 7.1.2

#### 1. Institution shows gender sensitivity in providing facilities such as:

1. Safety and Security
2. Counseling
3. Common Room

#### Response:

**Safety and Security:** Commerce College Kokrajhar has grievance redressal cell and women cell which address the grievances of students. Utmost priority is given to prevent the sexual harassment of the students and to ensure their safety and security within the campus. Women cell is headed by senior women teachers. The college has anti-ragging committee. Ragging is strictly prohibited in the campus and so far no incidence of ragging or sexual harassment incidence has been reported in the campus.

**Counseling:** The admission committee conducts academic counseling at the time of fresh admission in the college regarding the choice of subjects. The department(s) of the College conducts counseling regarding selection of Major/Honours under the supervision of the respective head of the department of the College at the time of fresh admission in the College. Academic counseling is giving to them through various interactive programs. Students are also encouraged to have knowledge about career at Career Counseling cell of the College.

**Common room:** College provides separate common room facilities for boys and girls. The Common Room is used only by the students. Attached toilet facility has been provided at Girls' Common Room with necessary available furniture.

**Alternate Energy initiatives such as:**

**1. Percentage of annual power requirement of the Institution met by the renewable energy sources**

**Response:** 0

7.1.3.1 Annual power requirement met by the renewable energy sources (in KWH)

7.1.3.2 Total annual power requirement (in KWH)

Response: 7950

| File Description  | Document                      |
|---|-------------------------------|
| Details of power requirement of the Institution met by renewable energy sources | <a href="#">View Document</a> |

**7.1.4 Percentage of annual lighting power requirements met through LED bulbs**

**Response:** 47.11

7.1.4.1 Annual lighting power requirement met through LED bulbs (in KWH)

Response: 3745

7.1.4.2 Annual lighting power requirement (in KWH)

Response: 7950

| File Description   | Document                      |
|--|-------------------------------|
| Details of lighting power requirements met through LED bulbs | <a href="#">View Document</a> |

**7.1.5 Waste Management steps including:**

- Solid waste management
- Liquid waste management
- E-waste management

**Response:**

**Solid waste management:** Commerce College Kokrajhar has a proper solid waste management system. The waste products of the administrative, academic and library sections are systematically accumulated in the college. Use of Dust Bins is a healthy habit in the College. The accumulated solid wastes are carried to a proper place for their disposal. In this system, The Kokrajhar Municipality Board helps the college by taking the solid waste to dump in dumping ground or in any other place. Usually, the solid waste disposals specially, bio-degradable are dumped in a pit arranged so far by the College which, later on are used as manure for the gardening.

**Liquid waste management:** The Commerce College Kokrajhar has no liquid waste other than the excess water which is drained out automatically to the nearby central drain. There is nothing other issues regarding the liquid waste management because the College imparts education in Commerce stream where no chemical materials and laboratories are used.

**E-waste management:** Commerce College Kokrajhar has a very limited number of electronic wastes such as CDs and other electronic/ electrical equipments which are generally sold out or giving free of cost to scrap vendors of the locality.

#### 7.1.6 Rain water harvesting structures and utilization in the campus

**Response:**

Commerce College Kokrajhar, presently has no provision for rainwater harvesting in the campus. As the location of the College is in the region of heavy rain fall where frequent floods effect the people, hence the concept of rain water harvesting has not been stressed much. However, the College has a future plan to preserve rain water for various purposes. Commerce College Kokrajhar has drainage system within the campus. There is proper arrangement through which the rain water directly flows down to the surrounding vegetation and the pit area. Most of rain water percolates through soil. These arrangements maintain the ground water level.

#### 7.1.7 Green Practices

**Students and staff use:**

- a) Bicycles
  - b) Public Transport
  - c) Pedestrian friendly roads
- Plastic-free campus
  - Paperless office
  - Green landscaping with trees, plants and shrubs.

**Response:**

**Bicycles:** Some students use bicycles from home to college and college to home as a mode of transportation. There are also some administrative staffs and sub staff employees who use bicycles.

**Public Transport:** Near about 35 percent students, teaching and non-teaching staffs use public transport facility.

**Polythene Free Campus:** The College has initiated less use of polythene as far as possible around the campus to seek solution to the plastic waste problems. The NSS Volunteers of the College take initiative to make the people aware about the harmful effect of polythenes and suggests the alternatives measures like recycle, reuse and reduce etc.

**Paperless Office:** In this regard the College has taken various initiatives like bulk SMS service for disseminating important notice among the students. All information such as scholarship forms, admission related data and other important notices are circulated through SMS as well as uploaded to the college website. The college office ensures that most of the communication with university authorities and higher education directorate officials should be done through email and whatsapp. Notices of meetings of different committees/Cells are communicated through Whatsapp group service of the College.

**The NSS volunteers of the College plant seedlings at Magurmari High School, Pt-II on the occasion of World Environment Day each and every year in collaboration with IQAC of the College.**

#### **7.1.8 Average percentage expenditure on green initiatives and waste management excluding salary component during the last five years**

**Response:** 0

7.1.8.1 Total expenditure on green initiatives and waste management excluding salary component year-wise during the last five years(INR in Lakhs)

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 0.86    | 1.38    | 1.11    | 0.99    | 0.45    |

| <b>File Description</b>   | <b>Document</b>               |
|---|-------------------------------|
| Details of expenditure on green initiatives and waste management during the last five years | <a href="#">View Document</a> |

**7.1.9 Differently abled (Divyangjan) Friendliness Resources available in the institution:**

1. Physical facilities
2. Provision for lift
3. Ramp / Rails
4. Braille Software/facilities
5. Rest Rooms
6. Scribes for examination
7. Special skill development for differently abled students
8. Any other similar facility (Specify)

A. 7 and more of the above

B. At least 6 of the above

C. At least 4 of the above

D. At least 2 of the above

Response: D. At least 2 of the above

| File Description                                      | Document                      |
|---|-------------------------------|
| Resources available in the institution for Divyangjan | <a href="#">View Document</a> |

**7.1.10 Number of Specific initiatives to address locational advantages and disadvantages during the last five years**

Response: 2

7.1.10.1 Number of specific initiatives to address locational advantages and disadvantages year-wise during the last five years

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 1       | 1       | 0       | 0       | 0       |

| File Description  | Document                      |
|---|-------------------------------|
| Number of Specific initiatives to address locational advantages and disadvantages | <a href="#">View Document</a> |

**7.1.11 Number of initiatives taken to engage with and contribute to local community during the last five years (Not addressed elsewhere)**

**Response: 2**

7.1.11.1 Number of initiatives taken to engage with and contribute to local community year-wise during the last five years

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 2       | 0       | 0       | 0       | 0       |

**7.1.12****Code of conduct handbook exists for students, teachers, governing body, administration including Vice Chancellor / Director / Principal / Officials and support staff****Response: Yes****7.1.13 Display of core values in the institution and on its website****Response: Yes**

| File Description                                 | Document                      |
|--|-------------------------------|
| Provide URL of website that displays core values | <a href="#">View Document</a> |

**7.1.14 The institution plans and organizes appropriate activities to increase consciousness about national identities and symbols; Fundamental Duties and Rights of Indian citizens and other constitutional obligations****Response: No**

| File Description  | Document                      |
|---|-------------------------------|
| Details of activities organized to increase consciousness about national identities and symbols | <a href="#">View Document</a> |

**7.1.15 The institution offers a course on Human Values and professional ethics****Response: No****7.1.16 The institution functioning is as per professional code of prescribed / suggested by statutory bodies / regulatory authorities for different professions****Response: Yes**

| File Description  | Document                      |
|---|-------------------------------|
| Provide URL of supporting documents to prove institution functions as per professional code | <a href="#">View Document</a> |



**7.1.17 Number of activities conducted for promotion of universal values (Truth, Righteous conduct, Love, Non-Violence and peace); national values, human values, national integration, communal harmony and social cohesion as well as for observance of fundamental duties during the last five years**

**Response:** 0

**7.1.17.1 Number of activities conducted for promotion of universal values (Truth, Righteous conduct, Love, Non-Violence and peace); national values, human values, national integration, communal harmony and social cohesion as well as for observance of fundamental duties year-wise during the last five years**

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 0       | 0       | 0       | 0       | 0       |

**File Description**

**Document**

List of activities conducted for promotion of universal values

[View Document](#)

**7.1.18 Institution organizes national festivals and birth / death anniversaries of the great Indian personalities**

**Response:**

Commerce College Kokrajhar organizes National festivals and Birth anniversaries of many great personalities of India with great zeal and fervour every year. The department of Bengali (MIL) organizes birth anniversary of Nobel laureate Poet Rabindranath Tagore every year. The department of Hindi (MIL) organizes Hindi Diwas every year on 18th May of every year is being observed as day of Introduction of Bodo language as medium of instruction by the department of Bodo (MIL). Special program and events are organized by the College in the Independence Day and the Republic. Swacchata Abhiyaan is initiated every year on Gandhi Jayanti. It is customary of the College to hoist Indian National Flag along with the flag of the College at the time of organizing College Annual Festival.

**7.1.19 The institution maintains complete transparency in its financial, academic, administrative and auxiliary functions**

**Response:**

**Financial System:** Transparency in financial system is ensured through: Financial audit is done regularly by internal auditor who is appointed by the Governing body of the college. Formulation of financial committee is done as per UGC guidelines.

**Academic System:** Admission is done through College software and online feature is also being incorporated for admission. The admission procedure is strictly on the basis of merit in accordance with the government reservation policies. Results of examinations are regularly posted on the college notice board. Student's scholarship information, admission information and informations related to the higher education directorate office, Guwahati and affiliated University and council are intimated through College Notice Board, Bulk SMS services and college website

**Administrative Functions:** Transparency in administrative functions is ensured through the following ways:

Documented service rules are made available in the college website.

**Auxiliary functions of the Institute:** Auxiliary functions like conduct of workshops, training programs, seminars, conferences, guest lectures etc., are strictly implemented through the following sequence of operations:

1. Proposal by specific department
2. Financial approval by the management/administration  
Conduct of the program
3. Submission of the accounts
4. Submission of the report
5. Verification and recording of the proofs.

The complete record of these operations is made available in the College.

Thus transparency is ensured.

## 7.2 Best Practices

### 7.2.1 Describe at least two institutional best practices (as per NAAC Format)

**Response:**

**Best Practice: 1**

**Title of the Practice: National Dress Code:** Teaching and Non-teaching members (Male) wear White Cotton Shirt and Khadi Waist/Johor Coat whereas female members wear only waist/Johor coat respectively.

**Objectives of the Practice:** To maintain the dignity of Swaraj imprinted by Mahatma Gandhi, the father of the Nation. The practice envisages disseminating a message of national integration amongst staffs of the college in particular and the students in general. The underlying principles of the practice is to give due honour to indigenous product and to perpetuate the national pride in the days to come.

**The Context:** It has become customary to wear institutional dress code which seems to reflect non native influence in the field of institutional identification. Presently, institutional dress code has become compulsory, though not imposed by the concerning agencies or bodies. Hence, the practice has been shouldered by the institution to upkeep the Khadi concept which was once introduced by our national leader. The trend thus set up by the college makes aware of what has been forgotten by the present generation.

**The Practice:** The practice of wearing khadi uniform once in a week i.e., on every Thursday in the college is a great venture to grow a Swadeshi outlook. As the higher education scenario of the country also seems to replicate Indian ethos through various disciplines and studies, therefore, wearing Khadi dress by the teaching and non- teaching members of the college restores our unique features observed so far.

**Evidence of Success:** The practice of using the dress code as an embodiment of national integrity has been in practice. All faculty members adhere to the practice adopted by the college. It is expected to continue the same in the days to come. The practice will certainly inculcate the ideas of National Dress code amongst the students of the college.

**Problems Encountered and Resource required:** The practice has been adopted with a solemn motto but a few problems have encountered in the process of doing so smoothly. In case of female members (Teaching and non-teaching staffs) wearing Khadi garments as is done by male members is not similar. Hence, it is mandatory for female members to wear Khadi Waist/Johor coat especially on Thursday in the interval of every week in traditional/non-traditional dress to upkeep Khadi concept.

**Best Practice: 2**

**Title of the Practice: Polythene Free Campus**

**Objectives of the Practice:** To make the College Campus Polythene Free zone. The practice has reduced the habit of using polythene bags while carrying anything else, be it paper materials, eatables etc.

**The Context:** If polythene bags are used regularly it grows like a slow poison in daily life. Due to its light weight, high strength, good flexibility performance, low economic cost plastics have gained wide-spread acceptance. Hence, the college puts an imposition not to use polythene in the campus at any cost.

**The Practice:** It is an undeniable fact that Polythene bags are the agents of air pollution, cancer, and skin diseases. It is used like a slow poison in daily life. In the process of recycling poly bags, the producers use a large number of hazardous chemicals which are injurious to our health. Even government also has put pressure to

stop the use of polythene bags. Some states have already banned the use of such practices. Hence, it is a humble effort made so far by the college. Without implementing such practices, it seems very difficult to inculcate as habit of polythene free existence.

**Evidence of Success:** The members of the Students' Union Body of the college stress the need for constant vigilance. They keep a round-the-clock vigil during college hour. It has been observed that students, office staffs, teachers have stopped using polythene bags.

**Problems Encountered and Resource required:** Indeed, the practice is not without any problem. It is universally accepted that people start the day with the morning milk supply which comes in a plastic cover. Vegetables and fruits, oil, cloth, shoes, pens, tools, every commodity even large in size are all covered by the polythene bags. If we observe it carefully, we find ourselves around polythene bags. Sometimes, students tend to desist from using such materials as they are traditionally engraved in their mindset.

Commerce College, Kokrajhar has pioneered in displaying the best institutional values and practices as stated above. Apart from this environmental awareness has been an important component of the college. The college strives to plant seedlings in the adopted school located at Magurmari Part-II each and every year. The college organizes meeting with the HSLC (Class-X) passed students from the school to make them aware of their future academic prospects. In order to maintain eco-friendly environment, the college adopts a few measures. They are stated below.

1. The faculty members of the college use Whats App Group Page amongst them.
2. Plantation programmes are usually organized by the NSS volunteers.
3. Policy of Reduce, Reuse, and Recycle has been encouraged amongst the students in order to lessen polythene hazards.
4. For circulation of information to the students Bulk SMS system has been introduced by the Librarian.
5. The institution plans to install a solar power system.
6. The college follows the policy of replacing lighting fixers with LED lights.

## 7.3 Institutional Distinctiveness

### 7.3.1 Describe/Explain the performance of the institution in one area distinctive to its vision, priority

**and thrust**

**Response:**

Commerce College, Kokrajhar was established in 17 th March 1985 through a Resolution adopted in a Public Meeting held at PRAGATI BHAWAN, Kokrajhar chaired by Late R. N. Basumatary, the then Minister of Flood Control, Govt. of Assam to start its Academic Session from 1985-1986 under Section 23(e) of the Gauhati University Act, 1947. Accordingly the Gauhati University has accorded necessary Permission and Affiliation up to Degree (B.Com.) Standard in General and Major Courses under Gauhati University Act, 1947 Sec.21 (g) as amended up to date and approved by the Executive Council of the G.U. The Government of Assam has accorded necessary Govt. Concurrences on the G.U. affiliations to the College. University Grant Commission (UGC) has given the Recognition to the College in 2006 under the UGC Act. 1956 Vide Letter No. F.8-33/2005(CPP-I) dated 21st June, 2006. The college ensures to impart quality education in commerce education to all of its students not only through enhancing their intellectual ability but also by nurturing their talents. The college shapes the learners into better citizen enriched with self-confidence, perseverance, patriotism and humanity. Our ambition is to empower our future generation with authority and position. Many of our students are academically well enriched to be employed in many reputed schools and colleges as teachers. Some of them work in various colleges as assistant professor like Mr. Subhash Rai, Asst. Prof., Deptt. of Animatuion and Multi Media, Central Institute of Technology, Kokrajhar. Mr. Lebanan Basumatary is serving as Junior Accounts Officer in BSNL, Tezpur, Assam. Mr. Uttam Gayary is also serving as Branch Manager, UCO Bank, Garuphela Branch, Assam.

## **5. CONCLUSION**

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### **Additional Information:**

Commerce College Kokrajhar aims at developing students' skills through their potential knowhow with the help of Co-curricular and Extra-curricular Activities. The College Students' Union organizes Annual College Week where Cultural Programmes, Annual Athletic Meet, Literary Competition, Quiz Competition etc to enrich and cultivate sporting spirit, leadership qualities, team work among the students and to prepare a healthy & smart work-force for their effective productivity and contribution towards the Nation Building Process. Some students also participate in inter-district, inter college level competition and make remarkable achievements.

Apart from this, the college plans to introduce value added courses and other self earning courses in the days to come. Lack of fund flow from different sources inhibits the institute appoint some of the faculty members needed so far .The authority of the college is bounded by the governance of the govt. as the govt. takes long time to execute some of their policies made in favour of the colleges of the state.

### **Concluding Remarks:**

Commerce College, Kokrajhar has trespassed along way shouldering a lot of hurdles to come to this position. To fulfill the mission and vision of the college, it encourages the development, mainly of the students' community. It aims to develop creative and critical thinking, nurturing innovative and excellence. The college remains committed to build leadership, conscious citizen and participatory passions amongst the students in national development goals. Further the college remains indebted to those who strived a lot and dedicated their services to build this temple of education.

## 6.ANNEXURE

### 1.Metrics Level Deviations

| Metric ID | Sub Questions and Answers before and after DVV Verification   |         |         |         |         |         |   |   |   |   |   |         |         |         |         |         |   |   |   |   |   |
|-----------|---|---------|---------|---------|---------|---------|---|---|---|---|---|---------|---------|---------|---------|---------|---|---|---|---|---|
| 1.2.1     | <p>Percentage of new Courses introduced out of the total number of courses across all Programs offered during last five years</p> <p>1.2.1.1. How many new courses are introduced within the last five years<br/>           Answer before DVV Verification : 1<br/>           Answer after DVV Verification: 2</p> <p>Remark: As per academic council meeting for new course M.Com and B.Ed. provided by HEI.</p>   |         |         |         |         |         |   |   |   |   |   |         |         |         |         |         |   |   |   |   |   |
| 1.3.3     | <p>Percentage of students undertaking field projects / internships</p> <p>1.3.3.1. Number of students undertaking field projects or internships<br/>           Answer before DVV Verification : 74<br/>           Answer after DVV Verification: 73</p> <p>Remark: List of internship completion of students for 2018-19 not considered.</p>  |         |         |         |         |         |   |   |   |   |   |         |         |         |         |         |   |   |   |   |   |
| 2.4.2     | <p>Average percentage of full time teachers with Ph.D. during the last five years</p> <p>2.4.2.1. Number of full time teachers with Ph.D. year-wise during the last five years<br/>           Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>5</td> <td>2</td> <td>1</td> <td>1</td> <td>1</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>2</td> <td>2</td> <td>1</td> <td>1</td> <td>1</td> </tr> </tbody> </table> <p>Remark : As per clarification provided by HEI</p> | 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 | 5 | 2 | 1 | 1 | 1 | 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 | 2 | 2 | 1 | 1 | 1 |
| 2017-18   | 2016-17   | 2015-16 | 2014-15 | 2013-14 |         |         |   |   |   |   |   |         |         |         |         |         |   |   |   |   |   |
| 5         | 2   | 1       | 1       | 1       |         |         |   |   |   |   |   |         |         |         |         |         |   |   |   |   |   |
| 2017-18   | 2016-17   | 2015-16 | 2014-15 | 2013-14 |         |         |   |   |   |   |   |         |         |         |         |         |   |   |   |   |   |
| 2         | 2   | 1       | 1       | 1       |         |         |   |   |   |   |   |         |         |         |         |         |   |   |   |   |   |
| 2.4.3     | <p>Teaching experience per full time teacher in number of years</p> <p>2.4.3.1. Total experience of full-time teachers<br/>           Answer before DVV Verification : 12 years<br/>           Answer after DVV Verification: 327 years</p> <p>Remark: As per experience certificate provided by HEI.</p>   |         |         |         |         |         |   |   |   |   |   |         |         |         |         |         |   |   |   |   |   |
| 3.3.3     | <p>Number of Ph.D.s awarded per teacher during the last five years</p> <p>3.3.3.1. How many Ph.Ds awarded within last five years</p>  |         |         |         |         |         |   |   |   |   |   |         |         |         |         |         |   |   |   |   |   |

Answer before DVV Verification : 4

Answer after DVV Verification: 0

3.3.3.2. Number of teachers recognized as guides during the last five years

Answer before DVV Verification : 0

Answer after DVV Verification: 0

Remark: As per clarification provided by HEI.

3.3.4 Number of research papers per teacher in the Journals notified on UGC website during the last five years

3.3.4.1. Number of research papers in the Journals notified on UGC website during the last five years

Answer before DVV Verification:

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 15      | 8       | 4       | 4       | 6       |

Answer After DVV Verification :

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 4       | 1       | 0       | 0       | 0       |

Remark: Research papers in the Journals notified on UGC not provided by HEI.

3.4.3 Number of extension and outreach Programs conducted in collaboration with Industry, Community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., during the last five years

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

Answer before DVV Verification:

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 2       | 1       | 0       | 0       | 0       |

Answer After DVV Verification :

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 2       | 1       | 0       | 0       | 0       |

3.4.4 Average percentage of students participating in extension activities with Government Organizations, Non-Government Organizations and programs such as Swachh Bharat, Aids Awareness, Gender Issue, etc. during the last five years

3.4.4.1. Total number of students participating in extension activities with Government



Organizations, Non-Government Organizations and programs such as Swachh Bharat, Aids Awareness, Gender Issue, etc. year-wise during the last five years

Answer before DVV Verification:

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 2       | 1       | 1       | 1       | 1       |

Answer After DVV Verification :

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 0       | 1       | 1       | 1       | 1       |

Remark : We made the changes by not considering Swachh Bharat Abhiyan programs report for 2018-19 provided by HEI.

4.1.4 Average percentage of budget allocation, excluding salary for infrastructure augmentation during the last five years.

4.1.4.1. Budget allocation for infrastructure augmentation, excluding salary year-wise during the last five years (INR in Lakhs)

Answer before DVV Verification:

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 35.95   | 33.19   | 45.60   | 94.86   | 38.73   |

Answer After DVV Verification :

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 45.63   | 0.34    | 0.55    | 38.60   | 2.4     |

Remark: As per documents provided by HEI.

4.2.4 Average annual expenditure for purchase of books and journals during the last five years (INR in Lakhs)

4.2.4.1. Annual expenditure for purchase of books and journals year-wise during the last five years (INR in Lakhs)

Answer before DVV Verification:

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 1.32    | 0.22    | 4.19    | 4.54    | 2.90    |

Answer After DVV Verification :

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 1.30    | 0.22    | 0.26    | 0.14    | 0.05    |

Remark : As per annual expenditure of books and journals in audited statement duly signed by CA for 2013-14, 2014-15, 2015-16, 2016-17. and in 2017-18 not reflect expenditure of purchase of books & journals provided by HEI.

4.2.6 Percentage per day usage of library by teachers and students

4.2.6.1. Average number of teachers and students using library per day over last one year

Answer before DVV Verification : 105

Answer after DVV Verification: 6

Remark: As per students using library on 18/7/2017, 15/11/2017, 30/12/2017, 18/1/2018 and 5/2/2018.

4.4.1 Average Expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component, as a percentage during the last five years

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

Answer before DVV Verification:

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 35.36   | 32.63   | 44.93   | 92.59   | 31.07   |

Answer After DVV Verification :

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 4.96    | 9.45    | 12.45   | 60.10   | 12.10   |

Remark : As per expenditure on maintenance of academic and physical facilities- Printing & Stationary, Electric Charges, Telephone Charges, Student Co. Cu Activities, Scholarships, Refreshment exp. in audited statement duly signed by Ca for 2013-14, 2014-15, 2015-16, 2016-17 and 2017-18.

5.1.2 Average percentage of students benefited by scholarships, freships, etc. provided by the institution besides government schemes during the last five years

5.1.2.1. Total number of students benefited by scholarships, freships, etc provided by the institution besides government schemes year-wise during the last five years

Answer before DVV Verification:

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 0       | 0       | 0       | 1       | 0       |

Answer After DVV Verification :

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
|         |         |         |         |         |

|   |   |   |   |   |
|---|---|---|---|---|
| 0 | 0 | 0 | 0 | 0 |
|---|---|---|---|---|

Remark: Sanction letter or certificate of Physically Disabled of the year 2014-15 not provided by HEI.

5.2.1

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

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

Answer before DVV Verification:

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 1       | 1       | 1       | 1       | 2       |

Answer After DVV Verification :

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 1       | 0       | 3       | 1       | 2       |

Remark: As per appointment letter of students placed in Air India, Cognizant Tech., BSNL, UCO Bank, AH Vet Sc. and BTC Secretariat of appointment letter not provided by HEI.

5.2.2

Percentage of student progression to higher education (previous graduating batch)

5.2.2.1. Number of outgoing students progressing to higher education

Answer before DVV Verification : 16

Answer after DVV Verification: 15

Remark: As per supporting document of 15 students progressing for higher education provided by HEI.

6.5.4

Quality assurance initiatives of the institution include:

1. Regular meeting of Internal Quality Assurance Cell (IQAC); timely submission of Annual Quality Assurance Report (AQAR) to NAAC; Feedback collected, analyzed and used for improvements
2. Academic Administrative Audit (AAA) and initiation of follow up action
3. Participation in NIRF
4. ISO Certification
5. NBA or any other quality audit

Answer before DVV Verification : B. Any 3 of the above

Answer After DVV Verification: C. Any 2 of the above

Remark: As per AQAR report and IQAC meetings provided by HEI.

7.1.10 Number of Specific initiatives to address locational advantages and disadvantages during the last five years  
7.1.10.1. Number of specific initiatives to address locational advantages and disadvantages year-wise during the last five years

Answer before DVV Verification:

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 3       | 1       | 0       | 0       | 0       |

Answer After DVV Verification :

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 1       | 1       | 0       | 0       | 0       |

7.1.11 Number of initiatives taken to engage with and contribute to local community during the last five years (Not addressed elsewhere)

7.1.11.1. Number of initiatives taken to engage with and contribute to local community year-wise during the last five years

Answer before DVV Verification:

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 3       | 1       | 0       | 0       | 0       |

Answer After DVV Verification :

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 2       | 0       | 0       | 0       | 0       |

## 2.Extended Profile Deviations

| ID      | Extended Questions  |         |         |         |         |         |         |         |         |         |         |
|---------|---|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| 1.2     | Total Expenditure excluding salary year-wise during the last five years ( INR in Lakhs)   |         |         |         |         |         |         |         |         |         |         |
|         | Answer before DVV Verification:   |         |         |         |         |         |         |         |         |         |         |
|         | <table border="1"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>3536173</td> <td>3262212</td> <td>4492890</td> <td>9259462</td> <td>3107075</td> </tr> </tbody> </table> | 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 | 3536173 | 3262212 | 4492890 | 9259462 | 3107075 |
| 2017-18 | 2016-17   | 2015-16 | 2014-15 | 2013-14 |         |         |         |         |         |         |         |
| 3536173 | 3262212   | 4492890 | 9259462 | 3107075 |         |         |         |         |         |         |         |
|         | Answer After DVV Verification:  |         |         |         |         |         |         |         |         |         |         |
|         | <table border="1"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>44.16</td> <td>36.39</td> <td>41.00</td> <td>89.31</td> <td>73.66</td> </tr> </tbody> </table>           | 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 | 44.16   | 36.39   | 41.00   | 89.31   | 73.66   |
| 2017-18 | 2016-17   | 2015-16 | 2014-15 | 2013-14 |         |         |         |         |         |         |         |
| 44.16   | 36.39   | 41.00   | 89.31   | 73.66   |         |         |         |         |         |         |         |