



YEARLY STATUS REPORT - 2020-2021

Part A	
Data of the Institution	
1.Name of the Institution	Ledo College
• Name of the Head of the institution	Dr. Kripa Prasad Upadhyaya
• Designation	Principal
• Does the institution function from its own campus?	Yes
• Phone no./Alternate phone no.	03751225444
• Mobile No:	9435337382
• Registered e-mail	ledocollege@yahoo.co.in
• Alternate e-mail	kripadigboi@gmail.com
• Address	Ledo College, Ledo
• City/Town	Tinsukia
• State/UT	Assam
• Pin Code	786182
2.Institutional status	
• Type of Institution	Co-education
• Location	Rural
• Financial Status	UGC 2f and 12(B)

• Name of the Affiliating University	Dibrugarh University				
• Name of the IQAC Coordinator	Madhab Dayal Dutta				
• Phone No.	03751225444				
• Alternate phone No.	9854687554				
• Mobile	7980437128				
• IQAC e-mail address	iqacledocollege@gmail.com				
• Alternate e-mail address	madhabdayal.dutta6@gmail.com				
3.Website address (Web link of the AQAR (Previous Academic Year))	https://assessmentonline.naac.gov.in/public/index.php/postaccreditation/generateHTML_aqar/eyJpdii6I1hnQ2FNdCtSQk5DMFRpQWlXeXJhdEE9PSIsInZhbHVlIjoiTzkxejRjR1ZVZG41aDNtYltp6QU56QT09IiwibWFjIjoiyjk5YWE3ND				
4.Whether Academic Calendar prepared during the year?	Yes				
• if yes, whether it is uploaded in the Institutional website Web link:	https://ledocollege.in/news/academic-callender-for-the-general-degree-college/				
5.Accreditation Details					
Cycle	Grade	CGPA	Year of Accreditation	Validity from	Validity to
Cycle 1	C	1.97	2019	01/05/2019	30/04/2024
6.Date of Establishment of IQAC			11/02/2016		
7.Provide the list of funds by Central / State Government UGC/CSIR/DBT/ICMR/TEQIP/World Bank/CPE of UGC etc.,					
Institutional/Department /Faculty	Scheme	Funding Agency	Year of award with duration	Amount	
Nil	Nil	Nil	Nil	0	
8.Whether composition of IQAC as per latest NAAC guidelines			Yes		
• Upload latest notification of formation of IQAC	View File				

9.No. of IQAC meetings held during the year	4	
<ul style="list-style-type: none"> Were the minutes of IQAC meeting(s) and compliance to the decisions have been uploaded on the institutional website? 	No	
<ul style="list-style-type: none"> If No, please upload the minutes of the meeting(s) and Action Taken Report 	View File	
10.Whether IQAC received funding from any of the funding agency to support its activities during the year?	No	
<ul style="list-style-type: none"> If yes, mention the amount 		
11.Significant contributions made by IQAC during the current year (maximum five bullets)		
Establishing Covid helpline and giving food, medicine, financial aid as well as emotional counselling to students and stakeholders as well as to deprive sections of society.		
Celebration of World Environment Day With NSS on 5th June , International Webinar on "Progressing from Humanities to Digital Humanities on 2nd Aug, 2020, Webinar on Electronic E-resources on 25th June 2020, Users Awareness Webinar of NDLI, 23rd July, 2020, FDP on Stress Management and Self Development on 7th Jan-11th Jan 2021, Awareness Programme on Conservation of White Winged Wood Duck and its Habitant on 22nd March 2021 with NSS,		
Submission of AQAR for 2 Years (2018-19, 2019-20), and Submission of Data to NIRF and AISHE successfully		
Smooth arrangement for online mode of teaching, paper setting, examination and evaluation from the onset of Covid-19 Pandemic.		
Initiative to maintain Eco-friendly Atmosphere within the Campus		
12.Plan of action chalked out by the IQAC in the beginning of the Academic year towards Quality Enhancement and the outcome achieved by the end of the Academic year		

Plan of Action	Achievements/Outcomes
AQAR compilation process to be completed by the end of the year and end with the assistance of AQAR Preparation Subcommittees and sent to NAAC	Target completed (2 AQARs for the period 2018-2019, and 2019-20 submitted in stipulated time).
MoU for new programmes/ activities	Several new MoUs executed; All departments instructed to execute MoU with other institutions for student/ faculty exchange programs
More Programmes to support mental well being of all stakeholders of the institution .	FDP on stress management and self development.
Plan to Submit, NIRF and AISHE.	Submitted data in AISHE and NIRF web portal .
Upgrade Institutional infrastructure and take necessary actions in order to maintain cleanliness in campus and health of staff members in view of the current pandemic .	The campus is sanitized on a regular basis and all the necessary safety measures are taken. All members of the staff has been fully vaccinated through institution.
Conduct of online activities for students on important days .	celebrated teachers day, unity day, foundation day, constitution day etc. on online mode.

13. Whether the AQAR was placed before statutory body?	Yes
<ul style="list-style-type: none"> Name of the statutory body 	

Name	Date of meeting(s)
IQAC	25/03/2021

14. Whether institutional data submitted to AISHE

Year	Date of Submission
2021	24/12/2021

15.Multidisciplinary / interdisciplinary**16.Academic bank of credits (ABC):****17.Skill development:****18.Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course)****19.Focus on Outcome based education (OBE):Focus on Outcome based education (OBE):****20.Distance education/online education:****Extended Profile****1.Programme**

1.1 Number of courses offered by the institution across all programs during the year	16
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File Description	Documents
Data Template	View File

2.Student

2.1 Number of students during the year	453
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File Description	Documents
Data Template	View File

2.2	287
Number of seats earmarked for reserved category as per GOI/ State Govt. rule during the year	
File Description	Documents
Data Template	View File
2.3	100
Number of outgoing/ final year students during the year	
File Description	Documents
Data Template	View File
3.Academic	
3.1	21
Number of full time teachers during the year	
File Description	Documents
Data Template	View File
3.2	7
Number of Sanctioned posts during the year	
File Description	Documents
Data Template	View File
4.Institution	
4.1	11
Total number of Classrooms and Seminar halls	
4.2	1.83360
Total expenditure excluding salary during the year (INR in lakhs)	
4.3	17
Total number of computers on campus for academic purposes	

Part B

CURRICULAR ASPECTS

1.1 - Curricular Planning and Implementation

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

Curriculum delivery is done through a well planned procedure, so that it becomes effective in making the students take good hold over the topic. A well planned class routine is followed by consulting the heads of all the departments. Field trips in related topics are taken in giving the students a real life understanding. Extra classes are taken and online teaching is done whenever physical classes are not possible. Innovative teaching techniques and equal class distribution are resorted to and good use of blackboard is done. The class is made student friendly, syllabi is completed in stipulated time and revision classes are given to the students. Students are encouraged to make full use of library and online resources from reliable sources, which are made known to them. Faculty members are encouraged to participate in curriculum development workshops, seminars or discussions organized by university or other institutions.

File Description	Documents
Upload relevant supporting document	View File
Link for Additional information	Nil

1.1.2 - The institution adheres to the academic calendar including for the conduct of Continuous Internal Evaluation (CIE)

Ledo College strictly adheres to the academic calendar including different programmes such as internal and external examinations, co-curricular activities etc. The college doesn't have authorization to make its own academic calendar. The academic calendar, made by the affiliating university, Dibrugarh University, is followed by the college. Students are made busy during their academic session with academic works and also motivated to use their semester break with different academic and non-academic activities. It should be mentioned here that being affected by pandemic covid-19 situation, the academic calendar of the session couldn't be followed accordingly by all the colleges of the affiliating university.

File Description	Documents
Upload relevant supporting documents	View File
Link for Additional information	https://drive.google.com/file/d/1wv6yYn4tFrukvnMpu_o8MgsyNfMSbr6w/view?usp=sharing

1.1.3 - Teachers of the Institution participate in C. Any 2 of the above following activities related to curriculum development and assessment of the affiliating University and/are represented on the following academic bodies during the year.
Academic council/BoS of Affiliating University
Setting of question papers for UG/PG programs
Design and Development of Curriculum for Add on/ certificate/ Diploma Courses
Assessment /evaluation process of the affiliating University

File Description	Documents
Details of participation of teachers in various bodies/activities provided as a response to the metric	View File
Any additional information	No File Uploaded

1.2 - Academic Flexibility

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

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

1

File Description	Documents
Any additional information	No File Uploaded
Minutes of relevant Academic Council/ BOS meetings	No File Uploaded
Institutional data in prescribed format (Data Template)	View File

1.2.2 - Number of Add on /Certificate programs offered during the year

1.2.2.1 - How many Add on /Certificate programs are added during the year. Data requirement for year: (As per Data Template)

0

File Description	Documents
Any additional information	No File Uploaded
Brochure or any other document relating to Add on /Certificate programs	No File Uploaded
List of Add on /Certificate programs (Data Template)	View File

1.2.3 - Number of students enrolled in Certificate/ Add-on programs as against the total number of students during the year

0

1.2.3.1 - Number of students enrolled in subject related Certificate or Add-on programs during the year

0

File Description	Documents
Any additional information	No File Uploaded
Details of the students enrolled in Subjects related to certificate/Add-on programs	View File

1.3 - Curriculum Enrichment

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

The college has been working for the overall development of the students. Students are moulded as responsible technocrats by creating awareness and addressing the societal and generic needs. Along with a standardized learning plan, the curriculum is enriched by including the courses like professional ethics, human values, gender, environment and sustainability etc. These courses enrich the knowledge base of the student and improve the self-actualization and train students to apply analytical thinking in solving issues. The Political Science, Sociology and Education Department have offered gender related courses. These courses educate the students on gender equality. The English and Philosophy Department have offered Professional ethics and moral values to the students. This course

helps the students to gain a worldview of the Self, Society and Profession. It emphasizes on holistic understanding of ethical human conduct, trustful and mutually satisfying human acquire knowledge of their principles and utilization. A compulsory paper on environmental studies is being taught at undergraduate level for 2nd semester students (CBCS) as a part of the syllabus. The course includes the study of natural resources with emphasis on renewable energy resources the importance of conserving the present ecosystem, promoting bio-diversity and raising awareness on environmental and social issues etc..

File Description	Documents
Any additional information	No File Uploaded
Upload the list and description of courses which address the Professional Ethics, Gender, Human Values, Environment and Sustainability into the Curriculum	View File

1.3.2 - Number of courses that include experiential learning through project work/field work/internship during the year

1

File Description	Documents
Any additional information	No File Uploaded
Programme / Curriculum/ Syllabus of the courses	View File
Minutes of the Boards of Studies/ Academic Council meetings with approvals for these courses	No File Uploaded
MoU's with relevant organizations for these courses, if any	No File Uploaded
Number of courses that include experiential learning through project work/field work/internship (Data Template)	View File

1.3.3 - Number of students undertaking project work/field work/ internships

15

File Description	Documents
Any additional information	No File Uploaded
List of programmes and number of students undertaking project work/field work/ /internships (Data Template)	View File

1.4 - Feedback System

1.4.1 - Institution obtains feedback on the syllabus and its transaction at the institution from the following stakeholders Students Teachers Employers Alumni

C. Any 2 of the above

File Description	Documents
URL for stakeholder feedback report	View File
Action taken report of the Institution on feedback report as stated in the minutes of the Governing Council, Syndicate, Board of Management (Upload)	View File
Any additional information(Upload)	No File Uploaded

1.4.2 - Feedback process of the Institution may be classified as follows

B. Feedback collected, analyzed and action has been taken

File Description	Documents
Upload any additional information	View File
URL for feedback report	https://ledocollege.in/igac-2/

TEACHING-LEARNING AND EVALUATION

2.1 - Student Enrollment and Profile

2.1.1 - Enrolment Number Number of students admitted during the year

2.1.1.1 - Number of sanctioned seats during the year

600

File Description	Documents
Any additional information	No File Uploaded
Institutional data in prescribed format	View File

2.1.2 - Number of seats filled against seats reserved for various categories (SC, ST, OBC, Divyangjan, etc. as per applicable reservation policy during the year (exclusive of supernumerary seats)

2.1.2.1 - Number of actual students admitted from the reserved categories during the year

329

File Description	Documents
Any additional information	No File Uploaded
Number of seats filled against seats reserved (Data Template)	View File

2.2 - Catering to Student Diversity

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

The institution, after fresh admission of students uses the policy of clearly knowing the potentialities and the competency of the students. To cater to the diverse needs of the students, separate approach is adopted with respect to slow learners, average learners and advanced learners. These three groups of students are given individual attention based on their ability to have a hold on the materials delivered with respect to the course taught to them. Slow learners are given remedial classes that provide them with the core knowledge of a particular course. Similarly, quick learners are dealt with in the way that is most feasible to them in acquiring the knowledge of a particular course. A general approach is taken with respect to all the three categories of learners.

File Description	Documents
Link for additional Information	Nil
Upload any additional information	No File Uploaded

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

Number of Students	Number of Teachers
453	21

File Description	Documents
Any additional information	No File Uploaded

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

Student centric methods, such as experiential learning, participative learning and problem solving methodologies are used for enhancing learning experiences. Students are encouraged for active participation in the class by their interactions and urged to ask questions and discuss problems related to their course. They are urged to speak on specific topics in the classroom. In order to make the learning more student-centric, all the departments are equipped with laptops and some of the classrooms are equipped with LCD projectors and the teachers are urged to make maximum use of them. The Smart Classroom is used for facilitating the use of ICT for the teachers and students alike. Field study plays an important role in certain disciplines. The students are taught to conduct field surveys and have to prepare the reports accordingly. Students participate in outreach and extension programmes, whereby they learn by interacting with the community. Group learning, tutorials, educational tours to academic institutions and historical places are also some of the steps to make learning student centric. Participatory learning activities such as quiz competition, annual magazine, wall magazine, departmental seminars, project work, assignments etc. are also encouraged. Apart from it, extracurricular activities such as NSS and NCC activities are also undertaken by the college to develop participatory learning. Students are encouraged to write articles for publications either outside the college or in the annual magazine, wall magazines etc. They are guided by the departmental teachers. Interactions on varied topics with eminent persons are encouraged.

File Description	Documents
Upload any additional information	No File Uploaded
Link for additional information	Nil

2.3.2 - Teachers use ICT enabled tools for effective teaching-learning process. Write description in maximum of 200 words

For a effective teaching- learning process the institution follows ICT enabled learning in addition to the traditional classroom education. Subsequently effort are taken by the institution to provide e-learning atmosphere in the classroom.

In addition to chalk and talk method of teaching the faculty members are using the IT enabled learning tools such as PPT, Video Clippings, Audio System, Online sources to explore the students for advanced knowledge and practical learning.

Most of the classrooms are furnished with LCD/OHP/Computers. Most of the faculty use interactive methods for teaching. The major emphasis is on classroom interaction in terms of seminars, debates, group discussions, assignments, test, laboratory work, field work, quiz etc.

Specialized computer laboratory with an internet connection has been provided to promote independent learning. Broad Band and ROUTER WI-FI facility for access of internet is provided on individual Laptop and Mobile devices. In connection of Wi-Fi user well security is provided. Its access is controlled by the system administration.

File Description	Documents
Upload any additional information	No File Uploaded
Provide link for webpage describing the ICT enabled tools for effective teaching-learning process	Nil

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

2.3.3.1 - Number of mentors

21

File Description	Documents
Upload, number of students enrolled and full time teachers on roll.	View File
Circulars pertaining to assigning mentors to mentees	No File Uploaded
mentor/mentee ratio	View File

2.4 - Teacher Profile and Quality

2.4.1 - Number of full time teachers against sanctioned posts during the year

18

File Description	Documents
Full time teachers and sanctioned posts for year (Data Template)	View File
Any additional information	No File Uploaded
List of the faculty members authenticated by the Head of HEI	No File Uploaded

2.4.2 - Number of full time teachers with Ph. D. / D.M. / M.Ch. /D.N.B Superspeciality / D.Sc. / D.Litt. during the year (consider only highest degree for count)

2.4.2.1 - Number of full time teachers with Ph. D. / D.M. / M.Ch. /D.N.C Superspeciality / D.Sc. / D.Litt. during the year

3

File Description	Documents
Any additional information	No File Uploaded
List of number of full time teachers with Ph. D. / D.M. / M.Ch./ D.N.B Super specialty / D.Sc. / D.Litt. and number of full time teachers for year(Data Template)	View File

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

2.4.3.1 - Total experience of full-time teachers

21

File Description	Documents
Any additional information	No File Uploaded
List of Teachers including their PAN, designation, dept. and experience details(Data Template)	View File

2.5 - Evaluation Process and Reforms

2.5.1 - Mechanism of internal assessment is transparent and robust in terms of frequency and mode. Write description within 200 words.

The college is continuously updating the internal assessment system as per changing course structure. Reforms in continuous Internal assessment (CIE) at the institutional level adhering to the system of continuous evaluation, the institution conducts Seminars, Group Discussion, Individual and Group Presentations, Home Assignments, etc. for the benefit of the students. Student's regular attendance is also a part of internal assessment. There is continuous evaluation in Practical classes too by observing continuous performance on the Practical Classes.

The departments have the freedom to select the type of internal assessment they would conduct to assess the students, except the Sessional Examinations. For greater transparency, the internal assessment marks are displayed in the departmental notice boards. The students are shown the evaluated answer scripts of the Sessional Examinations not only to maintain transparency but also as a remedial measure. Questions in internal assessments are set with a priority to probable questions that may be asked in the external examinations. Marking in Internal examinations is done in a strict manner to make the students correct their writing and presentation skills.

There is a provision in the college to offer students a scope for re-evaluation of answer scripts if they are not satisfied with the marks allotted to them. Moreover, in Sessional tests students are given freedom to enquire if the marks are not up to their expectations. They are clarified about their mistakes and in cases where a student deserves more marks, their scripts are reevaluated. The students can also avail the RTI act in case of any examination related grievance, with the help of the Principal's initiative. In addition most of the teachers have initiated use of ICT tools such as Google Classroom Google forms for internal assessment process.

File Description	Documents
Any additional information	No File Uploaded
Link for additional information	Nil

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

For transparent, time bound and efficient internal examination the following mechanism are conducted

- Internal Examination Committee
- Question Paper Setting.
- Conduct of Examination
- Result Display.
- Interaction with Students regarding their Internal Assessment.
- Parent-teacher Meet.
- Class attendance
- Seminar paper presentation.
- Group discussion.

The college has transparent and robust evaluation process in terms of frequency and variety. In order to ensure transparency in international examination, the system of internal examination is communicated with the students well in time. The Principal holds the meetings of the faculties and form a committee and directs them to ensure effective implementation of evaluation process. The committee schedules a programme for examination. The periods for international examination are already allotted by the University on the University Academic Calendar which is strictly followed by the college. At the beginning of the semester, faculty members inform the students about the various components in the assessment process during the semester. Question Papers are set by the departments itself. The syllabuses are announced by each department on the basis of syllabus covered in class for each Sessional test. The marks are shown on College and Departmental notice board and uploaded on the WhatsApp Group. The students are shown the evaluated answer scripts of the Sessional Examinations not only to maintain transparency but also as a remedial measure. At the entry level, admissions are given purely on merit basis and the lists of merit students are displayed on notice board. Students who are admitted for the concern course are assessed continuously through various evaluation processes at college and University level. Continuous evaluation is made through

Group Discussion, Sessional Test, Home Assignment, Field Work/ Field Visit, Seminar Paper Presentation and on Class Attendance. 75% regular Class attendance is mandatory for each student to appear in the each End Semester Final examination without any fine. There are four Sessional test are taken with in a session. The method of internal assessment helps the teachers to evaluate the students more appropriately. Due to this assessment, the interest of the students towards learning and attending the classes has been also increased. It has created the interest among the students to take active participation in various co-curricular and extra-curricular activities for their overall personality development. The seminar presentation improves the communication skills of the students which is very essential to face the interviews. A parent-teacher meet call by departments itself or by the College as a whole for each session for the grievance and transparency of the system. In this way mechanism of internal examination is transparent and robust.

File Description	Documents
Any additional information	View File
Link for additional information	Nil

2.6 - Student Performance and Learning Outcomes

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

The stated programme and course outcomes are framed by the department offering the concerned programme after rigorous consultation with the faculty and the stakeholders. After attainment of consensus, the same are widely propagated and published through various means such as College Prospectus and College Website. While addressing the students, the HOD of each departments create awareness on Cos and programmes. The class teachers, Coordinators of different Cells, Mentors are also inform the students and create awareness and emphasize the need of stated programme. . Each new batch of students is communicated through an orientation programme on the opening days of each new semester.

The Course Outcome are direct statements that describe the essential and enduring disciplinary knowledge, abilities the student should possess and the depth of learning that is expected upon completion of course. They are clearly specified and communicated. The COs are prepared by the HOD and concern faculty members teaching the same course

OBJECTIVES OF THE SYLLABUS :

DEPARTMENT OF EDUCATION

LEARNING OUTCOMES

B.A. 1ST SEMESTER

EDNH 101: PHILOSOPHICAL FOUNDATIONS OF EDUCATION

OBJECTIVES:

1. Describe the Modern Concept, Aims, Functions and Role of Education.
2. Describe the Role of Philosophy in Education.
3. Explain the basic Tenants of the given Indian and Western Philosophies and Their Influence in Education.
4. Appraise The Contribution Of The Given Philosophers In The Domain Of Education.

EDNH 102: SOCIOLOGICAL FOUNDATIONS OF EDUCATION

OBJECTIVES:

1. Explain The Concept, Approaches And Theories Of Educational Sociology.
2. Illustrate Social Aspects, Social Processes And Role Of Education.
3. Explain The Role Of Education In Social Change And Development.
4. Describe Various Social Groups And Their Education.
5. Explain Different Political Ideologies And Their Bearings On Education.

B.A. 2ND SEMESTER

EDNH 201: PSYCHOLOGICAL FOUNDATIONS OF EDUCATION

OBJECTIVES:

1. Explain The Concept, Nature, Scope And Uses Of Psychology In Education.
2. Explain The Influence Of Growth And Development In Education.
3. Describe The Meaning, Concept, Variables, Types And Theories Of Learning.
4. Discuss The Concept And Theories Of Intelligence And Creativity.
5. Explain The Meaning, Concept, Factors And Theories Of Personality.
6. Describes The Concepts Of Mental Health And Mental Hygiene, Measures Of Mental Health In School.

EDNH 202: EDUCATIONAL ADMINISTRATION AND MANAGEMENT

OBJECTIVES:

1. Define The Concept Of Educational Management.
2. Describe The Types Of Management And Modern Trends Of Educational Management.
3. Define The Concept Of Educational Leadership.
4. Explain The Principles Of Educational Leadership.

B.A. 3RD SEMESTER

EDNH 301: GREAT EDUCATORS AND EDUCATIONAL THOUGHTS

OBJECTIVES:

1. Describe The Contribution Of The Given Philosophers In The Domain Of Education.
2. Explain The Relevance Of The Educational Thoughts Of The Given Philosophers.

EDNH 302: MEASUREMENT AND EVALUATION IN EDUCATION

OBJECTIVES:

1. Explain The Meaning, Nature, Scope, Need And Types Of Measurement And Evaluation In Education.
2. Describe The Meaning Of Psychological Tests, Their Characteristics And Process Of Construction.
3. Describe Some Specific Tools To Measure Achievement, Intelligence, Personality And Aptitude.
4. Describe The Meaning And Nature Of Different Statistical Measures.
5. Use Statistics In Measurement And Evaluation In Education.

EDNH 303: EXPERIMENTAL PSYCHOLOGY AND LABORATORY PRACTICAL

OBJECTIVES:

1. Explain The Concept, Scope, And Need Of Experimental Psychology.
2. Conduct and Report Of Psychological Experiments.
3. Describe the Meaning and Nature of Memory, Immediate Memory, Memory Span and Its Related Practical.
4. Explain The Concept Of Attention, Span Of Attention And Its Related Practical.
5. Explain The Concept, Theories And Methods Of Learning And Its Related Practical.
6. State The Concept Of Personality, Different Techniques Of Personality Testing And Its Related Practical.
7. State The Concept Of Intelligence, Historical Background Of Intelligence Testing And Its Related Practical.

4TH SEMESTER

EDNH 401: EDUCATION IN PRE- INDEPENDENT INDIA

OBJECTIVES:

1. Explain The Concept Of Education In The Context Of Indian Heritage.
2. Describe The Education In Ancient India, Particularly Vedic Education And Buddhist Education.
3. Critically Examine The Education System In Medieval India.
4. Evaluate The Education System During British Period With Special Emphasis On The Commissions And Committees.

EDNH402: TECHNIQUES OF TEACHING

OBJECTIVES:

1. Explain The Meaning And Nature Of Teaching.
2. Describe The Principles Of Teaching And Learning.
3. Describe The Role Of Teacher At Different Phases Of Teaching.
4. Explain The Importance Of Planning Lessons In Teaching Learning Process.
5. Describe The Concept Of Teaching Skills And The Stages Of Microteaching Cycle.
6. State The Objectives Of Teaching Different Subjects In Elementary And Secondary Levels.
7. Describe Different Methods And Approaches Of Teaching.

EDNH 4020: TEACHING PRACTICE

OBJECTIVES:

1. Demonstrate Of Few Teaching Skills In Classroom.
2. Integrate The Teaching Skills In Real Classroom Situations.
3. Prepare Lesson Plans For Microteaching And Practice Teaching.

EDNH 403: EDUCATIONAL TECHNOLOGY

OBJECTIVES:

1. Describe The Concept, Nature And Components Of Educational Technology.
2. Distinguish Between Educational Technology And Instructional Technology.
3. Apply ICT In Teaching-Learning.
4. Describe The Concept, Components And Characteristics Of Communication .
5. Demonstrate The Skills Of Effective Communications.
6. Apply Models Of Teachings, Personalized System Of Instructions, Programmed Learning In Teaching-Learning.

B.A. 5TH SEMESTER

EDNH 501: EDUCATION IN POST-INDEPENDENT INDIA

OBJECTIVES:

1. Describe The Educational Scenario At The Time Of Independence.
2. Explain The Roles Of Various Commissions And Committees In The Development Of Education In Post-Independent India.
3. Describe The Recent Educational Developments In India.

EDNH 502: EDUCATION IN WORLD PERSPECTIVE

OBJECTIVES:

1. Explain The Meaning And Definition, Nature, Scope And Purpose Of Comparative Education.
2. Describe The Factors Influencing In National System Of India.
3. Describe The Methods Of Comparative Education.
4. Explain The Organization, Administration, Objective And Examination System Of The Countries

5. Describe The Vocational And Teacher Education Of Different Countries, Specially U.K., U.S.A., India And Japan.

6. Explain The Open Education In World Perspective.

DSEED 501: GUIDANCE AND COUNSELLING

OBJECTIVES:

1. Describe Meaning , Nature, Purpose And Scope Of Guidance And Counselling.

2. Describe The Characteristics And Functions Of Guidance And Counselling.

3. State The Basic Principles Of Guidance And Counselling.

4. Explain The Types And Areas Of Guidance And Counselling.

5. Use Various Tools And Techniques Of Guidance In Appropriate Context.

6. Explain The Qualities And Role Of A Counsellor.

DSEED 504: MENTAL HEALTH ISSUES

OBJECTIVES:

1. Explain The Need And Importance Of Understanding The Concept Of Mental Health And Hygiene In The Emerging Society.

2. Empathize With People Having Psychological And Maladjustment Problems.

3. Describe The Role Of Different Agencies Of Society And Their Impacts On The Development Of An Individual's Personality.

4. Describe The Various Components Of Positive Psychology And Its Significance In The Teaching-Learning Process.

5. Integrate Yoga In Their Day To Day Lives For Holistic Health.

B.A. 6TH SEMESTER

EDNH 601: EMERGING TRENDS IN INDIAN EDUCATION

OBJECTIVES:

1. Explain The Need Of Constitutional Provisions For Education, And The Role Of Constitution In Equalizing Educational Opportunities In The Diverse Indian Society.
2. Identify The Challenges Of Indian Education At Different Levels And Suggest Measures To Overcome These.
3. Define The New Perspectives Of Education Such As Environmental Education, Inclusive Education, Gender Education, Adult Education, Human Right Education, Value Education, Population Etc.
4. Critically Examine And Evaluate The Initiatives Taken By Government Of India Through Various Plans And Policies To Counter The Challenges Of Indian Education.
5. Explain The Political Influences On The National Education System.
6. Analyze The Role Of International Agencies In Development Of Education.

EDNH 602: CHILD AND ADOLESCENT PSYCHOLOGY

OBJECTIVES:

1. Explain the Significance of a study of Childhood and Adolescence today.
2. Describe the Developmental Changes of Childhood and Adolescence.
3. Summarize the Effect of Family Dynamics on Child and Adolescent Development.
4. Explain the Significance of the Role of Society in Monitoring and Guiding Young Children in their proper Development.

DSEED 603: GENDER AND EDUCATION

OBJECTIVES:

1. Explain The Meaning And Nature Of Gender And Its Related Terms.
2. Describe The Gender Biases And Gender Inequality In Family, School And Society.
3. Describe The Gender Issues Related To School Education.
4. Analyse The Laws And Policies Related To Gender Equality.

DSEED 604: PROJECT REPORT

OBJECTIVES:

1. Explain The Process Of Conducting A Project.
2. Identify The Problems For Educational Project.
3. Solve Problem Faced In Educational Field Through Project.
4. Prepare A Project Report.

GENERIC

B.A. 1ST SEMENTER

GEED101: GUIDANCE AND COUNSELLING

OBJECTIVES:

1. Describe Meaning ,Nature, Purpose And Scope Of Guidance And Counselling.
2. Describe The Characteristics And Functions Of Guidance And Counselling.
3. State The Basic Principles Of Guidance And Counselling.
4. Explain The Types And Areas Of Guidance And Counselling.
5. Use Various Tools And Techniques Of Guidance In Appropriate Context.
6. Explain The Qualities And Role Of A Counsellor.

B.A. 2ND SEMESTER

GEED 202: GENDER AND EDUCATION

OBJECTIVES:

1. Explain The Meaning And Nature Of Gender And Its Related Terms.
2. Describe The Gender Biases And Gender Inequality In Family, School And Society.
3. Describe The Gender Issues Related To School Education.
4. Analyse The Laws And Policies Related To Gender Equality.

B.A. 3RD SEMESTER

GEED 302: MENTAL HEALTH ISSUES

OBJECTIVES:

1. Explain The Need And Importance Of Understanding The Concept Of Mental Health And Hygiene In The Emerging Society.
2. Empathize With People Having Psychological And Maladjustment Problems.
3. Describe The Role Of Different Agencies Of Society And Their Impacts On The Development Of An Individual's Personality.
4. Describe The Various Components Of Positive Psychology And Its Significance In The Teaching-Learning Process.
5. Integrate Yoga In Their Day To Day Lives For Holistic Health.

B.A. 4TH SEMESTER

GEED 401: ECONOMICS OF EDUCATION

OBJECTIVES:

1. Describe The Meaning, Scope And Importance Of Economics Of Education.
2. Define And Illustrate The Concepts Used In Economics Of

Education.

3. Examine The Historical Development Of Economics Of Education.
4. Explain The Concept Of Education As A Good, Demand And Supply Of Education, Utility Of Education Etc.
5. Explain The Concept Of Investment In Education Return On Investment In Education, Education As Production Process Etc.
6. Explain The Concepts Of Different Types Of Educational Cost.
7. Examine The Concepts Of Human Capital Information, Education Financing, Educational Planning Etc.

DEPARTMENT OF ENGLISH

B.A 1ST SEMESTER (CBCS)

COURSE 1

COURSE CODE: 10100

INDIAN CLASSICAL LITERATURE:

COURSE OBJECTIVE: The objective of this course is to acquaint the students with the rich cultural heritage of ancient Indian Literature, especially Sanskrit Literature can truly claim the distinction of achieving the highest peak of art form in Sanskrit in the immortal plays of Kalidasa, the epics The Ramayana and The Mahabharata, Shudraka's Mrcchakatika, among others. Although Srimanta Sankaradeva of Assam cannot be regarded as 'classical' from the purview of temporality, his works are characterized by classical sensibilities and in the context of Assamese literature and culture, his works are held as immortal classics. Therefore, one of his famous plays Parijata Harana has been prescribed.

COURSE 2

COURSE CODE: 10200

EUROPEAN CLASSICAL LITERATURE:

COURSE OBJECTIVE: European Classical literature implies the literature of ancient Greece and Rome. The study of 'ancient Greek literature' implies a study of literature written in Greek in the pre Christian period, by non-Christian in the first six centuries of the Christian era. Roman literature, written in the Latin language , remains an enduring legacy of the culture of ancient Rome. Latin literature drew heavily on the traditions of other cultures, particularly the more matured literary tradition of Greece, and the strong influence of earlier Greek authors are readily apparent. The purpose of this course is to acquaint learners with the great heritage of European classical literature, starting from Homer's epic The Iliad to the satires of Horace. The importance of this course rests on the fact that English literature is heavily indebted to the classical works of Greece and Rome. Whether it is tragedy or comedy, satire or criticism, epic or lyric, the influence of classical literature in the works of the English authors is clearly in evidence. Therefore, learners will be acquainted with immortal classics like The Iliad and Metamorphosis, get to know of the difference between the Greek classics and the Latin classics, the different genres dabbled in by the classical writer, such as, tragedy, comedy, epic, satire, criticism and so forth.

B.A 2ND SEMESTER (CBCS)

COURSE 3

COURSE CODE: 20100

INDIAN WRITING IN ENGLISH

COURSE OBJECTIVES: Indian Writing in English refers to the body of work by writers in India who write English and whose native language could be one of the numerous languages of India. It is also associated with the works of members of the Indian Diaspora. As a category, this production comes under the broader realm of postcolonial literature- the production from previously colonized countries such as India. Indian English Literature is an honest enterprise to demonstrate the ever rare gems of Indian Writing in English. From being singular and exceptional, rather gradual native flare- up of geniuses, Indian Writing in English has turned out to be a new form of Indian culture and voice in which India converses regularly. Indian Writers - poets, novelists, essayists, and dramatists have been making momentous and considerable contributions to world literature since pre- Independence era, the past few years have witnessed a gigantic prospering and thriving of Indian English Writing in the realm of world Literature. Wide ranges of themes are

dealt within Indian Writing in English. While this literature continues to reflect Indian culture, tradition, social values and even Indian history through the depiction of life in India and Indians living elsewhere, recent Indian English fiction has been trying to give expression to the Indian experience of the modern predicaments. The aim of this course is to introduce learners to Indian Writing in English from the colonial to the postcolonial period. Issues such as identity politics, gendered differences, home, dislocation, language among others shall be underscored with the intention to understand the diversity of Indian culture and tradition across spatiality.

COURSE 4

COURSE CODE: 20200

BRITISH POETRY AND DRAMA: 14TH TO 17TH CENTURIES

COURSE OBJECTIVES: The objective of this course is to acquaint the learners with British poetry and drama from Chaucer to Shakespeare. The texts prescribed relate to the Age of Chaucer, Pre- Elizabethan and Elizabethan periods. Shakespeare figures predominantly in this course, with a tragedy, comedy and two sonnets prescribed. Marlowe's play encapsulates the spirit of the Renaissance, thereby placing the Elizabethan period in a proper perspective.

B.A 3RD SEMESTER (CBCS)

COURSE 5

COURSE CODE: 30100

AMERICAN LITERATURE

COURSE OBJECTIVES: The objective of this course is to introduce the learners to American literature, a field that could be considered as comparatively recent in formulation, when compared to the literature of Britain and Continental Europe. It is a literature steeped in the reactionary philosophy of its Puritan forbears, and has a strong individualistic spirit running through it. The reality or illusion of the Great American Dream, the transcendentalist movement, the history of slavery in the South, the great economic depression etc., forms important contexts to American history and literature, and this course would attempt to highlight contexts to American history and literature, and this course would attempt to highlight these issues as much as possible. All of these would be taken up in this

course.

COURSE 6

COURSE CODE: 30200

POPULAR LITERATURE

COURSE OBJECTIVES: Popular literature includes those writings intended for the masses and those that find favor with large audiences. It can be distinguished from artistic literature in that it is designed primarily to entertain. The objective of this course is to acquaint learners with popular literature, such as crime thriller, graphic fiction, children's literature and so forth, generally regarded by purists to be 'low-brow' and meant for easy mass consumption. However, it would be wrong to assume such a position in so far as the lines of distinction between what is literary and what is popular tends to be blurred.

COURSE 7

COURSE CODE: 30300

BRITISH POETRY AND DRAMA: 17TH AND 18TH CENTURIES

COURSE OBJECTIVES: English literature of the Seventeenth century was dominated by epoch-making political events, such as the Puritan Interregnum and the Restoration. These events were responsible for ushering in changes in the thought-processes of poets like Milton and Pope, dramatists like Webster and Behn, and so forth. From the romantic excesses of the Elizabethan literature to a literature marked by restraint and order, the learners would be in a position to experience a whole gamut of feelings that define a period and contradistinguishing it from another.

B.A 4TH SEMESTER (CBCS)

COURSE 8

COURSE CODE: 40100

BRITISH LITERATURE: 18TH CENTURIES

COURSE OBJECTIVES: Continuing with Eighteenth-century literature, this course offers an array of texts across genres. The eighteenth-century was an age in which new modes of creative expression were

coming to the fore, particular prose narratives of the likes of Swift and Stern, among others. Irony and satire became important tools to depict society's ills. The age was also characterized by importance given to gender issues. Congreve's play bears enough testimony to this fact. Since, this period is also referred to as the Age of Enlightenment; 'reason' became the locus from which human's actions and cognition issued forth. Therefore, a fundamental philosophical shift ushered in, the wake of the culture of positivism that set in during this period.

COURSE 9

COURSE CODE: 40200

BRITISH ROMANTIC LITERATURE

COURSE OBJECTIVES: The literature of the Romantic period is considered to be the most affective in terms of the ways in which it was able to connect with people across class lines. Product of the revolutionary zeal precipitated by two great revolutions- the French Revolution and the American War of Independence- the highly imaginative, rhetorical, emotive, visionary, metaphysical, epic, sensuous aspects of the works, especially poetry, gave tremendous heft to this literature celebrating Nature in all its beauty, majesty and terror. The Gothic Novel became a dominant genre, which attempted to debunk the structure of rationality by emphasizing on the reality of the supernatural.

COURSE 10

COURSE CODE: 40300

BRITISH LITERATURE: 19TH CENTURY

COURSE OBJECTIVES: The nineteenth-century is emblematic of a certain spiritual crisis that has set in due to the powerful impact of scientific ideology. Utilitarian values exhorting personal aggrandizement at the cost of social responsibility became the practice of daily lives of the people. Such an attitude finds ample illustration in the works of the nineteenth-century novelists and poets. This period, especially after 1837 is termed as 'Victorian' literature- a term that evokes notions of propriety, prudishness, censorship, among others, that was in sharp relief against the spirit of the erstwhile Romantic period. The period is also marked by ground-breaking theories propounded by Darwin, Marx and Freud, which impacted the thought process of the people to such a

remarkable extent that its effects are felt up to the present. Therefore, a reading of nineteenth-century English literature provides a fascinating opportunity to immerse oneself into the fraught historical context determined by contradictory, oppositional drives and processes.

B.A 5TH SEMESTER (CBCS)

COURSE 11

COURSE CODE: 50100

WOMEN'S WRITING

COURSE OBJECTIVES: Unarguably the truest fact about human society is domination of women by men. Patriarchy believes in the superiority of man over women in all walks of life. Therefore, women were denied agency to air their views publicly or in writings. The fact that women had to resort to male pseudonyms in order to find readership is merely one instance to prove how patriarchal ideology has a stranglehold over the society at large. Since women have been systematically silenced by 'phallogocentric' ideology, they find it rather difficult to articulate their views. Privileging women's writing is a way by means of which the thought, anxieties, fears, desires, emotions of the 'second sex' can be addressed. The objective of this course is to introduce learners to women's writing, and in doing so attempting to underline the manner in which power operates to silence women from articulating their views. Apart from that, the course would also try to situate women's writing in a space that transcends or upends the male writing tradition through various(subversive) ways.

COURSE 12

COURSE CODE: 50200

BRITISH LITERATURE: THE EARLY 20TH CENTURY

COURSE OBJECTIVES: The early Twentieth-century British literature was characterized by experimentations on the level of both form and content. The imperialistic World War I impacted the minds of the people across Europe to such extent that they began to suffer from various neurotic symptoms. Capitalism with its dehumanized processes and practices produced alienated, disenfranchised subjects, triggering a philosophical shift that was encapsulated in symbolism, existentialism, cubism, Dadaism, expressionism, and nihilism. These

philosophies found ample space in Modernism in Literature, and this particular course attempts to chart these philosophical trajectories through early twentieth-century texts, particularly novels and poetry.

B.A 5TH SEMESTER (CBCS)

DSE 1

COURSE CODE: 50110

MODERN INDIAN WRITING IN ENGLISH TRANSLATION

COURSE OBJECTIVES: Salman Rushdie had stirred the hornet's nest by claiming that Writings in English from India were infinitely superior to that of 'vernacular' literatures existing in all regional Indian languages. This notion was vehemently opposed by many writers and intellectuals, with the likes of Amit Chaudhuri writing sustained critique against Rushdie's position. A cursory reading of translated works of Indian writing across regions would prove how significant has been the contributions of authors writings in the various regional languages. Since, reading these works in the original is most often not possible due to linguistic variations, English translation of immortal works of modern Indian writing would perhaps go a long way in understanding and appreciating the best in regional literature. This course aims to acquaint learners with the works of Indian writers working on regional literature from the north to the south, from the west to the east.

DSE 3

COURSE CODE: 50130

LITERARY CRITICISM

COURSE OBJECTIVES: The course presents an overview of major trends in literary criticism from the Romantic period to the present. The critical trajectory comprises of Romantic theory of poetry propounded by Wordsworth and Coleridge, modernist poetics of Woolf and Eliot, New Criticism of Richards and Cleanth Brooks, and an introduction to recent trends in criticism, particularly feminist criticism (by Maggie Humm). B.A 6 TH SEMESTER (CBCS)

COURSE 13

COURSE CODE: 60100

MODERN EUROPEAN DRAMA

COURSE OBJECTIVES: The twentieth century marked the revival of drama after it was forced to shut down during the Puritan Interregnum. Even though the revival started during the Restoration Period , it subsequently lost ground during the Romantic and the Victorian Period. It was with the onset of the twentieth-century that drama made a magnificent return. It was in Europe, particularly the plays of the Norwegian playwright Henrik Ibsen, the German playwright Bertolt Brecht and French playwright Samuel Beckett that drama became an important vehicle for representing the political, social, individual, economic conditions the post-war Europe, with all its attendant ills and trauma. This course intends to read the plays by placing the epochal events of the period as the backdrop.

COURSE 14

COURSE CODE: 60200

POSTCOLONIAL LITERATURES

COURSE OBJECTIVES: This course introduces postcolonial literature to the learners. The importance of postcolonial studies in a globalised world in which more than three-quarters of the people living in the world today have had their lives shaped by the experience of colonialism, cannot be overestimated. The main focus in the course is on literary texts and literary analysis. The literary works chosen are English language texts from the erstwhile colonized countries including the countries subsumed under the rubric "the Commonwealth." In this course we will deploy postcolonial theory to engage critically with texts within a postcolonial framework. We will focus on such issues as language, identity, point of view, displacement, physical and mental colonization, decolonization, nationalism, fundamentalism, globalization and diaspora, colonial legacy, gender and sexuality, regionalism, ethnicity, genocide, race, and so forth, and we will discuss how such issues are expressed in the literary texts. When taking into account the individual work's socio-historical context, however, it will become apparent that it may not be relevant to discuss all the issues mentioned in each separate work.

B.A. 6 TH SEMESTER (CBCS)

DSE 5

COURSE CODE: 60110

LITERARY THEORY

COURSE OBJECTIVES: Literary theory is a field which is presently in great academic demand. It involves reading texts by deploying discourses. These discourses have political, social, economic, gendered, cultural values, and when one reads literature through such discursive lenses, interpretation of texts tend to be multiple and heterogeneous. The objective of this course is to acquaint learners with four relevant discourses or theories. These are Marxism, Feminism, Post structuralism, and Postcolonial Studies.

DSE 7

COURSE CODE: 60130

PARTITION LITERATURE

COURSE OBJECTIVES: The Partition was the most horrific event of the twentieth-century subcontinent's history. Thousands of innocent people across the divided nation (India and Pakistan) lost their lives, millions lost their homes, and migrations of unimaginable magnitude took place. It is important to understand the backgrounds and reason for the partition, but also to consider its effects on the lives of the people involved. The historical accounts may not be enough; imaginative literature helps fill in the gaps in understanding the emotional impact of these events on people's lives. So, the objective of this course is to read literature that captures the sense of the times. There will also be film screenings since cinema also helps capture both the horror and the repercussions of these events.

POLITICAL SCIENCE

1.1 Course -I: Understanding Political Theory

Course Objective: This course is divided into five units. The units introduce the students to the idea of political theory, its history and approaches, and an assessment of its critical and contemporary trends. Further the last two units tend to reconcile political theory and practice through reflections on the ideas and practices related to State, Citizenship and Democracy.

1.2 Course II: Constitutional Government and Democracy in India

Course Objective: This course acquaints the students with the constitutional design of States' structure and institutions, and their actual working over time. The Constitution of India accommodates conflicting impulses (of liberty and justice, territorial decentralization and a strong union, for instance) within itself. The course traces the embodiment of some of these conflicts in constitutional provisions, and shows how these have played out in political practice.

It further encourages a study of state institutions in their mutual interaction, and in interaction with the larger extra-constitutional environment.

2.1 Course III: Political Theory: Concepts and Debates

This course is divided into five units. The Course helps the student familiarize with the basic normative concepts of political theory. Each concept is related to a crucial political issue that requires analysis with the aid of our conceptual understanding. This exercise is designed to encourage critical and reflective analysis and interpretation of social practices through the relevant conceptual toolkit. Further this course introduces the students to the important debates in the subject. These debates prompt us to consider that there is no settled way of understanding concepts and that in the light of new insights and challenges, besides newer ways of perceiving and interpreting the world around us, we inaugurate new modes of political debates.

2.2 Course IV: Political Process in India

Course objective: Actual politics in India diverges quite significantly from constitutional legal rules. An understanding of the political process thus calls for a different mode of analysis - that offered by political sociology. This course maps the working of 'modern' institutions, premised on the existence of an individuated society, in a context marked by communitarian solidarities, and their mutual transformation thereby. It also familiarizes students with the working of the Indian state, paying attention to the contradictory dynamics of modern state power.

3.1 Course V: Introduction to Comparative Government and Politics

Course objective: This is a foundational course in comparative politics. The purpose is to familiarize students with the basic

concepts and approaches to the study of comparative politics. More specifically the course will focus on examining politics in a historical framework while engaging with various themes of comparative analysis in developed and developing countries.

3.2 Course -VI: Perspectives on Public Administration

Objective: The course provides an introduction to the discipline of public administration. This paper encompasses public administration in its historical context with an emphasis on the various classical and contemporary administrative theories. The course also explores some of the recent trends, including feminism and ecological conservation and how the call for greater democratization is restructuring public administration. The course will also attempt to provide the students a comprehensive understanding on contemporary administrative developments.

3.3 Course VII: Perspectives on International Relations and World History

Course Objective: This paper seeks to equip students with the basic intellectual tools for understanding International Relations. It introduces students to some of the most important theoretical approaches for studying international relations. The course begins by historically contextualizing the evolution of the international state system before discussing the agency structure problem through the levels-of-analysis approach. After having set the parameters of the debate, students are introduced to different theories in International Relations. It provides a fairly comprehensive overview of the major political developments and events starting from the twentieth century. Students are expected to learn about the key milestones in world history and equip them with the tools to understand and analyze the same from different perspectives. A key objective of the course is to make students aware of the implicit Euro - centricism of International Relations by highlighting certain specific perspectives from the Global South.

4.1 Course VIII: Political Processes and Institutions in Comparative Perspective

Course objective: In this course students will be trained in the application of comparative methods to the study of politics. The course is comparative in both what we study and how we study. In the process the course aims to introduce undergraduate students to some of the range of issues, literature, and methods that cover comparative political.

4.2 Course -IX: Public Policy and Administration in India

Objective: The paper seeks to provide an introduction to the interface between public policy and administration in India. The essence of public policy lies in its effectiveness in translating the governing philosophy into programs and policies and making it a part of the community living. It deals with issues of decentralization, financial management, citizens and administration and social welfare from a non-western perspective.

4.3 Course - X: Global Politics

Course objective: This course introduces students to the key debates on the meaning and nature of globalization by addressing its political, economic, social, cultural and technological dimensions. In keeping with the most important debates within the globalization discourse, it imparts an understanding of the working of the world economy, its anchors and resistances offered by global social movements while analyzing the changing nature of relationship between the state and trans-national actors and networks. The course also offers insights into key contemporary global issues such as the proliferation of nuclear weapons, ecological issues, international terrorism, and human security before concluding with a debate on the phenomenon of global governance.

5.1 Course - XI: Classical Political Philosophy

Course objective: This course goes back to Greek antiquity and familiarizes students with the manner in which the political questions were first posed. Machiavelli comes as an interlude inaugurating modern politics followed by Hobbes and Locke. This is a basic foundation course for students.

5.2 Course - XII: Indian Political Thought-I

Course objective: This course introduces the specific elements of Indian Political Thought spanning over two millennia. The basic focus of study is on individual thinkers whose ideas are however framed by specific themes. The course as a whole is meant to provide a sense of the broad streams of Indian thought while encouraging a specific knowledge of individual thinkers and texts. Selected extracts from some original texts are also given to discuss in class. The list of additional readings is meant for teachers as well as the more interested students.

6.1 Course - XIII: Modern Political Philosophy

Course objective: Philosophy and politics are closely intertwined. We explore this convergence by identifying five main tendencies here. Students will be exposed to the manner in which the questions of politics have been posed in terms that have implications for larger questions of thought and existence.

6.2 Course - XIV: Indian Political Thought-II

Course objective: Based on the study of individual thinkers, the course introduces a wide span of thinkers and themes that defines the modernity of Indian political thought. The objective is to study general themes that have been produced by thinkers from varied social and temporal contexts. Selected extracts from original texts are also given to discuss in the class. The list of additional readings is meant for teachers as well as the more interested students.

Discipline Specific Electives

Semester-V:

DSE-1A: Contemporary Politics in Assam

Total Lectures and Tutorials - 84

Objectives: The primary aim of this paper is acquaint with the students with the politics of contemporary Assam and its neighbouring states. Moreover, being located in the Northeast region it is invariably the concern of the students to have proper understanding of the region.

Semester-V:

DSE-2A: Human Rights in Comparative Perspective

Course objective: This course attempts to build an understanding of human rights among students through a study of specific issues in a comparative perspective. It is important for students to see how debates on human rights have taken distinct forms historically and in the contemporary world. The course seeks to anchor all issues in the Indian context, and pulls out another country to form a broader comparative frame. Students will be expected to use a range of resources, including films, biographies, and official documents to study each theme. Thematic discussion of sub-topics in the second and third sections should include state response to issues and

structural violence questions.

Semester-VI:

DSE 3A: Public Policy in India

Course Objective: This course provides a theoretical and practical understanding of the concepts and methods that can be employed in the analysis of public policy. It uses the methods of political economy to understand policy as well as understand politics as it is shaped by economic changes. The course will be useful for students who seek an integrative link to their understanding of political science, economic theory and the practical world of development and social change.

Semester: VI

DSE 4A: India's Foreign Policy in a Globalizing World

Course objective: This course's objective is to teach students the domestic sources and the structural constraints on the genesis, evolution and practice of India's foreign policy. The endeavour is to highlight integral linkages between the 'domestic' and the 'international' aspects of India's foreign policy by stressing on the shifts in its domestic identity and the corresponding changes at the international level. Students will be instructed on India's shifting identity as a postcolonial state to the contemporary dynamics of India attempting to carve its identity as an 'aspiring power'. India's evolving relations with the superpowers during the Cold War and after, bargaining strategy and positioning in international climate change negotiations, international economic governance, international terrorism and the United Nations facilitate an understanding of the changing positions and development of India's role as a global player since independence.

GE-1A: Nationalism in India

Course objective: The purpose of this course is to help students understand the struggle of Indian people against colonialism. It seeks to achieve this understanding by looking at this struggle from different theoretical perspectives that highlight its different dimensions. The course begins with the nineteenth century Indian responses to colonial dominance in the form of reformism and its criticism and continues through various phases up to the events leading to the Partition and Independence. In the process, the

course tries to highlight its various conflicts and contradictions by focusing on its different dimensions: communalism, class struggle, caste and gender questions.

Semester-II

GE-2A: Feminism: Theory and Practice

Course Objective: The aim of the course is to explain contemporary debates on feminism and the history of feminist struggles. The course begins with a discussion on construction of gender and an understanding of complexity of patriarchy and goes on to analyze theoretical debates within feminism. The paper also covers the history of feminism in the west, socialist societies and in anti-colonial struggles. Further a gendered analysis of Indian society, economy and polity with a view to understanding the structures of gender inequalities.

Semester-III

GE-3A: Understanding Ambedkar

Course objective: This course is broadly intended to introduce Ambedkar's ideas and their relevance in contemporary India, by looking beyond caste. Ambedkar's philosophical contributions towards Indian economy and class question, sociological interpretations on religion, gender, caste and cultural issues; ideas on politics such as concepts of nation, state, democracy, law and constitutionalism are to be pedagogically interrogated and interpreted. This will help students to critically engage themselves with the existing social concerns, state and economic structures and other institutional mechanisms. This also will facilitate them to strengthen their creative thinking with a collective approach to understand ongoing social, political, cultural and economic phenomena of the society.

Semester-IV

GE-4A: Politics of Globalization

Course objective: The objective of this generic elective paper is to make students from diverse background understand the process of globalization from a political perspective. This paper will create a broad understanding of the issues and processes globalization based on critical analysis of the various anchors and dimensions of globalization.

SOCIOLOGY (CBCS)

1st SEMESTER

CORE COURSE: 01

(INTRODUCTION TO SOCIOLOGY-1)

COURSE OBJECTIVE:

The mandate of the course is to introduce the discipline to students from diverse training and capabilities. The course is intended to introduce the students to a sociology way of thinking. It also provides a formation for the other more detailed and specialized course in sociology.

CORE COURSE: 02

(SOCIOLOGY OF INDIA-1)

COURSE OBJECTIVE:

This paper introduce the process and modes construction of knowledge of India. Further, it aims to draw attention to the key concepts and institutions which are useful for the understanding of Indian society.

GENERIC ELECTIVE 01

(INDIAN SOCIETY: IMAGES AND REALITIES)

COURSE OBJECTIVE:

This course seeks to provide an interdisciplinary introduction to Indian society.

2ND SEMESTER

CORE COURSE 03

(INTRODUCTION TO SOCIOLOGE- 11)

COURSE OBJECTIVE:

The course aims to provide a general introduction to sociological thought. The focus is on studying from the original texts to give the students a flavor of how over a period of time thinkers have conceptualized various aspects of society. This paper also provides a foundation for thinkers in the other papers.

CORE COURSE 04

(SOCIOLOGY OF INDIA-11)

COURSE OBJECTIVE:

This paper aims to draw attention to the variety of ideas and debates about India. Further, it critically engages with the multiple socio-political forces and ideologies which shape the terrain of the nation.

GENERIC ELECTIVE 02

(FAMILY AND INTIMACY)

COURSE OBJECTIVE:

Family is one of the vital institutions of human society. It is experienced intimately and debated keenly. This course attempts to introduce students to a range of contemporary concerns pertaining to this institution from a sociological perspective and with an interdisciplinary orientation.

3RD SEMESTER

CORE COURSE 05

(POLITICAL SOCIOLOGY)

This course introduces the students to some major theoretical debate and concepts in political Sociology, while situating these within contemporary political issues. A key thrust of the paper is towards developing a comparative understanding of political relationship through themes such as power governance and state and society relationship.

CORE COURSE 06

(SOCIOLOGY OF RELIGION)

COURSE OBJECTIVES:

This course lays priority to the understanding of religions over individual religion. Drawing heavily from classical writings on the subject it reinforces importance of the positions developed in these texts. Implicitly numerous interconnections can be at tempted between various classes, manifestly the overarching concern of the paper is to follow up the linkage between social and religious through different registers mentioned in the outline.

CORE COURSE 07

(SOCIOLOGY OF GENDER)

COURSE OBJECTIVES:

This course introduces gender as a critical laws of enquiry in relation to various social fields. It also interrogates the categories of gender, sex, and sexuality.

GENERIC ELECTIVE 03

(RETHINKING DEVELOPMENT)

COURSE OBJECTIVES:

This paper examines the ideas of development from a sociological perspective. It introduces students to different approaches to understanding development and traces the trajectory of Indian experience with development from an interdisciplinary perspective.

4TH SEMESTER

Core course 08

(ECONOMIC SOCIOLOGY)

COURSE OBJECTIVES:

This course provides an understanding of the social and cultural bases of economic activity. It highlights the significances of sociological analysis for the study of economic processes in local global contexts.

CORE COURSE 09

(SOCIOLOGY OF KINSHIP)

COURSE OBJECTIVES;

This course aims to introduce general principles of kinship and marriage by reference to key terms and theoretical statements substantiated by ethnographies. The course looks at the trajectories and new directions in kinship studies.

CORE COURSE 10

(SOCIAL STRATIFICATION)

COURSE OBJECTIVES:

This course introduces students to Sociological study of Social Inequalities. It acquaints students with principal theoretical perspectives on and diverse forms of Social inequality in articulation with each other.

GENERIC ELECTIVE 04

(GENDER AND VALUES)

COURSE OBJECTIVES: Gender violence is routine and spectacular, structural as well as situated. This course attempts to provide an understanding of the logic of that violence awareness of its most common form and tries to equip the students with a sociologically.

5TH SEMESTER

CORE COURSE 11

(SOCIOLOGICAL THINKERS)

COURSE OBJECTIVES:

The course introduces the students to the classics in the making of the discipline of sociology through selected texts by the major thinkers.

CORE COURSE 12

(SOCIOLOGICAL RESEARCH METHODS -1)

COURSE OBJECTIVES:

The course is a general introduction to the methodologies of sociological research methods. It will provide the students with some elementary knowledge of the complexities and philosophical understandings of research.

DISCIPLINE SPECIFIC ELECTIVE 02

(AGRARIAN SOCIOLOGY)

COURSE OBJECTIVES:

This course explores the traditions of enquiry and key substantive issues in agrarian sociology. It is comparative in nature, but pays attention to Indian themes. It also introduces emerging global agrarian concerns.

DISCIPLINE SPECIFIC ELECTIVE 03

(ENVIRONMENTAL SOCIOLOGY)

COURSE OBJECTIVES:

This course is designed to introduce students to the core debates of environmental sociology, different approaches within the sub-discipline and how these approaches may be used to understand environmental issues and movements in India.

6TH SEMESTER

CORE COURSE 13

(SOCIOLOGICAL THINKERS II)

COURSE OBJECTIVES:

To introduce students, to post -classical sociological thinking through some original texts.

Core course 14

(RESEARCH METHODS II)

COURSE OBJECTIVES:

The course is an introductory course on how research is actually done with emphasis on formulating on formulating research design, methods of data collection, and data analysis, it will provide students with some elementary knowledge on how to conduct both, quantitative and qualitative research.

DISCIPLINE SPECIFIC ELECTIVE 05

(SOCIOLOGY OF HEALTH AND MEDICINE)

The course introduces students to the sociology of health, illness and medical practice by highlighting the significance of socio-cultural dimensions in the construction of illness and medical knowledge. Theoretical perspectives examine the dynamics shaping these constructions. Negotiations of health and illness are explored through ethnographies.

DISCIPLINE SPECIFIC ELECTIVE 09

(SOCIETIES IN NORTH -EAST INDIA)

COURSE OBJECTIVE:

The course aims at providing a sociological understanding of societies in North-East India. The course seeks to provide a multi-dimensional understanding of North East India with respect to socio-historical, political and economic dimensions. Further, this course aims to provide a sociological understanding of the specificity of world views of diverse communities along with the emerging socio-economic processes of the region.

File Description	Documents
Upload any additional information	No File Uploaded
Paste link for Additional information	Nil
Upload COs for all courses (exemplars from Glossary)	View File

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

Programme Outcome: The attainment of programme outcomes and course outcomes for B.A. Honours Courses (Core & GE course on ASMH, ECOH, EDNH, ENGH, PSCH and SOCH and GE on GEHS, GEPL and GEHIN) offered by the institution are displayed in the college website. At the same time, at the beginning of each new semester, the students are made aware of the same in their respective classes. Another, measurement of attainment is Students' Placement in various Govt. and Non-Govt. organizations, institutions and Companies. The feedback system of different stakeholders which is place in place in the College helps to measure and reckon the attainment of the programme outcomes. The online student feedback system provides information pertaining to the relevance of the course, availability of the course material and course importance in terms of employability and so on.

Course Outcome: The course outcomes are specifically discussed in formal/informal action plans are drawn up between the faculty members and the students. COs is measured through Syllabus, Completion Of Syllabus, Continuous Evaluation, Setting Up Of Question Paper, Evaluation and Result. At the departmental level the HOD of each department and teachers strive to complete the course in time and in some cases extra classes are conduct for the students who are identify as relatively average. The 70 percent of compulsory class attendance to qualify for appearing examination of the courses is adhered to, to ensure students participation in the class. The attendance is also included in Internal Assessment marks. The continuous evaluation is done through Sessional Examination, Home Assignment, Seminar paper Presentation, Group Discussion, Field Work, Laboratory Work and so on. The college has also utilized Student Satisfaction Survey for measuring the attainment level of Course and Programme Outcome

File Description	Documents
Upload any additional information	No File Uploaded
Paste link for Additional information	Nil

2.6.3 - Pass percentage of Students during the year

2.6.3.1 - Total number of final year students who passed the university examination during the year

95

File Description	Documents
Upload list of Programmes and number of students passed and appeared in the final year examination (Data Template)	View File
Upload any additional information	No File Uploaded
Paste link for the annual report	Nil

2.7 - Student Satisfaction Survey

2.7.1 - Student Satisfaction Survey (SSS) on overall institutional performance (Institution may design its own questionnaire) (results and details need to be provided as a weblink)

<https://ledocollege.in/igac-2/>

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 year (INR in Lakhs)

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

Nil

File Description	Documents
Any additional information	No File Uploaded
e-copies of the grant award letters for sponsored research projects /endowments	No File Uploaded
List of endowments / projects with details of grants(Data Template)	View File

3.1.2 - Number of departments having Research projects funded by government and non government agencies during the year

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

0

File Description	Documents
List of research projects and funding details (Data Template)	View File
Any additional information	No File Uploaded
Supporting document from Funding Agency	No File Uploaded
Paste link to funding agency website	Nil

3.1.3 - Number of Seminars/conferences/workshops conducted by the institution during the year

3.1.3.1 - Total number of Seminars/conferences/workshops conducted by the institution during the year

7

File Description	Documents
Report of the event	View File
Any additional information	No File Uploaded
List of workshops/seminars during last 5 years (Data Template)	View File

3.2 - Research Publications and Awards

3.2.1 - Number of papers published per teacher in the Journals notified on UGC website during

the year

3.2.1.1 - Number of research papers in the Journals notified on UGC website during the year

0

File Description	Documents
Any additional information	No File Uploaded
List of research papers by title, author, department, name and year of publication (Data Template)	View File

3.2.2 - Number of books and chapters in edited volumes/books published and papers published in national/ international conference proceedings per teacher during the year

3.2.2.1 - Total number of books and chapters in edited volumes/books published and papers in national/ international conference proceedings during the year

3

File Description	Documents
Any additional information	No File Uploaded
List books and chapters edited volumes/ books published (Data Template)	View File

3.3 - Extension Activities

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

The college organises a number of extensional activities to sensitize the students towards community needs. The students of our college actively participate in social service activities.

NSS organises an awareness campaign on the prevention and spread of Novel Corona Virus (Covid-19), distributed pamphlets, demonstrated hand washing technique, distributed soap, handwash detergent, Sanitizer etc. The students have distributed masks into rural areas. The students have voluntarily taken up the task of stitching and making masks at home. The distribution of masks has been done by maintaining social distance.

The faculty of the college were also involved in various extensional activities like Awareness programme on Novel Corona Virus (Covid-19), distributing masks, soap, sanitizer, leaflets, food items in nearby

areas. Teachers also donated their one day salary to the Chief Minister Fund.

File Description	Documents
Paste link for additional information	https://drive.google.com/drive/folders/10o0Q5vjbyxEodSyegDh0ouV2_aOpXeq?usp=sharing
Upload any additional information	No File Uploaded

3.3.2 - Number of awards and recognitions received for extension activities from government / government recognized bodies during the year

3.3.2.1 - Total number of awards and recognition received for extension activities from Government/ government recognized bodies during the year

8

File Description	Documents
Any additional information	No File Uploaded
Number of awards for extension activities in last 5 year(Data Template)	View File
e-copy of the award letters	No File Uploaded

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

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

4

File Description	Documents
Reports of the event organized	View File
Any additional information	No File Uploaded
Number of extension and outreach Programmes conducted with industry, community etc for the last year (Data Template)	View File

3.3.4 - Number of students participating in extension activities at 3.3.3. above during the year

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

84

File Description	Documents
Report of the event	View File
Any additional information	No File Uploaded
Number of students participating in extension activities with Govt. or NGO etc (Data Template)	View File

3.4 - Collaboration

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

2

File Description	Documents
e-copies of linkage related Document	No File Uploaded
Details of linkages with institutions/industries for internship (Data Template)	View File
Any additional information	No File Uploaded

3.4.2 - Number of functional MoUs with national and international institutions, universities, industries, corporate houses etc. during the year

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

4

File Description	Documents
e-Copies of the MoUs with institution./ industry/corporate houses	View File
Any additional information	No File Uploaded
Details of functional MoUs with institutions of national, international importance, other universities etc during the year	View File

INFRASTRUCTURE AND LEARNING RESOURCES

4.1 - Physical Facilities

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

The college has been offering a one stream course (Arts) with sufficient number of classrooms with the semester system and newly implemented CBCS system under Dibrugarh University on 2019-20. Classrooms are well equipped with adequate teaching learning materials to meet the need of the students. The college has adequate numbers of close circuit camera for monitoring the classroom cum campus activities. The college provides safe drinking water to the students using modern water purifiers. Besides conducting regular classes, the classrooms are used for conducting remedial classes, annual and semester examination, departmental meeting, indoor competition etc. There are sufficient sitting arrangements for the teachers and the students in the classroom. All the classroom have proper lighting and ventilation system for the sake of students health and hygiene. The institution has separate rooms for IQAC, NSS, NCC, Boys & Girls Common Room, Student Union Room, Rest room for Divyagan etc.. There is a well equipped canteen inside the college campus. The college authority formed various committees for proper maintenance of infrastructure and physical facilities. College has three phase electricity connection with its own transformer, provided by APDCL. Apart from these, the college has one generator set and solar panel which are sufficient on the time of power interruption.

The College provides modern library and digital facilities to students. The college is connected with Wi-Fi, digital library. Latest edition of text books, reference books are also available. OPAC and open access book services are provided. Laboratory is

available in the department of Education. Students can test and measure their memory, knowledge doing some experiment in the lab under the supervision of well experienced resource persons. The College has computer lab where students get the chance to expand their IT knowledge. Expert teach students the modern tools and techniques for the upliftment of their knowledge of computer.. The college has sevennumbers of smart classroom where students can learn academic course through modern techniques and methods.

File Description	Documents
Upload any additional information	No File Uploaded
Paste link for additional information	Nil

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

For all round development of the students the college encourages students to engage in co-curricular activities. The college organizes College Week programme annually where different competitions are held under sports and cultural section. Equipments are available for various indoor and outdoor games so that students can develop their potentialities in sports activities after the class hours. For conducting various cultural activities the college has a well equipped Auditorium with sufficient numbers of seat capacity. A well sophisticated Gymnasium is also available in the college campus where the students practice different exercise for their active physical strength. The college has a playground having boundary, auditorium, green room etc. Students practice different events in the college playground with physical instructor and coaches .The students are encouraged to participate in various competitions at the university, district and state level. Sometimes college has organised workshop on yoga also. The institution has organizes various health related programme with the help NSS Unit of the college.

File Description	Documents
Upload any additional information	No File Uploaded
Paste link for additional information	Nil

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

7

4.1.3.1 - Number of classrooms and seminar halls with ICT facilities

7

File Description	Documents
Upload any additional information	No File Uploaded
Paste link for additional information	Nil
Upload Number of classrooms and seminar halls with ICT enabled facilities (Data Template)	View File

4.1.4 - Expenditure, excluding salary for infrastructure augmentation during the year (INR in Lakhs)

4.1.4.1 - Expenditure for infrastructure augmentation, excluding salary during the year (INR in lakhs)

1.83360

File Description	Documents
Upload any additional information	No File Uploaded
Upload audited utilization statements	View File
Upload Details of budget allocation, excluding salary during the year (Data Template)	View File

4.2 - Library as a Learning Resource

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

A library is the heart and soul of a college. The quality of education given in college can be roughly judged from the type of books in its library. The college library is governed by the college authority. The library facilities are given open access system to its users. Photocopying facility is also available for the readers. There is a provision of 'Book Bank' facility for BPL students which

help to cater to their needs of book. It has about 10,160 books on various subjects. There are three journals and periodicals along with three newspapers. The library is divided into four major sections - general section, the reference book section, text book section and digital & internet section. The library has a reading room which can provide seating accommodation to minimum thirty students at a time. Library daily visit register is maintained by both teacher and students. New collections of books are arranged systematically in the departmental shelves. CCTV camera is installed for strict surveillance in the library. The issue and return of books has been managed by library staffs. A Library Committee is formed by the college authority for better maintenance of the library. The college library was started along with the establishment of the college since 1997. It is partially automated and equipped with SOUL 2.0 version 2.0.0.11 from 2019 as Integrated Library Management System (ILMS). The book data has been created by using SOUL. Each book can be identified by its barcode. Library has started to digitise of documents from the year 2017. All teaching and non-teaching staff are registered under NDLI (National Digital Library of India)

File Description	Documents
Upload any additional information	No File Uploaded
Paste link for Additional Information	Nil

4.2.2 - The institution has subscription for the following e-resources e-journals e-ShodhSindhu Shodhganga Membership e-books Databases Remote access toe-resources C. Any 2 of the above

File Description	Documents
Upload any additional information	No File Uploaded
Details of subscriptions like e-journals, e-ShodhSindhu, Shodhganga Membership etc (Data Template)	View File

4.2.3 - Expenditure for purchase of books/e-books and subscription to journals/e-journals during the year (INR in Lakhs)

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

0.29250

File Description	Documents
Any additional information	No File Uploaded
Audited statements of accounts	View File
Details of annual expenditure for purchase of books/e-books and journals/e- journals during the year (Data Template)	View File

4.2.4 - Number per day usage of library by teachers and students (foot falls and login data for online access) (Data for the latest completed academic year)

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

37

File Description	Documents
Any additional information	No File Uploaded
Details of library usage by teachers and students	View File

4.3 - IT Infrastructure

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

The College has five smartclassrooms with LCD projector and two Smart classrooms with Interactive Board with wi-fi facilities. It has free wi-fi facility inside the campus with single number of broad band modems. The college has internet facilities in office as well as in the library. Each department has been provided with a computer there is a server cum overhead scanner with four numbers of internet connectivity modems located in administrative office. The IT facilities of the college is updating under the process. The admission and examination form fill-up and renewal of admission of the college has been made fully online from the academic year 2018. The Library has also eight numbers of computers with wifi facility.

File Description	Documents
Upload any additional information	No File Uploaded
Paste link for additional information	Nil

4.3.2 - Number of Computers

17

File Description	Documents
Upload any additional information	No File Uploaded
Student – computer ratio	View File

4.3.3 - Bandwidth of internet connection in the Institution E. < 5MBPS

File Description	Documents
Upload any additional Information	No File Uploaded
Details of available bandwidth of internet connection in the Institution	View File

4.4 - Maintenance of Campus Infrastructure**4.4.1 - Expenditure incurred on maintenance of infrastructure (physical and academic support facilities) excluding salary component during the year (INR in Lakhs)****4.4.1.1 - Expenditure incurred on maintenance of infrastructure (physical facilities and academic support facilities) excluding salary component during the year (INR in lakhs)**

1.83365

File Description	Documents
Upload any additional information	No File Uploaded
Audited statements of accounts.	View File
Details about assigned budget and expenditure on physical facilities and academic support facilities (Data Templates)	View File

4.4.2 - There are established systems and procedures for maintaining and utilizing physical, academic and support facilities - laboratory, library, sports complex, computers, classrooms etc.

For maintaining and utilizing physical academic and support facilities the college has various committees itself. The college has construction & purchasing committee for upgradation of infrastructure and other physical facilities. There are permanent and

temporary staffs to maintain infrastructure of the college. To check up maintenance and repairing of the equipments college take help of technical experts from time to time. The college also takes advice of the engineers, architects regarding building and maintenance of infrastructure as and when needed. There is a library committee for the development and upgradation of library facilities. For sports facilities, the college has a gymnasium and playground and the modification of playground is going on.

File Description	Documents
Upload any additional information	No File Uploaded
Paste link for additional information	Nil

STUDENT SUPPORT AND PROGRESSION

5.1 - Student Support

5.1.1 - Number of students benefited by scholarships and free ships provided by the Government during the year

5.1.1.1 - Number of students benefited by scholarships and free ships provided by the Government during the year

236

File Description	Documents
Upload self attested letter with the list of students sanctioned scholarship	View File
Upload any additional information	No File Uploaded
Number of students benefited by scholarships and free ships provided by the Government during the year (Data Template)	View File

5.1.2 - Number of students benefitted by scholarships, free ships etc. provided by the institution / non- government agencies during the year

5.1.2.1 - Total number of students benefited by scholarships, free ships, etc provided by the institution / non- government agencies during the year

7

File Description	Documents
Upload any additional information	No File Uploaded
Number of students benefited by scholarships and free ships institution / non- government agencies in last 5 years (Date Template)	View File

5.1.3 - Capacity building and skills enhancement initiatives taken by the institution include the following: Soft skills Language and communication skills Life skills (Yoga, physical fitness, health and hygiene) ICT/computing skills

A. All of the above

File Description	Documents
Link to institutional website	Nil
Any additional information	View File
Details of capability building and skills enhancement initiatives (Data Template)	View File

5.1.4 - Number of students benefitted by guidance for competitive examinations and career counseling offered by the institution during the year

0

5.1.4.1 - Number of students benefitted by guidance for competitive examinations and career counseling offered by the institution during the year

0

File Description	Documents
Any additional information	No File Uploaded
Number of students benefited by guidance for competitive examinations and career counseling during the year (Data Template)	View File

5.1.5 - The Institution has a transparent mechanism for timely redressal of student

D. Any 1 of the above

grievances including sexual harassment and ragging cases Implementation of guidelines of statutory/regulatory bodies Organization wide awareness and undertakings on policies with zero tolerance Mechanisms for submission of online/offline students' grievances Timely redressal of the grievances through appropriate committees

File Description	Documents
Minutes of the meetings of student redressal committee, prevention of sexual harassment committee and Anti Ragging committee	View File
Upload any additional information	View File
Details of student grievances including sexual harassment and ragging cases	No File Uploaded

5.2 - Student Progression

5.2.1 - Number of placement of outgoing students during the year

5.2.1.1 - Number of outgoing students placed during the year

3

File Description	Documents
Self-attested list of students placed	View File
Upload any additional information	No File Uploaded

5.2.2 - Number of students progressing to higher education during the year

5.2.2.1 - Number of outgoing student progression to higher education

4

File Description	Documents
Upload supporting data for student/alumni	View File
Any additional information	No File Uploaded
Details of student progression to higher education	View File

5.2.3 - Number of students qualifying in state/national/ international level examinations during the year (eg: JAM/CLAT/GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/State government examinations)

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

1

File Description	Documents
Upload supporting data for the same	View File
Any additional information	No File Uploaded

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 year

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

6

File Description	Documents
e-copies of award letters and certificates	View File
Any additional information	No File Uploaded
Number of awards/medals for outstanding performance in sports/cultural activities at university/state/national/international level (During the year) (Data Template)	View File

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

Ledo College is situated in the centre of Ledo from where the historic Stillwell road connects the north-east India with China via Manipur. Since its inception the College has been performing a pioneering role in the spread of higher education amongst various ethnic linguistic groups of upper Assam, particularly from the Dehing Patkai.

As students are the resource of institution, they should be given scope to participate in all activities. In our college also activities related to students are conducted every year for their overall upliftment. Students of Ledo College have been representing their college in various administrative, co-curricular and extracurricular activities. The college supports such student oriented activities and encourages them to participate in such programmes. The college also provides a suitable and friendly environment for the students to enhance their hidden talents and came out to the forefront.

Several activities are organized by the NSS and NCC group every year. Some activities undertaken by the NSS group consists of (I) beautification of the college campus (II) Play ground (iii) Celebration of Yoga day/Environment day (iv) Awareness programme on consumption of tobacco. Whereas the NCC cell sends students to attend several camps organized by the 26 Assam Bn NCC, Digboi students have participated on several camps at Jorhat, Digboi and Shillong. Student representatives are selected through the process of election. Students select their own union leaders from amongst them.

Students participate on several sub-divisional level and state level programs organized by the Sub-Divisional office, Margherita. (I) Essay competition, poetry competition, debate, quiz and so on. Several students have achieved remarkable position on such competitions. Some other functions are as follows- celebration of Republic Day (26TH January), Independence Day (15th August).

Every year the union body organizes a one week programme where cultural, sports (Indoor and outdoor), literary and other activities are conducted. Whereas due to covid pandemic the college could not organise its Annual College Week Programme during this year.

There are certain cells in Ledo College such as women cell, and

sexual harassment cell. These cells work for women empowerment, gender equality, women development and also to arouse a feeling of awareness amongst the women belonging to rural areas near by the college. Every year these cell conduct awareness programme amongst the students to bring awareness on sexual harassment, gender equality before the commencement of the new session. Student representatives are nominated to work as member under these cells. Educational tours are arranged every year by respective departments of Ledo College and it is made compulsory for every student to participate on such tours.

During the time of Pandemic situation the students' union body, NSS Unit of Ledo College along with teacher representatives provided help in the form of food item, soaps, sanitizers and lots more for the people residing near by the college. NSS Unit of Ledo College along with Sub- Divisional office (SDO), Margherita distributed masks to poor and needy people, organized awareness programme to convey about the infectious face of covid-19, need of wearing mask and frequent washing of hands with soap to get rid of infection. Besides, during the time of pandemic situation students of Ledo College participated on online competitions and successfully achieved remarkable positions.

File Description	Documents
Paste link for additional information	https://drive.google.com/file/d/1ddy5DHvGPmbqGjxlKEvlfmXIqnACenCQ/view?usp=sharing
Upload any additional information	View File

5.3.3 - Number of sports and cultural events/competitions in which students of the Institution participated during the year (organized by the institution/other institutions)

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

7

File Description	Documents
Report of the event	View File
Upload any additional information	No File Uploaded
Number of sports and cultural events/competitions in which students of the Institution participated during the year (organized by the institution/other institutions (Data Template)	View File

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

There is an alumni association of Ledo College which is yet to register. No financial support found from alumni association till the date . Due to Covid 19 pandemic only one alumni meeting was held in the year . Meeting Proceeding has been uploaded .

File Description	Documents
Paste link for additional information	Nil
Upload any additional information	View File

5.4.2 - Alumni contribution during the year E. <1Lakhs
(INR in Lakhs)

File Description	Documents
Upload any additional information	No File Uploaded

GOVERNANCE, LEADERSHIP AND MANAGEMENT

6.1 - Institutional Vision and Leadership

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

Vision:

Ledo College was established with the vision of strengtheningthe

educational, social and cultural pillars of the vast area of upper Assam adjacent to bordering area of Myanmar and Arunachal Pradesh. Some of its visions include:

- To educate the upcoming youths according to the updated knowledge of the modern curriculum.
- To make the future generation of Ledo good and responsible citizens of India by the allround development of physical, moral, intellectual and spiritual side.
- To encourage the students of higher education upto degree level.
- To train the students for corporate life, leadership, discipline, self-dependence and environment friendly.
- To create a healthy intellectual environment in the surrounding places from Ledo College.
- To promote scholarship, statemanship, growing manpower.
- To improve the educational, social, economical, cultural and political aspects of the country.

Mission:

- To organise and hold meetings, debate competitions, symposium, exhibition and national and International level seminars.
- To organise functions such as sports, music, fine arts, social service camps etc.;
- To manage the students' canteen and other things of a similar nature of common interest;
- To organise and participate in the inter-college and other tournaments
- To organise educational excursion,
- To visit different places in academic interest
- To enrich and empower the youth through quality education and to transform them into productive human resource.
- To introduce innovative techniques for making teaching-learning process more effective.
- To sensitise students towards ethical and moral values and environment friendliness..

File Description	Documents
Paste link for additional information	https://assessmentonline.naac.gov.in/public/index.php/hei/ssr_reports/eyJpdjI6ImNzYXFZMDVBdUxvR0Q4SDZlRFQyc1E9PSIsInZhbHVlIjojRVhBeW9jU1VBdHZcL1Y5UVM3d0dwTXc9PSIsImlhYyI6IjY4ZmJjYWZkOWE5NDg2YWU5Zjk3MjA4ZTY2OTJlYmUxM2E1N2UxNmFiOGMxODAwNDEyMGEwYzBiMDVmNjhmZWYifQ==
Upload any additional information	No File Uploaded

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

(i) Formation of Several Committee : The college has taken up various measures for decentralization of power and such several committee has been set up with faculty members by the Principal of the college for overall management of admission, finances, academic, co-ordination, conduction of examinations, promotion of research and extension activities, development of infrastructure facilities, maintenance of discipline, encouraging cultural and co-curricular activities and maintenance of healthy campus life. The Principal committees assigns such duties to the respective members through official notifications. All the committees are headed by a convener who convenes meetings with other members at regular intervals to chalk out plans and strategies for execution.. (ii) Participating in Seminar Workshop : Faculty of various departments of Ledo College join conference, workshop, seminar (National, Regional) organised by government of Assam, neighbouring Institutions and NGOs to enrich faculty empowerment. Ledo college also organised some different programs in collaboration with ICT Academy, Guwahati and OKD Institute of social research, Guwahati.

File Description	Documents
Paste link for additional information	Nil
Upload any additional information	No File Uploaded

6.2 - Strategy Development and Deployment

6.2.1 - The institutional Strategic/ perspective plan is effectively deployed

Admission of Students : Students are given opportunity to get admitted in the college through both online and offline way.

Merituous poor students can avail free admission at the college and can complete their course.

Industry Interaction / Collaboration : College organises some academic related programs in collaboration with different institutes of different places so that the research, curriculum and teaching-learning programs could be executed properly.

Human Resource Management : Feedback from students, teachers, parents are taken so that their grievances, problems could be managed and maximum use of human resource could be made possible. Teachers are provided opportunity to participate in orientation and refresher courses so that they could reform themselves to develop their ability and accordingly they could be able to spread their knowledge to the learners.

Library, ICT and Physical Infrastructure / Instrumentation : Students and teachers are facilitated with a digital library with more than 8000 books, Journals, e-resources. free internet and e learning facility is also provided by the library for learners and teachers. students can use computer for learning and practice too.

Research and Development : Faculty members regularly attend workshops, seminars and also publish research papers in ISBN and ISSN . The institution organise seminars, webinars and workshops in collaboration with different institutions.

Examination and Evaluation : Sessional and End semester examination is taken by the institution in time according to the schedule provided by the affiliated university. special test and oral test is taken by the teachers according to their convenient time for poor and slow learner students. Evaluated papers of special test and sessional test are shown to the concerned students and feedback is provided to them so that they could improve their writing in future tests.

Teaching and Learning : Learner centric teaching learning ,method with friendly and peace ,environment is given most importance so that each and every learner can feel at home within and outside the classroom to get education. Continuous evaluation and feedback is taken from the students so that the objectives of teaching could be achieved in time and remedial measures could be taken.

Curriculum Development: The institution follows curriculum prescribed by affiliated university. Syllabus is completed in time and revision, students queries, concern on curriculum is listened by

teachers and accordingly steps taken for solution. As the institution doesn't have right to modify curriculum, it forwards the messages of learners and teachers to the affiliated university for its betterment and necessary modification. Assessment is done in time by following CCE methods.

File Description	Documents
Strategic Plan and deployment documents on the website	No File Uploaded
Paste link for additional information	Nil
Upload any additional information	No File Uploaded

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

The college has a Governing Body to look after the academic and administrative matters and to take decisions and make implementation as per requirements. The Governing body functions as per the guidelines of Govt. of Assam. It consists of senior academicians, the principal, university nominees, guardians and donor members, teacher's and non-teacher's representatives respectively.

1. Principal:

Functions: Academic, administrative and financial functions are executed as per UGC and Directorate of Higher Education, Assam guidelines.

2. Vice-Principal: Appointment: Senior most faculty. Functions: Academic, administrative.

3. Head of the Departments: Appointment: On the basis of seniority.

4. Teachers: Appointment: As per UGC guidelines. Initial appointment is the post of Assistant Professor. Promotion is made as per UGC guidelines and State Govt. norms.

5. Non- Teaching Staff: Appointment and promotion: As per Assam Government guidelines.

6. Service Rules: As per UGC and Govt. of Assam service rules.

7. Grievance and redressal mechanism: Grievances are placed in meeting with Principal and Teachers' Unit and placed before Governing Body for further discussion through Principal and Teacher Representatives. The Governing Body works on the matter and takes and takes appropriate actions for better redressal. The grievances of the students are communicated through the mentors and head of the departments.

File Description	Documents
Paste link for additional information	Nil
Link to Organogram of the Institution webpage	Nil
Upload any additional information	No File Uploaded

6.2.3 - Implementation of e-governance in areas of operation Administration Finance and Accounts Student Admission and Support Examination

E. None of the above

File Description	Documents
ERP (Enterprise Resource Planning) Document	No File Uploaded
Screen shots of user interfaces	No File Uploaded
Any additional information	No File Uploaded
Details of implementation of e-governance in areas of operation, Administration etc (Data Template)	View File

6.3 - Faculty Empowerment Strategies

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

The institution offers many facilities for the welfare of the teaching as well as non- teaching staff.

- Leaves are granted to teaching and non-teaching staff for participating in professional development programmes.
- The college encourages seminars, workshops, symposia etc for promoting academic and faculty development.
- The Teachers' Unit steps forward in providing financial

support to its staff members and students if need arises.

- Fees Waive/ concession to the needy and deserving students.
- Faculty members and non- teaching members are delegated to participate in the programmes organised by the government and other social organisations.
- The college has regular government welfare schemes like maternity leave, CCL.

File Description	Documents
Paste link for additional information	Nil
Upload any additional information	No File Uploaded

6.3.2 - Number of teachers provided with financial support to attend conferences/ workshops and towards membership fee of professional bodies during the year

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

0

File Description	Documents
Upload any additional information	No File Uploaded
Details of teachers provided with financial support to attend conference, workshops etc during the year (Data Template)	View File

6.3.3 - Number of professional development /administrative training programs organized by the institution for teaching and non-teaching staff during the year

6.3.3.1 - Total number of professional development /administrative training Programmes organized by the institution for teaching and non teaching staff during the year

1

File Description	Documents
Reports of the Human Resource Development Centres (UGCASC or other relevant centres).	No File Uploaded
Reports of Academic Staff College or similar centers	No File Uploaded
Upload any additional information	No File Uploaded
Details of professional development / administrative training Programmes organized by the University for teaching and non teaching staff (Data Template)	View File

6.3.4 - Number of teachers undergoing online/face-to-face Faculty development Programmes (FDP) during the year (Professional Development Programmes, Orientation / Induction Programmes, Refresher Course, Short Term Course etc.)

6.3.4.1 - Total number of teachers attending professional development Programmes viz., Orientation / Induction Programme, Refresher Course, Short Term Course during the year

21

File Description	Documents
IQAC report summary	No File Uploaded
Reports of the Human Resource Development Centres (UGCASC or other relevant centers)	No File Uploaded
Upload any additional information	No File Uploaded
Details of teachers attending professional development programmes during the year (Data Template)	View File

6.3.5 - Institutions Performance Appraisal System for teaching and non- teaching staff

The institution has a performance appraisal system to assess the quality of the faculty where the teachers submit their self Appraisal along with supporting documents in a given format to IQAC in soft and hard copies. These records are maintained in IQAC and are utilized in the preparation of the Annual Confidential Report and other reports. At the beginning of each academic session, the

teachers are allotted with their courses to be taught and number of classes by the HoDs. These are submitted to the Head of the institution. The teachers submit their teaching plan to the HoDs as well as the IQAC. The HoDs, Vice-Principal and IQAC ensures that the classes and courses are covered by the teachers duly along with submission of course completion certificate at the end of every semester. The students' feedback plays a significant role in ensuring the performance of the teaching staff. The Annual feedback collected by the IQAC is both quantitative and qualitative. The IQAC analyses the feedback statistically. Feedback reports are submitted to Head of the institution who in turn place them in the Governing Body for discussion and necessary action. These feedback reports also help in preparing the Annual Confidential Report of the teaching staff.

File Description	Documents
Paste link for additional information	Nil
Upload any additional information	No File Uploaded

6.4 - Financial Management and Resource Mobilization

6.4.1 - Institution conducts internal and external financial audits regularly Enumerate the various internal and external financial audits carried out during the year with the mechanism for settling audit objections within a maximum of 200 words

The institution conducts internal and external audits regularly. The institution has conducted internal audit upto the current financial year and external audit upto the last financial year. The institution has conducted internal audit in various heads like General Fund, Library Fund, Building Fund, Welfare, Students Aid, Games, Union, Common Room, Fees, Development, Hostel, UGC and other grants received from state and central government from time to time. External audit on construction and other grants, as well as income and expenditure of internally generated funds have also been done through Chartered Accountants from time to time.

File Description	Documents
Paste link for additional information	Nil
Upload any additional information	No File Uploaded

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

the year (not covered in Criterion III)

6.4.2.1 - Total Grants received from non-government bodies, individuals, Philanthropers during the year (INR in Lakhs)

0

File Description	Documents
Annual statements of accounts	No File Uploaded
Any additional information	No File Uploaded
Details of Funds / Grants received from of the non-government bodies, individuals, Philanthropers during the year (Data Template)	View File

6.4.3 - Institutional strategies for mobilization of funds and the optimal utilization of resources

The college has an efficient financial system to manage its day to day activities and to mobilise resources in an efficient manner. For its overall development, the institution applies to different bodies like state government, nongovernment, UGC, CIL(NE region)etc. The institution has a well strategised resource mobilisation policy in place. Overhead charges from the research grants received from various government and non-government funding agencies. A tentative budget is prepared for allocating funds to different heads like library, gymnasium, academic, building, sports, cultural development, Students' Aid, infrastructure etc. The Governing Body decides the fee structure. All fees/fines collected by the college administration through bank challans are deposited under the respective heads of accounts. The institution has been acting as cashless campus since 2014. All payments are made through cheques or NEFT/RTGS/IMPS by the Principal of the college, subject to the approval of G.B. In circumstance cash payments are made. All the cheques are A/c payee, for maintaining transparency and smooth audit In case of any purchase, quotations are invited from established firms. The purchase committee makes a comparative statement of the tendered quotations and the lowest bidder with requisite criteria (as per tender notice) is asked to supply the quoted materials. The payments are made only after receiving the material by A/c payee cheques. For purchased related to laboratory, payments are made only after delivery and receiving the satisfactory verification report from the departments. A Construction Committee is constituted by the Governing Body. to look after all construction related works. The plans and estimates of the constructions other than the constructions under PWD, Government of Assam are prepared by the

appointed Engineer of the College. For all constructions, tenders are invited from reputed construction firms. A comparative statement of the tenders is prepared by the said committee and as usual, the lowest bidder with requisite criteria is considered. However, the GB reserves the right to cancel the order without assigning any reason thereof.

File Description	Documents
Paste link for additional information	Nil
Upload any additional information	No File Uploaded

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

The IQAC has contributed in institutionalising the quality assurance processes with respect to curricular, co-curricular, infrastructure, students support, values etc. by various methods. Out of these, mention may be made of the following best practices initiated by IQAC.

- The IQAC has initiated the mentor- mentee system in each department of the college as per the NAAC Guidelines, for assurance of quality in classroom teaching and helping out the slow learners and promoting the fast learners.
- The IQAC has initiated and facilitating the creation of a learner-centric environment conducive to quality education and faculty maturation.
- The IQAC organised workshops on academic themes for the benefit of the students as well as teachers.
- IQAC also maintains documentation of the various programmes and activities leading to quality improvement in the institution like NSS activities, seminars, research activities etc.

File Description	Documents
Paste link for additional information	Nil
Upload any additional information	No File Uploaded

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

and learning outcomes at periodic intervals through IQAC set up as per norms and recorded the incremental improvement in various activities

- The IQAC makes arrangement for feedback response from students annually.
- Documentation of the various programmes and activities leading to quality improvement
- Providing a sound Learner- centric environment conducive to quality education and faculty maturation.
- The IQAC has initiated the mentor- mentee system in each department promoting interactions between the student and the faculty members. It helps in gauging the learning levels of the students and to take appropriate steps in this regard.
- Organises workshops, talks, symposium on quality related theme.
- The IQAC looks after the development of quality culture in the college through discussion with the teachers in the staff meeting.
- Preparation of AQAR, as per guidelines and parameters of NAAC, to be submitted to NAAC .
- Looks after preparation of NIRF and AIHSE reports.

File Description	Documents
Paste link for additional information	Nil
Upload any additional information	No File Uploaded

6.5.3 - Quality assurance initiatives of the institution include: Regular meeting of Internal Quality Assurance Cell (IQAC); Feedback collected, analyzed and used for improvements Collaborative quality initiatives with other institution(s) Participation in NIRF any other quality audit recognized by state, national or international agencies (ISO Certification, NBA)

B. Any 3 of the above

File Description	Documents
Paste web link of Annual reports of Institution	Nil
Upload e-copies of the accreditations and certifications	No File Uploaded
Upload any additional information	No File Uploaded
Upload details of Quality assurance initiatives of the institution (Data Template)	View File

INSTITUTIONAL VALUES AND BEST PRACTICES

7.1 - Institutional Values and Social Responsibilities

7.1.1 - Measures initiated by the Institution for the promotion of gender equity during the year

The Institution is located at a remote place, far away from the hustle and bustle of market area. The environment of the area is calm and composed. The Institution has always shown commitment towards the safety, security and upliftment of the female students. At the beginning of every academic year the Principal addresses the new comers regarding safety, security and other facilities in the college. The Institution shows gender sensitivity and security of female students. The Institution is surrounded by boundary walls which restrict unauthorized entry inside the campus. Sufficient numbers of CCTV cameras are installed at every nook and corner of the campus right from the entrance gate help detect and take strict action against any unwanted behavior with female students and employees.

There is a women's hostel located at a very safe place, attached to the administrative building. The hostel is safeguarded with concrete boundary walls. Watchman remains present, both at the campus and at Hostel premises 24x7. The College provides separate toilet facility for female students. Separate common room for female students equipped with toilet and dustbin is available. A well maintained hygienic Canteen within the campus meets the need of the students.

It is clearly mentioned in the prospectus given to the students that ragging is completely prohibited inside the college campus. The College has an Anti-Ragging Cell to take care of any misbehavior. There are certain other Cells namely Women Cell and Sexual Harassment Cell to address women related grievances, if any, from time to time. Women Cell celebrates International Women's Day every

year by addressing women related issues. It also organizes certain awareness programmes in order to sensitize the students. Counseling programmes for women safety and security are organized by the respective cells at a regular basis. Besides counseling is done in and out of the class by the faculties.

Besides there is an incinerator provided to girl students where students can easily get sanitary napkin and dispose facility is also available in the machine itself .

File Description	Documents
Annual gender sensitization action plan	Nil
Specific facilities provided for women in terms of: a. Safety and security b. Counseling c. Common Rooms d. Day care center for young children e. Any other relevant information	https://drive.google.com/file/d/1P08wL2PGyEq-89P04aW4PaT7FZv0gXrD/view?usp=sharing

7.1.2 - The Institution has facilities for alternate sources of energy and energy conservation measures Solar energy Biogas plant Wheeling to the Grid Sensor-based energy conservation Use of LED bulbs/ power efficient equipment

C. Any 2 of the above

File Description	Documents
Geo tagged Photographs	View File
Any other relevant information	No File Uploaded

7.1.3 - Describe the facilities in the Institution for the management of the following types of degradable and non-degradable waste (within 200 words) Solid waste management Liquid waste management Biomedical waste management E-waste management Waste recycling system Hazardous chemicals and radioactive waste management

The Institution has taken up various initiatives towards management of wastes of different types.

Solid Waste Management: For Solid waste management several initiatives have been taken. Dustbins are used to collect solid wastes scattered around the college & hostel campus. Such wastes are

ultimately collected and disposed of in a separate area. Cleaning and emptying of garbage bins is being done on a regular basis. The NSS & NCC unit of the college assists at intervals in cleaning the college premises. These units have done many activities regarding the Swatch Bharat Mission, such as plantation programme, cleanliness drive in and of the campus, distribution of leaflets and putting hoardings in college to avoid the use of plastic. Cleanliness of the College is maintained inside and out on regular basis. One employee is recruited by the GB in contractual basis for purpose of maintaining cleanliness of the campus. Students are responsible enough to maintain the cleanliness inside and outside their classrooms.

Liquid Waste Management: The college provides access to safe sanitation system. Adequate drains and safety tanks are available for the proper management of liquid wastes.

Biomedical Waste Management: Since this is an Arts College , so there is no generation of biomedical waste in the campus.

E-Waste Management System: Nominal procedure is applied to dispose of E-wastes.

Hazardous Chemical and Radioactive Waste Management: Since the Institution has only Arts stream, not much hazardous chemicals and radioactive wastes are generated. The little amount so generated might be from batteries which are immediately taken care of by replacement.

File Description	Documents
Relevant documents like agreements/MoUs with Government and other approved agencies	No File Uploaded
Geo tagged photographs of the facilities	https://drive.google.com/file/d/1PZc_BgDEg1gVp9pkv5L_LHqXNKJ9GNg5/view?usp=sharing
Any other relevant information	No File Uploaded

7.1.4 - Water conservation facilities available in the Institution: Rain water harvesting Bore well /Open well recharge Construction of tanks and bunds Waste water recycling Maintenance of water bodies and distribution system in the campus C. Any 2 of the above

File Description	Documents
Geo tagged photographs / videos of the facilities	View File
Any other relevant information	No File Uploaded

7.1.5 - Green campus initiatives include

7.1.5.1 - The institutional initiatives for greening the campus are as follows:

B. Any 3 of the above

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

File Description	Documents
Geo tagged photos / videos of the facilities	View File
Any other relevant documents	No File Uploaded

7.1.6 - Quality audits on environment and energy are regularly undertaken by the institution

7.1.6.1 - The institutional environment and energy initiatives are confirmed through the following 1.Green audit 2. Energy audit 3.Environment audit 4.Clean and green campus recognitions/awards 5. Beyond the campus environmental promotional activities

E. None of the above

File Description	Documents
Reports on environment and energy audits submitted by the auditing agency	No File Uploaded
Certification by the auditing agency	No File Uploaded
Certificates of the awards received	No File Uploaded
Any other relevant information	No File Uploaded

7.1.7 - The Institution has disabled-friendly,

D. Any 1 of the above

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

File Description	Documents
Geo tagged photographs / videos of the facilities	View File
Policy documents and information brochures on the support to be provided	No File Uploaded
Details of the Software procured for providing the assistance	No File Uploaded
Any other relevant information	No File Uploaded

7.1.8 - Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and other diversities (within 200 words).

Ledo is a place known for its vivid culture. People belonging to different cultural background reside together in communal harmony. Since the inception of the institution our college has given focus on the promotion of inter-cultural harmony, respect and unity among diversity by imparting knowledge and responsibility. The institution takes various initiatives in providing an inclusive environment for tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and other diversities among students and nearby areas.

These initiatives are-

1. Celebration of Republic day & Independence Day.
2. Celebration of Teachers' day by the students.
3. Conduction of College week by Student's Union & College Authority to promote sports, cultural and literary activities among students.

4. Celebration of World Environment by planting trees, organizing various competitions etc.
5. Celebration of International Women's day which is organized by the Women Cell of the institution.
6. Helping the nearby residents by providing free mask, sanitizers, soaps and food items in collaboration with Teacher's Unit and NSS Unit.
7. Participation in Swachata Pakkwada, organized by NSS Unit.
8. International day of Yoga was celebrated on online platform.
9. Observation of Mother Tongue day for the promotion and awareness among students towards language and cultural diversity.

Along with these various other programmes are organized every year in order to provide tolerance and harmony towards cultural, regional, linguistic, communal, socioeconomic and other diversities. But due to the nation-wide lockdown certain programmes were not conducted

File Description	Documents
Supporting documents on the information provided (as reflected in the administrative and academic activities of the Institution)	View File
Any other relevant information	No File Uploaded

7.1.9 - Sensitization of students and employees of the Institution to the constitutional obligations: values, rights, duties and responsibilities of citizens

The College follows the set rules which are framed on the basis of the basic values of the Constitution. This includes sovereignty, socialism, secularism, democracy, justice, equality, fraternity, human dignity, and unity and integrity. Gender equality amongst the employees has been promoted. Equality of status and religious tolerance has been strictly encouraged. Students and employees actively participate in encouraging humanitarian behaviour and

attitudes towards their fellow being. College organizes various programmes to sensitize the students regarding the moral values, and to bring everyone together, and promote unity. The Annual College Week is indeed a medium to bring all the students together. Students are sensitized regarding Voting Rights and to know about it practically, the College Union Body Election is held yearly. The College Union Body Election, helps to encourage the concept of equality amongst every students irrespective of their age and the class to which they belong, as every student after qualifying a certain criteria, is permitted to contest the election. Dignity of labour is being promoted, for the students to choose on the basis of their capability and qualification.

Some of the programmes organized by the College for sensitization of students and employees towards constitutional obligations such as values, rights, duties and responsibilities of citizens are:

1. Celebration of Republic day & Independence Day in every year.
2. Celebration of Gandhi Jayanti.
3. Celebration of Teacher's Day by the students every year.
4. Observation of the birth & death anniversary of Dr. Bhupen Hazarika.
5. World Environment day is celebrated in every year by planting sapling, organizing various competitions etc.
6. Celebration of International day of Yoga Day.
7. Observation of National Voters Day
8. Observation of Matribhasha Divas.
10. Distribution of Handbook on the code of conduct, duties & responsibilities of Teachers, employees and Students.

File Description	Documents
Details of activities that inculcate values; necessary to render students in to responsible citizens	View File
Any other relevant information	No File Uploaded

7.1.10 - The Institution has a prescribed code **B. Any 3 of the above**

of conduct for students, teachers, administrators and other staff and conducts periodic programmes in this regard. The Code of Conduct is displayed on the website There is a committee to monitor adherence to the Code of Conduct Institution organizes professional ethics programmes for students, teachers, administrators and other staff 4. Annual awareness programmes on Code of Conduct are organized

File Description	Documents
Code of ethics policy document	View File
Details of the monitoring committee composition and minutes of the committee meeting, number of programmes organized, reports on the various programs etc., in support of the claims	View File
Any other relevant information	View File

7.1.11 - Institution celebrates / organizes national and international commemorative days, events and festivals

Ledo College celebrates and organizes various national and international commemorative days, events and festivals in the memory of eminent personality to create communal harmony among the students every year. The college celebrates Republic Day and Independence Day every year. The Students Union celebrates Teachers Day in memory of Dr. S. Radhakrishnan every year. Besides, Gandhi Jayanti, Silpi Divas (death anniversary of Jyoti Prasad Agarwalla), Rabha Divas (death anniversary of Bishnu Prasad Rabha), Birth & Death anniversary of Bharat Ratna Dr. Bhupen Hazarika is also organized by college. The college also celebrates International Women's day, World Environment Day, International day of Yoga, and NSS day with the help of teacher and Students. The college remembers the contribution of eminent personalities to nation building and understand the importance of environment, Yoga, issues of women etc.

But due to the pandemic situation this year the institution could only celebrate the following programmes :

1. Republic Day

2. Netaji's birthday
3. Saraswati Puja
4. Matrivasha Divas
5. Rabha Divas
6. Independence Day
7. Death Anniversary of Sankardev
8. Birth Anniversary of Dr. Bhupen Hazarika
9. Birth Anniversary of Sankardev
10. Death Anniversary of Dr. Bhupen Hazarika
11. Gandhi Jayanti
12. International Human Rights Day
13. International Women's Day

File Description	Documents
Annual report of the celebrations and commemorative events for the last (During the year)	No File Uploaded
Geo tagged photographs of some of the events	No File Uploaded
Any other relevant information	View File

7.2 - Best Practices

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

As a college locating at remote and rural area, Ledo college has a few scope to have best practices. The college always tries to show its peculiar identity and attraction for public through best practices. It also tries to create more interest among the learners so that they always feel eager to get admitted in the college for

study and experience.

The two best practices implemented at Ledo College are:

(i) Plastic free campus and

(ii) Protector and Promoter of local ethnic culture.

1. Plastic free campus: Ledo College never allows plastic within the campus as use of plastic is not only dangerous for health but also for environment. Therefore, the institution strictly avoids plastic such as plastic bottles of water, plastic plates, glasses, polythene packets etc. The college tries to send a message to the society that we should avoid plastic as much as possible to protect our ecological balance, health and environment. No person is allowed to use plastic within the campus. If any outsider brings plastic water bottle or packets at any program he or she is let to know about the plastic free campus and requested not to use it and college provides alternate elements to the guest to fulfill his or her demands. E.g., instead of allowing the person to use plastic Water bottle, (s)he is provided with water in another container.
2. Protector and Promoter of local ethnic culture: Ledo College is located in a place which has a geographical peculiar values because of many reasons. It is famous for Ledo- Stilwell Road connecting Myanmar and China. Ledo is also considered as 'Mini India' as people from different parts of India came and live here. The most importantly, Ledo is famous for its cultural diversity. Many local ethnic groups such as Tai-Phake, Tai-Khamyang, Tai-Khamti, Singpho etc live in nearby areas of Ledo. Some of their language, culture are on the verge of extinction or vulnerable. Though they have own Rich culture, language, tradition etc., yet they couldn't keep it safe because of globalisation and colonization. Having been known to this condition, Ledo College has decided to protect these ethnic groups as much as possible. In almost all programs of the college, different ethnic groups are invited to show their culture such as drama, dance, song etc. so that they get a platform to show their culture in front of other people. Many students of Ledo College, who are from these vulnerable ethnic groups, are also encouraged to lead their culture for protection and promotion. The college is now thinking to set up an archived Centre for the protection and promotion of these ethnic groups and their culture in near future.

File Description	Documents
Best practices in the Institutional web site	No File Uploaded
Any other relevant information	No File Uploaded

7.3 - Institutional Distinctiveness

7.3.1 - Portray the performance of the Institution in one area distinctive to its priority and thrust within 200 words

From the date of establishment of this institution, it has been working actively to promote the feeling of welfare and inter-relationship among the diverse people of this locality. Moreover, it also has been serving students coming from Arunachal Pradesh, the message of unity has also been spread outside the regional boundaries. As one of the vision of the college is to create a healthy and educational environment and focus is given much on the promotion of inter-ethnic and inter-cultural harmony among the local people of cultural diversity, by imparting the knowledge and responsibility of such bonding to the students belonging to diverse cultures.

Majority of the students hail from the remote, rural villages and tea garden areas of the neighborhood. The college visits the villages from time to time in order to motivate the families for educating their children so that they can pursue higher education. Even students from economically backward section who are not meritorious are provided an opportunity to get admitted into this Institution. They are given admission and equal treatment to experience the facilities available in the Institution. The students admitted with minimal marks complete their graduation with higher percentage than their previous exams. Faculties use bilingual mode of interaction and explanation, for the benefit of the students, as majority of them are from vernacular medium. College conducts various activities to ensure student centric learning environment. Field trips are conducted to introduce the students to the outer world and provide exposure

Some of the distinctive qualities of the Institution are:

1. There is a friendly relationship between teachers and students of the college.
2. There is a good Co-ordination and Co-operation among the teaching, non-teaching staff and the administrative body.
3. The College is situated in rural area near the Assam-Arunachal

Pradesh bordering area. It is located near the historical old airstrip of Ledo, reminiscent of the World War II.

4. Students from various ethnic groups and communities attend the college. There is a unique bond among the students belonging to different communities. Teachers and students from multi-cultural and multi-lingual background attend the college.
5. The college has adopted one nearby village, namely Moulang Gaon. Many awareness and cultural programmes by the college have been performed in the village.
6. The environment of the college is conducive and knowledge oriented.
7. The college is known as a cashless campus since 2014. All the financial transactions of the college, including all types of fees payable by the students are done digitally, for the convenience of all.
8. Students take a lead role in the functions and activities of the college, such as Saraswati Puja, Annual Sports Week, College Students Union Election, College magazine preparation and so on. The members of Students' Union of the college act in a very sincere way in all the activities of the college.
9. The college has been enlisted among the colleges in the list of NIRF. It has also been participating successfully in the AISHE programme.
10. The college holds continual evaluation of students through tests, re- tests apart from mandatory examinations.
11. The administrative system of the college is very transparent and flawless.

The Institution not only promotes education but also tries to motivate the students for their all round development.

Part B

CURRICULAR ASPECTS

1.1 - Curricular Planning and Implementation

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

Curriculum delivery is done through a well planned procedure, so that it becomes effective in making the students take good hold over the topic. A well planned class routine is followed by consulting the heads of all the departments. Field trips in unrelated topics are taken in giving the students a real life understanding. Extra classes are taken and online teaching is done whenever physical classes are not possible. Innovative teaching techniques and equal class distribution are resorted to and good use of blackboard is done. The class is made student friendly, syllabi is completed in stipulated time and revision classes are given to the students. Students are encouraged to make full use of library and online resources from reliable sources, which are made known to them. Faculty members are encouraged to participate in curriculum development workshops, seminars or discussions organized by university or other institutions.

File Description	Documents
Upload relevant supporting document	View File
Link for Additional information	Nil

1.1.2 - The institution adheres to the academic calendar including for the conduct of Continuous Internal Evaluation (CIE)

Ledo College strictly adheres to the academic calendar including different programmes such as internal and external examinations, co-curricular activities etc. The college doesn't have authorization to make its own academic calendar. The academic calendar, made by the affiliating university, Dibrugarh University, is followed by the college. Students are made busy during their academic session with academic works and also motivated to use their semester break with different academic and non-academic activities. It should be mentioned here that being

affected by pandemic covid-19 situation, the academic calendar of the session couldn't be followed accordingly by all the colleges of the affiliating university.

File Description	Documents
Upload relevant supporting documents	View File
Link for Additional information	https://drive.google.com/file/d/1wv6yYn4tFrukvnMpu_o8MgsyNfMSbr6w/view?usp=sharing

1.1.3 - Teachers of the Institution participate in following activities related to curriculum development and assessment of the affiliating University and/are represented on the following academic bodies during the year. Academic council/BoS of Affiliating University Setting of question papers for UG/PG programs Design and Development of Curriculum for Add on/ certificate/ Diploma Courses Assessment /evaluation process of the affiliating University

C. Any 2 of the above

File Description	Documents
Details of participation of teachers in various bodies/activities provided as a response to the metric	View File
Any additional information	No File Uploaded

1.2 - Academic Flexibility

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

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

1

File Description	Documents
Any additional information	No File Uploaded
Minutes of relevant Academic Council/ BOS meetings	No File Uploaded
Institutional data in prescribed format (Data Template)	View File

1.2.2 - Number of Add on /Certificate programs offered during the year

1.2.2.1 - How many Add on /Certificate programs are added during the year. Data requirement for year: (As per Data Template)

0

File Description	Documents
Any additional information	No File Uploaded
Brochure or any other document relating to Add on /Certificate programs	No File Uploaded
List of Add on /Certificate programs (Data Template)	View File

1.2.3 - Number of students enrolled in Certificate/ Add-on programs as against the total number of students during the year

0

1.2.3.1 - Number of students enrolled in subject related Certificate or Add-on programs during the year

0

File Description	Documents
Any additional information	No File Uploaded
Details of the students enrolled in Subjects related to certificate/Add-on programs	View File

1.3 - Curriculum Enrichment

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

The college has been working for the overall development of the students. Students are moulded as responsible technocrats by

creating awareness and addressing the societal and generic needs. Along with a standardized learning plan, the curriculum is enriched by including the courses like professional ethics, human values, gender, environment and sustainability etc. These courses enrich the knowledge base of the student and improve the self-actualization and train students to apply analytical thinking in solving issues. The Political Science, Sociology and Education Department have offered gender related courses. These courses educate the students on gender equality. The English and Philosophy Department have offered Professional ethics and moral values to the students. This course helps the students to gain a worldview of the Self, Society and Profession. It emphasizes on holistic understanding of ethical human conduct, trustful and mutually satisfying human acquire knowledge of their principles and utilization. A compulsory paper on environmental studies is being taught at undergraduate level for 2nd semester students (CBCS) as a part of the syllabus. The course includes the study of natural resources with emphasis on renewable energy resources the importance of conserving the present ecosystem, promoting bio-diversity and raising awareness on environmental and social issues etc..

File Description	Documents
Any additional information	No File Uploaded
Upload the list and description of courses which address the Professional Ethics, Gender, Human Values, Environment and Sustainability into the Curriculum	View File

1.3.2 - Number of courses that include experiential learning through project work/field work/internship during the year

1

File Description	Documents
Any additional information	No File Uploaded
Programme / Curriculum/ Syllabus of the courses	View File
Minutes of the Boards of Studies/ Academic Council meetings with approvals for these courses	No File Uploaded
MoU's with relevant organizations for these courses, if any	No File Uploaded
Number of courses that include experiential learning through project work/field work/internship (Data Template)	View File

1.3.3 - Number of students undertaking project work/field work/ internships

15

File Description	Documents
Any additional information	No File Uploaded
List of programmes and number of students undertaking project work/field work/ /internships (Data Template)	View File

1.4 - Feedback System

1.4.1 - Institution obtains feedback on the syllabus and its transaction at the institution from the following stakeholders Students Teachers Employers Alumni	C. Any 2 of the above

File Description	Documents
URL for stakeholder feedback report	View File
Action taken report of the Institution on feedback report as stated in the minutes of the Governing Council, Syndicate, Board of Management (Upload)	View File
Any additional information(Upload)	No File Uploaded

1.4.2 - Feedback process of the Institution may be classified as follows

B. Feedback collected, analyzed and action has been taken

File Description	Documents
Upload any additional information	View File
URL for feedback report	https://ledocollege.in/iqac-2/

TEACHING-LEARNING AND EVALUATION

2.1 - Student Enrollment and Profile

2.1.1 - Enrolment Number Number of students admitted during the year

2.1.1.1 - Number of sanctioned seats during the year

600

File Description	Documents
Any additional information	No File Uploaded
Institutional data in prescribed format	View File

2.1.2 - Number of seats filled against seats reserved for various categories (SC, ST, OBC, Divyangjan, etc. as per applicable reservation policy during the year (exclusive of supernumerary seats)

2.1.2.1 - Number of actual students admitted from the reserved categories during the year

329

File Description	Documents
Any additional information	No File Uploaded
Number of seats filled against seats reserved (Data Template)	View File

2.2 - Catering to Student Diversity

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

The institution, after fresh admission of students uses the policy of clearly knowing the potentialities and the competency of the students. To cater to the diverse needs of the students, separate approach is adopted with respect to slow learners, average learners and advanced learners. These three groups of students are given individual attention based on their ability to have a hold on the materials delivered with respect to the course taught to them. Slow learners are given remedial classes that provide them with the core knowledge of a particular course. Similarly, quick learners are dealt with in the way that is most feasible to them in acquiring the knowledge of a particular course. A general approach is taken with respect to all the three categories of learners.

File Description	Documents
Link for additional Information	Nil
Upload any additional information	No File Uploaded

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

Number of Students	Number of Teachers
453	21

File Description	Documents
Any additional information	No File Uploaded

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

Student centric methods, such as experiential learning,

participative learning and problem solving methodologies are used for enhancing learning experiences. Students are encouraged for active participation in the class by their interactions and urged to ask questions and discuss problems related to their course. They are urged to speak on specific topics in the classroom. In order to make the learning more student-centric, all the departments are equipped with laptops and some of the classrooms are equipped with LCD projectors and the teachers are urged to make maximum use of them. The Smart Classroom is used for facilitating the use of ICT for the teachers and students alike. Field study plays an important role in certain disciplines. The students are taught to conduct field surveys and have to prepare the reports accordingly. Students participate in outreach and extension programmes, whereby they learn by interacting with the community. Group learning, tutorials, educational tours to academic institutions and historical places are also some of the steps to make learning student-centric. Participatory learning activities such as quiz competition, annual magazine, wall magazine, departmental seminars, project work, assignments etc. are also encouraged. Apart from it, extracurricular activities such as NSS and NCC activities are also undertaken by the college to develop participatory learning. Students are encouraged to write articles for publications either outside the college or in the annual magazine, wall magazines etc. They are guided by the departmental teachers. Interactions on varied topics with eminent persons are encouraged.

File Description	Documents
Upload any additional information	No File Uploaded
Link for additional information	Nil

2.3.2 - Teachers use ICT enabled tools for effective teaching-learning process. Write description in maximum of 200 words

For an effective teaching-learning process, the institution follows ICT-enabled learning in addition to traditional classroom education. Subsequently, efforts are taken by the institution to provide an e-learning atmosphere in the classroom.

In addition to the chalk and talk method of teaching, the faculty members are using IT-enabled learning tools such as PPT, Video Clippings, Audio System, Online sources to explore the students for advanced knowledge and practical learning.

Most of the classrooms are furnished with LCD/OHP/Computers. Most of the faculty use interactive methods for teaching. The major emphasis is on classroom interaction in terms of seminars, debates, group discussions, assignments, test, laboratory work, field work, quiz etc.

Specialized computer laboratory with an internet connection has been provided to promote independent learning. Broad Band and ROUTER WI-FI facility for access of internet is provided on individual Laptop and Mobile devices. In connection of Wi-Fi user well security is provided. Its access is controlled by the system administration.

File Description	Documents
Upload any additional information	No File Uploaded
Provide link for webpage describing the ICT enabled tools for effective teaching-learning process	Nil

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

2.3.3.1 - Number of mentors

21

File Description	Documents
Upload, number of students enrolled and full time teachers on roll.	View File
Circulars pertaining to assigning mentors to mentees	No File Uploaded
mentor/mentee ratio	View File

2.4 - Teacher Profile and Quality

2.4.1 - Number of full time teachers against sanctioned posts during the year

18

File Description	Documents
Full time teachers and sanctioned posts for year (Data Template)	View File
Any additional information	No File Uploaded
List of the faculty members authenticated by the Head of HEI	No File Uploaded

2.4.2 - Number of full time teachers with Ph. D. / D.M. / M.Ch. /D.N.B Superspeciality / D.Sc. / D.Litt. during the year (consider only highest degree for count)

2.4.2.1 - Number of full time teachers with Ph. D. / D.M. / M.Ch. /D.N.C Superspeciality / D.Sc. / D.Litt. during the year

3

File Description	Documents
Any additional information	No File Uploaded
List of number of full time teachers with Ph. D. / D.M. / M.Ch./ D.N.B Super specialty / D.Sc. / D.Litt. and number of full time teachers for year(Data Template)	View File

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

2.4.3.1 - Total experience of full-time teachers

21

File Description	Documents
Any additional information	No File Uploaded
List of Teachers including their PAN, designation, dept. and experience details(Data Template)	View File

2.5 - Evaluation Process and Reforms

2.5.1 - Mechanism of internal assessment is transparent and robust in terms of frequency and mode. Write description within 200 words.

The college is continuously updating the internal assessment system as per changing course structure. Reforms in continuous Internal assessment (CIE) at the institutional level adhering to the system of continuous evaluation, the institution conducts Seminars, Group Discussion, Individual and Group Presentations, Home Assignments, etc. for the benefit of the students. Student's regular attendance is also a part of internal assessment. There is continuous evaluation in Practical classes too by observing continuous performance on the Practical Classes.

The departments have the freedom to select the type of internal assessment they would conduct to assess the students, except the Sessional Examinations. For greater transparency, the internal assessment marks are displayed in the departmental notice boards. The students are shown the evaluated answer scripts of the Sessional Examinations not only to maintain transparency but also as a remedial measure. Questions in internal assessments are set with a priority to probable questions that may be asked in the external examinations. Marking in Internal examinations is done in a strict manner to make the students correct their writing and presentation skills.

There is a provision in the college to offer students a scope for re-evaluation of answer scripts if they are not satisfied with the marks allotted to them. Moreover, in Sessional tests students are given freedom to enquire if the marks are not up to their expectations. They are clarified about their mistakes and in cases where a student deserves more marks, their scripts are reevaluated. The students can also avail the RTI act in case of any examination related grievance, with the help of the Principal's initiative. In addition most of the teachers have initiated use of ICT tools such as Google Classroom Google forms for internal assessment process.

File Description	Documents
Any additional information	No File Uploaded
Link for additional information	Nil

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

For transparent, time bound and efficient internal examination the following mechanism are conducted

- Internal Examination Committee
- Question Paper Setting.
- Conduct of Examination
- Result Display.
- Interaction with Students regarding their Internal Assessment.
- Parent-teacher Meet.
- Class attendance
- Seminar paper presentation.
- Group discussion.

The college has transparent and robust evaluation process in terms of frequency and variety. In order to ensure transparency in international examination, the system of internal examination is communicated with the students well in time. The Principal holds the meetings of the faculties and form a committee and directs them to ensure effective implementation of evaluation process. The committee schedules a programme for examination. The periods for international examination are already allotted by the University on the University Academic Calendar which is strictly followed by the college. At the beginning of the semester, faculty members inform the students about the various components in the assessment process during the semester. Question Papers are set by the departments itself. The syllabuses are announced by each department on the basis of syllabus covered in class for each Sessional test. The marks are shown on College and Departmental notice board and uploaded on the WhatsApp Group. The students are shown the evaluated answer scripts of the Sessional Examinations not only to maintain transparency but also as a remedial measure. At the entry level, admissions are given purely on merit basis and the lists of merit students are displayed on notice board. Students who are admitted for the concern course are assessed continuously through various evaluation processes at college and University level. Continuous evaluation is made through Group Discussion, Sessional Test, Home Assignment, Field Work/ Field Visit, Seminar Paper Presentation and on Class Attendance. 75% regular Class attendance is mandatory for each student to appear in the each End Semester Final examination without any fine. There are four Sessional test are taken with in a session. The method of internal assessment helps the teachers to evaluate the students more appropriately. Due to this assessment, the interest of the students towards learning and attending the classes has been also increased. It has created the interest among the students to take active participation in various co-curricular and extra-curricular activities for their

overall personality development. The seminar presentation improves the communication skills of the students which is very essential to face the interviews. A parent-teacher meet call by departments itself or by the College as a whole for each session for the grievance and transparency of the system. In this way mechanism of internal examination is transparent and robust.

File Description	Documents
Any additional information	View File
Link for additional information	Nil

2.6 - Student Performance and Learning Outcomes

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

The stated programme and course outcomes are framed by the department offering the concerned programme after rigorous consultation with the faculty and the stakeholders. After attainment of consensus, the same are widely propagated and published through various means such as College Prospectus and College Website. While addressing the students, the HOD of each departments create awareness on Cos and programmes. The class teachers, Coordinators of different Cells, Mentors are also inform the students and create awareness and emphasize the need of stated programme. . Each new batch of students is communicated through an orientation programme on the opening days of each new semester.

The Course Outcome are direct statements that describe the essential and enduring disciplinary knowledge, abilities the student should possess and the depth of learning that is expected upon completion of course. They are clearly specified and communicated. The COs are prepared by the HOD and concern faculty members teaching the same course

OBJECTIVES OF THE SYLLABUS :

DEPARTMENT OF EDUCATION

LEARNING OUTCOMES

B.A. 1ST SEMESTER

EDNH 101: PHILOSOPHICAL FOUNDATIONS OF EDUCATION

OBJECTIVES:

1. Describe the Modern Concept, Aims, Functions and Role of Education.
2. Describe the Role of Philosophy in Education.
3. Explain the basic Tenants of the given Indian and Western Philosophies and Their Influence in Education.
4. Appraise The Contribution Of The Given Philosophers In The Domain Of Education.

EDNH 102: SOCIOLOGICAL FOUNDATIONS OF EDUCATION

OBJECTIVES:

1. Explain The Concept, Approaches And Theories Of Educational Sociology.
2. Illustrate Social Aspects, Social Processes And Role Of Education.
3. Explain The Role Of Education In Social Change And Development.
4. Describe Various Social Groups And Their Education.
5. Explain Different Political Ideologies And Their Bearings On Education.

B.A. 2ND SEMESTER

EDNH 201: PSYCHOLOGICAL FOUNDATIONS OF EDUCATION

OBJECTIVES:

1. Explain The Concept, Nature, Scope And Uses Of Psychology In Education.
2. Explain The Influence Of Growth And Development In Education.
3. Describe The Meaning, Concept, Variables, Types And Theories

Of Learning.

4. Discuss The Concept And Theories Of Intelligence And Creativity.

5. Explain The Meaning, Concept, Factors And Theories Of Personality.

6. Describes The Concepts Of Mental Health And Mental Hygiene, Measures Of Mental Health In School.

EDNH 202: EDUCATIONAL ADMINISTRATION AND MANAGEMENT

OBJECTIVES:

1. Define The Concept Of Educational Management.

2. Describe The Types Of Management And Modern Trends Of Educational Management.

3. Define The Concept Of Educational Leadership.

4. Explain The Principles Of Educational Leadership.

B.A. 3RD SEMESTER

EDNH 301: GREAT EDUCATORS AND EDUCATIONAL THOUGHTS

OBJECTIVES:

1. Describe The Contribution Of The Given Philosophers In The Domain Of Education.

2. Explain The Relevance Of The Educational Thoughts Of The Given Philosophers.

EDNH 302: MEASUREMENT AND EVALUATION IN EDUCATION

OBJECTIVES:

1. Explain The Meaning, Nature, Scope, Need And Types Of Measurement And Evaluation In Education.

2. Describe The Meaning Of Psychological Tests, Their Characteristics And Process Of Construction.
3. Describe Some Specific Tools To Measure Achievement, Intelligence, Personality And Aptitude.
4. Describe The Meaning And Nature Of Different Statistical Measures.
5. Use Statistics In Measurement And Evaluation In Education.

EDNH 303: EXPERIMENTAL PSYCHOLOGY AND LABORATORY PRACTICAL

OBJECTIVES:

1. Explain The Concept, Scope, And Need Of Experimental Psychology.
2. Conduct and Report Of Psychological Experiments.
3. Describe the Meaning and Nature of Memory, Immediate Memory, Memory Span and Its Related Practical.
4. Explain The Concept Of Attention, Span Of Attention And Its Related Practical.
5. Explain The Concept, Theories And Methods Of Learning And Its Related Practical.
6. State The Concept Of Personality, Different Techniques Of Personality Testing And Its Related Practical.
7. State The Concept Of Intelligence, Historical Background Of Intelligence Testing And Its Related Practical.

4TH SEMESTER

EDNH 401: EDUCATION IN PRE- INDEPENDENT INDIA

OBJECTIVES:

1. Explain The Concept Of Education In The Context Of Indian Heritage.
2. Describe The Education In Ancient India, Particularly Vedic Education And Buddhist Education.

3. Critically Examine The Education System In Medieval India.

4. Evaluate The Education System During British Period With Special Emphasis On The Commissions And Committees.

EDNH402: TECHNIQUES OF TEACHING

OBJECTIVES:

1. Explain The Meaning And Nature Of Teaching.

2. Describe The Principles Of Teaching And Learning.

3. Describe The Role Of Teacher At Different Phases Of Teaching.

4. Explain The Importance Of Planning Lessons In Teaching Learning Process.

5. Describe The Concept Of Teaching Skills And The Stages Of Microteaching Cycle.

6. State The Objectives Of Teaching Different Subjects In Elementary And Secondary Levels.

7. Describe Different Methods And Approaches Of Teaching.

EDNH 4020: TEACHING PRACTICE

OBJECTIVES:

1. Demonstrate Of Few Teaching Skills In Classroom.

2. Integrate The Teaching Skills In Real Classroom Situations.

3. Prepare Lesson Plans For Microteaching And Practice Teaching.

EDNH 403: EDUCATIONAL TECHNOLOGY

OBJECTIVES:

1. Describe The Concept, Nature And Components Of Educational

Technology.

2. Distinguish Between Educational Technology And Instructional Technology.

3. Apply ICT In Teaching-Learning.

4. Describe The Concept, Components And Characteristics Of Communication .

5. Demonstrate The Skills Of Effective Communications.

6. Apply Models Of Teachings, Personalized System Of Instructions, Programmed Learning In Teaching-Learning.

B.A. 5TH SEMESTER

EDNH 501: EDUCATION IN POST-INDEPENDENT INDIA

OBJECTIVES:

1. Describe The Educational Scenario At The Time Of Independence.

2. Explain The Roles Of Various Commissions And Committees In The Development Of Education In Post-Independent India.

3. Describe The Recent Educational Developments In India.

EDNH 502: EDUCATION IN WORLD PERSPECTIVE

OBJECTIVES:

1. Explain The Meaning And Definition, Nature, Scope And Purpose Of Comparative Education.

2. Describe The Factors Influencing In National System Of India.

3. Describe The Methods Of Comparative Education.

4. Explain The Organization, Administration, Objective And Examination System Of The Countries

5. Describe The Vocational And Teacher Education Of Different Countries, Specially U.K., U.S.A., India And Japan.

6. Explain The Open Education In World Perspective.

DSEED 501: GUIDANCE AND COUNSELLING

OBJECTIVES:

1. Describe Meaning , Nature, Purpose And Scope Of Guidance And Counselling.
2. Describe The Characteristics And Functions Of Guidance And Counselling.
3. State The Basic Principles Of Guidance And Counselling.
4. Explain The Types And Areas Of Guidance And Counselling.
5. Use Various Tools And Techniques Of Guidance In Appropriate Context.
6. Explain The Qualities And Role Of A Counsellor.

DSEED 504: MENTAL HEALTH ISSUES

OBJECTIVES:

1. Explain The Need And Importance Of Understanding The Concept Of Mental Health And Hygiene In The Emerging Society.
2. Empathize With People Having Psychological And Maladjustment Problems.
3. Describe The Role Of Different Agencies Of Society And Their Impacts On The Development Of An Individual's Personality.
4. Describe The Various Components Of Positive Psychology And Its Significance In The Teaching-Learning Process.
5. Integrate Yoga In Their Day To Day Lives For Holistic Health.

B.A. 6TH SEMESTER

EDNH 601: EMERGING TRENDS IN INDIAN EDUCATION

OBJECTIVES:

1. Explain The Need Of Constitutional Provisions For Education, And The Role Of Constitution In Equalizing Educational Opportunities In The Diverse Indian Society.

2. Identify The Challenges Of Indian Education At Different Levels And Suggest Measures To Overcome These.

3. Define The New Perspectives Of Education Such As Environmental Education, Inclusive Education, Gender Education, Adult Education, Human Right Education, Value Education, Population Etc.

4. Critically Examine And Evaluate The Initiatives Taken By Government Of India Through Various Plans And Policies To Counter The Challenges Of Indian Education.

5. Explain The Political Influences On The National Education System.

6. Analyze The Role Of International Agencies In Development Of Education.

EDNH 602: CHILD AND ADOLESCENT PSYCHOLOGY

OBJECTIVES:

1. Explain the Significance of a study of Childhood and Adolescence today.

2. Describe the Developmental Changes of Childhood and Adolescence.

3. Summarize the Effect of Family Dynamics on Child and Adolescent Development.

4. Explain the Significance of the Role of Society in Monitoring and Guiding Young Children in their proper Development.

DSEED 603: GENDER AND EDUCATION

OBJECTIVES:

1. Explain The Meaning And Nature Of Gender And Its Related Terms.

2. Describe The Gender Biases And Gender Inequality In Family,

School And Society.

3. Describe The Gender Issues Related To School Education.
4. Analyse The Laws And Policies Related To Gender Equality.

DSEED 604: PROJECT REPORT

OBJECTIVES:

1. Explain The Process Of Conducting A Project.
2. Identify The Problems For Educational Project.
3. Solve Problem Faced In Educational Field Through Project.
4. Prepare A Project Report.

GENERIC

B.A. 1ST SEMENTER

GEED101: GUIDANCE AND COUNSELLING

OBJECTIVES:

1. Describe Meaning ,Nature, Purpose And Scope Of Guidance And Counselling.
2. Describe The Characteristics And Functions Of Guidance And Counselling.
3. State The Basic Principles Of Guidance And Counselling.
4. Explain The Types And Areas Of Guidance And Counselling.
5. Use Various Tools And Techniques Of Guidance In Appropriate Context.
6. Explain The Qualities And Role Of A Counsellor.

B.A. 2ND SEMESTER

GEED 202: GENDER AND EDUCATION

OBJECTIVES:

1. Explain The Meaning And Nature Of Gender And Its Related Terms.
2. Describe The Gender Biases And Gender Inequality In Family, School And Society.
3. Describe The Gender Issues Related To School Education.
4. Analyse The Laws And Policies Related To Gender Equality.

B.A. 3RD SEMESTER

GEED 302: MENTAL HEALTH ISSUES

OBJECTIVES:

1. Explain The Need And Importance Of Understanding The Concept Of Mental Health And Hygiene In The Emerging Society.
2. Empathize With People Having Psychological And Maladjustment Problems.
3. Describe The Role Of Different Agencies Of Society And Their Impacts On The Development Of An Individual's Personality.
4. Describe The Various Components Of Positive Psychology And Its Significance In The Teaching-Learning Process.
5. Integrate Yoga In Their Day To Day Lives For Holistic Health.

B.A. 4TH SEMESTER

GEED 401: ECONOMICS OF EDUCATION

OBJECTIVES:

1. Describe The Meaning, Scope And Importance Of Economics Of Education.
2. Define And Illustrate The Concepts Used In Economics Of Education.

3. Examine The Historical Development Of Economics Of Education.
4. Explain The Concept Of Education As A Good, Demand And Supply Of Education, Utility Of Education Etc.
5. Explain The Concept Of Investment In Education Return On Investment In Education, Education As Production Process Etc.
6. Explain The Concepts Of Different Types Of Educational Cost.
7. Examine The Concepts Of Human Capital Information, Education Financing, Educational Planning Etc.

DEPARTMENT OF ENGLISH

B.A 1ST SEMESTER (CBCS)

COURSE 1

COURSE CODE: 10100

INDIAN CLASSICAL LITERATURE:

COURSE OBJECTIVE: The objective of this course is to acquaint the students with the rich cultural heritage of ancient Indian Literature, especially Sanskrit Literature can truly claim the distinction of achieving the highest peak of art form in Sanskrit in the immortal plays of Kalidasa, the epics The Ramayana and The Mahabharata, Shudraka's Mrcchakatika, among others. Although Srimanta Sankaradeva of Assam cannot be regarded as 'classical' from the purview of temporality, his works are characterized by classical sensibilities and in the context of Assamese literature and culture, his works are held as immortal classics. Therefore, one of his famous plays Parijata Harana has been prescribed.

COURSE 2

COURSE CODE: 10200

EUROPEAN CLASSICAL LITERATURE:

COURSE OBJECTIVE: European Classical literature implies the literature of ancient Greece and Rome. The study of 'ancient

Greek literature' implies a study of literature written in Greek in the pre Christian period, by non-Christian in the first six centuries of the Christian era. Roman literature, written in the Latin language, remains an enduring legacy of the culture of ancient Rome. Latin literature drew heavily on the traditions of other cultures, particularly the more matured literary tradition of Greece, and the strong influence of earlier Greek authors are readily apparent. The purpose of this course is to acquaint learners with the great heritage of European classical literature, starting from Homer's epic The Iliad to the satires of Horace. The importance of this course rests on the fact that English literature is heavily indebted to the classical works of Greece and Rome. Whether it is tragedy or comedy, satire or criticism, epic or lyric, the influence of classical literature in the works of the English authors is clearly in evidence. Therefore, learners will be acquainted with immortal classics like The Iliad and Metamorphosis, get to know of the difference between the Greek classics and the Latin classics, the different genres dabbled in by the classical writer, such as, tragedy, comedy, epic, satire, criticism and so forth.

B.A 2ND SEMESTER (CBCS)

COURSE 3

COURSE CODE: 20100

INDIAN WRITING IN ENGLISH

COURSE OBJECTIVES: Indian Writing in English refers to the body of work by writers in India who write English and whose native language could be one of the numerous languages of India. It is also associated with the works of members of the Indian Diaspora. As a category, this production comes under the broader realm of postcolonial literature- the production from previously colonized countries such as India. Indian English Literature is an honest enterprise to demonstrate the ever rare gems of Indian Writing in English. From being singular and exceptional, rather gradual native flare- up of geniuses, Indian Writing in English has turned out to be a new form of Indian culture and voice in which India converses regularly. Indian Writers - poets, novelists, essayists, and dramatists have been making momentous and considerable contributions to world literature since pre-Independence era, the past few years have witnessed a gigantic prospering and thriving of Indian English Writing in the realm of world Literature. Wide ranges of themes are dealt within Indian

Writing in English. While this literature continues to reflect Indian culture, tradition, social values and even Indian history through the depiction of life in India and Indians living elsewhere, recent Indian English fiction has been trying to give expression to the Indian experience of the modern predicaments. The aim of this course is to introduce learners to Indian Writing in English from the colonial to the postcolonial period. Issues such as identity politics, gendered differences, home, dislocation, language among others shall be underscored with the intention to understand the diversity of Indian culture and tradition across spatiality.

COURSE 4

COURSE CODE: 20200

BRITISH POETRY AND DRAMA: 14TH TO 17TH CENTURIES

COURSE OBJECTIVES: The objective of this course is to acquaint the learners with British poetry and drama from Chaucer to Shakespeare. The texts prescribed relate to the Age of Chaucer, Pre- Elizabethan and Elizabethan periods. Shakespeare figures predominantly in this course, with a tragedy, comedy and two sonnets prescribed. Marlowe's play encapsulates the spirit of the Renaissance, thereby placing the Elizabethan period in a proper perspective.

B.A 3RD SEMESTER (CBCS)

COURSE 5

COURSE CODE: 30100

AMERICAN LITERATURE

COURSE OBJECTIVES: The objective of this course is to introduce the learners to American literature, a field that could be considered as comparatively recent in formulation, when compared to the literature of Britain and Continental Europe. It is a literature steeped in the reactionary philosophy of its Puritan forbears, and has a strong individualistic spirit running through it. The reality or illusion of the Great American Dream, the transcendentalist movement, the history of slavery in the South, the great economic depression etc., forms important contexts to American history and literature, and this course would attempt to highlight contexts to American history and literature, and this

course would attempt to highlight these issues as much as possible. All of these would be taken up in this course.

COURSE 6

COURSE CODE: 30200

POPULAR LITERATURE

COURSE OBJECTIVES: Popular literature includes those writings intended for the masses and those that find favor with large audiences. It can be distinguished from artistic literature in that it is designed primarily to entertain. The objective of this course is to acquaint learners with popular literature, such as crime thriller, graphic fiction, children's literature and so forth, generally regarded by purists to be 'low-brow' and meant for easy mass consumption. However, it would be wrong to assume such a position in so far as the lines of distinction between what is literary and what is popular tends to be blurred.

COURSE 7

COURSE CODE: 30300

BRITISH POETRY AND DRAMA: 17TH AND 18TH CENTURIES

COURSE OBJECTIVES: English literature of the Seventeenth century was dominated by epoch-making political events, such as the Puritan Interregnum and the Restoration. These events were responsible for ushering in changes in the thought-processes of poets like Milton and Pope, dramatists like Webster and Behn, and so forth. From the romantic excesses of the Elizabethan literature to a literature marked by restraint and order, the learners would be in a position to experience a whole gamut of feelings that define a period and contradistinguishing it from another.

B.A 4TH SEMESTER (CBCS)

COURSE 8

COURSE CODE: 40100

BRITISH LITERATURE: 18TH CENTURIES

COURSE OBJECTIVES: Continuing with Eighteenth-century literature,

this course offers an array of texts across genres. The eighteenth-century was an age in which new modes of creative expression were coming to the fore, particular prose narratives of the likes of Swift and Sterne, among others. Irony and satire became important tools to depict society's ills. The age was also characterized by importance given to gender issues. Congreve's play bears enough testimony to this fact. Since, this period is also referred to as the Age of Enlightenment; 'reason' became the locus from which human's actions and cognition issued forth. Therefore, a fundamental philosophical shift ushered in, the wake of the culture of positivism that set in during this period.

COURSE 9

COURSE CODE: 40200

BRITISH ROMANTIC LITERATURE

COURSE OBJECTIVES: The literature of the Romantic period is considered to be the most affective in terms of the ways in which it was able to connect with people across class lines. Product of the revolutionary zeal precipitated by two great revolutions- the French Revolution and the American War of Independence- the highly imaginative, rhetorical, emotive, visionary, metaphysical, epical, sensuous aspects of the works, especially poetry, gave tremendous heft to this literature celebrating Nature in all its beauty, majesty and terror. The Gothic Novel became a dominant genre, which attempted to debunk the structure of rationality by emphasizing on the reality of the supernatural.

COURSE 10

COURSE CODE: 40300

BRITISH LITERATURE: 19TH CENTURY

COURSE OBJECTIVES: The nineteenth-century is emblematic of a certain spiritual crisis that has set in due to the powerful impact of scientific ideology. Utilitarian values exhorting personal aggrandizement at the cost of social responsibility became the practice of daily lives of the people. Such an attitude finds ample illustration in the works of the nineteenth-century novelists and poets. This period, especially after 1837 is termed as 'Victorian' literature- a term that evokes notions of propriety, prudishness, censorship, among others, that was in sharp relief against the spirit of the erstwhile Romantic period.

The period is also marked by ground-breaking theories propounded by Darwin, Marx and Freud, which impacted the thought process of the people to such a remarkable extent that its effects are felt up to the present. Therefore, a reading of nineteenth-century English literature provides a fascinating opportunity to immerse oneself into the fraught historical context determined by contradictory, oppositional drives and processes.

B.A 5TH SEMESTER (CBCS)

COURSE 11

COURSE CODE: 50100

WOMEN'S WRITING

COURSE OBJECTIVES: Unarguably the truest fact about human society is domination of women by men. Patriarchy believes in the superiority of man over women in all walks of life. Therefore, women were denied agency to air their views publicly or in writings. The fact that women had to resort to male pseudonyms in order to find readership is merely one instance to prove how patriarchal ideology has a stranglehold over the society at large. Since women have been systematically silenced by 'phallogocentric' ideology, they find it rather difficult to articulate their views. Privileging women's writing is a way by means of which the thought, anxieties, fears, desires, emotions of the 'second sex' can be addressed. The objective of this course is to introduce learners to women's writing, and in doing so attempting to underline the manner in which power operates to silence women from articulating their views. Apart from that, the course would also try to situate women's writing in a space that transcends or upends the male writing tradition through various(subversive) ways.

COURSE 12

COURSE CODE: 50200

BRITISH LITERATURE: THE EARLY 20TH CENTURY

COURSE OBJECTIVES: The early Twentieth-century British literature was characterized by experimentations on the level of both form and content. The imperialistic World War I impacted the minds of the people across Europe to such extent that they began to suffer from various neurotic symptoms. Capitalism with its dehumanized

processes and practices produced alienated, disenfranchised subjects, triggering a philosophical shift that was encapsulated in symbolism, existentialism, cubism, Dadaism, expressionism, and nihilism. These philosophies found ample space in Modernism in Literature, and this particular course attempts to chart these philosophical trajectories through early twentieth-century texts, particularly novels and poetry.

B.A 5TH SEMESTER (CBCS)

DSE 1

COURSE CODE: 50110

MODERN INDIAN WRITING IN ENGLISH TRANSLATION

COURSE OBJECTIVES: Salman Rushdie had stirred the hornet's nest by claiming that Writings in English from India were infinitely superior to that of 'vernacular' literatures existing in all regional Indian languages. This notion was vehemently opposed by many writers and intellectuals, with the likes of Amit Chaudhuri writing sustained critique against Rushdie's position. A cursory reading of translated works of Indian writing across regions would prove how significant has been the contributions of authors writings in the various regional languages. Since, reading these works in the original is most often not possible due to linguistic variations, English translation of immortal works of modern Indian writing would perhaps go a long way in understanding and appreciating the best in regional literature. This course aims to acquaint learners with the works of Indian writers working on regional literature from the north to the south, from the west to the east.

DSE 3

COURSE CODE: 50130

LITERARY CRITICISM

COURSE OBJECTIVES: The course presents an overview of major trends in literary criticism from the Romantic period to the present. The critical trajectory comprises of Romantic theory of poetry propounded by Wordsworth and Coleridge, modernist poetics of Woolf and Eliot, New Criticism of Richards and Cleanth Brooks, and an introduction to recent trends in criticism, particularly feminist criticism (by Maggie Humm). B.A 6 TH SEMESTER (CBCS)

COURSE 13

COURSE CODE: 60100

MODERN EUROPEAN DRAMA

COURSE OBJECTIVES: The twentieth century marked the revival of drama after it was forced to shut down during the Puritan Interregnum. Even though the revival started during the Restoration Period, it subsequently lost ground during the Romantic and the Victorian Period. It was with the onset of the twentieth-century that drama made a magnificent return. It was in Europe, particularly the plays of the Norwegian playwright Henrik Ibsen, the German playwright Bertolt Brecht and French playwright Samuel Beckett that drama became an important vehicle for representing the political, social, individual, economic conditions the post-war Europe, with all its attendant ills and trauma. This course intends to read the plays by placing the epochal events of the period as the backdrop.

COURSE 14

COURSE CODE: 60200

POSTCOLONIAL LITERATURES

COURSE OBJECTIVES: This course introduces postcolonial literature to the learners. The importance of postcolonial studies in a globalised world in which more than three-quarters of the people living in the world today have had their lives shaped by the experience of colonialism, cannot be overestimated. The main focus in the course is on literary texts and literary analysis. The literary works chosen are English language texts from the erstwhile colonized countries including the countries subsumed under the rubric "the Commonwealth." In this course we will deploy postcolonial theory to engage critically with texts within a postcolonial framework. We will focus on such issues as language, identity, point of view, displacement, physical and mental colonization, decolonization, nationalism, fundamentalism, globalization and diaspora, colonial legacy, gender and sexuality, regionalism, ethnicity, genocide, race, and so forth, and we will discuss how such issues are expressed in the literary texts. When taking into account the individual work's socio-historical context, however, it will become apparent that it may not be relevant to discuss all the issues mentioned in each separate work.

B.A. 6 TH SEMESTER (CBCS)

DSE 5

COURSE CODE: 60110

LITERARY THEORY

COURSE OBJECTIVES: Literary theory is a field which is presently in great academic demand. It involves reading texts by deploying discourses. These discourses have political, social, economic, gendered, cultural values, and when one reads literature through such discursive lenses, interpretation of texts tend to be multiple and heterogeneous. The objective of this course is to acquaint learners with four relevant discourses or theories. These are Marxism, Feminism, Post structuralism, and Postcolonial Studies.

DSE 7

COURSE CODE: 60130

PARTITION LITERATURE

COURSE OBJECTIVES: The Partition was the most horrific event of the twentieth-century subcontinent's history. Thousands of innocent people across the divided nation (India and Pakistan) lost their lives, millions lost their homes, and migrations of unimaginable magnitude took place. It is important to understand the backgrounds and reason for the partition, but also to consider its effects on the lives of the people involved. The historical accounts may not be enough; imaginative literature helps fill in the gaps in understanding the emotional impact of these events on people's lives. So, the objective of this course is to read literature that captures the sense of the times. There will also be film screenings since cinema also helps capture both the horror and the repercussions of these events.

POLITICAL SCIENCE

1.1 Course -I: Understanding Political Theory

Course Objective: This course is divided into five units. The units introduce the students to the idea of political theory, its history and approaches, and an assessment of its critical and contemporary trends. Further the last two units tend to reconcile political theory and practice through reflections on the ideas and practices related to State, Citizenship and Democracy.

1.2 Course II: Constitutional Government and Democracy in India

Course Objective: This course acquaints the students with the constitutional design of States' structure and institutions, and their actual working over time. The Constitution of India accommodates conflicting impulses (of liberty and justice, territorial decentralization and a strong union, for instance) within itself. The course traces the embodiment of some of these conflicts in constitutional provisions, and shows how these have played out in political practice.

It further encourages a study of state institutions in their mutual interaction, and in interaction with the larger extra-constitutional environment.

2.1 Course III: Political Theory: Concepts and Debates

This course is divided into five units. The Course helps the student familiarize with the basic normative concepts of political theory. Each concept is related to a crucial political issue that requires analysis with the aid of our conceptual understanding. This exercise is designed to encourage critical and reflective analysis and interpretation of social practices through the relevant conceptual toolkit. Further this course introduces the students to the important debates in the subject. These debates prompt us to consider that there is no settled way of understanding concepts and that in the light of new insights and challenges, besides newer ways of perceiving and interpreting the world around us, we inaugurate new modes of political debates.

2.2 Course IV: Political Process in India

Course objective: Actual politics in India diverges quite significantly from constitutional legal rules. An understanding of the political process thus calls for a different mode of analysis - that offered by political sociology. This course maps the working of 'modern' institutions, premised on the existence

of an individuated society, in a context marked by communitarian solidarities, and their mutual transformation thereby. It also familiarizes students with the working of the Indian state, paying attention to the contradictory dynamics of modern state power.

3.1 Course V: Introduction to Comparative Government and Politics

Course objective: This is a foundational course in comparative politics. The purpose is to familiarize students with the basic concepts and approaches to the study of comparative politics. More specifically the course will focus on examining politics in a historical framework while engaging with various themes of comparative analysis in developed and developing countries.

3.2 Course -VI: Perspectives on Public Administration

Objective: The course provides an introduction to the discipline of public administration. This paper encompasses public administration in its historical context with an emphasis on the various classical and contemporary administrative theories. The course also explores some of the recent trends, including feminism and ecological conservation and how the call for greater democratization is restructuring public administration. The course will also attempt to provide the students a comprehensive understanding on contemporary administrative developments.

3.3 Course VII: Perspectives on International Relations and World History

Course Objective: This paper seeks to equip students with the basic intellectual tools for understanding International Relations. It introduces students to some of the most important theoretical approaches for studying international relations. The course begins by historically contextualizing the evolution of the international state system before discussing the agency structure problem through the levels-of-analysis approach. After having set the parameters of the debate, students are introduced to different theories in International Relations. It provides a fairly comprehensive overview of the major political developments and events starting from the twentieth century. Students are expected to learn about the key milestones in world history and equip them with the tools to understand and analyze the same from different perspectives. A key objective of the course is to make students aware of the implicit Euro - centricism of International

Relations by highlighting certain specific perspectives from the Global South.

4.1 Course VIII: Political Processes and Institutions in Comparative Perspective

Course objective: In this course students will be trained in the application of comparative methods to the study of politics. The course is comparative in both what we study and how we study. In the process the course aims to introduce undergraduate students to some of the range of issues, literature, and methods that cover comparative political.

4.2 Course -IX: Public Policy and Administration in India

Objective: The paper seeks to provide an introduction to the interface between public policy and administration in India. The essence of public policy lies in its effectiveness in translating the governing philosophy into programs and policies and making it a part of the community living. It deals with issues of decentralization, financial management, citizens and administration and social welfare from a non-western perspective.

4.3 Course - X: Global Politics

Course objective: This course introduces students to the key debates on the meaning and nature of globalization by addressing its political, economic, social, cultural and technological dimensions. In keeping with the most important debates within the globalization discourse, it imparts an understanding of the working of the world economy, its anchors and resistances offered by global social movements while analyzing the changing nature of relationship between the state and trans-national actors and networks. The course also offers insights into key contemporary global issues such as the proliferation of nuclear weapons, ecological issues, international terrorism, and human security before concluding with a debate on the phenomenon of global governance.

5.1 Course - XI: Classical Political Philosophy

Course objective: This course goes back to Greek antiquity and familiarizes students with the manner in which the political questions were first posed. Machiavelli comes as an interlude inaugurating modern politics followed by Hobbes and Locke. This is a basic foundation course for students.

5.2 Course - XII: Indian Political Thought-I

Course objective: This course introduces the specific elements of Indian Political Thought spanning over two millennia. The basic focus of study is on individual thinkers whose ideas are however framed by specific themes. The course as a whole is meant to provide a sense of the broad streams of Indian thought while encouraging a specific knowledge of individual thinkers and texts. Selected extracts from some original texts are also given to discuss in class. The list of additional readings is meant for teachers as well as the more interested students.

6.1 Course - XIII: Modern Political Philosophy

Course objective: Philosophy and politics are closely intertwined. We explore this convergence by identifying five main tendencies here. Students will be exposed to the manner in which the questions of politics have been posed in terms that have implications for larger questions of thought and existence.

6.2 Course - XIV: Indian Political Thought-II

Course objective: Based on the study of individual thinkers, the course introduces a wide span of thinkers and themes that defines the modernity of Indian political thought. The objective is to study general themes that have been produced by thinkers from varied social and temporal contexts. Selected extracts from original texts are also given to discuss in the class. The list of additional readings is meant for teachers as well as the more interested students.

Discipline Specific Electives

Semester-V:

DSE-1A: Contemporary Politics in Assam

Total Lectures and Tutorials - 84

Objectives: The primary aim of this paper is acquaint with the students with the politics of contemporary Assam and its neighbouring states. Moreover, being located in the Northeast region it is invariably the concern of the students to have proper understanding of the region.

Semester-V:**DSE-2A: Human Rights in Comparative Perspective**

Course objective: This course attempts to build an understanding of human rights among students through a study of specific issues in a comparative perspective. It is important for students to see how debates on human rights have taken distinct forms historically and in the contemporary world. The course seeks to anchor all issues in the Indian context, and pulls out another country to form a broader comparative frame. Students will be expected to use a range of resources, including films, biographies, and official documents to study each theme. Thematic discussion of sub-topics in the second and third sections should include state response to issues and structural violence questions.

Semester-VI:**DSE 3A: Public Policy in India**

Course Objective: This course provides a theoretical and practical understanding of the concepts and methods that can be employed in the analysis of public policy. It uses the methods of political economy to understand policy as well as understand politics as it is shaped by economic changes. The course will be useful for students who seek an integrative link to their understanding of political science, economic theory and the practical world of development and social change.

Semester: VI**DSE 4A: India's Foreign Policy in a Globalizing World**

Course objective: This course's objective is to teach students the domestic sources and the structural constraints on the genesis, evolution and practice of India's foreign policy. The endeavour is to highlight integral linkages between the 'domestic' and the 'international' aspects of India's foreign policy by stressing on the shifts in its domestic identity and the corresponding changes at the international level. Students will be instructed on India's shifting identity as a postcolonial state to the contemporary dynamics of India attempting to carve its identity as an 'aspiring power'. India's evolving relations with the superpowers during the Cold War and after, bargaining

strategy and positioning in international climate change negotiations, international economic governance, international terrorism and the United Nations facilitate an understanding of the changing positions and development of India's role as a global player since independence.

GE-1A: Nationalism in India

Course objective: The purpose of this course is to help students understand the struggle of Indian people against colonialism. It seeks to achieve this understanding by looking at this struggle from different theoretical perspectives that highlight its different dimensions. The course begins with the nineteenth century Indian responses to colonial dominance in the form of reformism and its criticism and continues through various phases up to the events leading to the Partition and Independence. In the process, the course tries to highlight its various conflicts and contradictions by focusing on its different dimensions: communalism, class struggle, caste and gender questions.

Semester-II

GE-2A: Feminism: Theory and Practice

Course Objective: The aim of the course is to explain contemporary debates on feminism and the history of feminist struggles. The course begins with a discussion on construction of gender and an understanding of complexity of patriarchy and goes on to analyze theoretical debates within feminism. The paper also covers the history of feminism in the west, socialist societies and in anti-colonial struggles. Further a gendered analysis of Indian society, economy and polity with a view to understanding the structures of gender inequalities.

Semester-III

GE-3A: Understanding Ambedkar

Course objective: This course is broadly intended to introduce Ambedkar's ideas and their relevance in contemporary India, by looking beyond caste. Ambedkar's philosophical contributions towards Indian economy and class question, sociological interpretations on religion, gender, caste and cultural issues; ideas on politics such as concepts of nation, state, democracy, law and constitutionalism are to be pedagogically interrogated and interpreted. This will help students to critically engage

themselves with the existing social concerns, state and economic structures and other institutional mechanisms. This also will facilitate them to strengthen their creative thinking with a collective approach to understand ongoing social, political, cultural and economic phenomena of the society.

Semester-IV

GE-4A: Politics of Globalization

Course objective: The objective of this generic elective paper is to make students from diverse background understand the process of globalization from a political perspective. This paper will create a broad understanding of the issues and processes globalization based on critical analysis of the various anchors and dimensions of globalization.

SOCIOLOGY (CBCS)

1st SEMESTER

CORE COURSE: 01

(INTRODUCTION TO SOCIOLOGY-1)

COURSE OBJECTIVE:

The mandate of the course is to introduce the discipline to students from diverse training and capabilities. The course is intended to introduce the students to a sociology way of thinking. It also provides a formation for the other more detailed and specialized course in sociology.

CORE COURSE: 02

(SOCIOLOGY OF INDIA-1)

COURSE OBJECTIVE:

This paper introduce the process and modes construction of knowledge of India. Further, it aims to draw attention to the key concepts and institutions which are useful for the understanding of Indian society.

GENERIC ELECTIVE 01

(INDIAN SOCIETY: IMAGES AND REALITIES)

COURSE OBJECTIVE:

This course seeks to provide an interdisciplinary introduction to Indian society.

2ND SEMESTER

CORE COURSE 03

(INTRODUCTION TO SOCIOLOGE- 11)

COURSE OBJECTIVE:

The course aims to provide a general introduction to sociological thought. The focus is on studying from the original texts to give the students a flavor of how over a period of time thinker have conceptualized various aspects of society. This paper also provides a foundation for thinkers in the other papers.

CORE COURSE 04

(SOCIOLOGY OF INDIA-11)

COURSE OBJECTIVE:

This paper aims to draw attention to the variety of ideas and debates about India. Further, it critically engages with the multiple socio-political forces and ideologies which shape the terrain of the nation.

GENERIC ELECTIVE 02

(FAMILY AND INTIMACY)

COURSE OBJECTIVE:

Family is one of the vital institutions of human society. It is experienced intimately and debated keenly. This course attempts to introduce students to a range of contemporary concerns

pertaining to this institution from a sociological perspective and with an interdisciplinary orientation.

3RD SEMESTER

CORE COURSE 05

(POLITICAL SOCIOLOGY)

This course introduces the students to some major theoretical debate and concepts in political Sociology, while situating these within contemporary political issues. A key thrust of the paper is towards developing a comparative understanding of political relationship through themes such as power governance and state and society relationship.

CORE COURSE 06

(SOCIOLOGY OF RELIGION)

COURSE OBJECTIVES:

This course lays priority to the understanding of religions over individual religion. Drawing heavily from classical writings on the subject it reinforces importance of the positions developed in these texts. Implicitly numerous interconnections can be attempted between various classes, manifestly the overarching concern of the paper is to follow up the linkage between social and religious through different registers mentioned in the outline.

CORE COURSE 07

(SOCIOLOGY OF GENDER)

COURSE OBJECTIVES:

This course introduces gender as a critical lens of enquiry in relation to various social fields. It also interrogates the categories of gender, sex, and sexuality.

GENERIC ELECTIVE 03

(RETHINKING DEVELOPMENT)

COURSE OBJECTIVES:

This paper examines the ideas of development from a sociological perspective. It introduces students to different approaches to understanding development and traces the trajectory of Indian experience with development from an interdisciplinary perspective.

4TH SEMESTER

Core course 08

(ECONOMIC SOCIOLOGY)

COURSE OBJECTIVES:

This course provides an understanding of the social and cultural bases of economic activity. It highlights the significances of sociological analysis for the study of economic processes in local global contexts.

CORE COURSE 09

(SOCIOLOGY OF KINSHIP)

COURSE OBJECTIVES;

This course aims to introduce general principles of kinship and marriage by reference to key terms and theoretical statements substantiated by ethnographies. The course looks at the trajectories and new directions in kinship studies.

CORE COURSE 10

(SOCIAL STRATIFICATION)

COURSE OBJECTIVES:

This course introduces students to Sociological study of Social Inequalities. It acquaints students with principal theoretical

perspectives on and diverse forms of Social inequality in articulation with each other.

GENERIC ELECTIVE 04

(GENDER AND VALUES)

COURSE OBJECTIVES: Gender violence is routine and spectacular, structural as well as situated. This course attempts to provide an understanding of the logic of that violence awareness of its most common form and tries to equip the students with a sociologically.

5TH SEMESTER

CORE COURSE 11

(SOCIOLOGICAL THINKERS)

COURSE OBJECTIVES:

The course introduces the students to the classics in the making of the discipline of sociology through selected texts by the major thinkers.

CORE COURSE 12

(SOCIOLOGICAL RESEARCH METHODS -1)

COURSE OBJECTIVES:

The course is a general introduction to the methodologies of sociological research methods. It will provide the students with some elementary knowledge of the complexities and philosophical understandings of research.

DISCIPLINE SPECIFIC ELECTIVE 02

(AGRARIAN SOCIOLOGY)

COURSE OBJECTIVES:

This course explores the traditions of enquiry and key substantive issues in agrarian sociology. It is comparative in nature, but pays attention to Indian themes. It also introduces emerging global agrarian concerns.

DISCIPLINE SPECIFIC ELECTIVE 03

(ENVIRONMENTAL SOCIOLOGY)

COURSE OBJECTIVES:

This course is designed to introduce students to the core debates of environmental sociology, different approaches within the sub-discipline and how these approaches may be used to understand environmental issues and movements in India.

6TH SEMESTER

CORE COURSE 13

(SOCIOLOGICAL THINKERS II)

COURSE OBJECTIVES:

To introduce students, to post -classical sociological thinking through some original texts.

Core course 14

(RESEARCH METHODS II)

COURSE OBJECTIVES:

The course is an introductory course on how research is actually done with emphasis on formulating research design, methods of data collection, and data analysis, it will provide students with some elementary knowledge on how to conduct both, quantitative and qualitative research.

DISCIPLINE SPECIFIC ELECTIVE 05

(SOCIOLOGY OF HEALTH AND MEDICINE)

The course introduces students to the sociology of health, illness and medical practice by highlighting the significance of socio-cultural dimensions in the construction of illness and medical knowledge. Theoretical perspectives examine the dynamics shaping these constructions. Negotiations of health and illness are explored through ethnographies.

DISCIPLINE SPECIFIC ELECTIVE 09

(SOCIETIES IN NORTH -EAST INDIA)

COURSE OBJECTIVE:

The course aims at providing a sociological understanding of societies in North-East India. The course seeks to provide a multi-dimensional understanding of North East India with respect to socio-historical, political and economic dimensions. Further, this course aims to provide a sociological understanding of the specificity of world views of diverse communities along with the emerging socio-economic processes of the region.

File Description	Documents
Upload any additional information	No File Uploaded
Paste link for Additional information	Nil
Upload COs for all courses (exemplars from Glossary)	View File

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

Programme Outcome: The attainment of programme outcomes and course outcomes for B.A. Honours Courses (Core & GE course on ASMH, ECOH,EDNH,ENGH,PSCH and SOCH and GE on GEHS,GEPL and GEHIN) offered by the institution are displayed in the college website. At the same time, at the beginning of each new semester, the students are made aware of the same in their respective classes. Another, measurement of attainment is Students' Placement in various Govt. and Non-Govt. organizations, institutions and Companies. The feedback system of different stakeholders which is

place in place in the College helps to measure and reckon the attainment of the programme outcomes. The online student feedback system provides information pertaining to the relevance of the course, availability of the course material and course importance in terms of employability and so on.

Course Outcome: The course outcomes are specifically discussed in formal/informal action plans are drawn up between the faculty members and the students. COs is measured through Syllabus, Completion Of Syllabus, Continuous Evaluation, Setting Up Of Question Paper, Evaluation and Result. At the departmental level the HOD of each department and teachers strive to complete the course in time and in some cases extra classes are conduct for the students who are identify as relatively average. The 70 percent of compulsory class attendance to qualify for appearing examination of the courses is adhered to, to ensure students participation in the class. The attendance is also included in Internal Assessment marks. The continuous evaluation is done through Sessional Examination, Home Assignment, Seminar paper Presentation, Group Discussion, Field Work, Laboratory Work and so on. The college has also utilized Student Satisfaction Survey for measuring the attainment level of Course and Programme Outcome

File Description	Documents
Upload any additional information	No File Uploaded
Paste link for Additional information	Nil

2.6.3 - Pass percentage of Students during the year

2.6.3.1 - Total number of final year students who passed the university examination during the year

95

File Description	Documents
Upload list of Programmes and number of students passed and appeared in the final year examination (Data Template)	View File
Upload any additional information	No File Uploaded
Paste link for the annual report	Nil

2.7 - Student Satisfaction Survey

2.7.1 - Student Satisfaction Survey (SSS) on overall institutional performance (Institution may design its own questionnaire) (results and details need to be provided as a weblink)

<https://ledocollege.in/igac-2/>

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 year (INR in Lakhs)

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

Nil

File Description	Documents
Any additional information	No File Uploaded
e-copies of the grant award letters for sponsored research projects /endowments	No File Uploaded
List of endowments / projects with details of grants(Data Template)	View File

3.1.2 - Number of departments having Research projects funded by government and non government agencies during the year

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

0

File Description	Documents
List of research projects and funding details (Data Template)	View File
Any additional information	No File Uploaded
Supporting document from Funding Agency	No File Uploaded
Paste link to funding agency website	Nil

3.1.3 - Number of Seminars/conferences/workshops conducted by the institution during the year

3.1.3.1 - Total number of Seminars/conferences/workshops conducted by the institution during the year

7

File Description	Documents
Report of the event	View File
Any additional information	No File Uploaded
List of workshops/seminars during last 5 years (Data Template)	View File

3.2 - Research Publications and Awards

3.2.1 - Number of papers published per teacher in the Journals notified on UGC website during the year

3.2.1.1 - Number of research papers in the Journals notified on UGC website during the year

0

File Description	Documents
Any additional information	No File Uploaded
List of research papers by title, author, department, name and year of publication (Data Template)	View File

3.2.2 - Number of books and chapters in edited volumes/books published and papers published in national/ international conference proceedings per teacher during the year

3.2.2.1 - Total number of books and chapters in edited volumes/books published and papers in national/ international conference proceedings during the year

3

File Description	Documents
Any additional information	No File Uploaded
List books and chapters edited volumes/ books published (Data Template)	View File

3.3 - Extension Activities

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

The college organises a number of extensional activities to sensitize the students towards community needs. The students of our college actively participate in social service activities.

NSS organises an awareness campaign on the prevention and spread of Novel Corona Virus (Covid-19), distributed pamphlets, demonstrated hand washing technique, distributed soap, handwash detergent, Sanitizer etc. The students have distributed masks into rural areas. The students have voluntarily taken up the task of stitching and making masks at home. The distribution of masks has been done by maintaining social distance.

The faculty of the college were also involved in various extensional activities like Awareness programme on Novel Corona Virus (Covid-19), distributing masks, soap, sanitizer, leaflets, food items in nearby areas. Teachers also donated their one day salary to the Chief Minister Fund.

File Description	Documents
Paste link for additional information	https://drive.google.com/drive/folders/1Oo005vjbyxEodSyegDh0ouV2_aOpXeq?usp=sharing
Upload any additional information	No File Uploaded

3.3.2 - Number of awards and recognitions received for extension activities from government / government recognized bodies during the year

3.3.2.1 - Total number of awards and recognition received for extension activities from Government/ government recognized bodies during the year

8

File Description	Documents
Any additional information	No File Uploaded
Number of awards for extension activities in last 5 year(Data Template)	View File
e-copy of the award letters	No File Uploaded

3.3.3 - Number of extension and outreach programs conducted by the institution through NSS/NCC/Red cross/YRC etc., (including the programmes such as Swachh Bharat, AIDS awareness, Gender issues etc. and/or those organized in collaboration with industry, community and NGOs) during the year**3.3.3.1 - Number of extension and outreach Programs conducted in collaboration with industry, community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., during the year**

4

File Description	Documents
Reports of the event organized	View File
Any additional information	No File Uploaded
Number of extension and outreach Programmes conducted with industry, community etc for the last year (Data Template)	View File

3.3.4 - Number of students participating in extension activities at 3.3.3. above during the year**3.3.4.1 - Total number of Students participating in extension activities conducted in collaboration with industry, community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., during the year**

84

File Description	Documents
Report of the event	View File
Any additional information	No File Uploaded
Number of students participating in extension activities with Govt. or NGO etc (Data Template)	View File

3.4 - Collaboration

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

2

File Description	Documents
e-copies of linkage related Document	No File Uploaded
Details of linkages with institutions/industries for internship (Data Template)	View File
Any additional information	No File Uploaded

3.4.2 - Number of functional MoUs with national and international institutions, universities, industries, corporate houses etc. during the year

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

4

File Description	Documents
e-Copies of the MoUs with institution./ industry/corporate houses	View File
Any additional information	No File Uploaded
Details of functional MoUs with institutions of national, international importance, other universities etc during the year	View File

INFRASTRUCTURE AND LEARNING RESOURCES

4.1 - Physical Facilities

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

The college has been offering a one stream course (Arts) with sufficient number of classrooms with the semester system and newly implemented CBCS system under Dibrugarh University on 2019-20. Classrooms are well equipped with adequate teaching learning materials to meet the need of the students. The college has adequate numbers of close circuit camera for monitoring the classroom cum campus activities. The college provides safe drinking water to the students using modern water purifiers. Besides conducting regular classes, the classrooms are used for conducting remedial classes, annual and semester examination, departmental meeting, indoor competition etc. There are sufficient sitting arrangements for the teachers and the students in the classroom. All the classroom have proper lighting and ventilation system for the sake of students health and hygiene. The institution has separate rooms for IQAC, NSS, NCC, Boys & Girls Common Room, Student Union Room, Rest room for Divyagan etc.. There is a well equipped canteen inside the college campus. The college authority formed various committees for proper maintenance of infrastructure and physical facilities. College has three phase electricity connection with its own transformer, provided by APDCL. Apart from these, the college has one generator set and solar panel which are sufficient on the time of power interruption.

The College provides modern library and digital facilities to students. The college is connected with Wi-Fi, digital library. Latest edition of text books, reference books are also available. OPAC and open access book services are provided. Laboratory is available in the department of Education. Students can test and measure their memory, knowledge doing some experiment in the lab under the supervision of well experienced resource persons. The College has computer lab where students get the chance to expand their IT knowledge. Expert teach students the modern tools and techniques for the upliftment of their knowledge of computer.. The college has seven numbers of smart classroom where students can learn academic course through modern techniques and methods.

File Description	Documents
Upload any additional information	No File Uploaded
Paste link for additional information	Nil

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

For all round development of the students the college encourages students to engage in co-curricular activities. The college organizes College Week programme annually where different competitions are held under sports and cultural section. Equipments are available for various indoor and outdoor games so that students can develop their potentialities in sports activities after the class hours. For conducting various cultural activities the college has a well equipped Auditorium with sufficient numbers of seat capacity. A well sophisticated Gymnasium is also available in the college campus where the students practice different exercise for their active physical strength. The college has a playground having boundary, auditorium, green room etc. Students practice different events in the college playground with physical instructor and coaches. The students are encouraged to participate in various competitions at the university, district and state level. Sometimes college has organised workshop on yoga also. The institution has organizes various health related programme with the help NSS Unit of the college.

File Description	Documents
Upload any additional information	No File Uploaded
Paste link for additional information	Nil

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

7

4.1.3.1 - Number of classrooms and seminar halls with ICT facilities

7

File Description	Documents
Upload any additional information	No File Uploaded
Paste link for additional information	Nil
Upload Number of classrooms and seminar halls with ICT enabled facilities (Data Template)	View File

4.1.4 - Expenditure, excluding salary for infrastructure augmentation during the year (INR in Lakhs)

4.1.4.1 - Expenditure for infrastructure augmentation, excluding salary during the year (INR in lakhs)

1.83360

File Description	Documents
Upload any additional information	No File Uploaded
Upload audited utilization statements	View File
Upload Details of budget allocation, excluding salary during the year (Data Template)	View File

4.2 - Library as a Learning Resource

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

A library is the heart and soul of a college. The quality of education given in college can be roughly judged from the type of books in its library. The college library is governed by the college authority. The library facilities are given open access system to its users. Photocopying facility is also available for the readers. There is a provision of 'Book Bank' facility for BPL students which help to cater to their needs of book. It has about 10,160 books on various subjects. There are three journals and periodicals along with three newspapers. The library is divided into four major sections - general section, the reference book section, text book section and digital & internet section. The library has a reading room which can provide seating accommodation to minimum thirty students at a time. Library daily visit register is maintained by both teacher and students.

New collections of books are arranged systematically in the departmental shelves. CCTV camera is installed for strict surveillance in the library. The issue and return of books has been managed by library staffs. A Library Committee is formed by the college authority for better maintenance of the library. The college library was started along with the establishment of the college since 1997. It is partially automated and equipped with SOUL 2.0 version 2.0.0.11 from 2019 as Integrated Library Management System (ILMS). The book data has been created by using SOUL. Each book can be identified by its barcode. Library has started to digitise of documents from the year 2017. All teaching and non-teaching staff are registered under NDLI (National Digital Library of India)

File Description	Documents
Upload any additional information	No File Uploaded
Paste link for Additional Information	Nil

4.2.2 - The institution has subscription for the following e-resources e-journals e-ShodhSindhu Shodhganga Membership e-books Databases Remote access toe-resources

C. Any 2 of the above

File Description	Documents
Upload any additional information	No File Uploaded
Details of subscriptions like e-journals, e-ShodhSindhu, Shodhganga Membership etc (Data Template)	View File

4.2.3 - Expenditure for purchase of books/e-books and subscription to journals/e- journals during the year (INR in Lakhs)

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

0.29250

File Description	Documents
Any additional information	No File Uploaded
Audited statements of accounts	View File
Details of annual expenditure for purchase of books/e-books and journals/e- journals during the year (Data Template)	View File

4.2.4 - Number per day usage of library by teachers and students (foot falls and login data for online access) (Data for the latest completed academic year)

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

37

File Description	Documents
Any additional information	No File Uploaded
Details of library usage by teachers and students	View File

4.3 - IT Infrastructure

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

The College has five smartclassrooms with LCD projector and two Smart classrooms with Interactive Board with wi-fi facilities. It has free wi-fi facility inside the campus with single number of broad band modems. The college has internet facilities in office as well as in the library. Each department has been provided with a computer there is a server cum overhead scanner with four numbers of internet connectivity modems located in administrative office. The IT facilities of the college is updating under the process. The admission and examination form fill-upand renewal of admission of the college has been made fully online from the academic year 2018. The Library has also eight numbers of computers with wifi facility.

File Description	Documents
Upload any additional information	No File Uploaded
Paste link for additional information	Nil

4.3.2 - Number of Computers

17	
File Description	Documents
Upload any additional information	No File Uploaded
Student – computer ratio	View File
4.3.3 - Bandwidth of internet connection in the Institution	E. < 5MBPS
File Description	Documents
Upload any additional Information	No File Uploaded
Details of available bandwidth of internet connection in the Institution	View File
4.4 - Maintenance of Campus Infrastructure	
4.4.1 - Expenditure incurred on maintenance of infrastructure (physical and academic support facilities) excluding salary component during the year (INR in Lakhs)	
4.4.1.1 - Expenditure incurred on maintenance of infrastructure (physical facilities and academic support facilities) excluding salary component during the year (INR in lakhs)	
1.83365	
File Description	Documents
Upload any additional information	No File Uploaded
Audited statements of accounts.	View File
Details about assigned budget and expenditure on physical facilities and academic support facilities (Data Templates)	View File
4.4.2 - There are established systems and procedures for maintaining and utilizing physical, academic and support facilities - laboratory, library, sports complex, computers, classrooms etc.	
<p>For maintaining and utilizing physical academic and support facilities the college has various committees itself. The college has construction & purchasing committee for upgradation of infrastructure and other physical facilities. There are permanent and temporary staffs to maintain infrastructure of the college.</p>	

To check up maintenance and repairing of the equipments college take help of technical experts from time to time. The college also takes advice of the engineers, architects regarding building and maintenance of infrastructure as and when needed. There is a library committee for the development and upgradation of library facilities. For sports facilities, the college has a gynasium and playground and the modification of playground is going on.

File Description	Documents
Upload any additional information	No File Uploaded
Paste link for additional information	Nil

STUDENT SUPPORT AND PROGRESSION

5.1 - Student Support

5.1.1 - Number of students benefited by scholarships and free ships provided by the Government during the year

5.1.1.1 - Number of students benefited by scholarships and free ships provided by the Government during the year

236

File Description	Documents
Upload self attested letter with the list of students sanctioned scholarship	View File
Upload any additional information	No File Uploaded
Number of students benefited by scholarships and free ships provided by the Government during the year (Data Template)	View File

5.1.2 - Number of students benefitted by scholarships, free ships etc. provided by the institution / non- government agencies during the year

5.1.2.1 - Total number of students benefited by scholarships, free ships, etc provided by the institution / non- government agencies during the year

7

File Description	Documents
Upload any additional information	No File Uploaded
Number of students benefited by scholarships and free ships institution / non- government agencies in last 5 years (Date Template)	View File
5.1.3 - Capacity building and skills enhancement initiatives taken by the institution include the following: Soft skills Language and communication skills Life skills (Yoga, physical fitness, health and hygiene) ICT/computing skills	A. All of the above
File Description	Documents
Link to institutional website	Nil
Any additional information	View File
Details of capability building and skills enhancement initiatives (Data Template)	View File
5.1.4 - Number of students benefitted by guidance for competitive examinations and career counseling offered by the institution during the year	
0	
5.1.4.1 - Number of students benefitted by guidance for competitive examinations and career counseling offered by the institution during the year	
0	
File Description	Documents
Any additional information	No File Uploaded
Number of students benefited by guidance for competitive examinations and career counseling during the year (Data Template)	View File
5.1.5 - The Institution has a transparent mechanism for timely redressal of student	D. Any 1 of the above

grievances including sexual harassment and ragging cases Implementation of guidelines of statutory/regulatory bodies Organization wide awareness and undertakings on policies with zero tolerance Mechanisms for submission of online/offline students' grievances Timely redressal of the grievances through appropriate committees

File Description	Documents
Minutes of the meetings of student redressal committee, prevention of sexual harassment committee and Anti Ragging committee	View File
Upload any additional information	View File
Details of student grievances including sexual harassment and ragging cases	No File Uploaded

5.2 - Student Progression

5.2.1 - Number of placement of outgoing students during the year

5.2.1.1 - Number of outgoing students placed during the year

3

File Description	Documents
Self-attested list of students placed	View File
Upload any additional information	No File Uploaded

5.2.2 - Number of students progressing to higher education during the year

5.2.2.1 - Number of outgoing student progression to higher education

4

File Description	Documents
Upload supporting data for student/alumni	View File
Any additional information	No File Uploaded
Details of student progression to higher education	View File

5.2.3 - Number of students qualifying in state/national/ international level examinations during the year (eg: JAM/CLAT/GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/State government examinations)

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

1

File Description	Documents
Upload supporting data for the same	View File
Any additional information	No File Uploaded

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 year

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

6

File Description	Documents
e-copies of award letters and certificates	View File
Any additional information	No File Uploaded
Number of awards/medals for outstanding performance in sports/cultural activities at university/state/national/international level (During the year) (Data Template)	View File

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

Ledo College is situated in the centre of Ledo from where the historic Stillwell road connects the north-east India with China via Manipur. Since its inception the College has been performing a pioneering role in the spread of higher education amongst various ethnic linguistic groups of upper Assam, particularly from the Dehing Patkai.

As students are the resource of institution, they should be given scope to participate in all activities. In our college also activities related to students are conducted every year for their overall upliftment. Students of Ledo College have been representing their college in various administrative, co-curricular and extracurricular activities. The college supports such student oriented activities and encourages them to participate in such programmes. The college also provides a suitable and friendly environment for the students to enhance their hidden talents and came out to the forefront.

Several activities are organized by the NSS and NCC group every year. Some activities undertaken by the NSS group consists of (I) beautification of the college campus (II) Play ground (iii) Celebration of Yoga day/Environment day (iv) Awareness programme on consumption of tobacco. Whereas the NCC cell sends students to attend several camps organized by the 26 Assam Bn NCC, Digboi students have participated on several camps at Jorhat, Digboi and Shillong. Student representatives are selected through the process of election. Students select their own union leaders from amongst them.

Students participate on several sub-divisional level and state level programs organized by the Sub-Divisional office, Margherita. (I) Essay competition, poetry competition, debate, quiz and so on. Several students have achieved remarkable position on such competitions. Some other functions are as follows- celebration of Republic Day (26TH January), Independence Day (15th August).

Every year the union body organizes a one week programme where cultural, sports (Indoor and outdoor), literary and other activities are conducted. Whereas due to covid pandemic the college could not organise its Annual College Week Programme during this year.

There are certain cells in Ledo College such as women cell, and sexual harassment cell. These cells work for women empowerment, gender equality, women development and also to arouse a feeling of awareness amongst the women belonging to rural areas near by the college. Every year these cell conduct awareness programme amongst the students to bring awareness on sexual harassment, gender equality before the commencement of the new session. Student representatives are nominated to work as member under these cells. Educational tours are arranged every year by respective departments of Ledo College and it is made compulsory for every student to participate on such tours.

During the time of Pandemic situation the students' union body, NSS Unit of Ledo College along with teacher representatives provided help in the form of food item, soaps, sanitizers and lots more for the people residing near by the college. NSS Unit of Ledo College along with Sub- Divisional office (SDO), Margherita distributed masks to poor and needy people, organized awareness programme to convey about the infectious face of covid-19, need of wearing mask and frequent washing of hands with soap to get rid of infection. Besides, during the time of pandemic situation students of Ledo College participated on online competitions and successfully achieved remarkable positions.

File Description	Documents
Paste link for additional information	https://drive.google.com/file/d/1ddy5DHvGPmbqGjxlKEvlfmXIqnACenCQ/view?usp=sharing
Upload any additional information	View File

5.3.3 - Number of sports and cultural events/competitions in which students of the Institution participated during the year (organized by the institution/other institutions)

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

7

File Description	Documents
Report of the event	View File
Upload any additional information	No File Uploaded
Number of sports and cultural events/competitions in which students of the Institution participated during the year (organized by the institution/other institutions (Data Template)	View File

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

There is an alumni association of Ledo College which is yet to register. No financial support found from alumni association till the date . Due to Covid 19 pandemic only one alumni meeting was held in the year . Meeting Proceeding has been uploaded .

File Description	Documents
Paste link for additional information	Nil
Upload any additional information	View File

5.4.2 - Alumni contribution during the year (INR in Lakhs)

E. <1Lakhs

File Description	Documents
Upload any additional information	No File Uploaded

GOVERNANCE, LEADERSHIP AND MANAGEMENT

6.1 - Institutional Vision and Leadership

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

Vision:

Ledo College was established with the vision of strengtheningthe

educational, social and cultural pillars of the vast area of upper Assam adjacent to bordering area of Myanmar and Arunachal Pradesh. Some of its visions include:

- To educate the upcoming youths according to the updated knowledge of the modern curriculum.
- To make the future generation of Ledo good and responsible citizens of India by the allround development of physical, moral, intellectual and spiritual side.
- To encourage the students of higher education upto degree level.
- To train the students for corporate life, leadership, discipline, self-dependence and environment friendly.
- To create a healthy intellectual environment in the surrounding places from Ledo College.
- To promote scholarship, statemanship, growing manpower.
- To improve the educational, social, economical, cultural and political aspects of the country.

Mission:

- To organise and hold meetings, debate competitions, symposium, exhibition and national and International level seminars.
- To organise functions such as sports, music, fine arts, social service camps etc.;
- To manage the students' canteen and other things of a similar nature of common interest;
- To organise and participate in the inter-college and other tournaments
- To organise educational excursion,
- To visit different places in academic interest
- To enrich and empower the youth through quality education and to transform them into productive human resource.
- To introduce innovative techniques for making teaching-learning process more effective.
- To sensitise students towards ethical and moral values and environment friendliness..

File Description	Documents
Paste link for additional information	https://assessmentonline.naac.gov.in/public/index.php/hei/ssr_reports/eyJpdii6ImNzYXFZMDVBdUxvR0Q4SDZlRFQyclE9PSIsInZhbHVlIjojRVhBeW9jU1VBdHZcLlY5UVM3d0dwTXc9PSIsImlhYyI6IjY4ZmJjYWZkOWE5NDg2YWU5Zjk3MjA4ZTY2OTJlYmUxM2E1N2UxNmFiOGMxODAwNDEyMGEwYzBiMDVmNjhmZWYifQ==
Upload any additional information	No File Uploaded

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

(i) Formation of Several Committee : The college has taken up various measures for decentralization of power and such several committee has been set up with faculty members by the Principal of the college for overall management of admission, finances, academic, co-ordination, conduction of examinations, promotion of research and extension activities, development of infrastructure facilities, maintenance of discipline, encouraging cultural and co-curricular activities and maintenance of healthy campus life. The Principal committees assigns such duties to the respective members through official notifications. All the committees are headed by a convener who convenes meetings with other members at regular intervals to chalk out plans and strategies for execution.. (ii) Participating in Seminar Workshop : Faculty of various departments of Ledo College join conference, workshop, seminar (National, Regional) organised by government of Assam, neighbouring Institutions and NGOs to enrich faculty empowerment. Ledo college also organised some different programs in collaboration with ICT Academy, Guwahati and OKD Institute of social research, Guwahati.

File Description	Documents
Paste link for additional information	Nil
Upload any additional information	No File Uploaded

6.2 - Strategy Development and Deployment

6.2.1 - The institutional Strategic/ perspective plan is effectively deployed

Admission of Students : Students are given opportunity to get admitted in the college through both online and offline way. Meritious poor students can avail free admission at the college and can complete their course.

Industry Interaction / Collaboration : College organises some academic related programs in collaboration with different institutes of different places so that the research, curriculum and teaching-learning programs could be executed properly.

Human Resource Management : Feedback from students, teachers, parents are taken so that their grievances, problems could be managed and maximum use of human resource could be made possible. Teachers are provided opportunity to participate in orientation and refresher courses so that they could reform themselves to develop their ability and accordingly they could be able to spread their knowledge to the learners.

Library, ICT and Physical Infrastructure / Instrumentation : Students and teachers are facilitated with a digital library with more than 8000 books, Journals, e-resources. free internet and e learning facility is also provided by the library for learners and teachers. students can use computer for learning and practice too.

Research and Development : Faculty members regularly attend workshops, seminars and also publish research papers in ISBN and ISSN . The institution organise seminars, webinars and workshops in collaboration with different institutions.

Examination and Evaluation : Sessional and End semester examination is taken by the institution in time according to the schedule provided by the affiliated university. special test and oral test is taken by the teachers according to their convenient time for poor and slow learner students. Evaluated papers of special test and sessional test are shown to the concerned students and feedback is provided to them so that they could improve their writing in future tests.

Teaching and Learning : Learner centric teaching learning ,method with friendly and peace ,environment is given most importance so that each and every learner can feel at home within and outside the classroom to get education. Continuous evaluation and feedback is taken from the students so that the objectives of teaching could be achieved in time and remedial measures could be

taken.

Curriculum Development:The institution follows curriculum prescribed by affiliated university. Syllabus is completed in time and revision, students queries, concern on curriculum is listened by teachers and accordingly steps taken for solution. As the institution doesn't have right to modify curriculum, it forwards the messages of learners and teachers to the affiliated university for its betterment and necessary modification. Assessment is done in time by following CCE methods.

File Description	Documents
Strategic Plan and deployment documents on the website	No File Uploaded
Paste link for additional information	Nil
Upload any additional information	No File Uploaded

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

The college has a Governing Body to look after the academic and administrative matters and to take decisions and make implementation as per requirements. The Governing body functions as per the guidelines of Govt. of Assam. It consists of senior academicians, the principal, university nominees, guardians and donor members, teacher's and non-teacher's representatives respectively.

1. Principal:

Functions: Academic, administrative and financial functions are executed as per UGC and Directorate of Higher Education, Assam guidelines.

2. Vice-Principal: Appointment: Senior most faculty. **Functions:** Academic, administrative.

3. Head of the Departments: Appointment: On the basis of seniority.

4. Teachers: Appointment: As per UGC guidelines. Initial

appointment is the post of Assistant Professor. Promotion is made as per UGC guidelines and State Govt. norms.

5. Non- Teaching Staff: Appointment and promotion: As per Assam Government guidelines.

6. Service Rules: As per UGC and Govt. of Assam service rules.

7. Grievance and redressal mechanism: Grievances are placed in meeting with Principal and Teachers' Unit and placed before Governing Body for further discussion through Principal and Teacher Representatives. The Governing Body works on the matter and takes and takes appropriate actions for better redressal. The grievances of the students are communicated through the mentors and head of the departments.

File Description	Documents
Paste link for additional information	Nil
Link to Organogram of the Institution webpage	Nil
Upload any additional information	No File Uploaded

6.2.3 - Implementation of e-governance in areas of operation Administration Finance and Accounts Student Admission and Support Examination

E. None of the above

File Description	Documents
ERP (Enterprise Resource Planning) Document	No File Uploaded
Screen shots of user interfaces	No File Uploaded
Any additional information	No File Uploaded
Details of implementation of e-governance in areas of operation, Administration etc (Data Template)	View File

6.3 - Faculty Empowerment Strategies

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

The institution offers many facilities for the welfare of the teaching as well as non- teaching staff.

- Leaves are granted to teaching and non-teaching staff for participating in professional development programmes.
- The college encourages seminars, workshops, symposia etc for promoting academic and faculty development.
- The Teachers' Unit steps forward in providing financial support to its staff members and students if need arises.
- Fees Waive/ concession to the needy and deserving students.
- Faculty members and non- teaching members are delegated to participate in the programmes organised by the government and other social organisations.
- The college has regular government welfare schemes like maternity leave, CCL.

File Description	Documents
Paste link for additional information	Nil
Upload any additional information	No File Uploaded

6.3.2 - Number of teachers provided with financial support to attend conferences/ workshops and towards membership fee of professional bodies during the year

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

0

File Description	Documents
Upload any additional information	No File Uploaded
Details of teachers provided with financial support to attend conference, workshops etc during the year (Data Template)	View File

6.3.3 - Number of professional development /administrative training programs organized by the institution for teaching and non-teaching staff during the year

6.3.3.1 - Total number of professional development /administrative training Programmes organized by the institution for teaching and non teaching staff during the year

1

File Description	Documents
Reports of the Human Resource Development Centres (UGCASC or other relevant centres).	No File Uploaded
Reports of Academic Staff College or similar centers	No File Uploaded
Upload any additional information	No File Uploaded
Details of professional development / administrative training Programmes organized by the University for teaching and non teaching staff (Data Template)	View File

6.3.4 - Number of teachers undergoing online/face-to-face Faculty development Programmes (FDP) during the year (Professional Development Programmes, Orientation / Induction Programmes, Refresher Course, Short Term Course etc.)

6.3.4.1 - Total number of teachers attending professional development Programmes viz., Orientation / Induction Programme, Refresher Course, Short Term Course during the year

21

File Description	Documents
IQAC report summary	No File Uploaded
Reports of the Human Resource Development Centres (UGCASC or other relevant centers)	No File Uploaded
Upload any additional information	No File Uploaded
Details of teachers attending professional development programmes during the year (Data Template)	View File

6.3.5 - Institutions Performance Appraisal System for teaching and non- teaching staff

The institution has a performance appraisal system to assess the quality of the faculty where the teachers submit their self Appraisal along with supporting documents in a given format to IQAC in soft and hard copies. These records are maintained in

IQAC and are utilized in the preparation of the Annual Confidential Report and other reports. At the beginning of each academic session, the teachers are allotted with their courses to be taught and number of classes by the HoDs. These are submitted to the Head of the institution. The teachers submit their teaching plan to the HoDs as well as the IQAC. The HoDs, Vice-Principal and IQAC ensures that the classes and courses are covered by the teachers duly along with submission of course completion certificate at the end of every semester. The students' feedback plays a significant role in ensuring the performance of the teaching staff. The Annual feedback collected by the IQAC is both quantitative and qualitative. The IQAC analyses the feedback statistically. Feedback reports are submitted to Head of the institution who in turn place them in the Governing Body for discussion and necessary action. These feedback reports also help in preparing the Annual Confidential Report of the teaching staff.

File Description	Documents
Paste link for additional information	Nil
Upload any additional information	No File Uploaded

6.4 - Financial Management and Resource Mobilization

6.4.1 - Institution conducts internal and external financial audits regularly Enumerate the various internal and external financial audits carried out during the year with the mechanism for settling audit objections within a maximum of 200 words

The institution conducts internal and external audits regularly. The institution has conducted internal audit upto the current financial year and external audit upto the last financial year. The institution has conducted internal audit in various heads like General Fund, Library Fund, Building Fund, Welfare, Students Aid, Games, Union, Common Room, Fees, Development, Hostel, UGC and other grants received from state and central government from time to time. External audit on construction and other grants, as well as income and expenditure of internally generated funds have also been done through Chartered Accountants from time to time.

File Description	Documents
Paste link for additional information	Nil
Upload any additional information	No File Uploaded

6.4.2 - Funds / Grants received from non-government bodies, individuals, philanthropers during the year (not covered in Criterion III)

6.4.2.1 - Total Grants received from non-government bodies, individuals, Philanthropers during the year (INR in Lakhs)

0

File Description	Documents
Annual statements of accounts	No File Uploaded
Any additional information	No File Uploaded
Details of Funds / Grants received from of the non-government bodies, individuals, Philanthropers during the year (Data Template)	View File

6.4.3 - Institutional strategies for mobilization of funds and the optimal utilization of resources

The college has an efficient financial system to manage its day to day activities and to mobilise resources in an efficient manner. For its overall development, the institution applies to different bodies like state government, nongovernment, UGC, CIL(NE region)etc. The institution has a well strategised resource mobilisation policy in place. Overhead charges from the research grants received from various government and non-government funding agencies. A tentative budget is prepared for allocating funds to different heads like library, gymnasium, academic, building, sports, cultural development, Students' Aid, infrastructure etc. The Governing Body decides the fee structure. All fees/fines collected by the college administration through bank challans are deposited under the respective heads of accounts. The institution has been acting as cashless campus since 2014. All payments are made through cheques or NEFT/RTGS/IMPS by the Principal of the college, subject to the approval of G.B. In circumstance cash payments are made. All the cheques are A/c payee, for maintaining transparency and smooth audit In case of any purchase, quotations are invited from

established firms. The purchase committee makes a comparative statement of the tendered quotations and the lowest bidder with requisite criteria (as per tender notice) is asked to supply the quoted materials. The payments are made only after receiving the material by A/c payee cheques. For purchased related to laboratory, payments are made only after delivery and receiving the satisfactory verification report from the departments. A Construction Committee is constituted by the Governing Body. to look after all construction related works. The plans and estimates of the constructions other than the constructions under PWD, Government of Assam are prepared by the appointed Engineer of the College. For all constructions, tenders are invited from reputed construction firms. A comparative statement of the tenders is prepared by the said committee and as usual, the lowest bidder with requisite criteria is considered. However, the GB reserves the right to cancel the order without assigning any reason thereof.

File Description	Documents
Paste link for additional information	Nil
Upload any additional information	No File Uploaded

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

The IQAC has contributed in institutionalising the quality assurance processes with respect to curricular, co-curricular, infrastructure, students support, values etc. by various methods. Out of these, mention may be made of the following best practices initiated by IQAC.

- The IQAC has initiated the mentor- mentee system in each department of the college as per the NAAC Guidelines, for assurance of quality in classroom teaching and helping out the slow learners and promoting the fast learners.
- The IQAC has initiated and facilitating the creation of a learner-centric environment conducive to quality education and faculty maturation.
- The IQAC organised workshops on academic themes for the benefit of the students as well as teachers.
- IQAC also maintains documentation of the various programmes and activities leading to quality improvement in the

institution like NSS activities, seminars, research activities etc.

File Description	Documents
Paste link for additional information	Nil
Upload any additional information	No File Uploaded

6.5.2 - The institution reviews its teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals through IQAC set up as per norms and recorded the incremental improvement in various activities

- The IQAC makes arrangement for feedback response from students annually.
- Documentation of the various programmes and activities leading to quality improvement
- Providing a sound Learner- centric environment conducive to quality education and faculty maturation.
- The IQAC has initiated the mentor- mentee system in each department promoting interactions between the student and the faculty members. It helps in gauging the learning levels of the students and to take appropriate steps in this regard.
- Organises workshops, talks, symposium on quality related theme.
- The IQAC looks after the development of quality culture in the college through discussion with the teachers in the staff meeting.
- Preparation of AQAR, as per guidelines and parameters of NAAC, to be submitted to NAAC .
- Looks after preparation of NIRF and AIHSE reports.

File Description	Documents
Paste link for additional information	Nil
Upload any additional information	No File Uploaded

6.5.3 - Quality assurance initiatives of the institution include: Regular meeting of Internal Quality Assurance Cell (IQAC); Feedback collected, analyzed and used for improvements Collaborative quality

B. Any 3 of the above

**initiatives with other institution(s)
Participation in NIRF any other quality
audit recognized by state, national or
international agencies (ISO Certification,
NBA)**

File Description	Documents
Paste web link of Annual reports of Institution	Nil
Upload e-copies of the accreditations and certifications	No File Uploaded
Upload any additional information	No File Uploaded
Upload details of Quality assurance initiatives of the institution (Data Template)	View File

INSTITUTIONAL VALUES AND BEST PRACTICES

7.1 - Institutional Values and Social Responsibilities

7.1.1 - Measures initiated by the Institution for the promotion of gender equity during the year

The Institution is located at a remote place, far away from the hustle and bustle of market area. The environment of the area is calm and composed. The Institution has always shown commitment towards the safety, security and upliftment of the female students. At the beginning of every academic year the Principal addresses the new comers regarding safety, security and other facilities in the college. The Institution shows gender sensitivity and security of female students. The Institution is surrounded by boundary walls which restrict unauthorized entry inside the campus. Sufficient numbers of CCTV cameras are installed at every nook and corner of the campus right from the entrance gate help detect and take strict action against any unwanted behavior with female students and employees.

There is a women's hostel located at a very safe place, attached to the administrative building. The hostel is safeguarded with concrete boundary walls. Watchman remains present, both at the campus and at Hostel premises 24x7. The College provides separate toilet facility for female students. Separate common room for female students equipped with toilet and dustbin is available. A well maintained hygienic Canteen within the campus meets the need of the students.

It is clearly mentioned in the prospectus given to the students that ragging is completely prohibited inside the college campus. The College has an Anti-Ragging Cell to take care of any misbehavior. There are certain other Cells namely Women Cell and Sexual Harassment Cell to address women related grievances, if any, from time to time. Women Cell celebrates International Women's Day every year by addressing women related issues. It also organizes certain awareness programmes in order to sensitize the students. Counseling programmes for women safety and security are organized by the respective cells at a regular basis. Besides counseling is done in and out of the class by the faculties.

Besides there is an incinerator provided to girl students where students can easily get sanitary napkin and dispose facility is also available in the machine itself .

File Description	Documents
Annual gender sensitization action plan	Nil
Specific facilities provided for women in terms of: a. Safety and security b. Counseling c. Common Rooms d. Day care center for young children e. Any other relevant information	https://drive.google.com/file/d/1P08wL2PGyEq-89P04aW4PaT7FZv0gXrD/view?usp=sharing

7.1.2 - The Institution has facilities for alternate sources of energy and energy conservation measures Solar energy Biogas plant Wheeling to the Grid Sensor-based energy conservation Use of LED bulbs/ power efficient equipment

C. Any 2 of the above

File Description	Documents
Geo tagged Photographs	View File
Any other relevant information	No File Uploaded

7.1.3 - Describe the facilities in the Institution for the management of the following types of degradable and non-degradable waste (within 200 words) Solid waste management Liquid waste management Biomedical waste management E-waste management Waste recycling system Hazardous chemicals and radioactive waste management

The Institution has taken up various initiatives towards management of wastes of different types.

Solid Waste Management: For Solid waste management several initiatives have been taken. Dustbins are used to collect solid wastes scattered around the college & hostel campus. Such wastes are ultimately collected and disposed of in a separate area. Cleaning and emptying of garbage bins is being done on a regular basis. The NSS & NCC unit of the college assists at intervals in cleaning the college premises. These units have done many activities regarding the Swatch Bharat Mission, such as plantation programme, cleanliness drive in and of the campus, distribution of leaflets and putting hoardings in college to avoid the use of plastic. Cleanliness of the College is maintained inside and out on regular basis. One employee is recruited by the GB in contractual basis for purpose of maintaining cleanliness of the campus. Students are responsible enough to maintain the cleanliness inside and outside their classrooms.

Liquid Waste Management: The college provides access to safe sanitation system. Adequate drains and safety tanks are available for the proper management of liquid wastes.

Biomedical Waste Management: Since this is an Arts College , so there is no generation of biomedical waste in the campus.

E-Waste Management System: Nominal procedure is applied to dispose of E-wastes.

Hazardous Chemical and Radioactive Waste Management: Since the Institution has only Arts stream, not much hazardous chemicals and radioactive wastes are generated. The little amount so generated might be from batteries which are immediately taken care of by replacement.

File Description	Documents
Relevant documents like agreements/MoUs with Government and other approved agencies	No File Uploaded
Geo tagged photographs of the facilities	https://drive.google.com/file/d/1PZc_BgDEg1gVp9pkv5L_LHqXNKJ9GNg5/view?usp=sharing
Any other relevant information	No File Uploaded

7.1.4 - Water conservation facilities available in the Institution: Rain water harvesting Bore well /Open well recharge Construction of tanks and bunds Waste water recycling Maintenance of water bodies and distribution system in the campus

C. Any 2 of the above

File Description	Documents
Geo tagged photographs / videos of the facilities	View File
Any other relevant information	No File Uploaded

7.1.5 - Green campus initiatives include

7.1.5.1 - The institutional initiatives for greening the campus are as follows:

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

B. Any 3 of the above

File Description	Documents
Geo tagged photos / videos of the facilities	View File
Any other relevant documents	No File Uploaded

7.1.6 - Quality audits on environment and energy are regularly undertaken by the institution

7.1.6.1 - The institutional environment and energy initiatives are confirmed through the

E. None of the above

**following 1.Green audit 2. Energy audit
3.Environment audit 4.Clean and green
campus recognitions/awards 5. Beyond the
campus environmental promotional activities**

File Description	Documents
Reports on environment and energy audits submitted by the auditing agency	No File Uploaded
Certification by the auditing agency	No File Uploaded
Certificates of the awards received	No File Uploaded
Any other relevant information	No File Uploaded

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

D. Any 1 of the above

File Description	Documents
Geo tagged photographs / videos of the facilities	View File
Policy documents and information brochures on the support to be provided	No File Uploaded
Details of the Software procured for providing the assistance	No File Uploaded
Any other relevant information	No File Uploaded

7.1.8 - Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and other diversities (within 200 words).

Ledo is a place known for its vivid culture. People belonging to different cultural background reside together in communal harmony. Since the inception of the institution our college has given focus on the promotion of inter-cultural harmony, respect and unity among diversity by imparting knowledge and responsibility. The institution takes various initiatives in providing an inclusive environment for tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and other diversities among students and nearby areas.

These initiatives are-

1. Celebration of Republic day & Independence Day.
2. Celebration of Teachers' day by the students.
3. Conduction of College week by Student's Union & College Authority to promote sports, cultural and literary activities among students.
4. Celebration of World Environment by planting trees, organizing various competitions etc.
5. Celebration of International Women's day which is organized by the Women Cell of the institution.
6. Helping the nearby residents by providing free mask, sanitizers, soaps and food items in collaboration with Teacher's Unit and NSS Unit.
7. Participation in Swachata Pakkwada, organized by NSS Unit.
8. International day of Yoga was celebrated on online platform.
9. Observation of Mother Tongue day for the promotion and awareness among students towards language and cultural diversity.

Along with these various other programmes are organized every year in order to provide tolerance and harmony towards cultural, regional, linguistic, communal, socioeconomic and other diversities. But due to the nation-wide lockdown certain programmes were not conducted

File Description	Documents
Supporting documents on the information provided (as reflected in the administrative and academic activities of the Institution)	View File
Any other relevant information	No File Uploaded

7.1.9 - Sensitization of students and employees of the Institution to the constitutional obligations: values, rights, duties and responsibilities of citizens

The College follows the set rules which are framed on the basis of the basic values of the Constitution. This includes sovereignty, socialism, secularism, democracy, justice, equality, fraternity, human dignity, and unity and integrity. Gender equality amongst the employees has been promoted. Equality of status and religious tolerance has been strictly encouraged. Students and employees actively participate in encouraging humanitarian behaviour and attitudes towards their fellow being. College organizes various programmes to sensitize the students regarding the moral values, and to bring everyone together, and promote unity. The Annual College Week is indeed a medium to bring all the students together. Students are sensitized regarding Voting Rights and to know about it practically, the College Union Body Election is held yearly. The College Union Body Election, helps to encourage the concept of equality amongst every students irrespective of their age and the class to which they belong, as every student after qualifying a certain criteria, is permitted to contest the election. Dignity of labour is being promoted, for the students to choose on the basis of their capability and qualification.

Some of the programmes organized by the College for sensitization of students and employees towards constitutional obligations such as values, rights, duties and responsibilities of citizens are:

1. Celebration of Republic day & Independence Day in every year.
2. Celebration of Gandhi Jayanti.
3. Celebration of Teacher's Day by the students every year.
4. Observation of the birth & death anniversary of Dr. Bhupen

Hazarika.

5. World Environment day is celebrated in every year by planting sapling, organizing various competitions etc.

6. Celebration of International day of Yoga Day.

7. Observation of National Voters Day

8. Observation of Matribhasha Divas.

10. Distribution of Handbook on the code of conduct, duties & responsibilities of Teachers, employees and Students.

File Description	Documents
Details of activities that inculcate values; necessary to render students in to responsible citizens	View File
Any other relevant information	No File Uploaded

7.1.10 - The Institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic programmes in this regard. The Code of Conduct is displayed on the website There is a committee to monitor adherence to the Code of Conduct Institution organizes professional ethics programmes for students, teachers, administrators and other staff 4. Annual awareness programmes on Code of Conduct are organized

B. Any 3 of the above

File Description	Documents
Code of ethics policy document	View File
Details of the monitoring committee composition and minutes of the committee meeting, number of programmes organized, reports on the various programs etc., in support of the claims	View File
Any other relevant information	View File

7.1.11 - Institution celebrates / organizes national and international commemorative days, events and festivals

Ledo College celebrates and organizes various national and international commemorative days, events and festivals in the memory of eminent personality to create communal harmony among the students every year. The college celebrates Republic Day and Independence Day every year. The Students Union celebrates Teachers Day in memory of Dr. S. Radhakrishnan every year. Besides, Gandhi Jayanti, Silpi Divas (death anniversary of Jyoti Prasad Agarwalla), Rabha Divas (death anniversary of Bishnu Prasad Rabha), Birth & Death anniversary of Bharat Ratna Dr. Bhupen Hazarika is also organized by college. The college also celebrates International Women's day, World Environment Day, International day of Yoga, and NSS day with the help of teacher and Students. The college remembers the contribution of eminent personalities to nation building and understand the importance of environment, Yoga, issues of women etc.

But due to the pandemic situation this year the institution could only celebrate the following programmes :

1. Republic Day
2. Netaji's birthday
3. Saraswati Puja
4. Matrivasha Divas
5. Rabha Divas
6. Independence Day
7. Death Anniversary of Sankardev
8. Birth Anniversary of Dr. Bhupen Hazarika
9. Birth Anniversary of Sankardev
10. Death Anniversary of Dr. Bhupen Hazarika
11. Gandhi Jayanti
12. International Human Rights Day

13. International Women's Day

File Description	Documents
Annual report of the celebrations and commemorative events for the last (During the year)	No File Uploaded
Geo tagged photographs of some of the events	No File Uploaded
Any other relevant information	View File

7.2 - Best Practices

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

As a college locating at remote and rural area, Ledo college has a few scope to have best practices. The college always tries to show its peculiar identity and attraction for public through best practices. It also tries to create more interest among the learners so that they always feel eager to get admitted in the college for study and experience.

The two best practices implemented at Ledo College are:

(i) Plastic free campus and

(ii) Protector and Promoter of local ethnic culture.

1. Plastic free campus: Ledo College never allows plastic within the campus as use of plastic is not only dangerous for health but also for environment. Therefore, the institution strictly avoids plastic such as plastic bottles of water, plastic plates, glasses, polythene packets etc. The college tries to send a message to the society that we should avoid plastic as much as possible to protect our ecological balance, health and environment. No person is allowed to use plastic within the campus. If any outsider brings plastic water bottle or packets at any program he or she is let to know about the plastic free campus and requested not to use it and college provides alternate elements to the guest to fulfill his or her demands. E.g.,

instead of allowing the person to use plastic Water bottle, (s)he is provided with water in another container.

2. Protector and Promoter of local ethnic culture: Ledo College is located in a place which has a geographical peculiar values because of many reasons. It is famous for Ledo- Stilwell Road connecting Myanmar and China. Ledo is also considered as 'Mini India' as people from different parts of India came and live here. The most importantly, Ledo is famous for its cultural diversity. Many local ethnic groups such as Tai-Phake, Tai- Khamyang, Tai-Khamti, Singpho etc live in nearby areas of Ledo. Some of their language, culture are on the verge of extinction or vulnerable. Though they have own Rich culture, language, tradition etc., yet they couldn't keep it safe because of globalisation and colonization. Having been known to this condition, Ledo College has decided to protect these ethnic groups as much as possible. In almost all programs of the college, different ethnic groups are invited to show their culture such as drama, dance, song etc. so that they get a platform to show their culture in front of other people. Many students of Ledo College, who are from these vulnerable ethnic groups, are also encouraged to lead their culture for protection and promotion. The college is now thinking to set up an archived Centre for the protection and promotion of these ethnic groups and their culture in near future.

File Description	Documents
Best practices in the Institutional web site	No File Uploaded
Any other relevant information	No File Uploaded

7.3 - Institutional Distinctiveness

7.3.1 - Portray the performance of the Institution in one area distinctive to its priority and thrust within 200 words

From the date of establishment of this institution, it has been working actively to promote the feeling of welfare and inter-relationship among the diverse people of this locality. Moreover, it also has been serving students coming from Arunachal Pradesh, the message of unity has also been spread outside the regional boundaries. As one of the vision of the college is to create a healthy and educational environment and focus is given much on

the promotion of inter-ethnic and inter-cultural harmony among the local people of cultural diversity, by imparting the knowledge and responsibility of such bonding to the students belonging to diverse cultures.

Majority of the students hail from the remote, rural villages and tea garden areas of the neighborhood. The college visits the villages from time to time in order to motivate the families for educating their children so that they can pursue higher education. Even students from economically backward section who are not meritorious are provided an opportunity to get admitted into this Institution. They are given admission and equal treatment to experience the facilities available in the Institution. The students admitted with minimal marks complete their graduation with higher percentage than their previous exams. Faculties use bilingual mode of interaction and explanation, for the benefit of the students, as majority of them are from vernacular medium. College conducts various activities to ensure student centric learning environment. Field trips are conducted to introduce the students to the outer world and provide exposure

Some of the distinctive qualities of the Institution are:

1. There is a friendly relationship between teachers and students of the college.
2. There is a good Co-ordination and Co-operation among the teaching, non-teaching staff and the administrative body.
3. The College is situated in rural area near the Assam-Arunachal Pradesh bordering area. It is located near the historical old airstrip of Ledo, reminiscent of the World War II.
4. Students from various ethnic groups and communities attend the college. There is a unique bond among the students belonging to different communities. Teachers and students from multi-cultural and multi-lingual background attend the college.
5. The college has adopted one nearby village, namely Moulang Gaon. Many awareness and cultural programmes by the college have been performed in the village.
6. The environment of the college is conducive and knowledge oriented.
7. The college is known as a cashless campus since 2014. All the financial transactions of the college, including all types of fees payable by the students are done digitally, for the convenience of all.

8. Students take a lead role in the functions and activities of the college, such as Saraswati Puja, Annual Sports Week, College Students Union Election, College magazine preparation and so on. The members of Students' Union of the college act in a very sincere way in all the activities of the college.
9. The college has been enlisted among the colleges in the list of NIRF. It has also been participating successfully in the AISHE programme.
10. The college holds continual evaluation of students through tests, re- tests apart from mandatory examinations.
11. The administrative system of the college is very transparent and flawless.

The Institution not only promotes education but also tries to motivate the students for their all round development.

File Description	Documents
Appropriate web in the Institutional website	No File Uploaded
Any other relevant information	No File Uploaded

7.3.2 - Plan of action for the next academic year

The College aims at all round development of the students. Accepting the innumerable challenges, it has been able to meet the expectation of the people of the locality, by uplifting its students and promoting education in this rural locality. Keeping in view the various changes introduced in the realm of Higher education, the institution has been trying to develop its infrastructure and other related conditions. But due to lack of fund the college has not achieve this growth till date. The 1st cycle of accreditation under NAAC, has helped much in making us aware of putting into use our assets in a better way, along with the potential developments that can be made in the days to come.

The Institution aims to introduce certain future plans for the next academic year.

Some of them are as follows:

1. Plan for Green audit.
2. Energy audit.
3. Proper plan to reduce/restrict the entry of automobiles inside the college campus.
4. Plant more trees.
5. Increase the amount of beyond the campus environmental activities.
6. Providing More facilities for Divyagan.