



SELF STUDY REPORT

FOR

3rd CYCLE OF ACCREDITATION

JAWAHARLAL NEHRU COLLEGE

JAWAHARLAL NEHRU COLLEGE, VILL - JARAPARA, P.O - BOKO, KAMRUP,
781123

www.jncollegeboko.ac.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

December 2022

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Jawaharlal Nehru College, a leading institute of south Kamrup belt in Assam is nestled in nature's lap by Highway No.17 and is dedicated to the cause of imparting higher education and instilling the zeal in students towards developing as a productive human resource ready to serve one's nation to the best of one's capability.

Established in the year 1964 on August 3rd, the institute was the outcome of ignited minds of Boko like Late Prabin Kumar Choudhury and Late Achyut Kanta Adhikary for expansion of higher education in this area fraught with lack of opportunities and scope for higher education. The college affiliated to Gauhati University took humble steps under the full time Principal Mr J C Nath and received its degree affiliation in 1967 with Arts stream receiving Deficit Grants in Aid in 1969 on September 1st. UGC recognized college with 2(f),12(B) in 1969 and was provincialized on December 1st 2005. Significantly the college started its science stream in the year 1986. The college completed more than 50 years of rendering service as a full-fledged institute excelling in academic, curricular and co-curricular activities.

The college underwent 1st Cycle NAAC Assessment and Accreditation in 2004 and 2nd cycle in 2014 with a result of Grade C++ and B respectively. From 2011, college followed three-year Degree course under Semester system and since Academic session 2019-2020, CBCS system prescribed by Gauhati University was implemented.

With a phenomenal student enrolment rise of 1626 (2021-2021) and 2056 (2021-2022), the college offers PG course in Mathematics and Assamese department apart from regular UG course across 14 departments having 43 sanctioned teachers and 27 temporary full-time teachers. As physical facilities, college has an indoor and outdoor stadium, 02 playgrounds, gymnasium, swimming pool and a Girls' Hostel with 70 seats. The college runs 05 UGC sponsored Add on/ Certificate/Diploma course namely Mushroom Cultivation, Montessorie Methods and Human Rights & Duties under department of Botany, Education and Political Science respectively and also runs 02 Self-financed Certificate Course on Spoken Bodo and Certificate course in MS Excel & Tally ERP9.

Vision

The Vision of the college is to set a hallmark in the field of education and preserve, create and disseminate knowledge through teaching, learning, innovation and experimentation to mould responsible individuals for leading a society with desire for progress and prosperity of human race.

Mission

The Missions of the college are:

- To inculcate a value system amongst students for boosting moral, ethical and social responsibilities for development of human resources.
- To enhance the academic environment with an aim to fulfil the demands of NEP 2020 and cater to arising needs academic and co-curricular in nature with developed competency.
- With a rich ethnic diversity around, the college has a mission to engage the expertise of the qualified pool of faculties in the process of identification, experimentation and preservation of resources and traditional knowledge and simultaneously develop awareness for its sustenance and continuity.
- To create a conducive environment with facilities enriching provisions for promotion of quality research
- To enrich the college-community link by creating a sustainable learning environment based on learning pedagogy with aid of digital technology for an enhanced experience for both the learners and educators.
- To foster scope for skill development in tandem with national 'Atmanirbhar Bharat' for building self-sustenance, adaptability and scope for employment.
- To strive towards academic excellence with exposure to digitized learning and also promote the indigenous art, culture, craftwork as well as participation in sports and games.
- To widen scope of resource mobility of college by working on viable areas of production and thereby grow as a self-sustaining institute.
- To develop the college as one of the best colleges in the state with state-of-the art facilities for education

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

The hallmark of Jawaharlal Nehru College features its encouraging students enrolment from tribal and poor families with first generation of learners. The developed and competent infrastructure comprises qualified teaching faculty ignited with spirit of teaching-learning and research contributing. Across a sprawling area of 33 acres of green zone unpolluted air. secured wall, CCTV surveillance, the environment bears no interference of external agencies. Academic reinforcement is pronounced with classroom augmentation, laboratories and potable water, better lavatory, games and sports equipment, hygienic college canteen etc. For bolstered education, college has developed its learning resources in view of NEP 2020 whether in teaching methodology, or ITC support for students with state-of-the-art facilities in digital classroom, computers laboratory, GIS Laboratory, language laboratory, AC equipped library with Inflightnet and N-List, DSpace provisions. For fortified educational support, college provides exposure and opportunity for education completion with financial support, kindling of research spirit, and job opportunities. With an agrarian backdrop and students mostly from peasant community, deprived of opportunities owing to financial constraints, such latest features of college amply aid in developing skill and transforming students as human resource. College tries to attain inclusivity of diversified ethnic identities around with various cells actively involved in maintaining welfare and harmony through voluntary works for society. The add on/certificate courses, intensive training sessions,

talks to whet competency for competitive examination, interviews at state or national level etc. boost college placement scenario. For those interested in resuming education after a gap, college has an extended study centre under K K Handiqui open university.

As extension of infrastructural facility, the Girls Hostel with 75 boarders across 36 rooms is added feature for girls seeking education from faraway places. While utilizing available land resource, college has properly developed a rubber plantation with yearly yield and an integrated organic farm producing local fruits, vegetables, medicinal plants along with exotic fruits, banana cultivation for providing sustenance to non-sanctioned employees. To strengthen opportunities for students and locals around and increase amplitude of college-community relation, one of the college playgrounds is utilized as 'Dream Cricket Academy', a collaborative venture of college with a local cricket association.

Institutional Weakness

The college as a premier institute of South Kamrup has undertaken multifaceted roles and responsibilities offered by HEI for fulfilment of education and empowering students with self-reliance, honing skills and developing human resources dedicated to service of the nation. In this process however, the progress of growth experience resistance due to certain weaknesses that the college suffers from. The student fraternity is mostly from poor and disadvantaged group, surrounded by constraints like dearth of no financial support. Faculty strength is insufficient and therefore overburdened further affected by extended duty of Higher Secondary classes. As faculty strength is unsatisfactory, they are bound to share more responsibilities which restricts the exploration of research activity. The college faces other disadvantages like lopsided ratio of slow and advanced learners and aloofness towards studies by the slow learners. Although there is a Girls hostel, opportunities for boys' hostel needs to be developed for extending support to boys from distant and remote areas of Assam. With respect of teaching faculty development and extension of duties, a greater number of them requires to undertake research activity whether for higher qualification or publication of papers in books and journals. Similarly for extended research and knowledge generation, exchange programme should be augmented through collaboration and MoU involving teachers and students exchange for exposing students to a host of opportunities needful for their education and building avenues for futuristic endeavours. Acquiring patent ownership, by an encouraging number of teachers, developing e-content for greater reachability of students and creation of a knowledge repository is another palpable gap between students and teachers that is seemingly affecting the overall growth of college education. The developed ICT facilities of college is highly encouraging and motivating for the staff, yet for developing professional acumen, the nonteaching fraternity engaged with college administration requires to fulfil training sessions on tools and technology to brace with immediate needs and competencies for smooth dispensation of duties and functions.

Institutional Opportunity

The college as a premier institute of South Kamrup has undertaken multifaceted roles and responsibilities offered by HEI for fulfilment of education and empowering students with self-reliance, honing skills and developing human resources dedicated to service of the nation. In this process however, the progress of growth experience resistance due to certain weaknesses that the college suffers from. The student fraternity is mostly from poor and disadvantaged group, surrounded by constraints like dearth of no financial support. Faculty strength is insufficient and therefore overburdened further affected by extended duty of Higher Secondary classes. As faculty strength is unsatisfactory, they are bound to share more responsibilities which restricts the exploration of research activity. The college faces other disadvantages like lopsided ratio of slow and advanced

learners and aloofness towards studies by the slow learners. Although there is a Girls hostel, opportunities for boys' hostel needs to be developed for extending support to boys from distant and remote areas of Assam. With respect of teaching faculty development and extension of duties, a greater number of them requires to undertake research activity whether for higher qualification or publication of papers in books and journals. Similarly for extended research and knowledge generation, exchange programme should be augmented through collaboration and MoU involving teachers and students exchange for exposing students to a host of opportunities needful for their education and building avenues for futuristic endeavours. Acquiring patent ownership, by an encouraging number of teachers, developing e-content for greater reachability of students and creation of a knowledge repository is another palpable gap between students and teachers that is seemingly affecting the overall growth of college education. The developed ICT facilities of college is highly encouraging and motivating for the staff, yet for developing professional acumen, the nonteaching fraternity engaged with college administration requires to fulfil training sessions on tools and technology to brace with immediate needs and competencies for smooth dispensation of duties and functions.

Institutional Challenge

Jawaharlal Nehru College being situated in an area with agrarian background and dearth of facilities and opportunities has posed as a major stumbling block for intensifying the progression to higher education in the expected manner. In the inception days, the college figured an enrolment of mostly the first generation of learners from their family. With progression of time, the college has definitely witnessed a surge of interest towards education. However, dearth of facilities and opportunities and the general financial hardships acting as a crippling concern have led to general apathy of disinterestedness towards education among students with drop out ratio on the rise. Invigorating students to pursue their academic goals, and facilitating scope for excelling with a leap towards higher education with world class facilities in comparison to city-based college ensued by better job opportunities, is a major challenge for the college. The financial position of families compelling them to take up odd jobs for sustenance of family or general malady like lingering illness or even transfer to another institute without formal intimation are various causes for drop out students. Due to incompetent performance of students at school level, the academic performance on overall college curricula is affected with unsatisfactory result although much measures are adopted by college to bring the slow learners at par with advance learners by adopting calculated strategies. Although the college is tirelessly working towards fulfilment of intended goals, the outcome witnessed against the set goal is beset with a lacuna. Therefore, the follow up action of every committee, teaching-learning activities, evaluation process, or associated responsibilities and the gaps identified needs immediate discussion with actions taken in resolution of the problem on areas identified.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

Jawaharlal Nehru College adheres to the affiliating Gauhati university curriculum for its UG and PG programme across arts and science stream. The college Academic calendar prepared as prototype of Gauhati University is designed after suitable modification. The academic calendar is available on college website.

The college routine maintained along with academic calendar streamlines academic activities with HOD's guidance post syllabus and class distribution followed by timely feedback on course progression for preparation

of university examination with respect to one sessional and semester end examination. Under department's supervision, details of tutorial, remedial class and mentor-mentee are maintained in HOD's diary. The documentation of classes taken, additional classes, extra-curricular activities are recorded in Log book. Departmental meetings on activities, progress and gaps of curriculum delivery takes place at intervals. The use of ICT optimized teaching methodology while experiential learning was provided through field visits, DBT star college exposure to learning hubs, students and teachers exchange programme, creative writing for departmental wall magazine, debate and extempore speech or participation in social work during cleanliness drive, plantation programme, gender workshop or commemorative days celebration etc. Curricular aspect enrichment is also conducted through remedial classes, mentoring sessions, identification of slow and advance learners with action taken on implementing methodology for mitigating the learners' gap. The students' knowledge purview manifested through theoretical knowledge on pertinent issues are equally enhanced with first-hand participatory experience in workshops, talks, seminars and discussion as well as experience through visits, participation in sensitization programmes on gender, equity, physical and mental health with particular reference to rural scenario and empowerment issues, safety and defence mechanism ensuring equal development of man and women etc, market study, historical place visit, nature and sustainability, scientific survey and visits etc. Further value education has been a thrust area for college education and for a meaningful and holistic education NSS, NCC units as well Amrit Prabha Ranger has always tried to instil with the spirit to serve humanity and nation. The progress of these parameters is registered with regular feedback from stake holders.

Teaching-learning and Evaluation

Jawaharlal Nehru College adheres to Government of India guidelines and directives of Reservation Policy and fulfils enrolment procedure. The student-teacher ratio maintained at 29:1, teaching-learning process is continued through experiential and participative learning, problem solving methodologies for acquiring skills and igniting young minds towards higher education and research activity through field visits to noteworthy places for augmenting education system incorporating ICT education introduced through fully wi-fi enabled campus supporting smart classrooms, projector, video conferencing and exposure to online facilities as part of conscious learning process with aid from hired technology partner maintaining online students attendance, class lecture particulars, course content developed in PDF, PPT form and sharing on online platforms like WhatsApp, Google Classroom etc. For facilitating problem solving methodologies and instilling skill development in students, the dedicated and tirelessly working teachers undergo Faculty Development Programme to revolutionize education scenario. The evaluation and reforms measure which complete the education scenario as a reformatory measure has tried to revamp assessment process by introducing pre-sessional/unit test system to configure the slow and advanced learners and provide support as per need to minimise the learning gap. The evaluation system abides by Gauhati University examination process. Whereas sessional examination is conducted by respective departments with teacher concerned designing question paper and conducting test followed by evaluation, the assessment results are published and answer scripts provided to examinees for self-verification and transparency of entire process. The students are allowed to put forward any query which have arisen during the process and department tries to fulfil query for a free and fair process. The college follows Programme Outcomes and Course Outcomes for all programmes offered by Gauhati University as per guideline. With implementation of CBCS course, college organized induction programme on new syllabus emphasising POs and COs. The deliberation on POs and COs are provided during the introductory classes and is also available on college website. The analysis of POs and Cos are conducted through different strategies which determine its outcome and further there is the system of online Students Satisfaction Survey which provides an overview on teaching-learning process.

Research, Innovations and Extension

Jawaharlal Nehru College provides support to faculty members for participating in academic activities and eases out administrative procedure for timely submission of proposals for securing external funding from funding agencies. The college has strategically developed into an innovative ecosystem and under it the centre for innovation with entrepreneurial start-up promotion has been initiated by acquiring license Section 8(1) of the Companies Act, 2013 in the name JN College Entrepreneurship Foundation. For flourish of spirit of innovation in institute, college administration under Innovation Cell introduced an internal research grant for students and teachers for promotion of research activity, interdisciplinary and interdepartmental in nature. The college organizes workshops/ talks on Intellectual Property Rights and engages in Industry-Academia collaboration for students' exposure to innovation and research activities and likewise MoU with Ganapati Aviation Solutions LLP, New Delhi for establishing Drone Pilot training institute at J N College for imparting training to unmanned aerial system as a futuristic venture. Jawaharlal Nehru College attempts to achieve Higher education with relevance to realities around by offering students learning experience through collaborative ventures with academic institutes or industry/agency working on professional and socially pertinent issues through training or faculty and student exchange programme etc with PICO for Assam Start-Up and under this banner ICGC has duly organized the Ideathon as collaborative venture hosting congregation of students across districts for idea generation.

The institute as an organic body understands significance of development of research among faculties and provides academic support in participation and idea generation in research convention, research outputs by earning highest degree or sharing findings theoretical and practical in nature through quality publication works. The institute tries to inspire research spirit and has accordingly organizes seminars/workshops/ Invited Talk on related subjects and on Intellectual Property Rights.

The extension activities incorporate community link through activities acting as curriculum-extension interface through opportunities offered to communities through awareness and sensitization. These activities are conducted in contact with affiliating body, a corporate body to steer change, invigorate students/target group through knowledge component developed and recognized too with awards.

Infrastructure and Learning Resources

The institute understands that growth of academic as well as associated activities is complementary to expansion of infrastructure and learning resources. With respect to physical facilities, college has witnessed an incremental augmentation with addition of classrooms and laboratories, conference halls with digital facility, smart classrooms, a greater number of computers for students' usage along with projectors for departments. The hired technology partner has also added leverage as college is now fully automated with teachers documenting students' attendance through online system as well as circulating and generating knowledge component on topics on the college platform provided. Further the office being fully automated, various faculty records right from leave availed to personal and contact details are available online. This supports the practice of transparency and hassle-free work system.

The college has utilized its available resources and through collaborative ventures to strengthen supportive

facilities for a streamlined students activities and creating better opportunities for introducing development under various constituted cells/centres covering tangential issues that would provide students exposure to different platforms. This ensures expansion, creation and transforming college as a knowledge repository HEI.

One playground is utilized for training budding cricketers from college and locality and institutionalized through an MoU with a local Cricket Academy for developing human resource. The other playground is assigned for Drone Pilot Training through an MoU with Ganapati Aviation LLP, New Delhi for DGCA/MOCA, Government of India approved certificate course.

In developing adequacy, college as a secured campus has laid thrusts on building a formidable IT infrastructure. Implementation of ICT empowered students and faculties on availing e-resources, although adequacy level of student-computer ratio is insufficient.

The Jawaharlal Nehru College Central Library runs as fully automated using SOUL 2.0 (Software for University Libraries) since 2014 and uses D-Space for providing accessibility to learning resources for students from the comforts of home. Library functions with Circulation module for creating and managing membership, issue-return, and associated functions for both students and faculty.

Provision of infrastructure and sustainable development, college allocates an expenditure in the annual budget.

Also, College's upward progression is ongoing with proposal submission under different Government schemes.

Student Support and Progression

The students of college have been availing scholarships and free ships provided by government agencies apart from few meritorious and needy students selected for availing annual scholarship under Jawaharjyoti Scholarship by the college, and Kulendra Narayan Memorial Award, Durgeswar Das Memorial Award and Akan Ch Patowary Memorial Award departmentally sponsored scholarship under Mathematics and Economics department respectively.

With an aim for providing holistic development spurring progression of students, the Information and Career Guidance Cell plans and organizes training sessions for competitive examinations of state and national level, arranges motivational talks, trainings on communication skill, soft skill development, Entry to Indian Army, natural dying of silk products, livestock and Poultry farming, Self-defense programme on Women, career opportunities in Bioscience, science through experiential learning, Bioinformatics, Advanced Laboratory Equipments etc., by hiring services from professional institutes as well as in-house training sessions with campus faculty members for acquainting them with different dimensions important for curriculum and later taking a test and performance during the recruitment process. The college with an aim to develop time pertinent skill among students for boosting employability, value added/certificate course are launched to extend support to students by necessary skills for reinforcing employability. The record of progression of student to higher education and placement record is duly maintained by the respective departments and IQAC.

Apart from academic curriculum, the college engages students through collegiate level, College Union body, NSS, NCC, Amrit Prabha Rangers, or any departmental activities in inclusive practices irrespective of their diversity for inculcating the practice of sharing responsibilities in cultural activities at university level in state

and across, sports events, or social activities pertaining to gender, cleanliness drive within campus and greater Boko area, AIDS awareness, Acid attack, organized students talk, etc. Various cells of college like Cultural Unit, Dr Bhupen Hazarika Centre for Culture and Creative Studies, Gandhian Study Centre, and Centre for Gender Studies arranges activities, events for student awareness and involvement in enriching their knowledge content.

The college has a registered Alumni Association which helps college as part of their solidarity for augmenting college resource through various contributory acts.

Governance, Leadership and Management

J N College governance is guided by its aspired vision and missions in its journey of excellence in education-academic and inclusive of the appurtenant areas inspiring holistic development of students. A system of decentralized governance with participative management through cooperation of teaching faculties is practiced. This practice also promotes development of teachers managerial skill, leadership and mentorship qualities.

The IQAC of the college maintains institutional quality framework, assesses academic development and also conceives plan for comprehensive development of the college. From verification of PBAS and eligibility for faculty promotion, it prepares a yearly plan, annual budget in compliance with vision and missions of college. Periodic review meetings, assessment of action taken on conducted events and gap analysis are exercised by IQAC.

For effective governance, quality enhancement is fulfilled by administration by allowing exposure and permission to faculties for participation in faculty and professional development programmes and holding various academic ventures arranged by IQAC, administration and with collaborating agencies to continue faculty development.

As means of facilitating better service, college has adopted e-governance for maintaining teachers profile, class records, academic resources shared, and with overall administration inclusive of finance is brought under this system.

For building sustainability and adequate utilization of available resources, the college strategically developed an Integrated Organic Farm as a decisive way of generating resources as cooperative society for the non-sanctioned employees drawing low salary with further scope for fund generation for college for investment in futuristic projects. The 'Dream Cricket Academy' was begun through collaboration with local cricket association utilizing the second playground for training college students and local cricket enthusiasts. The college has been utilizing a part of its land area for rubber cultivation for a long time.

For streamlined account of details of various expenditure and utilization, the institution duly conducts financial audits- the internal done by registered CA, and the external audit is conducted by Directorate of Audit (Local Fund), Government of Assam. The college accounting system runs as part of e-governance system. The accounts system is now maintained in dualistic mode through physical management as well in cloud saving system.

Institutional Values and Best Practices

Jawaharlal Nehru College, a pioneer institution of higher education in South Kamrup, Assam, is in its 59th year of glorious history of higher education. Located in a rural area with diverse socio-cultural elements, the college is creating an inclusive environment.

The entrance of the college with its display of college Code of Conduct infuses students, college fraternity with a sense of duty and responsibility binding one with sense of oneness with the college. The various activities of students whether academic or non-academic bears no instance of law infringement. Although the cultural fabric of Boko is diverse, it is integrated at college campus. No communal element affects the growth of college and all festivals are liberally upheld and celebrated for unifying differences and living in community brotherhood. The overall environment is very cordial and relaxed as there is no external influence from any political body or other agency that could influence and hamper progression of Higher Education and holistic growth of students. Encouragement for academic growth and development of faculties moulding students as responsible and sentient beings ready to serve society for greater cause is amply provided by college. The overall environment signifies oneness even in use of Assamese language predominantly for communication on college campus.

Growth of sensibility and roles and responsibility of students and faculty is observed through celebration of International and National Days promoting nationalism and patriotism. The college also tries to promote gender parity within college and locality. Self-Defence Training for Women Fraternity of college was a best practice since 2017-18. As added thrust on gender equity, our college has transformed the Women's Cell into The Centre For Gender Studies and carried out Gender Audit along with Green Audit and Energy Audit. Organic farming in the developed organic farm is the best practice of our college during 2021. By developing Drone Pilot Training Centre in the college, our college is going to be the future hub for imparting training to students of entire northeast India on basic Drone Technology. Project "Tarang" launched by our college is another distinct step for promoting high school education in Boko area.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	JAWAHARLAL NEHRU COLLEGE
Address	Jawaharlal Nehru College, Vill - Jarapara, P.O - Boko, Kamrup,
City	Boko
State	Assam
Pin	781123
Website	www.jncollegeboko.ac.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	Tapan Dutta	03623-217366	7002005458	-	principaljnc13@gmail.com
IQAC / CIQA coordinator	Dhiraj Kumar Das	-	8761985755	-	iqacjncb2014@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	

State	University name	Document
Assam	Gauhati University	View Document

Details of UGC recognition		
Under Section	Date	View Document
2f of UGC	26-09-1969	View Document
12B of UGC	26-09-1969	View Document

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

Recognitions	
Is the College recognized by UGC as a College with Potential for Excellence(CPE)?	No
Is the College recognized for its performance by any other governmental agency?	Yes
If yes, name of the agency	Star Status by Department of Biotechnology Government of India
Date of recognition	19-09-2019

Location and Area of Campus				
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	Jawaharlal Nehru College, Vill - Jarapara, P.O - Boko, Kamrup,	Rural	33	7575

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BA,Anthropology	36	HSSLC	English	30	9
UG	BA,Assamese	36	HSSLC	Assamese	60	38
UG	BA,Bodo	36	HSSLC	Bodo	40	2
UG	BA,Bodo	36	HSSLC	English,Bodo	30	15
UG	BA,Economics	36	HSSLC	English	40	9
UG	BA,Education	36	HSSLC	English	45	42
UG	BA,English	36	HSSLC	English	40	25
UG	BA,Geography	36	HSSLC	English	40	26
UG	BA,History	36	HSSLC	English	40	5
UG	BA,Political Science	36	HSSLC	English	40	39
UG	BSc,Botany	36	HSSLC	English	25	8
UG	BSc,Chemistry	36	HSSLC	English	25	25
UG	BSc,Mathematics	36	HSSLC	English	50	50
UG	BSc,Physics	36	HSSLC	English	25	11
UG	BSc,Zoology	36	HSSLC	English	25	22
UG	BA,Arts	36	HSSLC	English,Assamese	700	684
UG	BSc,Science	36	HSSLC	English,Assamese	40	33
PG	MA,Assamese	24	BA	Assamese	30	8

PG	MSc, Mathematics	24	BSc	English	30	30
PG Diploma recognised by statutory authority including university	PGDCA, Mathematics	24	Degree	English	20	20

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				27				16			
Recruited	0	0	0	0	16	11	0	27	9	7	0	16
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				7			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				7			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				18
Recruited	15	3	0	18
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				4
Recruited	0	0	0	0
Yet to Recruit				4

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				2
Recruited	2	0	0	2
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/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	12	1	0	2	3	0	18
M.Phil.	0	0	0	1	2	0	3	2	0	8
PG	0	0	0	5	5	0	2	5	0	17
UG	0	0	0	0	0	0	0	0	0	0

Temporary Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	2	0	0	2
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	10	15	0	25
UG	0	0	0	0	0	0	0	0	0	0

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

Details of Visting/Guest Faculties					
Number of Visiting/Guest Faculty engaged with the college?	Male		Female		Total
	5	1	0	6	

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	959	5	0	0	964
	Female	991	0	0	0	991
	Others	0	0	0	0	0
PG	Male	30	0	0	0	30
	Female	51	0	0	0	51
	Others	0	0	0	0	0
PG Diploma recognised by statutory authority including university	Male	6	0	0	0	6
	Female	14	0	0	0	14
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years					
Category		Year 1	Year 2	Year 3	Year 4
SC	Male	32	21	23	18
	Female	22	13	13	12
	Others	0	0	0	0
ST	Male	25	26	27	20
	Female	67	65	71	61
	Others	0	0	0	0
OBC	Male	34	30	41	37
	Female	71	69	47	61
	Others	0	0	0	0
General	Male	283	147	323	284
	Female	202	293	91	75
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		736	664	636	568

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	Jawaharlal Nehru College, Boko is planning to set higher goals ahead to achieve success under NEP 2020. The institute will require autonomy and resources to create space for multidisciplinary mobility and produce skilled output. The existing Arts and Science streams along with some certificate and diploma courses have made provisions for multidisciplinary academic facilities to some extent. Through selection of courses within limited choices the studies can gather knowledge of interdisciplinary concepts. Engagement through intra-college and inter-college faculty exchange programs exposure to different socio-economic issues through popular talks by experts from different fields, seminars, outreach
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	<p>programs by NSS, NCC cadets together with knowledge-skill interface through Diploma and certificate courses make up the key area of knowledge sharing and holistic approach adopted by the institute for the all-round development of the learners. Students are enjoying experiential learning through activities and practices like extension works, Field works, Project works, Assignment Preparation, Participating in seminars. In the coming days a holistic approach in knowledge-skill interface would be realized.</p>
<p>2. Academic bank of credits (ABC):</p>	<p>Jawaharlal Nehru College has been pursuing the CBCS model of education at UG level and maintaining credit records of students through orthodox system. But the new concept of ABC in an innovative mechanism whereby several institutions will be connected through different ID number for a learner to enable one to access to the course of his or her choice. For ensuring flexibility, each HEI will have to reserve some seats for lateral entries. The college has several certificates and diploma courses, like Human Rights and Duties, Montessori Methods, Floriculture, Mushroom Cultivation, PGDCA that might be chosen but students enrolled in other institutions. Since the college follows online and offline mode of teaching, learning it will facilitate the learners for an easy access. But we are yet to introduce ABC through a portal and the issue will be settled at an early date. The institution is already in a position to advocate, access, fluidity, openness and flexibility in education system after gathering experience of several years in semester and CBCS systems. All examination related activities, payment of fees, uploading of projects, assignments lodging of complaints, Students attending online classes, SSS feedback are performed through online modules. With the introduction of NEP, 2020, students will be in a position to avail ABC in different courses of study.</p>
<p>3. Skill development:</p>	<p>Humanities provide little scope for facing real life situation from the learnt values and experiences. But the students from science stream gather knowledge and experience to cope with the real life situation to some extent and limited scope to get placed in different avenues of employment. Internalization of values of integration, gender equity, tolerance and knowledge of indigenous ecology, culture, society,</p>

	<p>economic, history, geography etc. Prepare a student in the right earnest. Even in the existing courses in humanities and sciences there is scope for harnessing skills beyond pedagogical overload. Problem of unemployability can be addressed through inculcation of ready-to-use soft skills, which, however, is not enough in the existing courses of study. Keeping in view the emerging scenario of unemployment, our college has introduced diploma courses in PGDCA, Mushroom Cultivation, and Food Processing for skill enhancement and create self-employment youth. Some new courses proposed to be introduced from the coming academic session (Physical education, Statistics are expected to bridge the gap till a well-coordinated vocational course is designed under NEP 2020. Students of this rural region are naturally adopted to and tuned with weaving and culinary skill, art and craft. There is enough scope for orienting our students in cutting, knitting, tailoring and fashion designing. Pisciculture, piggery and Poultry management may be the answer to problem of unemployment. New Education Policy lays emphasis on imparting knowledge to the learners with learning by doing and also instilling passion for creative imagination and critical thinking so that pedagogical abstraction does not overshadow the real learning. As a part of skill development we have introduced courses like Montessori Methods, PGDCA, Soft Skill Training, Human Rights and Duties along with different skill enhancement courses.</p>
<p>4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):</p>	<p>The existing CBCS syllabi in humanities have incorporated issues and concern that connect ancient Indian aesthetics, literature, socio-political thought, education system and value system. Under CBCS for example, the learners pursuing English honours find two papers, one on western aesthetics and literature and other on Indian aesthetics, drama and epic narratives. Likewise, in political science (honors) one paper named Indian Political thought imparts knowledge of ancient Indian political tradition and ideologies to the students. Thus the components of Indian Knowledge system incorporated in the curricula instill a sense of rootedness and pride among the students regarding rich traditions of Indian Knowledge system. Yoga for health is a course which has been designed in tune with present needs and</p>

	spectacular achievements through yoga in the past.
5. Focus on Outcome based education (OBE):	In changing socio-economic scenario specific outcome based education is need of the hour. Focusing on FDP the faculties can realize the desired goal of incorporation of skill components in existing CBCS course of studies. To produce skill based outcome and cater to the need of the learners, the institute has to plan and design new course and redesign the existing courses. The institute has to accomplish it through its own strength and resources. The parent university is expected to provide new courses of studies in line with the policy formulations in NEP 2020 so that the institute has its own choice depending upon local potential and scope.
6. Distance education/online education:	The institute has been conducting online courses through Krishna Kanta Handique State Open University (KKHSOU) in UG and PG level. The college is going to develop digital self-learning materials for online learning. The institute has already installed software (D-SPACE) to facilitate the readers to access to the library books and journals from outside the college campus. The certificates introduced by the college are proposed to be imparted through online mode from the next year.

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	As per instruction of the District Administration and as mandated by the Election Commission of India, the Electoral Literacy Club was constituted on 30th December, 2021.
2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?	The students' coordinator and coordinating faculty members are appointed by the college authority. Yes, it is functional. Various elections related activities are being carried out from time to time for sensitization among the students. The ELC is representative; students from different classes and faculty members from different departments are appointed as members of the club.
3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of	Voter awareness campaign was launched in the college as well as in the nearby village for conceptualizing ethical voting among all sections of people. National voters' day is regularly observed. A

<p>students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.</p>	<p>student of our college bagged 2nd prize in district level essay competition organized as a part of celebration of National Voters' Day, 2022. A three day camp from 1st December'2022 was organized with the district administration for registration of new voters of 17+ years of age. More than 200 students got enrolled in the voters' list.</p>
<p>4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.</p>	<p>The institution undertook awareness programme to educate about the importance and value of voting among not only the students of the college but the people of the locality as well. Constitution day on 26th November, 2022 was organised in collaboration with the District Legal Service Authority and a learned advocate was invited to deliver lecture on Fundamental Duties under Article 51(A) of the constitution focusing on the duty to exercise voting power.</p>
<p>5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.</p>	<p>The college carry out survey from time to time to ascertain whether any eligible student above the age of 18 years left unregistered in the voters' list. From these surveys all the students above 18 years found to be got enrolled in the voters' list. The campus ambassador of the ELC of our college keeps himself in constant touch with booth level officer, local administration and election district officers and exchanges information regarding activities connected with awareness, sensitization about voting rights and duties as well as registration of new voters.</p>

Extended Profile

1 Students

1.1

Number of students year wise during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
2056	1626	1475	1484	1475

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

2 Teachers

2.1

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

Response: 72

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

2.2

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

2021-22	2020-21	2019-20	2018-19	2017-18
70	71	72	69	070

3 Institution

3.1

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

2021-22	2020-21	2019-20	2018-19	2017-18
118.96	81.55	239.59	286.31	172.46

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

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

Response:

Jawaharlal Nehru College affiliated to Gauhati University prepares its Academic Calendar under guidance of the Academic committee. The college follows the university syllabus across 14 (fourteen) departments in UG programme and in Mathematics and Assamese department under PG programme. The functional Add-On course further enrich the curriculum with scope for skill development too. The Academic calendar, a prototype of Gauhati University with conducive modification is designed to suit the workload across UG and PG level with additional responsibility of Higher Secondary classes. The Academic Calendar meticulously designed by IQAC reflects academic as well as co-curricular, extra-curricular activities for students providing a preview of activities for students. The Principal and IQAC, college staff and constituted committees are convened on different occasions for review and assessment of activities like teaching, internal and university examination schedule, add-on activities for a streamlined and continuous teaching-learning process and administrative functions. For wide reach of students, the academic calendar is uploaded on the college website and published in the college prospectus with particular stress on it during admission and commencement of the session during introductory class. Based on the Academic calendar and routine, the respective Head of the Department distribute workload to faculty members prior to class commencement. The curriculum planning and execution is ensured through streamlined activity of record maintenance of class, leave, syllabus distribution, course progression, examination schedule, tutorial class along with mentor-mentee records by the Head of the department in their HOD's diary. As part of the curriculum planning, teachers prepare teaching plan in accordance with academic calendar focusing on tutorial and remedial class for meeting demands of different levels of learners. There is a system of documenting classes taken, details of extra classes or extra-curricular activities in the Log book followed by periodic meetings discussing the progress and gaps to ensure planning and curriculum enrichment by organizing events to cater needs for fulfilling curriculum delivery. The college apart from practicing traditional pedagogy, utilizes available ICT tools for optimal curriculum delivery. The use of ICT during last two years with WhatsApp platform to Google Classroom, online seminars are also in practice. The Gauhati University run examination system also ensures curriculum delivery. The IQAC in consultation with departments introduced the pre-session examination conducted in different ways and held prior to sessional examination. With publication of examination marks, review is conducted and slow and advance learners are identified. The college through IQAC reviews parameters of academic growth ensuring remedial classes and a robust mentor-mentee system. For holistic education, college executes curriculum delivery based on experiential learning offering exposure for skill development and continuous learning. The Central Library, an important curriculum supports through its rich repository of resources. For the Internal Assessment and its successful curriculum execution, academic calendar is designed with flexibility to accommodate changes after review and discussion for effective curriculum delivery. To create general awareness and develop students as sentient human, curriculum delivery is further enriched by holding significant commemorative days of national and international importance.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

1.2 Academic Flexibility

1.2.1 Number of Add on /Certificate/Value added programs offered during the last five years

Response: 9

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

1.2.2 Percentage of students enrolled in Certificate/ Add-on/Value added programs as against the total number of students during the last five years

Response: 5.74

1.2.2.1 Number of students enrolled in subject related Certificate/ Add-on/Value added programs year wise during last five years

2021-22	2020-21	2019-20	2018-19	2017-18
118	30	70	159	89

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

1.3 Curriculum Enrichment

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

Response:

The college adheres to Gauhati University syllabus and has been providing quality education foregrounding crosscutting issues relevant for composite development of college. The syllabus in general completes theoretical premises of the education system. However, for a holistic education system

broaching on time pertinent issues offering comprehensive and complete overview of life and living, the college integrates crosscutting issues emphasising professional ethics development, gender consciousness and parity, ethical values or environment conservation and awareness etc. Being affiliated to Gauhati University, college runs a course on Environmental Studies as compulsory paper across UG II semester in science and arts stream and for extensive involvement of students for wider information and knowledge, the Echo club organises events inviting students participation and few programmes are arranged under the DBT Star Status scheme also. The NSS, NCC, Amrit Prabha Ranger also organizes programmes on environment sustainability, conservation and maintenance and through voluntary or compulsory student participation they are enthused with the spirit of awareness and practice on the campus as well as in their relevant spaces. Gender issues and the sensitization on it is crucial and therefore college ensures awareness on it by organizing meaningful events under the aegis of cells like Women's Cell, NCC, NSS, Amrit Prabha Rangers etc. The college definitely endeavours to help students be mindful on issues like gender, equity, physical and mental health with particular reference to rural women, their empowerment issues, safety and defence mechanism to be adopted ensuring equal development of man and women etc. A meaningful education with an aim to develop worthy human resource steering the society towards development requires inculcating good value system. The NSS, NCC and Amrit Prabha Rangers activities invigorates the sense of discipline, inclination to serve humanity and nation establishing a sense of mutual development constantly enthused with activities taken up orienting them with required sensitivity towards professional ethics and responsibilities. In this regard, the J N College Students Union Body also holds student seminar on topics like human values and value education focusing on nature, sustenance and environment or growing professional ethics through knowledge dissemination and excellence in higher education as well as develop awareness to become mindful towards those issues. The college in its journey of providing quality education constantly seeks holistic education. For an invigorating incorporation of the crosscutting issues the college has constituted some self-financed cells/ study centre like Gandhian Study Centre, Dr. Bhupen Hazarika Centre for Cultural & Creative Study, Srimanta Sankardeva Centre for Language, Literature & Media Studies, Cultural Unit ,Yoga Centre etc holds events, workshops or talks inspires students with character development, overall well-being and secular vision by commemorating important personalities of national importance and fulfilling student oriented objectives like understanding social diversity, cultural heritage etc., all being seminal in in invigorating nationalistic temperament. These activities within or outside the college campus foregrounds the experience which is enriched with theoretical knowledge offered by text books thereby ensuring holistic education indispensable for community welfare and nation at large.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

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

Response: 4.13

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

Response: 85

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

1.4 Feedback System

1.4.1 Institution obtains feedback on the academic performance and ambience of the institution from various stakeholders, such as Students, Teachers, Employers, Alumni etc. and action taken report on the feedback is made available on institutional website (Yes or No)

Response: Yes

File Description	Document
Upload supporting document	View Document

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1 Enrolment percentage

Response: 71.2

2.1.1.1 Number of students admitted year wise during last five years

2021-22	2020-21	2019-20	2018-19	2017-18
1096	736	664	636	638

2.1.1.2 Number of sanctioned seats year wise during last five years

2021-22	2020-21	2019-20	2018-19	2017-18
1345	995	985	985	985

File Description

Document

Upload supporting document

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

2.1.2 Percentage of seats filled against seats reserved for various categories (SC, ST, OBC, Divyangjan, etc. as per applicable reservation policy) during the last five years (Exclusive of supernumerary seats)

Response: 64

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

2021-22	2020-21	2019-20	2018-19	2017-18
155	236	143	149	133

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

2021-22	2020-21	2019-20	2018-19	2017-18
261	261	251	251	251

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

2.2 Student Teacher Ratio

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

Response: 29.37

2.3 Teaching- Learning Process

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

Response:

With an aim towards boosting efficiency in teaching-learning, the college has resorted to student centric methods like participative learning, problem solving methodologies in preparation for endowment and accrument of various skills by providing students the best available facilities as part of conscious learning process. Under academic goals, student centric methods correspond to theoretical information made composite with exposures on experiential learning offered through field visits to industrial hub, curated interaction sessions with technical experts benefitting students with first-hand experience impacting on their interactive and interpersonal skills adding leverage to the spirit of inquiry through survey, data collection and concluding with report submission. Students are enriched with visits to bio-diversity parks, heritage sites, local markets for concept development and concurrent theoretical analysis offering insight into problem analysis and solving methodologies. Students are enriched with information and inspired for higher research on advance methods on use of laboratory instruments under experiential learning methods through their visits to Advance Laboratory within and outside the state namely IIT Guwahati, CIPET, Plasma Research centre, Victoria Memorial in Kolkata etc. Summer camps lectures, hands-on training is further stimulated with incorporation of ICT aid in arranging online lectures, webinars continuing the learning experience. The exposure to experiential learning inspiring participative learning with educational trips to IASST and College of Aeronautical Engineering, Delhi, Agra, Shantiniketan in Kolkata and Mandarmani in West Bengal, ICER, NEH region at Borapani in Meghalaya. In continuation of this process, Interactive Meet cum Popular Talk was arranged on Cancer and Alzeihmer. Visits to National Parks in Assam also widened the scope of experiential learning. The celebration of important days like World water day, Constitutional day, International Women's Day or Yoga Day adds to student centric method of learning through its exposure.

ICT is prominently used for promoting participative learning and students are provided with know-how on benefits of e-learning and resources through interesting and uninterrupted process. With exponential growth of Higher education, the college in concurrence with traditional pedagogy introduced ICT for class lectures, course content provision and development through hard and soft copy, video tutorial, and resource sharing on assigned online platforms like WhatsApp, Google Classroom via technology partner. For facilitating problem solving methodologies, teachers regularly update their knowledge for enhancing competency through Faculty Development Programme so as to provide students exposure to student centric methods and newest trends in learning or avenues for developing skill etc. With a completely Wi-Fi enabled campus, ICT facility in the departments through computer, projector, printers etc are provided for facilitating education by uploading reference material either in the form of research data or sharing of video lectures which allow students to comprehend the study topic in diverse dimension and sharing details of same on the automated profile. ICT is also utilized in holding screening test of students prior to enrolment in a particular department of their choice with constant monitoring for fair examination system.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

2.4 Teacher Profile and Quality

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

Response: 100

2.4.1.1 Number of Sanctioned posts / required positions for teaching staff/ full time teachers year wise during the last five years:

2021-22	2020-21	2019-20	2018-19	2017-18
70	71	72	69	70

File Description	Document
Upload supporting document	View Document

2.4.2 Percentage of full time teachers with NET/SET/SLET/ Ph. D. / D.M. / M.Ch. / D.N.B

Superspeciality / D.Sc. / D.Litt. during the last five years (consider only highest degree for count)**Response:** 35.23**2.4.2.1 Number of full time teachers with NET/SET/SLET/Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt. year wise during the last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
28	26	26	22	22

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

2.5 Evaluation Process and Reforms**2.5.1 Mechanism of internal/ external assessment is transparent and the grievance redressal system is time- bound and efficient****Response:**

J N College adheres to the examination system as laid by Gauhati University for both Internal and External assessment. Under strict monitoring, semester examination is held. Students performance is assessed through internal examination also held in each semester of one hour duration. In lieu of sessional examination, home assignment, seminars, field reports may be assigned at any time during semester and considered as one question in the sessional examination. The marks allotted in internal examination is 20% of total marks and students are to write paper on scripts provided by Gauhati University. The examination cell finalizes date for sessional examination as per college Academic calendar for sessional examination. 20% marks is divided into 10 marks for internal assessment with 4 marks allotted against attendance. The departments coordinate with teachers for preparation of same by designing question paper, arranging invigilation duty, followed by script evaluation and after marks allotment scripts are shown to students for any clarification. There is no 'repeat'/'betterment' system in sessional examination. However, if a student fails to appear in one or both sessional examination due to valid reasons and evinced by medical certificate or authentic document due to co-curricular activities duly with CCA permission from authority, the teacher may allow the student/s a separate examination. At the end of the semester and prior to final examination, the teacher is centrally required to submit internal examination marks in university marks sheet along with answer scripts to the C.E of Gauhati University.

The college with an aim of identifying slow and advanced learners have designed a pre-sessional/ unit examination which is organized by the department either in the form of written examination or as MCQ test, seminar presentation or group discussion as feasible in the department. The assessment records are closely analysed by teachers for observing the consequential progress in educational environment.

The external or end-semester examination evaluation is 80% of total marks assigned for a course of three hours duration for ESE component exceeding 50 marks and for a student to pass the examination one has to pass the internal and external examination separately.

The teacher ensure that students are briefed adequately on Internal/External assessment criteria to enhance transparency. To maintain a system of continuous evaluation, teachers ensure different techniques; like MCQs, class tests, case studies, classroom presentations in preparation for semester end examination under Gauhati University. The college takes necessary measures towards upholding transparency in internal assessment by publishing the marks scored by students in departmental bulletin board followed by permission to students to go through answer scripts and take up any query for discussion and clarification within stipulated time. During external examination, transparency is upheld by releasing question paper in presence of senior faculty followed by strict invigilation and CCTV surveillance. For any arising grievance, after verifying the credibility, correspondence is completed through proper channel and until query is resolved, college authority pursues the matter and upon being resolved the matter is duly reported to examination cell for record.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

2.6 Student Performance and Learning Outcomes

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

Response:

The college follows Programme Outcomes and Course Outcomes for all programmes offered by Gauhati University as per guideline. In adherence to the POs and Cos, college offers students with knowledge, and in acquiring skill.

The CO aim towards meeting academic needs which in turn facilitates students with opportunities for higher education and promoting surge towards profession of one's choice. The COs analyses development of students in terms of knowledge acquired and optimal growth in potential. Realizing the importance of COs as crucial component towards fulfilling enshrined college vision and mission and growth of academia as well as building skill competency for developing human resource, college has given thrusts to increasing awareness on it amongst teachers and students.

With the implementation of CBCS course, the college organized induction programme with introductory talk on new syllabus emphasising POs and COs. The propagation of information on POs and COs are brought to cognizance of students by mentioning and discussing during the syllabus component in the introductory class of respective departments. These well laid discussion on POs and COs enables students

in understanding what the course offers and they would learn and can expect after course and programme completion. The teachers of the college prepare themselves for gaining leverage on the POs and COs and enhance their knowledge on course content by enrolling in designated workshops, conference, discussion and FDPs for clarity and dynamic incorporation for successful outcome of the programme.

All the POs and COs stated clearly by Gauhati University for UG and PG level are followed by the college and displayed on college website for wide reach among teachers, students and concerned person.

The analysis and evaluation of POs and COs are done from time to time through discussion and review on particular topic and justifying the development of knowledge gathered and applicability in real time etc. The evaluation enforces information on whether students have developed application-based know-how and their competency in acclimatizing to physical experience on the premises of information and knowledge acquired.

The evaluative reports on POs and Cos are uploaded on the departmental page on college website as well maintained as part of departmental records.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

2.6.2 Pass percentage of Students during last five years

Response: 54

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

2021-22	2020-21	2019-20	2018-19	2017-18
328	235	169	216	261

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

2021-22	2020-21	2019-20	2018-19	2017-18
472	461	388	483	435

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

2.7 Student Satisfaction Survey

2.7.1 Online student satisfaction survey regarding teaching learning process	
Response: 3.37	
File Description	Document
Upload database of all students on roll	View Document

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

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

Response: 14.45

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

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	0	14.445

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

3.2 Innovation Ecosystem

3.2.1 Institution has created an ecosystem for innovations and has initiatives for creation and transfer of knowledge

Response:

J N College in its journey of spreading persistent knowledge is moving on with dogged determination for creation of an ecosystem promoting spirit of innovation and creative virtuosity for enhancing knowledge and its transfer.

With reflection of the vision and mission, college aims to develop its available resources to the best of its advantage and upgradation of available infrastructure primarily intending to build an ecosystem experimenting innovative methods employed on the existing body of knowledge also enhanced through exposure to particulars of that knowledge system to amplify its dimension scope of creating new techniques, methods of systematizing knowledge and its transfer for viable usage and utility in simplifying life and productivity.

The college introduced students to innovation based entrepreneurial workshop for start-up promotion by acquiring a license Section 8(1) of the Companies Act, 2013 in the name JN College Entrepreneurship Foundation.

To invigorate the creation of an innovation-based ecosystem, collaborative activities are indispensable aspect of it. Significant collaboration like signing of MoU namely with PICO is completed and under

which Assam Start-up is introduced.

Lined up with this ecosystem management, ICGC duly organized the Ideathon venture as collaborative venture with Assam Start up by inviting participation of students across districts of Assam. This venture witnessed an encouraging participation rate of students successfully earning positions. One student from host institute, i.e., Jawaharlal Nehru College was successful in winning a position too.

Perceiving the immense potential for generating an environment for promoting start-up venture, college arranged awareness camp to inspire students to contribute to this ecosystem. Department of Physics keeping in tandem with this spirit of promoting innovative ideas launched the Innovation Hub to encourage idea generation of students/innovators/creators to introduce industry changing product and create such service. This hub aims to kindle ideas amongst students, innovators and creators and inspire and elevate them to the threshold from where a linkage with Department of Instrumentation or Electronics under Gauhati University, and Indian Institute of Entrepreneurship (IIE) could be attained. Under this cell, college with its support of internal research grant is funding the innovative feat of a student from department of physics. The student has been working on designing a smart dustbin featuring many advantageous usages displaying scientific marvel. As part of this innovation initiative, an MoU with Ganapati Aviation LLP, New Delhi for establishing Drone Pilot training institute at J N College for imparting training of unmanned aerial system.

It was under this movement of creating an innovation ecosystem that the relevance of IPR and its awareness was felt. Therefore, college organized IPR awareness camp and training sessions from time to time.

J N College in its futuristic leap towards creating such an ecosystem that knowledge creation and generation has mapped out different plans, one of which is to introduce JN College Entrepreneurship Foundation, a fund generation system for opening an incubation centre through meticulous planning for sustenance of this ecosystem.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

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

Response: 83

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

2021-22	2020-21	2019-20	2018-19	2017-18
24	20	14	12	13

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

3.3 Research Publications and Awards

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

Response: 0.36

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

2021-22	2020-21	2019-20	2018-19	2017-18
6	9	4	3	4

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

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

Response: 0.58

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

2021-22	2020-21	2019-20	2018-19	2017-18
11	11	4	6	10

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

3.4 Extension Activities

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

Response:

J N College in its pursuit of knowledge dissemination understands that alongside theoretical content, extension activities prepare student for holistic education. Therefore, extension activities across different components of society like women and health, self-defence programme, environment and sustainability and cultivation, cleanliness drive, AIDS awareness drive or on anti-narcotics are taken up. The constituted bodies like Women Cell, J N College Students Union, Eco club, NCC and NSS unit, Amrit Prabha Ranger team in association with IQAC and concerned departments carry out various extension activities through different modes like talks, seminars, in-house/on-site visits, Voluntary/mandatory social service, Health camps, awareness camps on Covid-19, awareness event on ecology and distribution of masks, Vaccination drive, Yoga practice etc. The observance of important days concerning the state and nation also contribute in this development.

Activities taken up on gender equity, humanity, social reforms and existing legal rights are conducted by Women cell for faculty, students with greater outreach to locals. With respect to instilling awareness on health and workplace environment, talks on women's health, nutrition with special reference to rural women, prevention of cancer among women and awareness on prevention of communicable diseases was conducted in the adopted village Jarapara. Further sensitization on women and sexual harassment at work place, self-defence training for women is organized for greater information within and outside college. During and after pandemic, masks distribution in Ukiam was conducted by Amrit Prabha Ranger team.

Inauguration of Sanitation System (Toilet & Urinal) at Jarapara Mahila samiti was done by NSS. Sensitization programmes on environment, conservation and maintenance for students are yearly conducted through plantation and cleanliness drives by NCC and Amrit Prabha Ranger Team. Notable exposure to entrepreneurship and skill development was provided to students through online Entrepreneur interaction programme. Students interaction with an agriculture entrepreneur on viability of traditional agriculture methods boosted by scientific back up was completed and provided much exposure to students. The college supported Swachhata Pakhwada-Gramin, Ministry of drinking water sanitation and for fulfilling objectives of the mission, 'Nadi Utsav' by NCC with task of cleaning the banks of Boko River was achieved. Cleaning of public sites like Dakuapara under Boko block, Boko Police station, Petrol pump, bus stands within Boko was conducted by NSS and NCC.

For promoting green and clean atmosphere, sapling distribution was conducted by the NSS, NCC and Amrit Prabha Ranger. During the pandemic, college confirmed with the government SOP to tackle the hostile situation by arranging mass covid test and vaccination camps, and arranged quarantine camps at college campus as well. For the fortitude and courage shown during covid by the college fraternity and the works executed at large, the faculty in-charge of NSS received honorary appreciation in recognition for work executed as frontline workers during pandemic. The Amrit Prabha Ranger team was also able to clinch the first prize for their extensive service for the community at large.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

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

Response:

J N College in its journey of facilitating inclusive education and in view of the NEP 2020 has introduced state-of-the-art facilities with an aim to provide education based on newest teaching technique and ICT aids for maximum exposure of students. The stimulation of learning centric methods is multifarious and based on experiential learning requiring participative arrangement of students for the extension activities. These activities are mostly aimed at providing an education holistic in nature which could manifest not only theoretical concepts but contribute towards developing skill-based knowledge, entrepreneurial zeal and a motivation to steer change in society. Therefore, with an aim to bring forth this platform, extensive activities are meticulously designed by the respective departments. These activities are in the form of field trip, on site visits to industrial hub, sensitization on social themes by providing community service through cleanliness drive, sapling plantation, providing toilet and sanitation to AIDS awareness, sensitization on gender issues. The Women Cell, NCC cadets and NSS volunteers, Amrit Prabha Ranger Rover and Echo Club members conduct the event which is assisted by the J N College Union Body. The timely reports are duly submitted to the office concerned and J N College was able to clinch two awards namely Lakshmi Mazumdar Award (Ranger Section) by the Bharat Scouts and Guide for providing extensive community service and the Best Teacher's Award in the district level by Govt. of Assam to Dr Tapan Dutta from Dept. of Botany, who is now the Principal of the J N College.

These awards testify and duly recognized the contribution of the teacher who took upon herself/himself the responsibility of leading the students into this activity and exposing them to fields allowing students to inculcate value system, professional ethics and zeal to serve the nation.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

3.4.3 Number of extension and outreach programs conducted by the institution through NSS/NCC/Red cross/YRC etc., (including the programmes such as Swachh Bharat, AIDS awareness, Gender issues etc. and/or those organised in collaboration with industry, community and NGOs) during the last five years

Response: 42

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

2021-22	2020-21	2019-20	2018-19	2017-18
4	14	10	9	5

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

3.5 Collaboration

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

Response: 6

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1 Availability of adequate infrastructure and physical facilities viz., classrooms, laboratories, ICT facilities, cultural activities, gymnasium, yoga centre etc. in the institution

Response:

J N College continues its journey of fulfilling quality education with resilient infrastructure and qualified and competent teachers engaged in teaching-learning activities with assistance of well-equipped classrooms numbering 38 after augmentation of 4 more. Similarly, with 3 more laboratories added the cumulative number is 22 at present. Being a fully Wi-Fi enabled campus now, ICT equipped learning has been invigorated and now fortified with award of Star Status College to science stream, the classes are functioning as fully digitized having specified laboratory and computer PC for students' usage separately. Software course on C++, R programming, Mathematica are taken care of by Mathematics department. The laboratory activities in department of Botany are aided by advanced technology of Bio-tech hub. With video conferencing room and AVR facilities, Edusat Programme could be viewed. There are 4 developed seminar halls, 7 classrooms with LCD facilities and 2 seminar halls with ICT arrangement and a video centre.

For cultural activities, college has an Auditorium cum Community Hall with seat capacity of 500 people with adequate light, sound facilities, stage and wing. There is one fully AC Conference Hall with 150 seat capacity, having stage arrangement, light and sound facilities also.

There is a Cultural Unit in college which organizes cultural events, workshops, trainings and celebrates programmes national and region's importance for enrichment of culture local and indigenous in nature. Under its guidance, students are prepared for events at state and inter-state university level, youth festival, and competitions of inter college and state or interstate level. The cell encourages participation of students and staff to promote and hone Cultural sensibility.

The Dr. Bhupen Hazarika Centre for Cultural & Creative Studies of J N College is engaged in pursuit of acquainting students with major cultural trends across societies with focus on indigenous culture, extensive study on Indian culture with particular reference to North East India with an aim to preserve endangered knowledge on songs, music and dance form and thereby develop a repository in future.

The college has developed sports and games facilities with establishment of an Outdoor Stadium and Indoor Sports Facilities in the indoor stadium also comprising a badminton court, table tennis and a gymnasium. The college has an indoor swimming pool with ample scope for water sports in future. With a Synthetic Volley Ball Court there are 02 more Play Grounds. Significantly, college signed an MoU with a local cricket academy and inaugurated "Dream Cricket Academy" offering students and residents of Boko scope for training and practice and honing of skills. This venture of the college aims to train the budding talents of the area.

Yoga training facility is provided in periodic intervals under trainers. The yoga sessions are planned and lays thrusts on student-teacher participation for exposure, provision and benefits of the stakeholders.

The infrastructure maintenance is conducted regularly and students have been availing facilities and been

able to earn laurels across different categories in state level.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

4.1.2 Percentage of expenditure, excluding salary for infrastructure augmentation during last five years (INR in Lakhs)

Response: 35.59

4.1.2.1 Expenditure for infrastructure augmentation, excluding salary during the last five years (INR in lakhs)

2021-22	2020-21	2019-20	2018-19	2017-18
25.19	25.78	61.01	136.08	71.83

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

4.2 Library as a Learning Resource

4.2.1 Library is automated using Integrated Library Management System (ILMS), subscription to e-resources, amount spent on purchase of books, journals and per day usage of library

Response:

The Jawaharlal Nehru College Central Library is fully automated using SOUL 2.0 (Software for University Libraries) since 2014. SOUL is a state-of-the-art Integrated Library Management Software designed and developed by the INFLIBNET (Information and Library Network) Centre. SOUL 2.0 is user friendly software developed to work under client server environment. It was designed to automate all housekeeping operations in a library. The SOUL 2.0 consists of five modules like acquisition, Catalogue, Circulation, OPAC (Online Public Access Catalogue, Serial Control and Administration modules. SOUL 2.0 is compliant to international standards such as MARC 21 bibliographic format, UNICODE-based multilingual support for Indian and foreign languages.

In SOUL 2.0 Catalogue module is used in our library for retrospective conversion of library resources. At present in our library entered 16349 numbers of bibliographical records of library resources in SOUL 2.0 database and generate barcode for all the textbooks.

Library followed the Circulation module for creating membership management, issue-return, overdue charge, reminder, stock verification etc. Barcode technology is used in the library for issue and return of books. Library has also the facilities of Barcode based attendance system for both students and all teaching and non-teaching staffs.

One of the major attractions of SOUL2.0 is its robust Online Public Access Catalogue (OPAC). The college Central Library provide this OPAC facility to all the user of the library. The OPAC has simple and advanced search facility with the minimum information for each item including author, title, subject heading, keywords, class number, series name, accession number or combination of any of two or more information regarding the items. OPAC also helps to know the users that item are issued or available in the library. SOUL 2.0 database backup utility is available and this utility used for taking backup from SQL Server and to restore it in the external hard disc.

Apart from this SOUL 2.0 library is using DSpace Content Management Digital Library software for digitization of documents. Using this software library has created an Institutional Repositories (IR) and access is made available online to the entire scholarly community in open access (<http://jnc.digitallibrary.co.in/>). In this IR faculty publications, college magazines, question papers, syllabus, free e-books and many more information is made available. Reprography service is also available in the library.

E- Resources: The Library is a member of the NLIST and also a club member of NDLI. The users can access 199500+ E-books and 6000+E-journals available in the NLIST data base and 6,00,000 E-books through NDLI.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

4.3 IT Infrastructure

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

Response:

The college has been trying to provide competent and updated IT facilities to ensure digital learning environment and sharpen technical efficacy of students in presence of the existing physical facilities and infrastructure. The college campus is geared with Wi-fi facility and from session 2021-22, it was completely transformed into Wi-Fi enabled campus from bandwidth capacity of 06 MBPS Vodaphone service to 10MBPS BSNL service. With respect to update of IT details, the college has developed 2 (two)

Browsing and Computer centres respectively. A total of 143 computer system has been upgraded and the IT classroom facility including computer centres have been upgraded to 7 (seven) with LCD facilities too. There are 2 (two) ICT equipped Seminar Halls and a video centre also. All the departments are furnished with computer and printer and the DBT Star Status accredited departments have developed computer facilities to provide technical support as well as promote the culture of research and findings. The department of mathematics has a well-developed computer hub for various academic activities associated with its syllabus and advanced studies as students support activity. Licensed Software Facilities called Mathematica is incorporated and used by the department of Mathematics. The department of Economics is also contributing in development of IT environment at college by introducing a 6 months certificate course in MS Excel and TALLY ERP9 and has received an encouraging response from students.

The Central Library of the college is automated using Integrated Library Management System (ILMS) and uses DSpace Content Management Digital Library software for digitization of documents. Its use has created an institutional Repositories (IR) and the access to it is provided online to the entire scholarly community in open access. The office of the college is now fully automated and been upgraded to 08 (eight) computers at present.

The college has taken a novel step in automation facility with support from a hired Technology enterprise record preservation of data like students' attendance, Teacher's profile management, their leave record, as well as online class details, class notes, PPT presentation and video tutorials are maintained online on college website.

The college has a competent surveillance system for vigil and security as well as record maintenance. A total of 63 numbers of CCTVs are installed across all the blocks of the institution, the entrance gate along with the administrative building and the Central Library, internal avenues, roads etc. The data of the same is stored and is available at the principal's office on the monitor.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

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

Response: 18.69

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

Response: 110

File Description	Document
Upload supporting document	View Document

4.4 Maintenance of Campus Infrastructure

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

Response: 14

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

2021-22	2020-21	2019-20	2018-19	2017-18
11.25	3.29	19.83	69.94	21.57

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1 Percentage of students benefited by scholarships and freeships provided by the Government and Non-Government agencies during last five years

Response: 83.74

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

2021-22	2020-21	2019-20	2018-19	2017-18
1908	1447	1380	1036	1025

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

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

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

Response: A. All of the above

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

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

Response: 7.89

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

2021-22	2020-21	2019-20	2018-19	2017-18
136	49	39	316	100

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

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

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

Response: B. Any 3 of the above

File Description	Document
Upload supporting document	View Document

5.2 Student Progression

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

Response: 18.61

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

2021-22	2020-21	2019-20	2018-19	2017-18
34	80	36	32	43

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

2021-22	2020-21	2019-20	2018-19	2017-18
328	235	169	216	261

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

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

Response: 8.89

5.2.2.1 Number of students qualifying in state/ national/ international level examinations (eg: JAM/CLAT/NET/ SLET/ GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/ Judicial Services/Public Prosecution services/All India Bar Exams/State government examinations) year wise during last five years

2021-22	2020-21	2019-20	2018-19	2017-18
2	0	2	0	0

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

2021-22	2020-21	2019-20	2018-19	2017-18
12	11	13	7	2

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

5.3 Student Participation and Activities

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

Response: 26

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

2021-22	2020-21	2019-20	2018-19	2017-18
5	8	5	4	4

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

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

Response: 8.2

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

2021-22	2020-21	2019-20	2018-19	2017-18
7	10	11	8	5

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

5.4 Alumni Engagement

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

Response:

There is an Alumni Association of the institute. With its recent status of being registered body now, it is continuously functioning as a connecting link between the alumnus and college fraternity with students as well. This body maintains communication between former and present students and college fraternity too through participation in different college events where they share their experience, and develop bonding with present students through their rich information and knowledge on life learning, preparedness for future and importance of the need of inclination towards academics. The act of reminiscing the past,

discussion of values and ethics they inculcated from college is crucial for invigorating the enrolled students with sense of belongingness and responsibility towards boosting all round development of college, and zeal to develop oneself as valuable human resource ready to serve one's area, state and nation at large and carry on the legacy of the college as being the proime torchbearer in higher education in the area.

This body maintains alumni database, arranges meetings in periodic intervals on future course of events from time to time as per feasibility. Programmes like Plantation drive, contributory acts as necessary material for benefit of students in the teaching-learning process along with voluntary monetary contribution.

The departments of college have taken initiatives to build their discrete Alumni groups secured to the registered alumni association and maintains communication between the current and past pupils, and reserves data on their progression to higher education. The department as a mentoring body informs them on various alternatives for higher education or placement opportunity for their benefit. Alumni meets for reunion are organized and acts as a definitive step towards a continuous development of the students and retention of communication with one's alma mater, simultaneously building up a connection of the past students with present batch leading to considerable knowledge sharing, development of students and maintenance of communication with one's alma mater and simultaneously boosting the system of mentor-mentee.

The constituted registered body aims to shape the association into an active and vibrant organization with objectives aiming to fulfil the all-encompassing development of college. The association maintains communication and connection with present students and college fraternity through participation in college events, meetings or programmes like placement guidance programme for the freshly passed out students. Such meets not only benefit them but concurrently the alumni may serve to be inspirational and thereby develop bonding with present students which outsources them with information and knowledge on life skills and academics. In periodic interval, this body arranges meetings on future course of events which is implemented from time to time depending upon the feasibility and need of the situation.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1 The governance and leadership is in accordance with vision and mission of the institution and it is visible in various institutional practices such as decentralization and participation in the institutional governance

Response:

The governance of J N College is guided by its aspired vision and missions in the journey of excellence in academics and all-round development creating a healthy environment with spirit of fair competition leading to excelling performance complementing holistic development of students. The journey of J N College under the leadership of the Principal and Governing Body for exercising governance, the institute is marching onward with a pool of talented teaching faculty and non-teaching staff persevering for fulfilment of policies designed for a transformative education system at college.

The college offer students an unmatched exposure to education at Boko which is not only academic in nature but also inclusive of the appurtenant areas fortifying holistic development of students. Since its inception, J N College as a premiere institute in an economically challenged area has always taken challenge of transforming students intellectually, as well as nourish them as socially and ethically responsible being. With a developed pool of opportunities in college with available resources and availing opportunities offered by higher education, students are benefitted through collaborative venture and experience-based learning and exposures. This robust system of education has infused students with improved learning desires through coordinated contribution of teaching faculty as per framework laid by IQAC for quality maintenance. The college governance with able leadership and vibrant and active teaching faculty works collectively for smooth running and fulfilment of mission and vision. With support from the respective departments for quality facilitation and optimization, the IQAC functions towards implementing latest teaching-learning process using ICT and state-of-the-art facilities. The IQAC ensure academic curriculum implementation, regular monitoring, review meeting, followed by action taken up with sufficient exposure through traditional pedagogical method, ICT facility and experiential and participative learning. In tandem with IQAC, there is a confederation of committees and statutory body functioning in association for bolstering teaching-learning, credible evaluation process and all-round progress. A stimulating research environment and collaborative ventures with neighbouring and other universities from state and outside is seen for invigorating an inclusive development of college. The presence of a diversified group of students acts as a challenge in providing equivalent environment and exposure to evolve as responsible and competent skilled person.

The college plans and works for students, stakeholders and involves itself in analysis through feedback system. Equally stress is laid on need of unity among students to ensure expression of their concerns. Therefore, the need of students' union becomes pertinent and the working Students union acts as unified and judicious voice for students and develop as responsible human beings in recognition of one's local and national culture, tradition and rich heritage.

Jawaharlal Nehru College with a firm footing on the rich culture and tradition is taking determined steps towards excellence and therefore all its endeavour whether through regular academic activities or, innovative techniques or through co-curricular and extracurricular work are all achieved with painstaking labour and hard work to achieve a benchmark for the present and future generations of students joining us

in this endeavour of ours.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

6.2 Strategy Development and Deployment

6.2.1 The functioning of the institutional bodies is effective and efficient as visible from policies, administrative setup, appointment and service rules, procedures, deployment of institutional Strategic/ perspective/development plan etc

Response:

The mechanization of various functions in college is based on the system of decentralization and participative management. Various bodies/cells are constituted by the principal and competent authority, the Governing Body. The different cells formed for effective leadership in association with participative management takes care of various concerns of the college. Committees and cells like Anti-Ragging Committee, Student Redressal, Library Committee, Annual Budget Committee, Book Stall and Canteen welfare committee, College Health Unit, Hostel Management Committee, Grievance Cell, ICGC, ICC, Cultural Unit are functioning in various capacities.

The Academic cell looks after the academic requirements right from the Academic calendar, to class dispensation, syllabus completion, smooth examination, catering needs of slow learners and providing better opportunities for the advanced learners. The academic cell advises the IQAC on various academic developmental areas for the common good of students. There is the examination cell which monitors the holding of all university examination under graduate and postgraduate programme. This cell also holds pre-sessional/unit test and sessional examination. The practical examination arranged by the departments are conducted in consultation with respective HODs for convenience of students.

The Heads of Departments are empowered to organize classes among departmental faculties and monitor timely completion of syllabus. The system of Mentor-mentee is also actively functioning and the teachers are taking care of not only academics but also the holistic developmental development essential for moulding students as responsible human beings with adequate skill development for the future.

The competent authority has duly constituted the IQAC for overall monitoring of quality and assuring the desired result. The IQAC regularly takes stock of academic development and the areas requiring consolidation for major changes for quality enhancement and maintenance. The IQAC also involves actively in providing welfare of faculty. It is authorized to verify PBAS and check eligibility for faculty promotion. The exercise of participative management is not limited to faculty. The various decentralized bodies perform meticulously and participate in the democratic activity of student The students are authorized to participate in governance of college by contesting in the Students Union election as well as

by officiating as student union body member in different committees.

The IQAC apart from performing IQAC responsibilities also collects Feedback from students and analysis is conducted which is reviewed for effective management and converting teaching-learning as a robust mechanism for education system. The Principal while executing various responsibilities in association with decentralized bodies also initiates staff recruitment process as per the Government mandate issued by Higher Education department of Assam. The central library, an important organ of college administration is taken care of by the librarian and the library committee consisting of faculty members for facilitating developmental and easy accessibility for students.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

6.2.2 Implementation of e-governance in areas of operation

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

Response: A. All of the above

File Description	Document
Upload supporting document	View Document

6.3 Faculty Empowerment Strategies

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

Response:

J N College understands that the welfare of the college fraternity comprising the teaching and non-teaching faculties is essential for improved and competitive service for development of teaching-learning as well as society as a whole. Significantly, the college has timely incorporated various physical facilities as well as technologically upgraded systems of operation directed towards fulfilling welfare measures. First and foremost, for a hazard free environment, the college has given thrusts to development of a no-plastic and no-smoking zone with display of signposts and slogans enthusing students, teachers and visitors to be sensitized on these issues and strictly adhere to the practice of these principles. For the teaching faculty there is a well-furnished teacher's common room with attached lavatory facilities etc. The institute has

installed RO water purifier in various corners for safe drinking water facility for staff and students. With toilets against each department as well as Central library to college canteen, faculties are ensured with hygienic lavatories. The concerns regarding health and immediate medical attention are delivered through facilities provided through the Health care unit. The children of the faculties while on college campus can avail facilities of the Child care unit established as per UGC guideline. The J.N College Employees Mutual Aid Fund is a contributory fund providing financial assistance as per framed regulations to the teaching and non-teaching staff in need. As a welfare measure, college has also developed a cooperative society that runs the organic farm with its beneficiaries in addition to assisting the temporary non-teaching staff who are directly engaged with its functions.

The college follows a decentralized method of governance which offers the teaching faculties with opportunities to develop their managerial skills with leadership and mentorship qualities.

The college maintains Performance Appraisal under the PBAS proforma for promotion of Teachers under the Career Advancement Scheme for the teaching staff. The academic calendar which is designed by IQAC as a prototype of the parent university is diligently followed and without hampering normal duties college authority encourages the teaching fraternity to partake in pertinent career development programme ensuring fulfilment of their academic requirements. For maximum scope of teachers' performance, various committees are constituted which not only allow teachers to explore their range of knowledge domain but also instigates them to come up with ingenious ideas for engaging students in various activities providing them with scope for their holistic development. The mentor-mentee engagement is another system ensuring even development in performance and overall, well being of the students.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

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

Response: 0

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

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	0	0

File Description	Document
Institutional data in the prescribed format	View Document

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

Response: 18.33

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

2021-22	2020-21	2019-20	2018-19	2017-18
7	52	7	36	1

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

2021-22	2020-21	2019-20	2018-19	2017-18
42	42	42	42	42

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

6.4 Financial Management and Resource Mobilization

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

Response:

J N College is situated across a sprawling area of 33 acres and with available land resources, the college has initiated with a novel idea of strategically opening an Integrated Organic Farm which runs as a self-financed cooperative society comprising of members from college fraternity engaged in low salary against non-sanctioned post. The farm grows locally available vegetables, fruits and medicinal plants like banana, lemon etc along with exotic fruits like dragon fruit.

An area of land resource is utilized for rubber plantation which has begun production. Such ways of optimal utilization of resources have earned college a benefit of Rupees 1-1.5 Lakhs against banana and rubber produce and expecting an improved yield from these as well as other perennial and seasonal vegetation. This utilization has also been successful in fortifying college-community The returns definitely

boost the shareholders who are college staff and an amount is reserved for future developmental activities.

With respect to fund allocation, college has duly applied and upon submission of specific proposal as sought for, has successfully received government funds from RUSA, DBT, UGC, and State Government Fund under State Innovation and Transformation Aayog (SITA). The government funds are utilized under supervision of constituted committees and in consonance with SOP provided. The college has twice received funds from Botanical Society of Assam and as per their reservation, college has utilized fund in organizing a national seminar on 'Science, Society, and Sustainable Development (SSS-19). The college takes measure to ensure the optimal utilization of funds received from government/nongovernment organization in fulfilment of the laid down terms and conditions against each funding agency. This is a part of college strategy for mobilization and utilization of funds so that college is able to sustain a good CIBIL score.

With respect to strategies for fund mobilization and optimal utilization of resources, college has developed a futuristic strategy for optimal utilization of land resources under which college has been able to receive grants under Mission Amrit Sarovar, Ministry of Rural Development, Government of India for Integrated Fishery and Horticulture. The college with its rich resource has been able draw support from Ganapati Aviation Solution LLP, New Delhi for DDCL approved certificate course on Drone Pilot Training by opening an institute. Accordingly, an MoU has been signed for this said project in New Delhi. Another futuristic plan on resource utilization by college is utilization of vacant land for extension project of the Integrated Organic Farm

For a streamlined account of details of various expenditure and utilization, the institution duly conducts financial audits- the internal done by registered CA, and the external audit is underway by department of local audit, Government of Assam. Further the college accounting system runs as part of e-governance system of college. J N College accounts system is now maintained in dualistic mode which is physical management as well in cloud saving system.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

6.5 Internal Quality Assurance System

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

Response:

The IQAC as a NAAC initiative was established on 20/06/2006 and continuously looks after quality enhancement through a stratagem and policy framework for spurring quality education by assessing strengths and weaknesses through an action plan including mentoring system, continuous evaluation and review collected. The IQAC sketches a yearly plan in compliance with vision and mission of college reflected in academic calendar. Periodic review meetings and assessment of action taken like innovative ways incorporated for qualitative and quantitative assessment on conducted events/programmes including seminars, webinars, workshops, FDPs with identification of fall outs is done by IQAC.

Aiming at formalizing a system, IQAC introduced strategies for assuring quality which are stated below:

Research Innovation: IQAC formalized institutionalization strategies with respect to development of research environment, innovative techniques by motivating and supporting research endeavours of students and teachers. Under the Academic Needs with respect to Research and Development, the college successfully installed and initiated functioning of upgraded Automation software for online class, facilitation of internet introduced students to wider scope of learning resources, and reach for progression to higher education. The institutional strategy of In-House research grant of Rs. 25000/ only (Rupees Twenty-five thousand only) was facilitated to a student, Mr. Dhrubojyoti Baishya, dept. of Physics for his research project on Smart Dustbin.

College Automation: Under Academic Needs for Research and Development, college installed and initiated functioning of upgraded Automation software for online class and record maintenance of teachers leave record, study material, video tutorial etc. For optimal leverage in growth of opportunities and facilities for students of rural background, IQAC offers quality education and scope for skill development. Academic Administrative Audit is conducted and reviewed with members of academic committee headed by Principal as Chairman. With respect to the physical Facility for teaching-learning, the college equipped the classrooms with CCTV and installed a water supply plant under Government. PHE Department on college campus. The existing classrooms achieved upgradation while laboratories of all science departments received an amount of Rs.2.4 lakhs (Rupees Two Lakhs Forty thousand only) for the financial year 2019-2020 and the same amount is utilized for the session 2020-2021. The departments under DBT Star college Scheme had received Rs.5 lakhs (Rupees Five Lakhs) only for laboratory equipment for the year 2019-2020 which was utilized during the session 2020-2021.

Examination System: In a bid to revamp college examination and escalate performance and competitive spirit, the IQAC of college introduced the system of Pre-Sessional Examination/Unit Test to record the incremental improvement in students performance in GU Final examination and record development of peer counselling and learning methodology to minimise gap between the slow and advanced learner gap.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

6.5.2 Quality assurance initiatives of the institution include:

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

Response: A. All of the above

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1 Measures initiated by the Institution for the promotion of gender equity and Institutional initiatives to celebrate / organize national and international commemorative days, events and festivals during the last five years

Response:

Our college as a premier Higher Educational Institution in Rural area is also trying to promote gender parity within the college and in the locality. The college has adopted Self Defence Training for Women Fraternity of the college as a best practice during 2017-18. Since then, we have arranged 4 Self Defence Training for the female faculties and female students of the college. To make it a continuous practice, during the year 2019-2020 another Self Defence Training for women was organized. During 2018-19, one Workshop on Prevention of Sexual Harassment at Workplace was carried out (8th March, 2019) where 83 participants (48 females and 35 males) participated. Another important step in the direction of gender equity was the organization of a women empowerment Cricket Tournament on 9th March, 2020 between Lady Faculty team and the Women's Hostel Team. Moreover, the college is celebrating International Women Day on 8th March every year by organizing popular talks on various gender related issues. All these activities reflect that as an institute of higher education our college is trying in every possible way for maintaining gender parity. As an institution of Higher Education, our college is trying to give more thrust on gender equity. Our college has transformed the Women's Cell into The Centre for Gender Studies, J.N.College, Boko. For creating a more gender inclusive environment the gender study centre of the college has carried out a "Gender Audit" in the line of "Energy Audit" and "Green Audit". An invited talk and interaction session entitled "Gender Consciousness and Inclusivity"- on 12th November, 2022 was organized where the resource person – Rituporna Neog was a transgender. Our college always give emphasis on celebrating important National and International Days. During the last four sessions we have celebrated National Voter's Day on 25th January (2019) Republic Day on 26th January (2018, 2019, 2020) International Mother Language Day(21st February, 2019) National Science day on 28th February (2018, 2019, 2020, 2021), International Women's Day on 8th March(2018, 2019, 2020) World Water Day (22nd March , 2021)World Environment Day on 5th June(2018, 2019, 2020, 2021), International Yoga Day on 21st June (2018, 2019, 2020, 2021), Independence Day on 15th August, Teachers' Day on 5th September(2018, 2019, 2020, 2021), International Literacy Day on 9th September (2019) Ramanujan's Day on 22nd December(2018, 2019, 2020), World's AIDS Day on 31st December (2019, 20,21). We have observed Death Anniversary of Bharat Ratna Dr. Bhupen Hazarika on 5th November (2018, 2021,2022). By observing these days we are trying imbibe the essence of different values into our system so that every member of the J.N.College family inculcate patriotic value, scientific temperament, community feelings . Above all observance of all these days help in developing our students as future resourceful citizens with all human values.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

7.1.2 The Institution has facilities and initiatives for

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

Response: A. 4 or All of the above

File Description	Document
Upload supporting document	View Document

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

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

Response: C. Any 2 of the above

File Description	Document
Upload supporting document	View Document

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

Jawaharlal Nehru College with its vision and missions as guiding light is marching forward with its pledge to offer an inclusive environment to students and fraternity for invigorating the sense of brotherhood and unity through sensitization on particular aspects of life. The institute's fortitude lies in the fact that as a centre for higher education and located in rural area it understands the bounty of nature and the rich, vibrant and diverse socio-cultural heritage. Understanding the existing diversity and need for unity and discipline on campus, the college has highlighted statutes for sensitizing students and faculty towards obligatory actions to be practiced by students, teacher and alike. Although identity of diverse ethnic culture is challenging, yet the college has developed the environment in college where students and fraternity can think and share thoughts, ideas on organizing and celebrating events that fosters growth of unity amongst different sections of this diverse cluster of identities. There is cultural, regional and linguistic harmony with mostly Assamese language being mode of communication. The established Cultural Cell takes care of organizing festivals and also commemorates days of national, regional or ethnic importance and thereby instil values, create awareness on rights, duties and responsibilities of citizens. Perceiving the importance

around inspiration and awakening of these sensibility and responsibility, college has constituted Dr Bhupen Hazarika Centre for Culture and Creative Studies Cell with objectives to introduce students the seminal trends of life and culture of people pertaining to different sections of society and alongside acquaint students with the indigenous culture and changes noticed in the cultural scenario either through study or onsite fieldwork on vistas of Indian Culture, with particular reference to North East India.

For exposure of students to democratic operations in an institution, college holds J N College Students Union Election which offers students a first-hand experience of voters right in a fair and free election. This also adds to their knowledge and experience of democratic rights and duties of a citizen. is used in selecting different members of the community.

Moreover observation of Independence Day, Republic Day, Voters' Day, Constitution Day and International Yoga Day etc gives opportunity to the students and members of the J.N.College Fraternity to grow sensitive towards constitutional obligations, feel reverence towards patriotic fervour and desire to inquire more on Indian rights, duties and values. The practice of these events and functions of the constituted cells has definitely sensitized and developed thoughts and principles of the college fraternity and students and locals around through periodic organization and celebration of these events or activities and has developed and is still allowing scope for growth of a hub of human resource capable of executing duties as responsible citizen and sentient being.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

7.2 Best Practices

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

Response:

1. Title of the Practice: Self defence training for women

Objectives of the practice: Self-defence training for women was adopted as a best practice by our college since the session 2017-2018 with the following objectives

- To create awareness about the importance of self defence.
- To produce a group of trained women who can confidently handle any undesired situation like

physical and sexual assaults.

- To make one step forward movement in the direction achieving the goal of gender equity in our institution.
- To create path for developing a gender inclusive environment in the college in coming days.

The Context: In our traditional patriarchal social system women have to face discrimination in various forms. Women are vulnerable to physical and sexual assaults. As an institution of higher education our college is always giving emphasis on maintenance of gender equity. Moreover, viewing the rising trend of attacks on girls and women at local, regional and national level we felt that our female students should be empowered to protect themselves. The basic principle behind the adoption of this best practice is to make our female students confident and skilled to protect themselves from sudden attacks.

The Practice: Gender equality is necessary to achieve social, political and economic development goals. Education plays a key role in challenging gender based violence and unequal societies. One of the best ways to create an affirming, welcoming, and gender-inclusive student support environment is to emphasize the safety and comfort of students who are women. Effective self-protection is not only a practical and common sense necessity but it is also an important component in helping to ensure the long term sense of confidence of being capable of protecting oneself in any situation. Of late several shocking incidences of violence against women have raised concern regarding the safety of girls/women. Viewing the rising trend of crime and violence against women our institution also took a noble step to train our female students so that they can protect themselves against any sort of physical attack. A very experienced and well-trained resource person was selected who interacted with each and every participant and taught techniques of self defence. He taught them how to handle a sudden attack or what to do when one has to deal with a group of individuals. He gave some vital tips to the participants.

Limitations: Till date we are unable to organize self-defence training for women of the neighbourhood.

Evidence of Success: 166 trainees from 4 training camps received training. A strong message has been conveyed to the college fraternity as well as community at large about the importance of self-defence training.

Problems encountered and Resource Required: Getting a resource person for a fortnight was not easy. Again, scheduling the program was another challenge.

Resources required: A permanent venue was the most important physical resource we needed. Fortunately, we have an indoor stadium and we used it for the training.

1. Title of the Practice : Organic farm

2. Objectives of the practice : An organic farm was developed in the college during 2021 with the following objectives-

- To use the vast land areas of the college resourcefully.
- To harness economic benefit in the line of Sustainable Development Goals.
- To develop entrepreneurship skill among students.
- To promote concept of organic farming among the students and community.
- To inculcate the spirit of participatory approach among students and staff.
- To make the students aware about “Dignity of Labour”.

1. The context: Colleges and universities are expected to take additional social responsibilities beyond their conventional role in teaching and learning. Our college with a 25 hectare of land is located in an area where cultivation is the primary livelihood of local population. Nowadays there is huge demand for organic products. Hence, to promote agro-based entrepreneurship skills among our students and community organic farming was adopted. Being a participatory program of administration and permanent /contractual office staff members thrust was paid in developing by laws for the cooperative society. A vast area which remained unproductive for a long period of time became productive with the launch of the farm and helped in resource mobilization. Convincing all the stakeholders for this project was a challenge. Clearing and preparing the area for farming was another challenge.
2. The practice: Our college with 25-hectare area is situated in a locality where cultivation is the primary livelihood and large section of our students also belongs to such families. Geomorphologically also there is tremendous scope for organic farming. It has been expected that by developing the organic farm college can impart a great contribution to the society by developing entrepreneurship skills among the young generation. The practice is unique being eco-friendly, prospective and inclusive in nature. The organic farm in near future be transformed into an integrated farm by incorporating income generating practices like piggery, duckery and fishery. In coming years, it will be sort of live laboratory and training centre. At present 5-hectare area has been brought under the farm. A cooperative society has been formed for smooth running of the farm. “Go for Organic Farming” is the message from our college to the society.

Evidence of Success: Conversion of unused land to productive one is the first evidence of success. Involvements of the office staff members indicate that this practice is successful in development of participatory temperament among the stakeholders. Profit generated by selling of products viz. *Papaya Carcia papa*, Leafy vegetables viz. *Brassica junceai*, *Raphanus sativus*, *Solanum khsiantum*, Lady’s Finger *Hibiscus esculentus*, *Phaseolus aureus*, Banana *Musa assamica* reflects the high demand of organic products.

Problems encountered and Resource Required: Motivating the primary stakeholders was a problem. Initially managing the cost of clearing and preparing the cleared area for sowing, and maintaining the farm was a problem. However, two basic resources land and manpower are available.

File Description	Document
Best practices as hosted on the Institutional website	View Document
Any other relevant information	View Document

7.3 Institutional Distinctiveness

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

Response:

As institution of higher education, imparting education as a core area is supplemented with the crucial responsibility of developing human resource directed to fulfil the common goal of producing skilled human resource by imparting quality education.

Jawaharlal Nehru College at Boko has been dispensing service as an institution of higher education in an area with rural background. Apart from its designated authority of providing quality education to local students, college is obliged towards the society around and understanding the liability and responsibility has laid thrusts on sectors which could cater towards this cause.

With regard to the surrounding locale supporting life and resources amidst its lush natural greenery, the college campus is painstakingly well developed and maintained for preserving mother nature and offering students the 'Gurukul' environment for healthy teaching-learning and all-round development. The college in its continuous process of nurturing the young minds has tried to fulfil the aspects concerning holistic well-being of students. That students should be provided with such a platform that can boost their confidence on public speaking or any other such associated activity is felt by the college. Therefore, an Open Stage is developed to cater to this aspect which is worthy of being celebrated as supporting institutional distinctive feature. For similar activities and exploration of dramatic skills and promoting and preserving local art forms in song, music and drama, college is developing an area designated for such activities under the Sal Trees within college campus. These facilities would certainly boost and support the creative sensibility of students and college fraternity alike with viable scope for providing benefits to locals around.

The performance of Jawaharlal Nehru College is supported by another laurel of being the only college in Assam and second in North-East India to be recognized as Star Status College by DBT Government of India under Star College Scheme. With this status, college is entitled to better facilities and exposure in propagation of science and boosting scientific temperament among our students and students and faculty of nearby institutions.

Understanding the priority of the college for achieving status as a distinctive organization dedicated to the essence and spirit of learning in every way for students, the infrastructural development is given much thrusts. For supporting physical health and promoting spirit of sportsmanship, the equipped swimming pool within the campus along with outdoor stadium, Indoor sports facilities, gymnasium, synthetic grass volleyball court is catering to fulfil such need with ample scope for training students in water sports in future.

An institute cannot progress without taking care of concerns of the disabled students and those from belonging to the LGBTQIA+ community. In this regard, the college has developed lavatory system for the disabled. There is also the facility of Gender-neutral toilets which was constructed in fulfilment of developing campus practicing gender parity.

The smooth functioning of regular activity of college is significantly complemented by various plans trying to develop entrepreneurship skills of students and neighbouring community. In this line, the opening of Organic Farm, and formation of a cooperative society for maintaining its activities was an initiative that paved way for sustenance with provision of financial security to permanent and temporary office staff members. The benefits reaped from this organic farm not only speaks of sustenance building and generation of public awareness on prospects of organic farming in neighbouring areas but also offers a rich

area for providing experiential learning experience to students of the college as well as neighbouring colleges too. The expansion of this organic farm as a futuristic endeavour would lead to creation of a distinctive niche for our college.

The college has also nourished a plan of empowering every student at exit level of higher education with certificate of an Add on Course running under the aegis of Jawaharlal Nehru College with developed interpersonal skills through Soft Skill development course at college.

The college in its effort to widen dimension of skill development avenues at college has conceived plan and duly submitted proposal to the concerned department of Government of Assam for opening a BCA course, Bachelor of Physical Training and degree course in Statistics.

The launching of launching “Tarang” Scheme by our college is a noble step for creating an enriched teaching –learning environment in the high school education of Boko area. Of late our college has also initiated “Drone Pilot Training Centre”. With the opening of this centre, the students, not only from our college but also from various parts of entire northeast India will get the opportunity to learn about a most prospective skill of 21st Century with certification from DGCA approved agency, Government of India. This is indeed unique initiative on the part of our college to make it distinct from many other institutions.

All these activities conducted and few in the pipeline testifies the zeal and constant effort to successfully fulfil traditional pedagogy with newest trends of teaching-learning aided by ICT learning. The particular institutional distinctive feature of Jawaharlal Nehru College is that it has developed as a college with respect to all the newest ways of providing education. Further it has adopted diverse measures in preparation for new education policy and is also open to embracing viable ways to upgrade as an institution as a future ready college. Perceiving the natural endowments and with an aim to enhance facilities and the surrounding environment, through ingenious and deliberate planning with thrusts on the strengths, college has tried to offer better opportunities and academic facilities and environment for ensuring development of students as valuable human resource prepared to serve society and nation for a better India.

File Description	Document
Appropriate web in the Institutional website	View Document
Any other relevant information	View Document

5. CONCLUSION

Additional Information :

The journey of Jawaharlal Nehru College in knowledge dissemination through academic and non-scholastic activities aimed at holistic well-being of students is effectively being fulfilled. The additional development as future preparedness like infrastructure development of classroom and laboratory construction are undergoing activity in department of Chemistry and Anthropology. The college laboratory particularly the Bio-Tech Hub successfully provided research support to scholars under Gauhati university and Bodoland University in Zoology and Botany respectively. Therefore, supplementary number of smart classrooms and augmentation of Bio-tech Hub facilities is an immediate requirement. With respect to extension of such support, the college adopted two schools at Jarapara and Mugakhol as part of providing educational support and exposure of higher education. Although college has been fulfilling duty of teaching-learning at UG and PG level, its efficacy could acquire an uplift with discontinuation of Higher Secondary work load. Significantly, the college is providing the facilities of education under K K Handiqui State Open University too. Taking in view of the large number of students interested towards sports facilities, the college signed an MoU with a local cricket association for identifying budding talents and honing skills of students and locals for exposing them to recent facilities for career in future. The college has many developmental projects in hand like college campus enhancement and its transformation into a green campus, fortified facilities of the college Open stage, and functionalization of Government of Assam PHE water Plant etc. The college is developing lavatory for people who are disabled or belonging to LGBTQ+ community with an aim to transforming college into a friendly campus fortifying development goals for all sections of society. The construction of Amrit Sarovar Project under Government of India for Integrated Fishery Project is already underway whereas the proposal for construction of BishnuJyoti Cultural Complex under the department of Cultural Affairs has been submitted. The college understands the importance of innovative initiation and under it, MoU is signed with Ganapati Aviation Solution, LLP, New Delhi for establishing a Drone Pilot Training Centre, first of its kind in NE India for imparting training to unman aerial system.

Concluding Remarks :

Jawaharlal Nehru College with its untiring engagement diligently in the pursuit of knowledge dissemination with relevance to present scenario has adopted recent developments in ICT learning through tools, infrastructural strengthening and advanced laboratory facilities. Perceiving the changes in methodology and approaches, teachers participate in orientation, workshop, seminars or contribute scholastically for development and dispensation of insight towards educational gain and holistic well-being of students. The voluntary service under NSS, NCC, Amrit Parbha Rangers and the constituted cells for co-curricular activities adds phenomenal dimension in learning. The POs and COs of parent university and college academic calendar takes care of meaningful execution of curriculum. With thrusts on identifying capacity of student as slow and advanced learners, the support to students for scholastic growth and skill development is equally dealt. The evaluation system is held as per Gauhati University examination framework and includes collegiate incorporation of tutorial/pre sessional examination supported by active grievance redressal system. The overall teaching-learning environment is reflected in the SSS.

The research activity of faculties on verdant areas have been reviewed and acknowledged through publication in books, peer reviewed or SCOPUS and UGC CARE LIST journals. The college is endeavouring for developing innovative ecosystem with entrepreneurial start-up promotion initiated by acquiring license Section

8(1) of the Companies Act, 2013 in the name JN COLLEGE ENTREPRENEURSHIP FOUNDATION. With focus on Intellectual Property Rights, workshops/talks on Intellectual Property Rights are organized too. With collaborative ties between academics or Industry-Academia, college signed MoU with Ganapati Aviation LLP, New Delhi for establishing Drone Pilot training institute at college as futuristic activity.

Under extension activities, community linkages complement to the acquired theoretical knowledge of students consolidated by college automated system backed by wi-fi enabled campus and resources of central library.

In progression of education and placement opportunity, college functions proactively by organising events, sessions exposing students to career development and the record is maintained by IQAC.

The college with its developed sustainable goals through integrated organic farm, structural framework for gender parity has begun futuristic projects for sustaining growth paradigm through 'Tarang' and Drone pilot training institute in coming days.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																														
1.2.1	<p>Number of Add on /Certificate/Value added programs offered during the last five years</p> <p>Answer before DVV Verification : 8 Answer After DVV Verification :9</p>																														
1.4.1	<p>Institution obtains feedback on the academic performance and ambience of the institution from various stakeholders, such as Students, Teachers, Employers, Alumni etc. and action taken report on the feedback is made available on institutional website (Yes or No)</p> <p>Answer before DVV Verification : Yes Answer After DVV Verification: Yes</p>																														
2.1.1	<p>Enrolment percentage</p> <p>2.1.1.1. Number of students admitted year wise during last five years Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>1096</td> <td>736</td> <td>667</td> <td>636</td> <td>568</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>1096</td> <td>736</td> <td>664</td> <td>636</td> <td>638</td> </tr> </tbody> </table> <p>2.1.1.2. Number of sanctioned seats year wise during last five years Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	2021-22	2020-21	2019-20	2018-19	2017-18	1096	736	667	636	568	2021-22	2020-21	2019-20	2018-19	2017-18	1096	736	664	636	638	2021-22	2020-21	2019-20	2018-19	2017-18					
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2.1.2	<p>Percentage of seats filled against seats reserved for various categories (SC, ST, OBC, Divyangjan, etc. as per applicable reservation policy) during the last five years (Exclusive of supernumerary seats)</p> <p>2.1.2.1. Number of actual students admitted from the reserved categories year - wise during the last five years Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>247</td> <td>251</td> <td>224</td> <td>222</td> <td>209</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>155</td> <td>236</td> <td>143</td> <td>149</td> <td>133</td> </tr> </tbody> </table> <p>2.1.2.2. Number of seats earmarked for reserved category as per GOI/ State Govt rule year</p>	2021-22	2020-21	2019-20	2018-19	2017-18	247	251	224	222	209	2021-22	2020-21	2019-20	2018-19	2017-18	155	236	143	149	133										
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155	236	143	149	133																											

wise during the last five years

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
261	261	251	251	251

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
261	261	251	251	251

Remark : Input edited as per given documents.

2.4.1 Percentage of full-time teachers against sanctioned posts during the last five years**2.4.1.1. Number of Sanctioned posts / required positions for teaching staff/ full time teachers year wise during the last five years:**

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
70	71	72	69	70

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
70	71	72	69	70

Remark : Input edited as per given list of full time teachers including the post of temporary teachers also.

2.4.2 Percentage of full time teachers with NET/SET/SLET/ Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt. during the last five years (consider only highest degree for count)**2.4.2.1. Number of full time teachers with NET/SET/SLET/Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt. year wise during the last five years**

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
28	24	20	20	20

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
28	26	26	22	22

3.2.2	<p><i>Number of workshops/seminars/conferences including on Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship conducted during the last five years</i></p> <p>3.2.2.1. Total number of workshops/seminars/conferences including programs conducted on Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship year wise during last five years</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="306 430 1046 564"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>27</td> <td>21</td> <td>17</td> <td>14</td> <td>16</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="306 645 1046 779"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>24</td> <td>20</td> <td>14</td> <td>12</td> <td>13</td> </tr> </tbody> </table> <p>Remark : Input edited as per given excel sheet, considering only the workshops and seminars related to the Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship.</p>	2021-22	2020-21	2019-20	2018-19	2017-18	27	21	17	14	16	2021-22	2020-21	2019-20	2018-19	2017-18	24	20	14	12	13
2021-22	2020-21	2019-20	2018-19	2017-18																	
27	21	17	14	16																	
2021-22	2020-21	2019-20	2018-19	2017-18																	
24	20	14	12	13																	
3.3.1	<p><i>Number of research papers published per teacher in the Journals notified on UGC care list during the last five years</i></p> <p>3.3.1.1. Number of research papers in the Journals notified on UGC CARE list year wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="306 1173 1046 1308"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>11</td> <td>13</td> <td>8</td> <td>7</td> <td>6</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="306 1388 1046 1523"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>6</td> <td>9</td> <td>4</td> <td>3</td> <td>4</td> </tr> </tbody> </table>	2021-22	2020-21	2019-20	2018-19	2017-18	11	13	8	7	6	2021-22	2020-21	2019-20	2018-19	2017-18	6	9	4	3	4
2021-22	2020-21	2019-20	2018-19	2017-18																	
11	13	8	7	6																	
2021-22	2020-21	2019-20	2018-19	2017-18																	
6	9	4	3	4																	
3.3.2	<p><i>Number of books and chapters in edited volumes/books published and papers published in national/ international conference proceedings per teacher during last five years</i></p> <p>3.3.2.1. Total number of books and chapters in edited volumes/books published and papers in national/ international conference proceedings year wise during last five years</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="306 1800 1046 1935"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>8</td> <td>11</td> <td>8</td> <td>7</td> <td>8</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="306 2016 1046 2083"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	2021-22	2020-21	2019-20	2018-19	2017-18	8	11	8	7	8	2021-22	2020-21	2019-20	2018-19	2017-18					
2021-22	2020-21	2019-20	2018-19	2017-18																	
8	11	8	7	8																	
2021-22	2020-21	2019-20	2018-19	2017-18																	

11	11	4	6	10
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Remark : Input edited as per given list of books at clarification, excluding the publications during the 2022, the considering only the books with ISBN no.

3.4.3 **Number of extension and outreach programs conducted by the institution through NSS/NCC/Red cross/YRC etc., (including the programmes such as Swachh Bharat, AIDS awareness, Gender issues etc. and/or those organised in collaboration with industry, community and NGOs) 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:

2021-22	2020-21	2019-20	2018-19	2017-18
25	18	14	14	7

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
4	14	10	9	5

Remark : Given links are open and input edited as per given excel sheet, excluding the days celebration.

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

Answer before DVV Verification : 12

Answer After DVV Verification :6

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

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

Answer before DVV Verification : A. All of the above

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

Remark : Input is consider as per clarification documents.

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
34	80	36	32	43

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
34	80	36	32	43

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
320	235	169	216	261

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
328	235	169	216	261

Remark : Input edited as per 2.6.2 metric.

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
5	8	7	5	4

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
5	8	5	4	4

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

development Programmes (FDP), professional development /administrative training programs during the last five years

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
7	52	7	36	1

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
7	52	7	36	1

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
0	2	1	1	0

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
42	42	42	42	42

Remark : Input edited as pre given documents.

7.1.2

The Institution has facilities and initiatives for

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

Answer before DVV Verification : A. 4 or All of the above

Answer After DVV Verification: A. 4 or All of the above

7.1.3

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

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

Answer before DVV Verification : A. All of the above

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

2.Extended Profile Deviations

ID	Extended Questions
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1.1	<p>Number of students year wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="196 271 986 383"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>2056</td> <td>1626</td> <td>1475</td> <td>1484</td> <td>1475</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1" data-bbox="196 461 986 573"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>2056</td> <td>1626</td> <td>1475</td> <td>1484</td> <td>1475</td> </tr> </tbody> </table>	2021-22	2020-21	2019-20	2018-19	2017-18	2056	1626	1475	1484	1475	2021-22	2020-21	2019-20	2018-19	2017-18	2056	1626	1475	1484	1475
2021-22	2020-21	2019-20	2018-19	2017-18																	
2056	1626	1475	1484	1475																	
2021-22	2020-21	2019-20	2018-19	2017-18																	
2056	1626	1475	1484	1475																	
2.1	<p>Number of teaching staff / full time teachers during the last five years (Without repeat count):</p> <p>Answer before DVV Verification : 72</p> <p>Answer after DVV Verification : 72</p>																				
2.2	<p>Number of teaching staff / full time teachers year wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="196 898 986 1010"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>70</td> <td>71</td> <td>72</td> <td>69</td> <td>70</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1" data-bbox="196 1088 986 1200"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>70</td> <td>71</td> <td>72</td> <td>69</td> <td>070</td> </tr> </tbody> </table>	2021-22	2020-21	2019-20	2018-19	2017-18	70	71	72	69	70	2021-22	2020-21	2019-20	2018-19	2017-18	70	71	72	69	070
2021-22	2020-21	2019-20	2018-19	2017-18																	
70	71	72	69	70																	
2021-22	2020-21	2019-20	2018-19	2017-18																	
70	71	72	69	070																	
3.1	<p>Expenditure excluding salary component year wise during the last five years (INR in lakhs)</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="196 1364 986 1476"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>118.96</td> <td>81.55</td> <td>239.59</td> <td>286.31</td> <td>172.46</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1" data-bbox="196 1554 986 1666"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>118.96</td> <td>81.55</td> <td>239.59</td> <td>286.31</td> <td>172.46</td> </tr> </tbody> </table>	2021-22	2020-21	2019-20	2018-19	2017-18	118.96	81.55	239.59	286.31	172.46	2021-22	2020-21	2019-20	2018-19	2017-18	118.96	81.55	239.59	286.31	172.46
2021-22	2020-21	2019-20	2018-19	2017-18																	
118.96	81.55	239.59	286.31	172.46																	
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