



SELF STUDY REPORT

FOR

2nd CYCLE OF ACCREDITATION

KAMPUR COLLEGE

KAMPUR, NAGAON, ASSAM, INDIA

782426

www.kampurcollege.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

July 2023

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Kampur College was founded in 1968 on the Kapili River bank in the southern Nagaon District of Assam. In 1995, the institution was granted permanent academic affiliation by Gauhati University to conduct an arts undergraduate programme. The institution was included in the Assam Government's deficit Grants-in-Aid programme in 1979 and is now covered by The Assam College Employee (Provincialization) Act, 2005. In 2006, the college has been included to the UGC Act's Sections 2(f) and 12(B).

Since its inception, the college has made significant progress in addressing the difficulties and needs of the contemporary environment of higher education. Kampur College has a Study Centre under Krishna Kanta Handique State Open University, since 2012. The National Assessment and Accreditation Council (NAAC) evaluated and accredited the college in 2005 with C++ grade. The college was unable to proceed with the NAAC accreditation process as planned due to an administrative oversight, numerous disastrous flood conditions, and the Covid-19 pandemic. The stakeholders have recently worked hard to obtain second cycle accreditation and keep it in the future. The college has done its utmost, given the limited resources at its disposal, to implement the first cycle accreditation recommendations.

Vision

- To empower economically and socially backward people through quality and value based education
- To serve the needs of society in general and downtrodden classes in particular- imparting knowledge and developing skills and attitudes: to inculcate in them values of life to emerge as useful citizens and fully developed individuals.

Mission

- To build high standard of excellence in the preservation and creation of knowledge through teaching, learning and experiment.
- To serve as an effective instrument of development in the path of education, progress and total awakening of the rural people.
- To remove the backwardness of the entire southern part of Nagaon District of Assam.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- For the past 54 academic years, the Kampur College has worked to instill the aspirants within an average radius of 45 kilometres in the southern Nagaon District, Assam.
- The true strength of our institution resides in its capacity to transform what appears to be social disadvantages into assets that belong to the economically disadvantaged groups of the society, particularly those from the rural and hilly regions of West Karbi Anglong District.

- The college is affiliated to Gauhati University. The College has been following the Zero-tolerance policy in ragging and sexual harassment matters and the college campus is regularly observed and grievances of any sort are properly redressed by the respective Cells and Committees. To build the confidence, college is providing Self- Defence Course to the girl students.
- The institute has made a deliberate effort to update its technology infrastructure and is effectively moving towards an ICT-enabled education system.
- With the joint efforts of teachers and students and the assistance of college administration, the college has been able to retain its environment friendly Ashram-like atmosphere. The college has received recognition for using solar energy for the past 10 years and has been verified by Green Audit intermediaries.
- The college has been successful in inspiring the students to succeed in their chosen fields of interest while still completing their required academic courses.
- The college has a coordinated Academic Platform that was established in collaboration with the leaders of neighbouring institutions. Through this platform, decisions regarding the development of the academic environment in the area can be formulated and carried out. This serves the college's academic interests to some extent.

Institutional Weakness

- The families' lax attitude towards higher education stems from the constraints placed on them by social mores and economic deprivation, which act as a counterbalance to the college's efforts to increase enrollment and inspire those who are accepted to pursue excellence in higher education. High dropout rates are the effect of this.
- The college, which has been offering only Undergraduate Arts Programme for the past 54 academic years, has failed to give deserving local students the opportunity to pursue higher education in technical, medical, and commercial fields.
- The institution lacks the physical facilities and the teaching and non-teaching staff necessary to provide students with the potential benefits of NEP 2020. The authority of the college is striving towards the generation of resource mobilization.
- The college's external stakeholders' assistance is unsatisfactory.
- The college's feeder community's economic illiteracy made it difficult to introduce self-financed courses. On average, scholarship programmes have funded more than 60% of enrolled students.
- The rural area around Kampur College, where the students are from, is prone to flooding. Every year, floods harm these families and make it difficult for their children to pursue their academic and other goals.
- For the past 54 years, the college has been unsuccessful in introducing post-graduate courses.

Institutional Opportunity

- In the southern section of Nagaon District, Kampur College is the only higher education institution that is provincialized. Thus, if basic necessities are provided that are on line with NEP 2020, it can be the perfect institution to serve all demographic groups in this region.
- More than 40% of the college's faculty members are now well equipped to launch the institution's postgraduate programmes.
- The 143 villages of Kampur Taluk are home to a variety of religious groups, including Hindus, Muslims, Sikhs, and Christians, as well as Lalung, Kachari, Dimasa, Rabha, Karbi, and Tea Tribes, each

with their own customs, attire, and way of life. The institution is the sole location in this region where it is possible to build a cultural centre and conduct tourism and research operations.

Institutional Challenge

- The execution of all of NEP 2020's recommendations with limited infrastructure and resources necessitates a collaborative effort from all of the stakeholders and the college's authority.
- Catching students who fly out to other colleges rather than choosing Kampur College requires effective preparation through coordinated discussion with all campus stakeholders.
- The students' outlook on further education is dim as a result of their families' financial hardship. This pulls them in the direction of earning money, and as a result, the majority of students go for bonded labour outside of the state. Thus, the college's dropout rate rises.
- The prime financial source of the college is the admission fees of the students. For the last 5 years the Government of Assam is offering Admission Fee Waive Scheme for the students of UG level. Later, the Government of Assam, reimburse the fixed admission fee to the college authority. This provision of the Government has eliminated the financial autonomy in the prime financial source of the college authority. In such situation, the college authority is facing the challenge to create new source of financial mobilisation.
- To increase the rate of enrolment as per the recommendation of NEP, 2020.
- Being a single stream institution it is a great challenge for the college to provide multidisciplinary and holistic education.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

Kampur College, affiliated with Gauhati University, follows the university's curriculum and academic calendar. A committee led by the Principal prepares the academic calendar, which includes class schedules, evaluations, field trips, and examinations. Faculty members ensure smooth course delivery, use ICT-enabled classrooms, and collect student feedback. The Internal Quality Assurance Cell (IQAC) plays a crucial role in upgrading teaching quality, organizing programs for faculty development, and maintaining parent-teacher communication and also provides continuous support for adherence to the academic calendar.

To enhance the continuous internal evaluation methods for students across various departments, college organises quizzes, seminars, workshops and home assignments. Kampur College also introduce total 8 add on courses which help students to enhance their skills. Some of these add on courses are Cutting, Tailoring and Embroidery course, Computer Courses, Spoken English Course, Self Défense Course and so on.

Kampur College integrates crosscutting issues such as professional ethics, gender, human values, and environment into its curriculum. Students in the humanities have opportunities to explore these topics through interdisciplinary courses and co-curricular activities. The college emphasizes professional ethics and offers programs on intellectual property rights, environmental ethics, and financial literacy. Gender issues are addressed in various subjects Human values are promoted through different subjects, and environmental studies highlight major issues like climate change. The college organizes programs, workshops, and activities in collaboration with government agencies, NGOs, and social activists. NSS volunteers work to reduce socioeconomic discrepancies among the local community.

Teaching-learning and Evaluation

The college follows an effective and transparent admission process which is based on merit basis. During the admission process follows the reservation policy of the Government of Assam. Most of the students belong to the diverse and deprived class of surrounding rural areas. Presently the college is offering UG BA PROGRAMME in ten (10) discipline out of which 08 discipline offers Honor's course. The college also offers a few add-on courses focusing on skill development. The college prepares an academic calendar at the beginning of the session where important dates and events to be celebrated along with examination calendar, election of Union body, other events and some rules and regulation of the institution are mentioned. Before the commencement of new session an orientation program for newly admitted students is organized to make the students aware of the Program Outcome and Course Outcomes of various courses.

The student centric method such as experiential- learning, participative learning and problem-solving method using ICT tools are used for enhancing learning experiences. To enhance the quality of education, several student centric activities, individual guidance is practiced. To boost the confidence of students are to motivate them, the mentors try to solve the problems of their protégés.

The evaluation process of the college is fair, transparent, and properly monitored. Internal evaluation marks are given based on sessional examination, home assignments, Group discussion, seminar, project and performance and participation in different activities of the department. Any grievance related to teaching learning process is solved at the earliest.

The average enrolment of the college is 71 percent and average pass percentage is 51.34. The average percentage of full-time teachers against sanctioned post is 91 percent and 41.75 percent teachers are NET, SLET and Ph.D. holders.

Research, Innovations and Extension

There is no grant received from government and non-government agencies for research projects/ endowments in the institution during the last five years. During the period of last five years, the college has organized one ICSSR sponsored National Seminar, one IPR Webinar, one Faculty Development Programme, a few workshops, lecture programmes, webinars, seminars, orientation programmes, popular talk etc. During the last five years, total number of articles published in UGC care listed journal including Scopus indexed is 11 and 69 Numbers of articles in ISBN books and chapters in edited books have been published by the faculties of the college. The college has received many recognitions for extension activities from government and government recognised bodies. The extension activities conducted by IQAC, NCC, NSS, Women Cell, Departments and Cells have mostly dealt with issues of cleanliness, plantation drive, awareness programme, blood donation, road safety, health and hygiene, disaster management, conservation of environment, women empowerment and yoga practice. Each of these programmes are attended by around 100 participants. Most of the extension programmes are conducted in collaboration with different Government and Non-Government organisations like District Health Department, Circle Office, Town Committee, Municipality, Gram Vikash Parishad etc. The college has organised some programmes under institutional linkage programmes like Faculty exchange, Student exchange, Field trip etc. The college has signed MoUs with various educational and other institutes and total 08 MoUs are functional presently and different activities are organised under these MoUs.

Infrastructure and Learning Resources

The Kampur college, located on the bank of the Kapili river has a beautiful and sprawling campus of 6.66 acres. It has one two-storeyed and several single-storeyed buildings comprising classrooms, departments, office rooms, library, computer centre, laboratories, seminar halls, conference halls, an examination control room, an auditorium, an indoor stadium etc. Besides, we have also a canteen, a health care centre, drinking water facility, students' common room for both boys and girls, cutting and tailoring centre, Archive cum Museum Centre, student union office, departmental flower gardens and chowkidar's point in front of the college gate.

IT based facilities like Smart/Digital classroom, Digital Library, Computer Centre, Geography GIS Lab, Browsing Centre etc are available in the college premises. Smart Boards, Laptop, Smart TV and Projectors are regularly used by the faculty members as a teaching aid. Above 50 MBPS bandwidth of internet connection is available in the college campus for different academic, research and administrative purposes. The departments use different platforms like Youtube, Google classrooms, Google Meet, Zoom, Webex etc for conducting online classes and sharing lecture notes and other study materials. One solar power plant and two generator machine have been installed for power backup due to uninterrupted teaching-learning process.

The central library of the college has a carpet area of 2650 sq. ft. It has a seating capacity of above 50 students and 10 teachers. There are 17400 nos of books in the central library. We also have 3 nos of print academic journals and 4 nos of print periodicals. The library has an open access Integrated Library Management Software, (KOHA) which manages the vital library operations such as bibliographic information, circulation and OPAC facilities. We can access 1,99,500 nos of e-books and 6000 nos of e-journals through N-LIST and INFLIBNET.

All the required facilities for different games and sports are provided by the college authority to the students. These facilities have greatly affected the sports potentiality of the students in a massive way. Adequate facilities are also made available for NCC & NSS units of the College.

Student Support and Progression

The rise of cutting-edge technologies for online education requires that student support services at HEIs be prepared to shift swiftly. The way in which student services are delivered is significantly impacted by e-learning programmes. In the technology age, communities, businesses, and students are depending more on websites, e-mail, chat rooms, online portals, and online applications. Student support services and expectations will be significantly impacted by a student's capacity to access online services directly through internet portals and android applications. In order to provide the students more power in this area, Kampur College has been moving towards an ICT-based teaching-learning methodology through ERP software, smart class room, wi-fi campus, online internal examination, etc.

Since the college is located in a rural area, the majority of its students come from low-income families. After verifying the minimal necessary documentation, the college assists these students in applying for various government and fee waiver scholarships offered by the State Government of Assam.

Through its many cells, including the Students Grievance Redressal Cell, Anti Ragging Cell, and Gender Sensitization-Internal Complaints Cell, the college also has a transparent procedure for the timely settlement of students' problems. The NCC unit is crucial in helping cadets develop their sense of responsibility, discipline, professionalism, and patriotism. The NSS curriculum assists in forming the students' attitudes toward civic duty

and social responsibility.

The college hosts the Freshmen Social, College Week, Debate Competition, and other cultural events each year to give students a platform to showcase their talents.

Governance, Leadership and Management

The Vision and Mission of Kampur College are set to address the educational, social, cultural and economic needs of the society through innovative actions, plans and policies. The governance and leadership put its all efforts to prepare perspective plan and deployment strategies in accordance with the vision and mission of the college. The administrative set up of the college reflects decentralisation and participative management system. The college endeavours to implement e-governance in different administrative and academic affairs such as administration, finance, admission, examination, etc. An appraisal mechanism has been developed by the IQAC to ensure continuous professional development of teaching and non-teaching staff and conducts FDPs in a regular interval. The IQAC encourages the staff to undertake FDPs and training programmes, and during the period of 2017-2022, 44.34% of teaching and non-teaching members have undergone such FDPs and training programmes.

The college mostly depends upon external agencies for resource mobilisation. The college somehow manages to meet the expenditure on different administrative and academic activities with the help of fund received from students' admission.

The IQAC makes strenuous efforts to develop a quality academic environment in the college through SWOC analysis and feedback collection. It makes continuous review of teaching learning process and evaluation for incremental improvement. It suggests innovative teaching-learning methodologies, participative teaching-learning methodologies, use of ICT tools, etc.

The IQAC holds regular meetings with different stakeholders to prepares perspective plan for quality improvements and chalk out implementation strategies. It takes collaborative quality initiatives with various institutions to achieve different goals. The college has its participation in National Institutional Ranking Framework.

Institutional Values and Best Practices

Kampur College has been promoting human values in variety of ways. It focuses on maintaining socio-cultural inclusiveness. From time to time, different events, programmes are arranged to promulgate the notion of peaceful co-existence. Students are motivated and even trained for a secure future. Basically, they are encouraged to go for adequate adherence towards resource mobilization, constitutional values, collective responsibility and so on.

Students are given the idea of justice in different capacities. Kampur college assures all round of safety and security for women. Even the disadvantageous communities like disabled person, minorities, socially and economically backward communities are also given adequate space for development. The idea of inclusive society is widely nurturing by the college fraternity.

Students are given the idea of sustainable development. Basically, the concept of renewable energy,

environment protection, water conservation, bio diversity protection etc. are promoting in a well thought out process. The College has been nurturing an environment protection related best practice 'Clean and Green Campus' looking for a secure future. Another pertinent point is that, the students are given the idea of constitutional values like i.e. equality, justice, fraternity, freedom, democracy and so on. Moreover, celebration of international and national days helps in bringing the spirit of nationalism, humanism, liberalism and many more.

Besides, the students are well trained in terms of professional ethics, administrative discipline, leadership, capacity building and so on. Even the teachers are somehow bounded from the ethical point of view. Hence, a meticulous environment is tried to realise throughout the system.

Finally, considering the importance of digital way of learning, the students are encouraged to impart education through modern devices. It would help in becoming a student of borderless world. The students from poor economic background, geographically excluded areas have no idea about information technology and subsequently Kampur College has been emphasizing on 'Changing the Conventional Teaching Learning Process' notably the use of ICT in teaching learning process as another best practice. The institution is distinctive in nature in respect of Making an Inclusive and Empowered Society in Kampur.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	KAMPUR COLLEGE
Address	KAMPUR, NAGAON, Assam, INDIA
City	Kampur
State	Assam
Pin	782426
Website	www.kampurcollege.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	Ashim Bora	03672-291866	9365955571	-	kampurcollege1968@gmail.com
IQAC / CIQA coordinator	Deep Kalita	-	7002643371	-	kalitadeep1970@gmail.com

Status of the Institution	
Institution Status	Government

Type of Institution	
By Gender	Co-education
By Shift	Regular

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	03-03-2006	View Document
12B of UGC	03-03-2006	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?	No

Location and Area of Campus				
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	KAMPUR, NAGAON, Assam, INDIA	Semi-urban	9.6	3469.28

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,Assamese	36	HS Passed	Assamese	40	37
UG	BA,Assamese	12	HS Passed	Assamese	380	284
UG	BA,Economics	36	HS Passed	English,Assamese	180	4
UG	BA,Economics	36	HS Passed	English,Assamese	40	7
UG	BA,Education	36	HS Passed	English + Assamese	40	37
UG	BA,Education	36	H.S. Passed	Assamese	250	162
UG	BA,English	36	H.S. Passed	English	500	273
UG	BA,English	36	H.S. Passed	English	40	9
UG	BA,Geography	36	H.S. Passed	English	40	26
UG	BA,Geography	36	H.S. Passed	Assamese	80	54
UG	BA,History	36	HS Passed	English + Assamese	180	108
UG	BA,History	36	HS Passed	English	40	26
UG	BA,Political Science	36	H.S. Passed	Assamese	180	92
UG	BA,Political Science	36	H.S. Passed	English,English + Assamese	40	42
UG	BA,Elective Assamese	36	H.S. Passed	Assamese	40	0
UG	BA,Alternative English	12	H.S. Passed	English	40	0
UG	BA,Folklore	36	H.S. Passed	Assamese	40	33

UG	BA,Hindi	36	H.S. Passed	Hindi	40	2
UG	BA,Elective Hindi	36	H.S. Passed	Hindi	40	2
UG	BVoc,Information Technology	36	H.S. Passed	English	40	0
UG	BA,Philosophy	36	H.S. Passed	Assamese	40	24

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				2				21			
Recruited	0	0	0	0	0	2	0	2	11	8	0	19
Yet to Recruit	0				0				2			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				4			
Recruited	0	0	0	0	0	0	0	0	1	3	0	4
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				6
Recruited	1	2	0	3
Yet to Recruit				3
Sanctioned by the Management/Society or Other Authorized Bodies				5
Recruited	3	2	0	5
Yet to Recruit				0

Technical Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				4
Recruited	3	1	0	4
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	0	1	0	4	3	0	8
M.Phil.	0	0	0	0	0	0	5	3	0	8
PG	0	0	0	0	1	0	2	1	0	4
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	0	0	0	0
M.Phil.	0	0	0	0	0	0	1	0	0	1
PG	0	0	0	0	0	0	0	0	0	0
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	1	0	1
PG	0	0	0	0	0	0	0	1	0	1
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
		0	2	0	

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	324	0	0	0	324
	Female	431	0	0	0	431
	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	34	29	42	39
	Female	35	33	36	37
	Others	0	0	0	0
ST	Male	24	12	19	30
	Female	20	19	19	23
	Others	0	0	0	0
OBC	Male	37	54	57	66
	Female	56	74	74	76
	Others	0	0	0	0
General	Male	50	51	35	45
	Female	55	68	38	58
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		311	340	320	374

Institutional preparedness for NEP

<p>1. Multidisciplinary/interdisciplinary:</p>	<p>As an approach to transforming it into a multi-disciplinary and interdisciplinary institution, the committee established for the implementation of the NEP Guidelines 2020 has taken and planned the following: 1. The Governing Body of Kampur College unanimously resolved to open up the science stream in Kampur College and accordingly the Principal/Secretary of Kampur College has sent the proposal to the Department of Higher Education, Govt. of Assam vide letter no. KMPC/Permission/S.S./KC/2022/349 dated: 05-08-2022 and awaiting for further action from the higher authority. 2. 'Philosophy' as the new course has been introduced from the Academic session</p>
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	<p>2022-23 and 27 number of students got admitted in the First semester. 3. Kampur College has initiated the functioning of CENTRE FOR INDIGENOUS KNOWLEDGE AND CULTURE from this academic year. The basic objective of this center is to advance education and research in Indigenous knowledge systems for its sustainability. In connection to this, some short-term courses and training for the students have been initiated. The students may enroll in their name in parallel to their regular B.A. courses. The courses and knowledge system centered around the followings: 1. Weaving, Cutting & Knitting 2. Folk Healing Practices and Archive Center. 3. Historical Knowledge System(Archive & Museum) 4. Art and Craft. 5. Folk Music and Dance. 6. Eri Culture. 7. Mushroom Culture.</p>
<p>2. Academic bank of credits (ABC):</p>	<p>The authority of Kampur College has assigned the task of awaking the students and to manage the activity of Academic Bank of Credit to a faculty in-charge. The in-charge is responsible to register the students in the said portal and asked to organize workshops for the same. Already, hands on training have been provided at departmental level to register the name of the students in the Digilocker and ABC.</p>
<p>3. Skill development:</p>	<p>Kampur College running only Arts stream till now has limited scope in offering and developing technical skill courses. The basic limitation is faced regarding the faculty of technical courses. Even after that, the college is offering the following skill-oriented add- on courses: 1. Cutting and Tailoring 2. Certificate Course in Computer Typing 3. Certificate course in computer application 4. Diploma in computer application 5. Advanced diploma in computer application 6. Tally Certificate Course 7. Certificate Course in Spoken English 8. Certificate Course in Self Defence. 9. Certificate Course in Geo-Informatics. The college authority is planning to introduce the following skill-enhancement courses in the next Academic Session: 1. Certificate Course in Personality Development. 2. Certificate Course in Fisheries. 3. Certificate Course in Mushroom Cultivation. 4. Certificate Course in Nursery Teachers' Training. 5. Certificate Course in NGO Management.</p>
<p>4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using</p>	<p>India is a proud home of a traditional knowledge system and culture. Although it is being formalized</p>

online course):	<p>outside of India, we are still unaware of its value and sustainability. Through the appropriate integration of all Indian traditional knowledge and culture into the school and college curricula, we can revitalize the practices and will participate in efforts to revitalize them. Against this background, the Kampur College Authority has the specific objective of reviving the local traditional knowledge system and culture for sustainable living practices in the rising generation. In this context, the Higher Education Authority opened a CENTER FOR INDIGENOUS KNOWLEDGE AND CULTURE and initiated short-term training courses for students in the following areas: 1. Weaving 2. Folk Healing through Yoga and Ayurveda Practices 3. Folk Dance and Music 4. Traditional Art & Craft 5. Sericulture In addition to that, the Committee of Add-on/Value added courses is planning to open the following courses in the near future under the 'CENTRE FOR INDIGENOUS KNOWLEDGE AND CULTURE' : 1. 2-year (Four Semester) Diploma Course in Art & Craft (Paper & Clay Crafting, Terracotta, Painting, Pottery, Wood Crafting). 2. Certificate/Diploma and Three-year Regular Undergraduate courses on Sattriya Dance and Performing Art. 3. Ayurveda Retreat Certificate Course on Local Traditional Knowledge system.</p>
5. Focus on Outcome based education (OBE):	<p>Outcomes-Based Education (OBE) is a pedagogical approach that involves restructuring teaching methods and curricula, predefining expected end outcomes, and creating assessment practices in educational institutions to map and achieve expected student learning outcomes. As an affiliated college of Gauhati University, we are required to follow the mechanism set out by the university to achieve program/course outcomes. Kampur College Authority installed ERP software to maximize teaching efficiency by reducing faculty assessment burden. Enables them to administer and implement the syllabuses, question banks, and assignments, as well as establish and assign course outcomes, and produce accurate student performance reports on course achievement, program outcome achievement, and program educational goals. It completely eases the assessment effort by maintaining transparency between all stakeholders. PROGRAM OUTCOME OF THE B.A. ARTS: PO 1. Upon completion of the courses in social sciences and humanities, students</p>

	are introduced to the practical situations of their daily life in society. PO 2. The program will leave students ready and confident to prepare for postgraduate study and competitive examinations. PO 3. Students will be motivated enough to think and act on solving various problems prevalent in human life Make this world better than ever. PO 4. Programme also helps the students to understand the duty of a responsible citizen
6. Distance education/online education:	The college has one Distance Learning Centre under Krishna Kanta Handiqui State Open University(KKHSOU), Guwahati, offering selected UG courses for the students who cannot afford and continue under regular mode. The center is also offering D.El.Ed. course under KKHSOU since 2012 and 12 batches have been certified for the same. The college is planning to create courses for SWAYAM under 4 quadrant mode with its own faculty and faculties from nearby colleges in regional languages so that the students from vernacular medium may get benefited from this. The committee is also planning to convert the ongoing add-on courses into partially online mode to enhance enrollment.

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	Yes. In response to the order received from the Director of Higher Education, Assam vide Ref.No. PC/HE/Misc/119/2022/8, Dated: 22/12/2021, the Electoral Literacy Club has been set up in Kampur College on 13/02/2022 to engage students through interesting activities and facilitating hands on experience to sensitize them and provide voluntary service to the local people and govt machinery to familiarize the electoral process of registration and voting.
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 Electoral Literacy Club in Kampur College has a functional Committee of representatives from students and teachers with Principal as Chairperson and one coordinator each from students and teachers. The members of the committee are: 1. Dr. Ashim Bora; Principal as Chairperson. 2. Dr. Nurul Hassan; Asstt. professor as Teacher Coordinator. 3. Mr. Binod Ch. Bora; Asstt. professor as Member. 4. Mrs.

	Jyotirupa Deka; Asstt. professor. as Member 5. Vice President; Students Union Body as Student Coordinator. 6. General Secretary; Students Union Body as student member. 7. Girls Common Room secretary; Students Union Body as student member.
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 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.	A voluntary Digital Service Centre is installed under the supervision of teacher Coordinator of ELC to provide free online service to the students and rural people below the poverty line on first saturday of every month. The teacher coordinator acts as the intermediary to submit the collected form 6 and 8 to the District Election Office for further proceedings and resolve the issues.
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.	The NCC cadets of Kampur College has organized a Road Rally under the supervision of NCC Officer and the ELC coordinator on 13th August'2022 and distributed National Flag to the people of the locality under the programme ' Har Ghar Tiranga' to boost the democratic and patriotic values of the people and their role in the maintenance of democratic values through voting.
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.	The college authority under the supervision of ELC has opened a voluntary Digital Service to provide free online service to the students on first Saturday of every month. The ELC committee has resolved to make a survey of the students who have attained 18 years age but not enrolled in the electoral roll. Till now about 19 students have applied in the form 6 for registration through the ELC. The ELC has organized one awareness programme at the college for the students and the District Election Officer Miss Gayatri Sarma has addressed the students.

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
632	693	737	913	1007
File Description		Document		
Institutional data in prescribed format		View Document		

2 Teachers

2.1

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

Response: 25

File Description	Document
Upload Supporting Document	View Document
Institutional data in 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
21	21	19	20	22

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
12.61	6.40	19.33	8.48	23.18

File Description	Document
Upload Supporting Document	View Document

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:

1. Kampur college is affiliated to Gauhati University and it follows the curriculum designed by the affiliating university.
2. The academic calendar is prepared every year before the beginning of an academic session and it is prepared by the academic committee in coordination with IQAC.
3. The academic calendar encompasses all the information related to academic activities of the college such as class schedule, continuous evaluation of students' performance through assignment, field trip, practical work, co-curricular activities, sessional examination, observance days, etc.
4. The academic session begins with the induction programme with the 1st semester students. In this programme assigned faculty members deliver their speech related to syllabus, curriculum delivery, programme outcomes, Course Outcomes & Programme Specific Outcomes and the rules and regulations of the college. Moreover, the students are familiarised with the college automation system and its facilities. IQAC ensures free access of college Wi-Fi facility, browsing centre facility and so on.
5. The teachers prepare lesson plan.
6. Every department maintains log book.
7. All faculty members engage themselves in the students' continuous evaluation.
8. A feedback mechanism has been developed to collect feedback from different stakeholders about curriculum delivery and completion and also arrange remedial and tutorial classes for the slow learners.
9. All faculty members are encouraged to use the ICT enable classroom. Emphasis is given in the use of technological tools to deliver lectures and conduct online examination.
10. Teachers ensures the smooth delivery of the course curriculum and other co-curricular and extra-curricular activities in the due course of time.
11. All faculty members take necessary step to collect the student feedback on course delivery techniques, performance of the faculty members and suggestions to improve the teaching-learning process in the college.
12. The Internal Quality Assurance Cell plays a vital role in the quality upgradation of the teaching-learning process. For this the IQAC organises different skill development programmes for teachers as well as students.
13. IQAC provides continuous support to departments, cells and committees to conduct activities in conformity with the academic calendar.

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

1.2 Academic Flexibility

1.2.1

Number of Certificate/Value added courses offered and online courses of MOOCs, SWAYAM, NPTEL etc. (where the students of the institution have enrolled and successfully completed during the last five years)

Response: 8

File Description	Document
List of students and the attendance sheet for the above mentioned programs	View Document
Institutional programme brochure/notice for Certificate/Value added programs with course modules and outcomes	View Document
Institutional data in the prescribed format	View Document
Evidence of course completion, like course completion certificate etc. Apart from the above:	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

1.2.2

Percentage of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years

Response: 7.03

1.2.2.1 Number of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
200	14	22	17	27

File Description	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 in transacting the Curriculum

Response:

Students will have the opportunity to observe, analyze, and learn about and acquire values related to humanity through numerous elements of their coursework because the college specializes in the humanities. The college, in addition to teaching the required curriculum, provides a range of interdisciplinary activities and programs.

- **Professional Ethics:** The institute places a strong focus on the value of professionalism in addition to its core curriculum. As a result, it sponsors a variety of extracurricular activities that help students develop their professional ethics. To encourage professional ethics among students, a variety of programs have been launched, including ones on intellectual property rights, environmental ethics, financial literacy, research ethics, and others. Additionally, a thorough understanding of professional ethics is covered in each subject's syllabus, including English, Hindi, Assamese, Political Science, and Philosophy.
- **Gender Issues:** Students must be aware of gender issues in order to promote a more open and equitable society. When empathy is encouraged, harmful stereotypes are contested, marginalized people are supported, and harmful stereotypes are contested, a safe environment with respect and dignity for all genders is produced. There are numerous publications in a variety of disciplines where gender issues have been thoroughly described. The introduction of a self-defense course has given the girls the confidence they need to defend themselves in any unwelcome circumstance.
- **Human Values:** Human values are necessary for a fulfilling career. Harmony and the development of positive character traits in kids are fostered by human values. Different papers in various disciplines have in-depth descriptions of human values throughout their various publications. These topics include Assamese, English, Geography, Philosophy, and Hindi.
- **Environment and Sustainability:** Every undergraduate student must enroll in Environmental Studies, which focuses on important environmental issues and emphasizes social development

and is offered in the second semester. Students are educated on a variety of environmental concerns, including climate change, environmental degradation, the need for forestry, and the need to lower carbon footprints. Various articles on various topics contain in-depth descriptions of human values. Honours courses in Economics, Geography, History, Political Science, and Education have their own courses to germ the attitude of the students in this respect. Moreover, students prepare assignments and projects to highlight the regional environmental issues end how to overcome these problems.

Additionally, we have organized a number of programs, workshops, and extension activities. to address cross-cutting issues. Some of them are mentioned below:

- We conduct health awareness programs, women empowerment programs, gender-quality programs, etc.
- We organize seminars, workshops, and lecture series from time to time to make the students understand different cross-cutting issues in the contemporary period. To organize these programs our college have been collaborating with different government agencies, social activist, and NGOs from time to time.
- NSS volunteers organize different activities to reduce the socioeconomic discrepancies among the local people.

Our institute observes important days like World Environment Day, Community Harmony Day, World Wetland Day, Earth Day, Human Rights Day, etc.

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: 7.59

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

Response: 48

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

Response: B. Feedback collected, analysed and action has been taken and communicated to the relevant bodies

File Description	Document
Feedback analysis report submitted to appropriate bodies	View Document
At least 4 filled-in feedback form from different stake holders like Students, Teachers, Employers, Alumni etc.	View Document
Action taken report on the feedback analysis	View Document
Link of institution's website where comprehensive feedback, its analytics and action taken report are hosted	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

Enrolment percentage

Response: 70.88

2.1.1.1 Number of seats filled year wise during last five years (Only first year admissions to be considered)

2021-22	2020-21	2019-20	2018-19	2017-18
311	340	320	374	427

2.1.1.2 Number of sanctioned seats year wise during last five years

2021-22	2020-21	2019-20	2018-19	2017-18
500	500	500	500	500

File Description

Document

Institutional data in the prescribed format

[View Document](#)

Final admission list as published by the HEI and endorsed by the competent authority

[View Document](#)

Document related to sanction of intake from affiliating University/ Government/statutory body for first year's students only.

[View Document](#)

2.1.2

Percentage of seats filled against reserved categories (SC, ST, OBC etc.) as per applicable reservation policy for the first year admission during the last five years

Response: 74.73

2.1.2.1 Number of actual students admitted from the reserved categories year wise during last five years (Exclusive of supernumerary seats)

2021-22	2020-21	2019-20	2018-19	2017-18
154	141	148	163	160

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
205	205	205	205	205

File Description	Document
Institutional data in the prescribed format	View Document
Final admission list indicating the category as published by the HEI and endorsed by the competent authority.	View Document
Copy of communication issued by state govt. or Central Government indicating the reserved categories(SC,ST,OBC,Divyangjan,etc.) to be considered as per the state rule (Translated copy in English to be provided as applicable)	View Document

2.2 Student Teacher Ratio

2.2.1

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

Response: 30.1

2.3 Teaching- Learning Process

2.3.1

Student centric methods, such as experiential learning, participative learning and problem solving methodologies are used for enhancing learning experiences and teachers use ICT- enabled tools including online resources for effective teaching and learning process

Response:

The college aims to make teaching learning a two-way process by encouraging the students to actively participate in the teaching -learning activities.

Experiential Learning:

- Project and fieldwork are mandatory in environmental studies and all students take part in it.
- Several departments like Education, History, Assamese and Geography have projects and field visits in the curriculum.
- Some of the departments organize students' seminar and group discussion as a part of internal assessment.
- Audio-visual aids, virtual learning platform and mobile learning platforms are used.
- Editing, writing and designing the college magazine and departmental wall magazine.
- Participation in Extension activities in the local community, adopted school and nurtured villages.
- Participation in the NSS and NCC camp and activities for institutional and community development.
- Educational tours are conducted by some departments to provide exposure to the students to real life experiences.

Participative Learning:

- Student Exchange and Faculty Exchange programs are initiated with neighbouring college for broadening student's outlook.
- Students are involved in various curricular and co-curricular activities for showcasing their talents and building competitive mindsets.
- Academic programs like seminars, webinars, workshops and invited talks are organised on different themes and the students get an opportunity to interact with the experts.
- Emphasis is given to involve students in observation of days and events reflecting national and regional importance and various socio-cultural and environmental issues.

Problem Solving Methodologies:

- Home Assignments and Projects: Students are assigned home works and individual projects through which their domain of knowledge can be assessed.
- Students Union: Students elect their representatives through democratic election and the elected secretaries conduct the annual college sports week, Saraswati puja and other co-curricular activities.

Use of ICT in Teaching Learning:

- Google Classroom for blended learning.
- Online class on zoom, google meet platform during the covid-19 pandemic period.
- Use of WhatsApp group as platform for student teacher interaction and dissemination of information.
- Institutional feedback page for educational purpose.
- Online MCQ test as a part of sessional examination.
- Webinar and workshops on various curricular aspects by the departments.
- The institution conducted training sessions for teachers and non-teaching staff and students regarding online class module, examination module with technical support from the service

provider.

- During the pandemic period online class tests, sessional examinations were conducted and sharing of notes and study materials were done by teachers through WhatsApp.
- The college website is updated regularly and new modules are regularly added to the websites.
- The college uses social media platforms to disseminate information on various academic and extension activities.

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: 89.57

2.4.1.1 Number of sanctioned posts year wise during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
23	23	23	23	23

File Description	Document
Sanction letters indicating number of posts sanctioned by the competent authority (including Management sanctioned posts)	View Document

2.4.2

Percentage of full time teachers with NET/SET/SLET/ Ph. D./D.Sc. / D.Litt./L.L.D. during the last five years (consider only highest degree for count)

Response: 41.75

2.4.2.1 Number of full time teachers with NET/SET/SLET/Ph. D./ D.Sc. / D.Litt./L.L.D year wise during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
12	10	8	8	5

File Description	Document
List of faculties having Ph. D. / D.Sc. / D.Litt./ L.L.D along with particulars of degree awarding university, subject and the year of award per academic year.	View Document
Institution data in the prescribed format	View Document
Copies of Ph.D./D.Sc / D.Litt./ L.L.D awarded by UGC recognized universities	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:

Mechanism of internal/ external assessment:

- The institution is affiliated to Gauhati University and it follows the guidelines of the university related to external as well as internal assessment. Following the guidelines of CBCS of Gauhati University, 20% marks are earmarked in each core and elective papers for internal assessment and remaining 80% marks are fixed for external assessment.
- Academic calendar of the institution incorporates schedule of internal assessment.
- Attendance, assignments and sessional examination are the three components of the internal assessment mechanism.
- 20% of the marks allotted for internal assessment (20) is kept for attendance (i.e.,4 marks). The HODs inform all the students about the marks kept for attendance in the classroom interaction and calculate the same at the end of the semester.
- The grievances associated with attendance and marks awarded to students are addressed by the HODs in consultation with the faculty members of the department concerned keeping in view the genuine grounds of poor attendance of the complainants.
- The HODs prescribe home assignments, projects, seminar, presentation, group discussion to the students of the concerned departments with allotted marks and make them aware about the same through classroom interaction, departmental notice board and WhatsApp groups. The marks allotted for the internal assessment is 30% (i.e. 6 marks) of total internal marks(20)on the basis of the home assignments, seminar, group discussions, field works, projects presentation, performance in co -curricular activities.

- As per the academic calendar, the HODs are informed/ notified to conduct the sessional examinations departmentally and make necessary arrangements for the same.
- Students are informed well in advance regarding schedule of sessional examination and submission of assignments etc.
- HODs take necessary steps in setting question papers according to the CBCS rule and invigilation duty to the faculty members.
- The marks of sessional examinations are displayed in the departmental noticeboard and later on these marks are incorporated to prepare the final marksheets of the internal assessment which are submitted to the university through the AOCs after the end semester examination.
- After assessment the evaluated answer scripts of sessional examination are shown to the students.

Grievance Redressal System:

- An examination committee is formed before the commencement of the end semester examination and AOCs of all the 3 end semester examinations are appointed by the principal.
- Answer scripts of end semester examinations are sent to the specific zones as prescribed by the Gauhati University.
- The question papers of previous years are stored by the departments and the same are also preserved in the central library.
- CCTV cameras are installed to ensure avoidance of any malpractices during the examinations.

File Description	Document
Upload 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

Response:

Programme outcomes and course outcomes for all programmes offered by the institutions are stated and displayed on website:

- The college adopts a well-structured method for disseminating programme outcomes and course outcomes of all programmes by displaying in the college website. The course outcomes of diploma and certificate courses are also displayed in the website and departmental notice boards.
- The COs are formulated by the respective departments on the basis of learning objectives stated in the university syllabus. The POs, PSOs and COs of all the programmes offered by the institution are communicated to teachers and students as follows ---

1. Before the commencement of each semester the programme outcomes and course outcomes of all the departments(subject/discipline) are finalised by the principal, IQAC co-ordinator and Head of

the departments.

2. In the beginning of the academic session, an orientation programme with newly admitted students is organised where the students are informed about the POs and COs of the programmes and courses offered by the institution and the HODs motivate them to attain the same.
3. The faculty members make the students aware of COs in the classroom while dealing with the courses assigned and review the same after completion of the syllabus of the paper concerned.
4. POs and PSOs are kept in noticeable locations of the departments concerned.

File Description	Document
Upload Additional information	View Document

2.6.2

Attainment of POs and COs are evaluated.

Explain with evidence in a maximum of 500 words

Response:

Evaluation of the POs and COs: The college follows various methods for continuous and comprehensive evaluation. These are –

- Performance in the class tests.
- Performance in the internal assessment
- Practical tests.
- Field survey and report writing of the projects.
- Performance of students in co-curricular activities.
- The number of students progressing to higher education and those who are employed (self or otherwise) are both good indicators of assessment.

Different Assessment Methods are:

- Class tests as a part of continuous internal evaluation.
- Home Assignments help to assess students analytical and problem-solving abilities.
- Project work, field survey, presentation assess the ability of student's analytical capacity in a scientific manner.
- Sessional examination helps to assess the attainment of course outcomes.
- Group discussion, seminar presentation helps in assessing students' leadership quality, critical thinking ability, presentation and communication skill.
- Practical test (Education Dept, Geography Dept, Diploma and Certificate courses) helps in assessing students' practical knowledge and skill.
- End Semester examination assesses the attainment of all the course outcomes.
- Students participation in other co-curricular activities assess the students ability of problem solving, reasoning, critical thinking, creative thinking, communication and collaborative abilities.

Above all, there is a feedback mechanism of the college for students, alumni, parents and staff members which help in supplying required information for the development of the teaching learning process.

File Description	Document
Upload Additional information	View Document

2.6.3

Pass percentage of Students during last five years (excluding backlog students)

Response: 51.34

2.6.3.1 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
74	81	136	104	140

2.6.3.2 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
176	173	282	179	232

File Description	Document
Institutional data in the prescribed format	View Document
Certified report from Controller Examination of the affiliating university indicating pass percentage of students of the final year (final semester) eligible for the degree programwise / year-wise.	View Document
Annual report of controller of Examinations(COE) highlighting the pass percentage of final year students	View Document

2.7 Student Satisfaction Survey

2.7.1

Online student satisfaction survey regarding teaching learning process**Response:** 3.56

File Description	Document
Upload database of all students on roll as per data template	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: 0

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

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](#)

3.2 Innovation Ecosystem

3.2.1

Institution has created an ecosystem for innovations, Indian Knowledge System (IKS), including awareness about IPR, establishment of IPR cell, Incubation centre and other initiatives for the creation and transfer of knowledge/technology and the outcomes of the same are evident

Response:

The cumulative efforts of all the Cells created for the all-round development of the College have created an ambient ecosystem for the development of an innovative platform of social importance. A research committee along with IQAC is continuously working towards achieving the goal of creating a very encouraging research environment in the college. Some Departments and Cells have organized seminars (both National and college level), lecture programmes, webinars, training programmes, different literary competitions etc. to create an ecosystem for innovation for the students of the college in particular and the students of the society in general.

1. Skill Development Programme:

- **Skill Development Certificate and Diploma Courses:** The college has started various skill development certificates and diploma courses in collaboration with other prominent institutions by signing MOUs with them to make the students self-sufficient as well as self-confident. The courses are:

- Computer Learning Centre
- Spoken English Course
- Self Defence Course
- Vocational Course on Cutting, Tailoring & Embroidery.
- The college also organises various programmes to develop skills among the members of adopted school and villages.

2. Institutional Social Responsibility Related Works: The college is situated in a very remote area where the inhabitants are mostly of Below Poverty Line (BPL) or of just Above Poverty Line (APL). The greater Kampur locality is affected by floods every year. The college extends a helping hand whenever there is a need. Some notable works to be mentioned are:

- **Flood relief:** The college has distributed cooked meals, clothes, medicines etc. to the flood victims.
- **Flood Relief Camp:** The college has been used as a Relief camp during the flood.
- **Covid-19 Care Centre:** During the covid-19 Pandemic the college has been transformed into a Quarantine Centre.
- **Nurtured Village:** The college undertakes different activities related to the Socioeconomic condition of the neighbouring community at different times. The college has taken it as a moral responsibility to work with these issues and selected 02 (two) villages as “Nurtured Villages”. In addition, the college has adopted a Lower Primary School (L.P) to adopt as a “Nurtured School” in a nearby remote village highly affected by flood every year.

3. Indian Knowledge System: For the promotion of IKS, the college has taken initiatives such as-

- Celebration of yoga day since every year.
- Nurturing a Medicinal plant garden for promoting Ayurveda.
- Promoting indigenous knowledge of Cutting, tailoring & embroidery.
- Short-Term Course on weaving.
- Establishment of Archive & Museum of local socio-cultural heritage.

4. Intellectual Property Right:

- The college has constituted an IPR Cell to make aware the students as well as teachers about IPR.
- A webinar has already been organised on IPR.

5. Incubation Centre: The college has constituted an Incubation Centre Committee to explore the innovative and creative ideas of the students of the college and youths of the vicinity.

File Description	Document
Upload 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:** 14**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
14	0	0	0	0

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:** 0.52**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
06	02	02	01	02

File Description	Document
Link to the uploaded papers, the first page/full paper(with author and affiliation details)on the institutional website	View Document
Link to re-directing to journal source-cite website in case of digital journals	View Document
Links to the papers published in journals listed in UGC CARE list or	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: 2.16

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
21	11	10	06	06

File Description	Document
List of chapter/book along with the links redirecting to the source website	View Document
Institutional data in the prescribed format	View Document
Copy of the Cover page, content page and first page of the publication indicating ISBN number and year of publication for books/chapters	View Document

3.4 Extension Activities

3.4.1

Outcomes of Extension activities in the neighborhood community in terms of impact and sensitizing the students to social issues for their holistic development during the last five years.

Response:

Outcomes of Extension Activities

- Extension activities are carried out by our college in the neighbourhood community to sensitize students to social issues for their holistic development. The activities have a positive impact on the students. These activities have strengthened the student community relationship, developed leadership quality and boosted self confidence of the student in particular. The extension activities have helped to explore and expose the hidden talents of the students in different skills. These activities have helped the students in personality building. The driving force behind all the extension activities organised by the college is to develop a mindset in the students to extend a helping hand at the hour of need.
- The college organised a number of activities to promote institution-neighbourhood community through NSS, NCC, IQAC, CELLS, etc.
- NSS unit organised various activities at adopted village and several activities are carried out by NSS volunteers addressing social issues which include cleanliness, environment awareness, flood relief etc.
- The NCC unit of the college comes under 8 Assam Bn NCC Army Wing, Nagaon, Assam. It constantly aims at developing leadership qualities, patriotism, self-discipline, personality building etc. the NCC unit of the college organises various extension activities such as cleanliness drive, tree plantation, blood donation camp, clogging activity, awareness programmes, swachhata abhiyan, mass rally etc.
- Moreover, the various cell, IQAC, Departments of the college have organised various programmes such as plantation drive, blood donation camp, distribution of relief to the victims of natural calamity like flood, mock drill on disaster management, road safety, awareness programme on safe drinking water, women empowerment and gender issues, health check-up camps, voter's awareness programmes, survey on human rights, survey on man-elephant conflicts etc.
- To mention, the teaching and non-teaching staff of the college have always stood by the needy ones at the time of need. For instance, they have donated one day salary twice in March 2020 and May 2021 to the Chief Minister's (Assam) Relief Fund during the Covid-19 pandemic.
- In addition, Ms Mini Deveen, Associate Professor of Assamese, of our college has been donating in cash to the SOS Village, situated at Jalukbari, Guwahati, Assam since 2018.
- All these mentioned activities have strong and positive impact on the students. These have developed a campus community partnership by directly involving the students and thereby giving opportunity to confront with the practical realities of the society.

To sum up, for holistic development our college have organised a number of extension activities on multiple issues of social, political and economic significance. All the extension activities are organised with a view to create sensitivity among students so that committed and ethically informed citizenship is created. The extension activities also help the students to gain experimental learning from their community involvement.

File Description	Document
Upload Additional information	View Document

3.4.2

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

Response:

The IQAC, the departments and the cells and committees consistently try to promote participation and involvement of both the students and teachers in various activities related to the socio-economic development of the neighbouring community. Various Government and Non-Government organizations have issued letters of appreciation as a means of recognition of the activities done by the college in different periods of time. The authority, some teachers and some students received appreciation letters for various extension activities. These are mentioned below:

- The College has received a letter from B. P. Civil Hospital, Nagaon for organizing Blood Donation Camp.
- The College has received a letter of appreciation from ERC EYE CARE HUB, Nagaon for organizing a free Eye Testing Camp on 09/02/2022.
- Dr Jyoti Rupa Deka, ANO of the NCC Unit of the College has been awarded a Certificate of appreciation for organizing an awareness programme on Health & Hygiene by the Principal of Kachua Junior College.
- Surajit Goswami has received a letter of appreciation for winning second position in the Poster Making Competition at Gauhati University Inter College Zonal Youth Festival. (East Zone 2021-22).
- The authority of the college received an appreciation letter from Kampur Municipal Board for organizing Water Day at Palashabari L.P.School
- Dr. Nalini Bora, Assistant Professor of English receives an appreciation letter for donating TLM (Blackboards) from the Headmaster of Mahendra Kondoli Bidyapith.
- The authority of the college received an appreciation letter from Kampur Revenue Circle for cooperating in setting up a Flood Relief Camp at the college.
- The college authority received an appreciation letter for the Distribution of Relief at Kalaikhowa during the flood through the NSS & Disaster Management Cell from the Grampradhan of Kalaikhowa village.
- Ms Bandita Devi of Kampur College has been awarded a Certificate of Appreciation for winning Second position in “A State Level Online Essay Writing Competition” by the Principal, Furkating College.
- The college authority received an appreciation letter from the Circle office, Kampur for organizing a Street Play on the occasion of National Voters Day.
- Kampur Municipal Board appreciated the college authority for cooperating in setting up of a Covid Quarantine Centre during the pandemic at the college.
- The college has been awarded an appreciation letter for organizing a cleanliness drive by Brihattar Kampur Bhugali Bihu Udjapon Samiti.
- Ms Bandita Devi of Kampur College has been awarded a Certificate of Appreciation for participating in “A State Level Online Essay Writing Competition” by the Principal, Khagarijan College.
- The college authority received an appreciation letter from the Circle office, Kampur for deputing the faculty members for preparing of NRC Database at the office.
- The College has received a certificate of appreciation for winning 1st position in March Past by NCC cadets from the local authority, Kampur.
- Govinda Nath has been awarded a Bronze Medal in Weight Lifting for below 54 kg by the 5th

National Jomasar Championship, 2017 Organizing Committee.

File Description	Document
Upload Additional information	View Document

3.4.3

Number of extension and outreach programs conducted by the institution through organized forums including NSS/NCC with involvement of community during the last five years.

Response: 32

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

2021-22	2020-21	2019-20	2018-19	2017-18
18	03	03	03	05

File Description	Document
Photographs and any other supporting document of relevance should have proper captions and dates.	View Document
Institutional data in the prescribed format	View Document
Detailed report for each extension and outreach program to be made available, with specific mention of number of students participated and the details of the collaborating agency	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: 09

File Description	Document
Summary of the functional MoUs/linkage/collaboration indicating start date, end date, nature of collaboration etc.	View Document
List of year wise activities and exchange should be provided	View Document
List and Copies of documents indicating the functional MoUs/linkage/collaborations activity-wise and year-wise	View Document
Institutional data in the prescribed format	View Document

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1

The Institution has adequate infrastructure and other facilities for,

- teaching – learning, viz., classrooms, laboratories, computing equipment etc
- ICT – enabled facilities such as smart class, LMS etc.

Facilities for Cultural and sports activities, yoga centre, games (indoor and outdoor), Gymnasium, auditorium etc (Describe the adequacy of facilities in maximum of 500 words.)

Response:

- The institution has adequate infrastructure and physical facilities for teaching-learning process.
- The numbers of classrooms of the college are adequate as per the classes allotted in the daily routine.
- A sufficient number of classrooms are equipped with information and communication technology amenities such as smart boards and LCD panels.
- LCD projectors, laptops and desktop are available for the purpose of teaching and learning.
- Academic lectures and classes facilitated by Information and Communication Technology are held in the Conference Hall and Digital Seminar Hall.
- Practical and laboratory rooms are sufficient as per the requirements.
- The campus is Wi-Fi enabled. One leased line connection with 50 MBPS and other broadband connections are available.
- The college website incorporates the provision of online classes, uploading of study materials, e-resources, etc.
- Study materials and question papers are also available in repository kampurcollege.digitallibrary.co.in/jspui/.
- The college library has more than 17,400 numbers of reading materials including e-resources.
- Virtual and remote access to college e-library is available through the college website and D-Space
- Administrative building is separated from other parts of the college with adequate infrastructure.
- Separate departmental rooms are available for all departments along with a common teachers' conference room.
- All the departments have departmental libraries.
- The ICT based infrastructures like Digital Classroom, Computer centre, browsing centre, Geography GIS Lab, etc. are also available in the college campus.
- Facilities such as College Canteen, Boys' and Girls' Common Room, Parking Zone, etc. are provided by the college authority in the college campus for students' support and welfare.
- An auditorium hall is available in the college where different kinds of cultural and other academic events are held in different occasions.
- Additionally, a separate auditorium hall is under construction. Almost ninety percent of the work has been completed.
- There is a huge playground in front of the college where all the major and minor games/sports activities are held on regular basis.

- The Indoor stadium facility in the college premises is also available.
- The Badminton Court and Table Tennis Court are available for the teachers as well as students inside the Indoor Stadium.
- Some outdoor game facilities like Volleyball court, Kabadi court, Kho Kho Court, etc. are also available for both boys and girls students in the college campus.
- All the facilities required for different athletics events or competitions are provided to the students by the college authority. All these facilities provide a great platform for developing sports potentiality of the students.
- Reprographic facilities are available for students and teachers.
- Adequate facilities are made available for NCC & NSS units of the College.
- The college provides facilities of Yoga and Gymnasium in collaboration with Patanjali Yoga Pith, Kampur Unit and Kampur Fitness Club.

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

4.1.2

Percentage of expenditure for infrastructure development and augmentation excluding salary during the last five years

Response: 14.21

4.1.2.1 Expenditure for infrastructure development and augmentation, excluding salary year wise during last five years (INR in lakhs)

2021-22	2020-21	2019-20	2018-19	2017-18
3.90	2.38	.88	.88	1.91

File Description	Document
Institutional data in the prescribed format	View Document
Audited income and expenditure statement of the institution to be signed by CA for and counter signed by the competent authority (relevant expenditure claimed for infrastructure augmentation should be clearly highlighted)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

4.2 Library as a Learning Resource

4.2.1

Library is automated with digital facilities using Integrated Library Management System (ILMS), adequate subscriptions to e-resources and journals are made. The library is optimally used by the faculty and students

Response:

- The Kampur College Library has information resources that include more than 17,400 numbers of books and other reading materials such as Dictionaries, Encyclopaedias, Rachanawali, novels, manuscript volumes, journals, periodicals and newspapers, Ph.D. Thesis etc.
- It is situated on the first-floor of a two storied building comprising the circulation section, stack area, teachers' reading room, separate corners for museum and archive, student's reading room and digital corner.
- The digital corner has computer facilities to access the e-resources that include manuscripts, college magazines, question papers, thesis, MRP, college publications, some e-books and e-journals which have been uploaded in the D-Space for accessing. (kampurcollege.digitallibrary.co.in/jspui)
- The library has an open access Integrated Library Management Software, KOHA for data entry of books and it manages the vital library operations such as circulation, cataloguing and OPAC facilities.
- Further the library is a member of INFLIBNET where e-books, e-journals, Shodh Sindhu, Shodhganga and their likes can be browsed through N-List.
- After the books are procured, they are entered in the accession register and bar coding of the books are done.
- The library practices open access system and the stack guides assist the users to the source.
- Library orientation and awareness are provided to the users to acquaint them with the library resources and facilities.
- Specialized services are offered by the library include Xeroxing service, N-List and INFLIBNET.
- The Librarian collects the list of required books from all the departments every year.
- There is a Library Committee which is responsible for making necessary purchases as per recommendations received from the teaching departments of the college.
- The Committee also periodically supervises the functioning of the library.
- To ensure the return of books from the students' end, it is made compulsory for the students to collect '*Library Clearance Certificate*' before semester examinations.
- The library has its own Wi-Fi facility and the users are greatly benefitted from it.
- There is ample scope for the users to air their views through a separate complaint box in the library building.
- Library provides best library user award to student every year.

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

Describe IT facilities including Wi-Fi with date and nature of updation, available internet bandwidth within a maximum of 500 words

Response:

- The IT facilities of the college are sufficient as per the requirements of the students and other academic as well as administrative activities of the college.
- For the updation of ICT tools and its maintenance, the college relies on hired technicians.
- Smart Boards, Laptop, Smart TV and Projectors are regularly used by the faculty members as a teaching aid.
- Total 19 numbers of computers are available in the college for the purpose of students' use and another 5 numbers of computers are used for other administrative related activities.
- In addition to this, total 9 numbers of computers are provided to different faculty members for their research and other academic purposes.
- The institution promotes minimal use of papers and prioritises electronic communication via mail and WhatsApp groups etc.
- There are some other IT based facilities in the college promises like Smart/Digital classroom, Digital Library, Computer Centre, Geography GIS Lab, Browsing Centre etc.
- Smart/Digital Classrooms, Digital Library, Computer Centre, Conference Hall, Geography GIS Lab, Browsing Centre etc are equipped with smart board, smart TV, Projector, Desktop computer etc.
- The Departments use Google classrooms, YouTube, Google Meet, Zoom, WebEx etc. for conducting online classes and sharing lecture notes and other study materials.
- The attendance of the employees is recorded via biometric scanner.
- The library has an open access Integrated Library Management Software, (KOHA) which manages the vital library operations such as bibliographic information, circulation and OPAC facilities.
- One solar power system and two inverters are available in the college campus for uninterrupted power supply.
- The IT Committee and Purchase Committee make the necessary purchases as per recommendations received from the teaching departments and administrative office of the college.
- The IT committee maintains a stock register of the IT infrastructures of the college and also responsible for timely upgradation of the IT resources as and when necessary.
- In order to ensure sufficient safety and security in the campus; surveillance cameras, solar-

powered streetlights and other security measures are updated and maintained on regular intervals.

- The college website is updated regularly, and new modules that cater to the specific needs are occasionally added to the website.
- The college has an up-to-date user-friendly online admission portal embedded in the website.
- The college has an outsourced user-friendly online feedback mechanism for the students, teachers, alumni and parents to evaluate programmes and course outcomes.
- Above 50 MBPS bandwidth of internet connection is available in the college campus for different academic, research and administrative purposes.
- In addition to these, activities like installation and update of antivirus in all desktops and laptops from time to time, formatting of computers in case of corrupt operating systems, replacement of hardware of old computers with new ones are also undertaken as and when required.

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: 33.26

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

Response: 19

File Description	Document
Purchased Bills/Copies highlighting the number of computers purchased	View Document
Extracts stock register/ highlighting the computers issued to respective departments for student's usage.	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

4.4 Maintenance of Campus Infrastructure

4.4.1

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

Response: 18.27**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
5.33	.33	1.87	2.39	2.87

File Description	Document
Institutional data in the prescribed format	View Document
Audited income and expenditure statement of the institution to be signed by CA for and counter signed by the competent authority (relevant expenditure claimed for maintenance of infrastructure should be clearly highlighted)	View Document
Provide Links for any other relevant document to support the claim (if any)	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 institution, government and non-government bodies, industries, individuals, philanthropists during the last five years

Response: 59.54

5.1.1.1 Number of students benefited by scholarships and freeships provided by the institution, Government and non-government bodies, industries, individuals, philanthropists during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
602	668	296	805	0

File Description

Document

Year-wise list of beneficiary students in each scheme duly signed by the competent authority.

[View Document](#)

Upload Sanction letter of scholarship and free ships (along with English translated version if it is in regional language).

[View Document](#)

Upload policy document of the HEI for award of scholarship and freeships.

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

Provide Links for any other relevant document to support the claim (if any)

[View Document](#)

5.1.2

Following capacity development and skills enhancement activities are organised for improving students' capability

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

Response: B. 3 of the above

File Description	Document
Report with photographs on Programmes /activities conducted to enhance soft skills, Language and communication skills, and Life skills (Yoga, physical fitness, health and hygiene, self-employment and entrepreneurial skills)	View Document
Report with photographs on ICT/computing skills enhancement programs	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: 8.36

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
101	55	37	72	68

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

5.1.4

The institution adopts the following for 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. 3 of the above

File Description	Document
Proof w.r.t Organisation wide awareness and undertakings on policies with zero tolerance	View Document
Proof related to Mechanisms for submission of online/offline students' grievances	View Document
Proof for Implementation of guidelines of statutory/regulatory bodies	View Document
Details of statutory/regulatory Committees (to be notified in institutional website also)	View Document
Annual report of the committee motioning the activities and number of grievances redressed to prove timely redressal of the grievances	View Document
Provide Links for any other relevant document to support the claim (if any)	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: 19.81

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
46	26	14	10	10

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
74	81	136	104	140

File Description	Document
Number and List of students placed along with placement details such as name of the company, compensation, etc and links to Placement order(the above list should be available on institutional website)	View Document
List of students progressing for Higher Education, with details of program and institution that they are/have enrolled along with links to proof of continuation in higher education.(the above list should be available on institutional website)	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

Response: 4.66

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

2021-22	2020-21	2019-20	2018-19	2017-18
8	7	4	0	1

File Description	Document
List of students qualified year wise under each category and links to Qualifying Certificates of the students taking the examination	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: 5

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
4	0	0	0	1

File Description	Document
Upload supporting document	View Document
list and links to e-copies of award letters and certificates	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: 3.8

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	2	4	3	3

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:

The Alumni Association is one of the most important stakeholders on the college. Kampur College has an Alumni Association formed in the year 2012 which is named as Kampur College Alumni Association. The association was established with an aim to reunite the passed-out students of the college and support in the overall development of the college. The registration of alumni association under societies Act XXI of 1860 is under process. The alumni association extends its helping hand in executing the plans and policies of the college. The association follows a bylaw to accomplish set goals. Two faculty members of the college are the alumni and they are significant members of the association.

The support services of Alumni Association-

- The Alumni Association helps in organising different programs in the college.
- The Alumni Association organises different activities in collaboration with the college.
- The Alumni Association supports the college in running different add on courses.
- The Alumni Association provides support in the documentation process of various co-curricular and extension activities of the institution.
- The association helps in making publicity of different college events at regional, state and national level.

File Description	Document
Upload Additional information	View Document

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1

The institutional governance and leadership are in accordance with the vision and mission of the Institution and it is visible in various institutional practices such as NEP implementation, sustained institutional growth, decentralization, participation in the institutional governance and in their short term and long term Institutional Perspective Plan.

Response:

The Vision and Mission of Kampur College are set to empower the socio-economically backward section of the entire southern part of Nagaon District of Assam through quality and value-based education. Vision and Mission reflect the distinctive characteristics of the institution. The college strives to address the educational, social, cultural and economic needs of the society through innovative actions, plans and policies.

Vision of the college

- To empower economically and socially backward people through quality and value-based education.
- To serve the needs of society in general and downtrodden classes in particular- imparting knowledge and developing skills and attitudes: to inculcate in them values of life to emerge as useful citizens and fully developed individuals.

Mission of the college

- To build high standard of excellence in the preservation and creation of knowledge through teaching, learning and experiment.
- To serve as an effective instrument of development in the path of education, progress and total awakening of the rural people.
- To remove the backwardness of the entire southern part of Nagaon District of Assam.

The Governing Body, the Principal and IQAC work together towards designing of institutional quality policy in sync with the Vision and Mission of the college.

NEP Implementation

The college is affiliated to Gauhati University and it follows the rules, regulations and guidelines of the affiliating university and the direction of the Director of Higher Education, Government of Assam. The affiliating university has formulated certain guideline for the Four-Year Undergraduate Programme as per NEP 2020. The college has also constituted a committee to look after the implementation strategies of NEP 2020. An ICSSR sponsored two-day national seminar on "NEP 2020: Implementation Challenges and Way Forward" was organised on 10th & 11th June, 2022.

Decentralization and Participation

- The principal forms different committees and cells under the convenorship of teachers with the members from teaching staff, non-teaching staff and students to implement the designed plans and policies.
- Administrative and academic affairs such as admission, academic coordination, conduct of examinations, research and extension activities, development of infrastructure-facilities, appointment of staff, maintenance of service records, encouraging cultural activities, implementation of healthy practices in the campus and inculcation of the spirit of national integrity and social responsibility, etc. are governed by empowering different committees and cells such as construction committee, purchase committee, library committee, academic committee, examination committee as well as students' union, etc.
- Decentralisation and participative management in administrative affairs are exercised through empowering different committees such as construction committee, purchase committee, library committee, etc. The governing body plays an important role in overall decision making and the body has representatives from different stakeholders, such as principal, teachers, academician, parents, etc.
- Decentralisation and participative management in academic affairs are done through providing autonomy to academic committee, examination committee, admission committee, etc. These committees look after the academic aspects of the institution such as teaching-learning, examination and evaluation.
- The co-curricular activities are done with the help of teacher in-charges and secretaries from student union.

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 institutional perspective plan is effectively deployed and functioning of the institutional bodies is effective and efficient as visible from policies, administrative setup, appointment, service rules, and procedures, etc

Response:

Deployment of institutional perspective plan

- The institutional perspective plan aligns with the vision and mission of the college. It is effectively deployed to bring quality improvements in teaching- learning process, collaboration and extension, infrastructure, governance and leadership, etc.
- The governing body, principal, IQAC and various committees and cells together chalk out the strategic plan for quality improvement in the different areas at the beginning of the academic year and review its implementation at the end of the year.

Administrative Setup

- The organisational structure of the college consists of the Governing Body, the Principal, IQAC, Committees, Cells, NSS, NCC, Parents Association, Alumni Association, Student Union, etc.
- The Governing Body is the highest decision-making body which meets with the Principal to discuss issues relating to administration, infrastructure, faculty recruitment and development of college.
- This is followed by the Principal. He is assisted by the Teachers-in-Charges of different committees and cells, the teaching staff, the non-teaching staff and student union.
- The Internal Quality Assurance Cell (IQAC) plays an important role for monitoring the internal quality of the institution. It works towards quality enhancement and sustenance. It maintains coordination among principal, different bodies, committees, cells and students.
- The college has different committees like Academic committee, Admission committee, Examination committee, Library committee, Budget committee, Purchase committee, Construction committee, etc. which are formed with teaching, non-teaching staff and students and are chaired by the principal. These committees prepare plans and strategies in their respective areas and work accordingly.
- The college also has different cells such as publication cell, anti-ragging cell, women cell, disaster management cell, campus beautification & cleanliness cell, canteen management cell, student welfare cell, etc. These are constituted with teaching staff, non-teaching staff and students. These cells are responsible for maintenance and sustenance of desirable administrative, academic, aesthetic, emotional and social atmosphere of the college.
- Library is said to be the heart of an educational institution. The college has an automated library with 17,400 numbers of reading materials including e-resources.
- The college is sensitive towards the needs and interests of SC, ST, OBC and Minority people and therefore has constituted cells like SC/ST cell, OBC cell, Minority cell, etc. to look after the issues of the said communities.
- The college is enriched with student union which takes care of overall physical, emotional, social, economic, academic affairs of the college in general and of the students in particular.

Recruitment and Promotion

- The DHE, Assam formulates certain recruitment guidelines from time to time. The Governing Body is the supreme authority in the initial level of appointment. Later the services are regularized by the DHE, Govt. of Assam after ensuring that due selection process has been followed.
- Proposal for promotion are submitted to the DHE, Govt. of Assam by following the statutory guidelines of UGC regarding Career Advancement Scheme (CAS).

Service Rules

- Rules and regulations framed by the Gauhati University and DHE, Govt of Assam and Finance Department, Govt. of Assam are strictly followed by the employees of the institutions.
- Employees are bound to follow the instruction framed by G.U. in respect of examination, evolutions, curriculum revision etc.

File Description	Document
Upload Additional information	View Document
Institutional perspective Plan and deployment documents on the website	View Document
Provide Link for Additional information	View Document

6.2.2

Institution implements e-governance in its operations

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

Response: C. 2 of the above

File Description	Document
Screen shots of user interfaces of each module reflecting the name of the HEI	View Document
Institutional expenditure statements for the budget heads of e-governance implementation ERP Document	View Document
Annual e-governance report approved by the Governing Council/ Board of Management/ Syndicate Policy document on e-governance	View Document

6.3 Faculty Empowerment Strategies

6.3.1

The institution has performance appraisal system, effective welfare measures for teaching and non-teaching staff and avenues for career development/progression

Response:

Performance Appraisal Mechanism

- **Performance Appraisal of Teaching Staff:** The college follows the Performance Based Appraisal System (PBAS). The performances are classified into three categories (i) Teaching, Learning and Evaluation (ii) Co-Curricular, Extension and Professional Development (iii) Research Publications and Academic Contributions. Different weightages are assigned to these categories called Academic Performance Indices (API). The teachers need to furnish a self-

evaluation form every year in CAS format and submit it to the IQAC. This provides an insight into one's own assessment of performance. The teachers can showcase their continuous professional development. The IQAC assesses the report submitted by the faculty. If there is a scope for improvement on the part of the teacher, they are advised to upgrade themselves. This is crucial for later promotions as per the norms.

- **Performance Appraisal of Non-Teaching Staff:** The College follows the performance appraisal procedures as per UGC norms for non-teaching staff.

Feedback collection

The college collects feedback from students, teachers, parents and alumni on the basic aspects like teaching-learning process, curriculum, teachers, etc. and analyses the same and then takes necessary action for further improvement.

Leave Benefits

Irrespective of the position held, all the members of the kampur college family avail different leaves as per Govt. rule, like maternity leave, child care leave, paternity leave, study leave, etc. In addition to these, the members are able to take 12 days of casual leave along with 3 days of restricted holidays. Duty leave of maximum 30 days to the teaching staff are provided to attend various faculty enrichment programmes like orientation, refresher, seminar, workshops, faculty development programme, short term course, training programs, etc. as per the Government rules. Non-teaching staff is also given duty leave.

Retirement Benefits

- GPF: (General Provident Fund) allows Pension to employees after superannuation.
- CPF: In accordance with the University guidelines, the College has offered the option of contributory provident scheme whereby the management contributes its share equal to the share of the employee every month.
- Gratuity: After retirement gratuity is paid by the employer to the employees in return for services offered by him.
- NPS (National Pension Scheme)

Medical Benefits

- Medical reimbursement as per rule.
- Free Health Check-up Camps
- Emergency Medical Kit: The college provides emergency medical care to its members with basic facilities like bandage, tablets, etc.

Faculty Development Programmes

- Faculty enhancement programmes are organized for both teaching and non-teaching staff.
- Permission is readily granted to participate in Refresher Courses/ Orientation Programmes/ Short-term Courses, etc. to the teaching staff.

Mutual Fund for Teaching Staff

The teaching staff has a Mutual Fund which was formed in 2011. The teacher members are able to take loan in emergency at a very low interest up to Rs. 2 lakhs.

Mutual Fund for Non-teaching Staff

It was formed in 2013. All the non-teaching employees are the members of this mutual fund. It also provides emergency loan to its members, sometimes to other members of the college, at a very low interest rate.

Support Facilities

- Canteen
- Staff common room
- Separate department rooms
- Parking facility
- Drinking water
- Ramps for differently abled
- Desktop facility for departments
- Wi-Fi
- CCTV

File Description	Document
Upload 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), Management Development Programmes (MDPs) professional development /administrative training programs during the last five years

Response: 44.34

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

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

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
1	1	1	0	0

File Description	Document
Refresher course/Faculty Orientation or other programmes as per UGC/AICTE stipulated periods, as participated by teachers year-wise.	View Document
Institutional data in the prescribed format	View Document
Copy of the certificates of the program attended by teachers.	View Document
Annual reports highlighting the programmes undertaken by the teachers	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:

The institution follows definite procedure and strategies for mobilization and optimal utilization of

resources and funds.

Mobilisation of funds

- The college strives to mobilise funds from various agencies for augmentation of administrative and academic infrastructure. Mostly the local public representatives are approached for LAD (Local Area Development) fund. The state government also provides funds from time to time for excursion etc.
- At the time of admission, a nominal fee is collected from students for development of academic facilities.
- Apart from that, the college mobilises fund from students' admission to different self-financing courses and KKHSOU.

Utilisation of resources

- The governing body, the principal, along with the associated bodies like purchase committee, budget committee, construction committee, etc., look after the financial management of the college. They chalk out the strategies for optimal utilisation of fund and resources.
- The salary of the contractual staff, augmentation of physical and academic facilities, etc. are met through the fund generated internally from the various sources, especially from fees of students' admission into different courses. Moreover, different programmes are organised for teaching, non-teaching and students to enrich abilities and competencies in their respective areas.
- The expenditure incurred for different purposes are supported by original vouchers. Items are purchased after comparing at least three quotations of different farms.
- Institution conducts internal and external financial audits on a regular basis. The governing body and the principal closely monitor the income and expenditure of the college. Mechanism for internal and external audit is as follows-

External Audit

- External audit is done by the auditor general of Assam, through the office of director of higher education of Assam.
- External auditors are appointed by the state government and such audits are done in-situ.

Internal Audit

- Internal audit is done at the end of every financial year through a chartered accountant appointed by the college.
- Auditors cross verify the collection of fees with all income sources.
- Proper procedure for any purchases is adopted.
- Quotations are called for and prices are compared with the money receipt or vouchers. The institution has a purchase committee for this purpose.
- Voucher-based payments are verified based on supporting documents and bank reconciliation statements.
- Subsequently, related bank transactions are checked and verified.
- Any form of discrepancy is discussed with the management.
- All financial transactions are accounted for based on financial statements like cash books, balance sheets and income and expenditure accounts for the financial year.

- Such financial statements are signed and approved by auditor and college management.
- Based on the audited financial statements, auditor issues the annual audit report.

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:

Significant Contribution of IQAC: The IQAC is one of the most crucial decision-making bodies which endeavours to enhance and sustain quality of the college. Its significant contributions can be enumerated as under-

- **Academic calendar:** The IQAC, along with other associative bodies, tries to prepare an all-encompassing academic calendar for smooth functioning of academic activities in a particular academic session and also tries to upgrade it by adding new activities and removing the obsolete ones.
- **Orientation programme:** The IQAC conducts orientation programme for newly admitted students at the beginning of every academic session to acquaint them with the course structure, discipline, evaluation process, etc.
- **Ability and quality enhancement:** The IQAC makes strenuous efforts to enhance ability and quality of teaching staff, non-teaching staff and students by organising different programmes like seminar, workshop, FDP, lecture, training, etc. It also conducts capacity building programmes especially on the use of ICT tools in teaching-learning process.
- **Collaboration:** The IQAC conducts collaborative activities for which it has initiated MoUs with various institutions and organisations. Different activities like student exchange, faculty exchange, self-financing courses, faculty development programmes, workshops, lectures, celebration of important days, etc. are conducted as and when required.
- **Extension:** The IQAC emphasises on conducting extension activities in collaboration with various associative bodies of the college like committees, cells, NSS, NCC, student union, etc. It organises extension and outreach programmes to sensitise students on various social issues, to aware different groups of people in the community, etc. The college also has adopted two villages and one school as a part of community service.
- **Evaluation:** The IQAC conducts online sessional examination of 10 objective questions in every semester. It promotes fair and transparent evaluation of academic performance. Moreover, to get

a broader picture of activities done by the college as a whole, the IQAC is resorted to a feedback mechanism and collects feedback from different stakeholders.

Review of Teaching-learning Process: The IQAC reviews overall performance of the college through SWOC analysis and collection of feedback from different stakeholders. The IQAC has been able to bring about reforms in teaching learning process, structures and methodologies of operations and learning outcomes. Some of the reforms are reflected in the following operations-

- IQAC suggests innovative teaching-learning methodologies like power point presentations, projects, field trips, etc. in addition to the completion of curriculum through lecture, assignments, tutorials etc.
- IQAC encourages participative teaching-learning methodologies like seminars, workshops, group discussion, etc. to develop self-confidence and sensitivity towards different issues among students.
- IQAC encourages the faculty members to use ICT tools in teaching, learning and evaluation.
- IQAC makes a great effort for infrastructure augmentation, both academic and administrative.
- IQAC encourages introducing add-on courses for skill enhancement of the students.
- IQAC emphasises on establishment of collaborations with various institutions so as to provide exposure to the students through student and faculty exchange programmes.

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); quality improvement initiatives identified and implemented**
- 2.Academic and Administrative Audit (AAA) and follow-up action taken**
- 3.Collaborative quality initiatives with other institution(s)**
- 4.Participation in NIRF and other recognized rankings**
- 5.Any other quality audit/accreditation recognized by state, national or international agencies such as NAAC, NBA etc.**

Response: B. Any 3 of the above

File Description	Document
Quality audit reports/certificate as applicable and valid for the assessment period.	View Document
NIRF report, AAA report and details on follow up actions	View Document
List of Collaborative quality initiatives with other institution(s) along with brochures and geo-tagged photos with caption and date.	View Document
Link to Minute of IQAC meetings, hosted on HEI website	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1

Institution has initiated the Gender Audit and measures for the promotion of gender equity during the last five years.

Describe the gender equity & sensitization in curricular and co-curricular activities, facilities for women on campus etc., within 500 words

Response:

Kampur College has taken a few steps to promote gender equity inside as well as outside the campus. The college has maintained gender neutral policy in terms of appointment, admission, academic and co-curricular activities. In the last five years, the college has taken a few initiatives for gender neutrality/equality like:

1. **Social Safety and Security:** The college ensures adequate environment in terms of safety and security for all in general and female in particular. The entire campus is under the CCTV surveillance. The college gate is properly regulated by a gatekeeper. To address any type of security hindrance, there are specific cells, units such as Anti-Ragging Cell, Gender Sensitization and Internal Complaint Cell, Women Cell, Students Welfare Cell, Grievance and Redressal Cell, etc.
2. **Counseling and Orientation:** Usually, at the very beginning, students are given orientation about what to do and what not to do. Basically, rules and regulations, students Handbook, information related with course curriculum etc. are comprehensively discussed with the newcomers. The matter of students' safety and security particularly girls are given utmost priority in the programme.
3. **Facilities:** The College has separate common rooms for boys and girls. The girls' common room is well equipped. There is a provision of student representative of girl's common room as well as teachers in-charge for smooth functioning of girl's common room. Besides, there is a women cell comprising all the females including female representative of student's union and they take different initiatives for the safety and security of all females.
4. **Policy & Programme:** The College has different women related Cells i.e. Gender Sensitization and Complain Cell, Women Cell and from time to time different measures are taken to promote the notion of equity. Due to covid 19 induced pandemic situation and flood like situation, the programmes were remained limited among certain number of students. Basically, the orientation programme on the first day of college, the newcomers are usually given the idea of gender equity and safety as well as security. It is appeared that from top to bottom, a gender neutral, friendly environment is widely realized in and out of the college campus.

File Description	Document
Upload 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: D.1 of the above

File Description	Document
Policy document on the green campus/plastic free campus.	View Document
Geo-tagged photographs/videos of the facilities.	View Document
Circulars and report of activities for the implementation of the initiatives document	View Document
Bills for the purchase of equipment's for the facilities created under this metric	View Document
Provide Links for any other relevant document to support the claim (if any)	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
Report on Environmental Promotional activities conducted beyond the campus with geo tagged photographs with caption and date	View Document
Policy document on environment and energy usage Certificate from the auditing agency	View Document
Green audit/environmental audit report from recognized bodies	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 and Sensitization of students and employees to the constitutional obligations: values, rights, duties and responsibilities of citizens (Within 500 words)

Response:

Kampur College adopts different policies and programmes for promoting tolerance and communal harmony among the students, staff and the local people. To achieve the objective, from time to time different programmes are organized, strategies are taken by different stakeholders i.e. departments, cells, units and even college as a whole. The College has Minority Cell, SC & ST Cell, Gender Sensitization and Complaint Cell etc. and these are quite active in promoting inclusiveness among the student fraternity. For substantiate peaceful coexistence, the college has organized different events like-

Events	To promote	Year	Participants
Biswa Lok Sanskriti Diwas	Folk Culture	2019	53
Lecture on Axomiya Upanyashor Rup Bisar	Linguistic diversity	2021	60
Human Rights Day	Human Rights for All	2021	48
All Assam Inter College Online Bihuwati Competition	Cultural diversity	2022	17
Hepahor Rongali Utsav	Cultural diversity	2022	125
Satriya Cultural Center inauguration	Cultural diversity	2022	69
Social visit and festive greetings	Cultural, religious, linguistic, regional and other diversities	2017-22	-

Kampur College has been promoting as well as inculcating constitutional values throughout the system. From top to bottom, all the stakeholders are given equal opportunities in the decision-making process as per requirements. A diverse, multicultural, heterogenous atmosphere is there in the campus i.e. cultural, religious, linguistic, ethnic and so on. However, all are given equal opportunity in nurturing and practicing their own culture, faith and belief. Ensuring equality, social justice, inclusive environment, the

college has been maintaining uniform code in different capacities. Every year the institution conducts student Union election as per the guideline of Lyngdoh Committee. The student representatives are given space to participate in the decision-making process through the representation in cells, committees, units etc. Furthermore, the institution promotes moral values, rights, duties through different curriculum and co-curricular activities. Different programmes, events are organized from the college end and students are given free hand to manage the same. Subsequently, it promotes the spirit of guidance, discipline, management, leadership and so on. It promotes strong bonding, cooperation among the college teachers and student fraternity.

To promote the essence of unity and integrity, different days are celebrated by the institution from time to time. Basically, for the cultural assimilation Bihu, post Eid period, Christmas day, Holi etc. are celebrated among the students. The events like Republic Day, Independence Day, Martyrs Day, Constitution Day, Human Rights Day etc. are celebrated in Kampur College. The institution has been promoting equality, justice in different capacities. A uniform dress code is given to the students. The government policy related with admission, recruitment is followed and apparently justice is widely exercised in the College. Any violation of such practices, institution followed zero tolerance attitude for the perpetrators.

The institution has been following the government approved holiday list which is prepared considering the occasions of different communities. Hence, the institution provides a wider space of democratic environment starting from choosing course curricula, choosing their student bodies, participating in decision making and so on.

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:

Best practice I

Title: Clean and Green Campus

The college has been facing number of challenges in the last couple of years. Being a college of suburb location, the College sufficient amount of greenery in and outside of the campus. Besides, Kampur is considered as rain shadow area from geo spatial point of view. Furthermore, the Covid-19 induced pandemic situation and subsequently the quarantine centre had abysmal impact in the greenery of

Kampur College. Later on, the flood induced relief camp of 2022 had once again destroyed the system. Hence, considering its significance, the college focuses on systematic plantation in the campus. Even it promotes to enhance the ethos of eco-friendly environment in different capacities.

Objectives:

- It tries to promote an eco-friendly environment comprising one and all.
- To enhance plantation in and out of the campus.
- It is an initiation to keep the campus clean and green.

Context:

Being a public institution, campus management is utmost necessary and every stakeholder needs to contribute in the overwhelming process to sustain a healthy environment. One of the best practices of Kampur College, the 'Clean and Green Campus' provides an eco-friendly environment. Usually, a section of students under the guidance of teachers including Principal bear the responsibility to clean the campus. In a parallel way, for creating a green campus, a section of people has been working perennially over the years. Being a rain shadow area, it is somewhat difficult to sustain as a green campus for all the time. However, multiple initiatives from the college end have resultant with huge greenery in Kampur College.

The Practice:

- The initiative has objectified to improve the quantity of trees in the college premises. Even the matured trees are being replaced with new saplings.
- The involvement of teachers as well as students really make it an eco-sensitive hub as the low land of the college surround is the destination of migratory birds. The volunteers ensure safety and security of the birds.
- The students of Kampur College and particularly the NCC cadres, NSS volunteers, members of Green Club have ample contribution in cleaning the campus in regular intervals.

Evidence of Success:

- Despite geospatial complicity, the college has huge number of trees in its surround.
- A small contribution for the greater interest of environment.
- The campus remained almost clean all the time.
- A hygienic atmosphere is developed in the campus.
- Student are getting the learning of social responsibility.

Problems Encountered and Resources Required

- The Kampur College is located in a rain shadow area and subsequently weather particularly rainy season is not normal therein. As a result, it is somewhat difficult to sustain green environment.
- It is somewhat difficult in bringing as well as caring the plants. Even monitoring is also difficult for less manpower in the college.

Note: Apparently, the clean, green and peaceful environment is the creation of different stakeholders and

particularly students of Kampur College. Students and particularly Green Club members, NCC cadres and NSS volunteers have substantial contribution in cleaning the campus. For further development, active involvement from student's end is essential.

Best Practice II:

Title: Changing the Conventional Teaching Learning Process

The corona induced pandemic situation has devastating impact upon the people and particularly students' fraternity and likewise being an institution of flood prone area of Assam, the Kampur College really needs to go for a viable alternative even in teaching learning process. Hence it becomes a situational demand to go for using Information Communication Technology to resilient the young generation. Even to compete with the present global challenges, command on computer education, use of other electronic gadgets etc. are quite essential. Hence, with this motto of training the young generation, the Kampur College has considered it as a best practice for the third consecutive year.

Objective:

- By this 'changing the conventional teaching learning process' tries to apply different technologies and other tools in the process of learning.
- This is nothing but continuation of previous year's objective and which is essential for one and all.

The Context:

The college has focuses on how to use Information Communication Technology (ICT) in imparting education. The devastating impact of Corona, particularly the second wave had propelled the students to go for some ICT platforms i.e. Google meet, zoom, Google classroom etc. Besides, most of the students had little idea about how to use Gmail, attached a file in Gmail and so on. The College has provided special training and subsequently it makes them comfortable in appearing online examinations.

The Practice:

- The students are trained how to use different ICT tools. Initially, students don't have mail id, WhatsApp account, other facilities etc. But gradually, they learn different techniques including mailing from smart phone, creating pdf file, jpg, scanning and so on.
- The teaching learning process becomes wider and anywhere it is possible. During lockdown, the faculty has initiated different processes including Google Classroom.
- The college has been trying to initiate both paper based as well as online activities encompassing assignments, exams, project work and so on.

Evidence of Success:

- It helps in using different ICT platforms i.e. zoom, Google meet, Google classroom etc. Even the teaching learning process has improved substantially.
- Students are capable in handling ICT tools and during the third wave of Covid-19 pandemic cum lockdown, it was quite essential.
- It is also helpful for other disastrous situation like flood havoc, poor communication etc.

- It becomes helpful to appear in examinations based on electronic devices.
- Despite socio-spatial backwardness, students are able to get information related with government notifications, advertisement etc.

Problem encountered and resources required:

- Being a rural setting, the internet facility is abysmally poor. Even the college doesn't have sufficient internet facilities for round the clock.
- Secondly, it is pertinent to facilitate the students to learn how to use a computer. Actually, formal computer education is essential.
- Finally, ICT tools are not sufficient from the institutional end.
- It becomes difficult to purchase electronic gadgets being poor economic background.

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:

Making an Inclusive and Empowered Society in Kampur (MIESK)

Introduction

The geospatial location of Kampur College is distinctive in nature. It is surrounded by hills and rivers and has a wide riverine plain agricultural area providing a scope of livelihood to the economically backward people of Kampur. The pertinent point is that people have been struggling with severe flood damage caused every year. Apart from the Kampur Municipal (formerly town) area, the entire locality remains downtrodden as well as impoverished. As a higher education institution, Kampur College has the vision to end the backwardness of the entire southern part of Nagaon District of Assam. The mission of the college is to serve the needs of society in general and downtrodden classes in particular- imparting knowledge and developing skills and attitudes and even inculcating all-round values of a human being.

Background

The idea of empowerment is quite comprehensive and over the years the college has been relentlessly nurturing the people in general and students in particular to empower in different capacities. The precarious condition propels the young generation to become conscious about economic security and subsequently, they make up their mind for short-term expectations or immediate sources of income i.e., jobs in defense forces, clerical jobs, private sectors, other lower-grade professions, self-employment, and so on. Furthermore, the females are facing double jeopardy, the number of job seekers is quite low and others have a common destination to get married as soon as possible. Hence, the college provides an adequate environment to get an education as well as improve their economic condition decimating all round barriers for one and all. The college provides a free hand to all to complete their academic years without any hindrances.

The society of Kampur and its outskirts is a multicultural one, different major religions, and linguistic and ethnic communities are inhabiting therein. Besides, the numbers of SC, ST, and OBC people are pretty high. The economic condition across the communities is deplorable due to geospatial location, remoteness, poor infrastructure, natural calamities, and so on. Hence, the College has been providing scope to these downtrodden people since 1968 to uplift their progenies in terms of academic and economic empowerment. Since the situation is terribly bad in shape, the college has to focus on need-based strategies to overcome the situation.

Strategies

To achieve this goal, the College has initiated diverse strategies in different capacities. Here the strategies are tried to substantiate mentioning some points:

Strategy 1:

The College organizes awareness programs in different capacities accomplishing different people of the greater Kampur locality. Basically, they are given need-based ideas as well as skills like cutting and knitting, weaving for women, farming bovine animals, poultry farming, agriculture, piggery in a scientific way, and so on.

Strategy 2:

The young job seekers are enthusiastic about the defense sector, which is neither expensive nor time-consuming. Even if it doesn't require higher education. Actually, these people are compelled to extend economic support to their families. Hence, from the college end, these young students are given orientation to motivate for higher degrees and other job opportunities including in the defense sector.

Strategy 3

The students are mostly from backward communities. Although, these people are economically poor but have been facing abysmal challenge time and again in terms of social exclusion, alienation, marginalization, etc. Hence, the College tries to develop an egalitarian culture so that one can emancipate themselves as per his or her capacity.

Strategy 4

Kampur College is the lone higher education institution in the South West part of Nagaon district of

Assam. Here one notable point is that the number of female students is outnumbering in every category i.e. SC, ST, OBC and even General too. Despite their precarious situation, a host of female students are getting the opportunity to complete their education and also can cherish all round values of human beings.

Strategy 5

Along with the teaching-learning process, the idea of entrepreneurship is promulgated among the students. Basically, the area starting from Kampur to west Karbi Anglong district is full of natural resources and subsequently one can make mind for entrepreneurship in different sector. From the college end, the spirit of entrepreneurship is given topmost priority along with the curricular activities. Women of the tribal communities get advantages in comparison to men, and subsequently, they are getting opportunities to be more empowered.

Methodology:

The idea of “**Making an Inclusive and Empowered Society in Kampur (MIESK)**” is totally empirical in nature and it is developed through the need-based theory applicable in rural settings. The people are facing socio-economic and even geopolitical marginalization in different capacities and subsequently, a practical, well-defined, and constructive strategy will bring a change in the entire setting of livelihood. To establish the hypothesis of our distinctiveness in terms of upgrading academic and economic empowerment, a sample of the last 12 years' data is presented here.

CATEGORY WISE STUDENTS' ENROLMENT IN THE LAST 12 YEARS

Period	SC			ST			OBC			GEN		
	M	F	Total	M	F	TOTAL	M	F	TOTAL	M	F	TOTAL
2011-2022	943	1068	2011	487	492	979	1405	1960	3365	1177	1413	2612
	Total Females of Backward Category: 3520									Total General: 2612		
	Total Males of Backward Category: 2835											

Conclusion:

It is a comprehensive idea the college has been nurturing over the years. In a flood-affected area having poor infrastructure in terms of road and transportation, the people are living on bread to mouth. Denouncing the factionalism, hatred, infighting, gap among the communities; an inclusive society is tried to realize having all-round development.

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

5. CONCLUSION

Additional Information :

Some additional information about Kampur College not conformable to put within the specified criteria may be noted as:

- The Study Centre of Kampur College under Krishna Kanta Handique State Open University, Guwahati offers UG program since 2012 to students who cannot pursue their studies on a regular basis. Nearly 1090 deputed teachers from Government Primary Schools have also completed their Diploma in Elementary Education under this study center.
- At the outset of the implementation of NEP 2020 from the session 2023-24, Kampur College through its Committee of NEP 2020 and Academic Committee has taken initiatives to familiarise the NEP 2020 and held concept-clearing lecture sessions in the nearby secondary Schools. A help desk has been constituted comprising the teacher-in-charge, Students' Union Body, and members from Digital Cell to extend a helping hand to the applicants in submitting online admission forms for the session 2023-24 through the College portal and newly launched 'SAMARTH' portal administered by Government of Assam.
- The partial academic online facility of the college has been extended to cent percent with ERP software from this Academic Year 2023-24. With this extension, the college authority enjoys the scope of swift academic administration and a record-keeping system of the college.

Concluding Remarks :

Kampur College has completed 54 Academic Years with diversified academic and economic hurdles to fulfill the expectations of the stakeholders as far as possible. The experience acquired by the stakeholders has been used to convert the problems into prospects and thus efforts had been given to create the required basic assets through the mobilization of resources from various untapped sources. Still, we have not experienced the level as expected and the destination is still far away to achieve. Different initiatives have been taken by the authority in discussion with the Governing Body and Local Political representative of the ruling government to realize its perspective plan in the near future. As a result of this, the Local Political representative has approved the construction of an Auditorium and Canteen from his Local Area Development Untied Fund and construction is going on. With everyone's participation and a helping hand from the well-wishers, we anticipate reaching our goal in the near future

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																				
1.2.2	<p><i>Percentage of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years</i></p> <p>1.2.2.1. Number of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years</p> <p>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>232</td> <td>14</td> <td>22</td> <td>17</td> <td>27</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>200</td> <td>14</td> <td>22</td> <td>17</td> <td>27</td> </tr> </tbody> </table> <p>Remark : Input edited as per the supporting documents</p>	2021-22	2020-21	2019-20	2018-19	2017-18	232	14	22	17	27	2021-22	2020-21	2019-20	2018-19	2017-18	200	14	22	17	27
2021-22	2020-21	2019-20	2018-19	2017-18																	
232	14	22	17	27																	
2021-22	2020-21	2019-20	2018-19	2017-18																	
200	14	22	17	27																	
1.4.1	<p><i>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</i></p> <p>Answer before DVV Verification : A. Feedback collected, analysed, action taken& communicated to the relevant bodies and feedback hosted on the institutional website</p> <p>Answer After DVV Verification: B. Feedback collected, analysed and action has been taken and communicated to the relevant bodies</p> <p>Remark : Input edited as per the supporting documents</p>																				
3.3.2	<p>Number of books and chapters in edited volumes/books published and papers published in national/ international conference proceedings per teacher during last five years</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"> <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>25</td> <td>17</td> <td>11</td> <td>08</td> <td>07</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>21</td> <td>11</td> <td>10</td> <td>06</td> <td>06</td> </tr> </tbody> </table>	2021-22	2020-21	2019-20	2018-19	2017-18	25	17	11	08	07	2021-22	2020-21	2019-20	2018-19	2017-18	21	11	10	06	06
2021-22	2020-21	2019-20	2018-19	2017-18																	
25	17	11	08	07																	
2021-22	2020-21	2019-20	2018-19	2017-18																	
21	11	10	06	06																	

4.1.2 ***Percentage of expenditure for infrastructure development and augmentation excluding salary during the last five years***

4.1.2.1. Expenditure for infrastructure development and augmentation, excluding salary year wise during last five years (INR in lakhs)

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
10.93	2.38	.88	.88	1.91

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
3.90	2.38	.88	.88	1.91

Remark : Input edited as per the supporting documents

5.1.2 ***Following capacity development and skills enhancement activities are organised for improving students' capability***

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

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: B. 3 of the above

Remark : Input edited as per the supporting documents

5.1.4 ***The institution adopts the following for 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. 3 of the above

Remark : Input edited as per the supporting documents

6.2.2 ***Institution implements e-governance in its operations***

1. ***Administration***
2. ***Finance and Accounts***
3. ***Student Admission and Support***

	<p>4. Examination</p> <p>Answer before DVV Verification : A. All of the above Answer After DVV Verification: C. 2 of the above Remark : Input edited as per the supporting documents</p>
6.5.2	<p>Quality assurance initiatives of the institution include:</p> <ol style="list-style-type: none"> 1. Regular meeting of Internal Quality Assurance Cell (IQAC); quality improvement initiatives identified and implemented 2. Academic and Administrative Audit (AAA) and follow-up action taken 3. Collaborative quality initiatives with other institution(s) 4. Participation in NIRF and other recognized rankings 5. Any other quality audit/accreditation recognized by state, national or international agencies such as NAAC, NBA etc. <p>Answer before DVV Verification : A. Any 4 or more of the above Answer After DVV Verification: B. Any 3 of the above Remark : Input edited as per the supporting documents</p>
7.1.2	<p>The Institution has facilities and initiatives for</p> <ol style="list-style-type: none"> 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 <p>Answer before DVV Verification : A. 4 or All of the above Answer After DVV Verification: D.1 of the above</p>
7.1.3	<p>Quality audits on environment and energy regularly undertaken by the Institution. The institutional environment and energy initiatives are confirmed through the following</p> <ol style="list-style-type: none"> 1. Green audit / Environment audit 2. Energy audit 3. Clean and green campus initiatives 4. Beyond the campus environmental promotion activities <p>Answer before DVV Verification : A. All of the above Answer After DVV Verification: C. Any 2 of the above Remark : Input edited as per the supporting documents</p>

2.Extended Profile Deviations

ID	Extended Questions
1.1	<p>Number of students year wise during the last five years</p> <p>Answer before DVV Verification:</p>

2021-22	2020-21	2019-20	2018-19	2017-18
632	681	737	913	1043

Answer After DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
632	693	737	913	1007