



SELF STUDY REPORT

FOR

2nd CYCLE OF ACCREDITATION

LALIT CHANDRA BHARALI COLLEGE

LALIT CHANDRA BHARALI COLLEGE

781011

www.lcbcollege.co.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

(Draft)

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Lalit Chandra Bharali (LCB) College is set in a natural green ambience in the foothills of the Nilachal hills and Adingiri Hills which provides an ideal environment for teaching and learning. The college was established on the 9th of August 1971. The establishment of the college was driven by a holistic approach towards higher education to the marginal student community who could not access the central/city colleges for various reasons. It was also an educational outreach for the students who lived beyond the city limits and the entire Northeast. At the initial stage it catered mostly to undergraduate working men and women. Initially, it was a night college which was operated from the premises of Maligaon Railway Higher Secondary School by a group of teachers. At the initiative of the neighbourhood community and the generous donation made by the family of Lalit Chandra Bharali that facilitated the purchase of its own land in 1972 and from the next year the college functioned for the first time from its own premises. This co-educational college is registered by UGC under sections 2f and 12B of the UGC Act since June, 1994. It was brought under the deficit grant- in- aid system in 1983. The Governing Body constitutes the primary management system of the college.

The college currently comprises of programmes in Arts and Science streams including the self-financing programmes BCA, BSc (IT) and PGDCA. Since the last two decades, the college has notched up its credibility as it attracts some of the best students from the entire northeast region for its non-traditional subjects at the UG level.

In the first cycle of assessment of the college by NAAC the college was accredited with B grade in 2004. The recommendations of the Peer team of the last assessment have been met to a large extent. As suggested by them there has been a horizontal and vertical expansion of the physical infrastructure. The Library has been physically expanded and automated. A girls' hostel has also been added to the campus. And various academic and physical infrastructure has been added. The teachers, staff, guardians and students all function with the inherent motto of the college to lead us from darkness to light.

Vision

The motto of the college- 'TamaxuMaaJyotirgomoi' (From ignorance to knowledge) -guides the vision of the college by striving to transform it into a centre of excellence and by foregrounding knowledge as empowerment and an instrument for inculcating social responsibility, positive citizenry, leadership qualities for nation building.

Mission

L.C.B College is committed to equip students with knowledge to negotiate the future course of their lives and mould positive and strong personalities. To this end the mission is:

- To make quality education available to all section of society especially to students of peripheral areas to students of peripheral areas.
- To develop as a centre of alternative career oriented courses in Arts, Science & Technology.

- To cultivate excellence by identifying and moulding some of the best minds.
- To equip students with skills and life values to face the challenges of life and thereby to contribute towards Nation-Building
- To instill a sense of environmental responsibility among the learners.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- The non-traditional programmes in subjects, viz. Computer Science and Electronics in the science stream, introduced for the first time in Assam and the self-financing programs of BCA and BSc (IT) are promising to the college. Success of these programmes is due to its experienced faculty and state-of-the art labs, impressive placement of its alumni in universities and corporate houses both in India and abroad.
- The governing body members who are eminent academicians and administrators who take keen interest to the well-being of the institution and majority of the faculty members are qualified with Ph.D. degree.
- Easy accessibility from the bus/train stations attracts students from the outskirts of the city.
- The College has tried to boost the infrastructure of the college including ICT facilities and wi-fi that has immensely contributed to the academic environment of the college
- Community outreach and extension activities by inculcating social responsibility among the students and equipping them with skills and life values to face the challenges of life thereby contributing towards nation-building.
- The Career Guidance and Placement Cell facilitates counselling and placement opportunities.
- The Ratneshwar Borooh Memorial Award, Prof. Basanta Borooh Memorial Award, the Book Bank facility and the Poor Aid Fund to economically weaker students encourage students in their endeavors.
- Well placed alumni who are connected to the institution.

The governing body members who are eminent academicians and administrators who take keen interest to the well-being of the institution and majority of the faculty members are qualified with Ph.D. degree.

- The college premise houses a girls' hostel that ensures safety to the inmates.

Institutional Weakness

Limited physical space is a major limitation of the college. This has hindered the construction of an indoor stadium, recreational hall and has also limited the expansion of classrooms, laboratories, seminar rooms and library reading rooms. The college has to use rented space/grounds to host the annual outdoor sports, cultural programs and other programs at its own cost .

- Though skill oriented professional courses are the need of the hour, inadequate funds have forestalled the

opening of more professional courses.

- Lack of sufficient permanent teaching and non-teaching staff continues to increase the workload and administrative responsibilities of the regular faculty.
- The stagnation in permanent appointments has affected the dynamics of the departments and the professional growth of the discipline.
- Some of the departments have single sanctioned post that hinders the academics of the institution and possible upliftment.
- Lack of laboratory demonstrators in most departments are another limitation in the academic front. • No direct access from the main road and an unmanned railway crossing creates inconvenience and bottlenecks in mobility
- As a peripheral college and as a college of recent origin as compared to the other city colleges and despite the achievements of various departments the college still attracts mostly the average students
- Lack of boys' hostel is a hindrance for attracting students from outside the city.

As the first college to offer Computer Science and Electronics the college aspires to open short term skill-oriented courses in those two departments and also the self-financing courses.

Institutional Opportunity

As the first college to offer Computer Science and Electronics the college aspires to open short term skill-oriented courses in those two departments and also the self-financing courses.

- The addition of the new block which is under construction would facilitate opening of post graduate and vocational/skill-oriented courses in some of the subjects.
- The girls' hostel which has a capacity of accommodating 40 (forty) boarders attracts girlstudents from all over Assam
- With qualified teachers and varied departments there is scope and plans for interdisciplinary add on courses and research work.
- Faculties are engaged in organizations like ICHR, Northeast Historical Research Association (NEHA), Indian Art History Congress, Itihash Sankalan Samittee etc.
- Students from entire northeastern states come to the institution opting for varied programs • Well placed and highly qualified alumni of the institution are engaged in programs of career counselling, motivational and discipline specific activities and there lies wide opportunities in the context.
- The college despite having a small campus, tries to provide all the basic facilities for uplifting the academics that promises for better scope future

- The NCC and NSS units of the college are very active and have hosted many programs for betterment of the students and nation building
- The college is a co-educational institution which has always tried to encourage inclusiveness across gender, language, economic diversities, etc.

Institutional Challenge

As most of the colleges have opened career-oriented programmes of Computer Science and Electronics, the parameters of excellence have been raised.

- Most of the department's function with inadequate teaching staff which pose challenges in academic sphere
- The introduction of CBCS promises to contemporize education with changing pedagogies but the restricted size of sanctioned teachers will hamper to fulfil the objectives of CBCS curriculum.
- Unavailability of playgrounds, indoor stadium facilities, auditorium poses great challenge to manage the co-curricular activities
- Managing funds for academics, co-curricular academics and extension activities is a challenge to the institution with requirement to appoint full time non-sanctioned and part time faculties and non-permanent office staff
- The placement cell of the college has initiated no. of steps to facilitate student's placement but this could be done in favour of few disciplines only
- The institution has not yet succeeded in making sufficient MoUs with relevant institutions for the greater benefit of the students
- Most students belong to BPL and low middle income groups for which they cannot afford to register for professional courses requiring fees for registration
- As the college has always attracted students from the city outskirts the pandemic situation in last two years has led to a decrease in the enrolment, mostly due to less mobility from rural areas to the city

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

LCB College is affiliated to the Gauhati University and as such follows the syllabus of the University.

However, the college tries to innovate ways and means for an effective curriculum delivery within the established academic structures being committed to providing holistic development for its students.

Academic processes in LCB College are streamlined, with timetables, workloads and other administrative tasks prepared well in advance of teaching sessions through the course management and learning outcome delivery mechanisms.

The intellectual teaching body of LCB College is supported by relevant ICT infrastructure and usage.

The college enjoys technologically enabled and inclusive infrastructure including a well-equipped library.

Our teachers regularly update their disciplinary knowledge through active involvement in faculty development programmes, curriculum reviews, evaluation, and a few of our faculty members are engaged in the curriculum design and modification in the capacity of members of the Committee of Courses and Studies (Board of Studies) of the University and are most of them are engaged in the evaluation processes.

The structure feedback system gives transparency and accountability to the academic process.

Feedback is taken on forms available on website, the data is compiled, analysed and shared with the concerned for prompt action.

Channels for communication with different stakeholders are maintained by responding to diverse needs.

Through feedback of the teachers and students on design and review of syllabus, inferences are gleaned and have also been forwarded to the University for consideration.

To enrich the level of learning beyond curriculum, guest lecture, seminar, workshops etc. are organized by different departments.

Taking into account the dynamics of the employment market and challenges the institution is initiating, the process of introducing certificate and diploma courses.

Teaching-learning and Evaluation

LCB College is committed to the holistic intellectual and social development of its students. Accordingly, we strive to continuously monitor and improve upon our pedagogic methods.

All academic processes including admission to the college is transparent and with ease of availability of information on our website. The admission to the various programmes of the college is executed through a transparent, well-administered mechanism. It ensures equity and wide access to students hailing across different socio-economic, cultural and educational backgrounds. Government reservation is strictly adhered to for reservation of seats to the various categories.

To deal with the diverse needs of students, student- centered pedagogies are adopted and teachers innovate various modes of teaching with well blended ICT use.

The course management and learning outcome delivery practice is adopted to strive for the academic benefit of students.

A continuous internal evaluation method is followed by the different departments in the form of assignments,

seminars, class test, sessional examinations and end semester examination. The evaluation processes are transparent and procedures are in place to deal with grievances pertaining to evaluation.

The college also has an effective mentor-mentee system for effective guidance and counseling to help them achieve their personalized goals.

Research, Innovations and Extension

The college certainly tries to sustain a research ambience in the college evident in the functioning of the Research Committee that encourages research activities of teachers.

Teachers' research publications in the form of journals, book, book chapters, edited volumes exists. Seminars/Webinars, Workshops and Faculty Development Programmes have been organized by the institute to sustain a research climate in the institute and learning enhancement. A series of webinars were conducted during the Covid-19 pandemic.

Knowledge acquisition must be infused with a holistic learning for developing broader perspectives and sensitivities towards larger social issues and civil responsibilities. The NSS, NCC, Extension Activity and Community Welfare Cell regularly organize outreach programmes in which teachers and students work in tandem.

Linkages with institutions have been established and MoUs executed with organisations and for internship, on-the-job training, project work, sharing of research facilities, faculty exchange and student exchange.

Infrastructure and Learning Resources

Due to physical space constraints there has been only a vertical expansion of the infrastructure of the college.

In keeping with the recommendations of the Peer team of the first cycle of accreditation, a four storey building was constructed and a new block has been added to commensurate with the needs of the college.

The college has devised mechanisms for optimal usage of existing facilities and a continuous and effective monitoring of the infrastructure.

The central library of the college is automated using SOUL 2.0 software developed by INFLIBNET Centre, Gandhinagar.

Other than Internet and Wi-Fi facilities the library is also equipped with e-books and e-journals.

Access to e-resources is available through NLIST under INFLIBNET.

An impressive collection of rare books and the religious scripture, "Naamghosha" by Mahapurush Sri Sri

Madhabdev in Manuscript form are the prized possessions of the Central Library.

The college library organizes user orientation/ awareness programme every year to generate awareness about the use of the library among the new students.

The college has executed AMC with competent agencies for maintenance of the infrastructure of the laboratories. The college campus is Wi-Fi enabled.

A good number of ICT enabled classroom provides additional inputs to the entire system.

The accounts of the college is maintained through automated system.

Student Support and Progression

The college ensures support to the students in pursuing learning without hindrances for future progression.

There is the Poor Aid Fund facility available for economically disadvantaged students.

Students are also benefitted by government scholarships and freeships.

Welfare schemes in the form of capacity enhancement programmes are held regularly in the interests of the students.

The Career Guidance & Placement Cell organizes workshops, personality development programmes and training in Entrepreneurship besides arranging on and off campus interviews for the students.

Students' grievances in every aspect like academics, personal problems and the like are addressed by the appropriate Cells/Committees.

There is a continuous effort to infuse a critical and creative spirit among the student fraternity. Students are encouraged to showcase their talents in the college magazines, wall magazines, departmental journals and the like.

Apart from academics, the student community is given orientation in skill development programmes like entrepreneurship, extra-curricular and extension activities, participation in youth festivals, games and sports.

There is a Students' Union to which student representatives are elected in compliance with duly established processes and norms. Student representatives are also nominated as members of the IQAC.

Student progression from under graduate to post graduates and doctorates is very encouraging. Our alumni are on the faculty of GU, in Assam Don Bosco University, Dibrugarh University and the like. There is an alumni association and the members meet at least once a year. Interactive sessions are also held with the present students to discuss various avenues and prospects open to them.

Governance, Leadership and Management

The vision of the college encapsulates excellence by foregrounding knowledge as empowerment. Hence the mission consists in providing value education to equip students with the required skills and life values to face the challenges of the world simultaneously inculcating qualities of good citizenship.

It is in the domain of infrastructure that the success of the institutional strategic plan is evident.

Incremental physical improvements have contributed immensely to the academic environment of the institution and is visible in the addition of the new Block C.

The management strives to keep up with the times by advocating the implementation of e-governance tools to facilitate administrative work and ease of access to information.

LCB College implements several policies that support the welfare of the teaching and non-teaching staff. The professional development of the staff is also kept in mind as evident in the numerous professional and administrative enhancement programmes organized by the college.

Financial audits are carried out regularly and strategies for financial resource mobilization are in place.

The IQAC has been instrumental in ensuring quality benchmarks in teaching learning processes. The Cell meets regularly to discuss action plans for good practices, translation of ideas, planning and implementation.

Institutional Values and Best Practices

LCB College recognises the need for conservation and protection of the environment and the role of an HEI in the context. Accordingly, the college has initiated several practices to this end.

The College aims to build an environmentally sustainable campus that is plastic free, produces minimal waste, conserves energy, protects biodiversity and practices self-sustainability in areas of power and cleanliness with solar panel installation and rainwater harvesting, reduce use of plastic, greening of the campus by planting and nurturing plants.

To respond to the needs of differently abled persons, the campus is fitted with ramps, one disabled-friendly washrooms and provision of human assistance.

The college has adopted inclusionary practices at multiple levels like celebrating cultural, regional, linguistic, socioeconomic diversities through various events.

Students are made aware of their Fundamental Rights and Duties through various programmes organised by Departments and Committees.

The college has set a conduct for students, teaching and administration to promote the core values of the college.

Our best practices are based on our vision of striving for academic excellence and inculcating in our students social and environmental responsibility.

The institutional distinctiveness has been to be able to effectively cater to the needs of the student community who choose our institution.

The Women Cell plays a critical role in fostering gender sensitivity. The college has effective arrangements for the safety and security of women and at the same time to ensure their well-being.

NAAC

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	LALIT CHANDRA BHARALI COLLEGE
Address	Lalit Chandra Bharali College
City	Guwahati/Kamrup Metro
State	Assam
Pin	781011
Website	www.lbccollege.co.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	Amarendra Kalita	0361-2950040	6913326975	-	lbccollege.csc@gmail.com
IQAC / CIQA coordinator	Jublee Goswami	-	8011779511	-	drjublee@gmail.com

Status of the Institution	
Institution Status	Government

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details	
Date of establishment of the college	09-08-1971

University to which the college is affiliated/ or which governs the college (if it is a constituent college)

State	University name	Document
Assam	Gauhati University	View Document

Details of UGC recognition

Under Section	Date	View Document
2f of UGC	03-06-1994	View Document
12B of UGC	03-06-1994	View Document

Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)

Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
No contents				

Details of autonomy

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

Recognitions

Is the College recognized by UGC as a College with Potential for Excellence(CPE)?	No
Is the College recognized for its performance by any other governmental agency?	No

Location and Area of Campus

Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	Lalit Chandra Bharali College	Urban	1.86	7150.795

2.2 ACADEMIC INFORMATION

NAAC

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BA,Assamese	36	HS	Assamese	120	67
UG	BA,Assamese	36	HS	Assamese	750	136
UG	BA,Assamese	24	HS	Assamese	500	173
UG	BA,Bengali	24	HS	Bengali	105	34
UG	BA,Bengali	36	HS	Bengali	30	3
UG	BA,Bengali	36	HS	Bengali	105	32
UG	BSc,Computer Science	36	HS	English	150	108
UG	BSc,Computer Science	36	HS	English	150	52
UG	BA,English	36	HS	English	105	34
UG	BA,English	312	HS	English	250	119
UG	BSc,English	12	HS	English	200	58
UG	BA,Education	36	HS	English,Assamese	600	435
UG	BA,Education	36	HS	English,Assamese	90	35
UG	BA,Economics	36	HS	English,Assamese	105	33
UG	BA,Economics	36	HS	English,Assamese	300	69
UG	BSc,Electronics	36	HS	English	45	17
UG	BSc,Electronics	36	HS	English	90	21
UG	BA,History	36	HS	English,Assamese	300	111

UG	BA,History	36	HS	English,Assamese	105	27
UG	BA,Hindi	36	HS	Hindi	30	0
UG	BA,Hindi	36	HS	Hindi	105	25
UG	BSc,Mathematics	36	HS	English	300	110
UG	BA,Mathematics	36	HS	English	60	0
UG	BSc,Mathematics	36	HS	English	60	46
UG	BA,Mathematics	36	HS	English	300	0
UG	BA,Political Science	36	HS	English,Assamese	105	39
UG	BA,Political Science	36	HS	English,Assamese	600	239
UG	BSc,Physics	36	HS	English	300	37
UG	BA,Philosophy	36	HS	English,Assamese	300	61
UG	BA,Philosophy	36	HS	English,Assamese	30	0
UG	BA,Statistics	36	HS	English	300	3
UG	BA,Statistics	36	HS	English	60	0
UG	BSc,Statistics	36	HS	English	60	18
UG	BSc,Statistics	36	HS	English	300	82
UG	BSc,B S C I T	36	HS	English	90	46
UG	BCA,B C A	36	HS	English	90	69
PG Diploma recognised by statutory authority including university	PGDCA,P G D C A	12	HS	English	50	3

Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	0				4				31			
Recruited	0	0	0	0	0	4	0	4	5	17	0	22
Yet to Recruit	0				0				9			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				26			
Recruited	0	0	0	0	0	0	0	0	14	12	0	26
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				19
Recruited	9	3	0	12
Yet to Recruit				7
Sanctioned by the Management/Society or Other Authorized Bodies				6
Recruited	6	0	0	6
Yet to Recruit				0

Technical Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				4
Recruited	4	0	0	4
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				1
Recruited	1	0	0	1
Yet to Recruit				0

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	3	0	3	12	0	18
M.Phil.	0	0	0	0	2	0	2	9	0	13
PG	0	0	0	0	0	0	5	21	0	26

Temporary Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	2	2	0	4
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	5	4	0	9

Part Time Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	1	0	0	1
M.Phil.	0	0	0	0	0	0	1	0	0	1
PG	0	0	0	0	0	0	9	8	0	17

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

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	529	5	0	0	534
	Female	481	1	0	0	482
	Others	0	0	0	0	0
PG Diploma recognised by statutory authority including university	Male	0	0	0	0	0
	Female	3	0	0	0	3
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years						
Programme		Year 1	Year 2	Year 3	Year 4	
SC	Male	90	83	87	40	
	Female	50	69	97	69	
	Others	0	0	0	0	
ST	Male	63	60	43	39	
	Female	60	60	36	33	
	Others	0	0	0	0	
OBC	Male	220	228	163	123	
	Female	126	143	105	109	
	Others	0	0	0	0	
General	Male	520	537	481	374	
	Female	333	315	339	314	
	Others	0	0	0	0	
Others	Male	8	9	6	8	
	Female	4	7	2	3	
	Others	0	0	0	0	
Total		1474	1511	1359	1112	

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	Multidisciplinary and interdisciplinary curriculum proposed will give students freedom to choose their preferred options of study. LCB College is an affiliated college, affiliated to the Gauhati University and we do not design the curriculum. However, in speaking of the preparedness of the college in the given context we must cite the following. The college has always strived for a multidisciplinary approach in its academic as well as co-curricular activities. We have been offering multidisciplinary programs. Students are also encouraged to participate in various events like academic, curricular and co-curricular organized in or outside the campus. Also, the college is building its infrastructure towards this end despite its relatively small campus.
2. Academic bank of credits (ABC):	The college is an affiliated college and we are to act by the guidelines of our affiliating university and government norms in the given context of bank of credits upon initiation of the process. We have already trained our teachers and impressed upon our students the concept of the same. Our students are encouraged to take courses offered on SWAYAM portal. Besides in the preparedness of the college we have to cite out strong technical support that will be necessary to create a college database of credits of our students.
3. Skill development:	The college has been running several skill enhancements courses under the CBCS curriculum. The college has initiated a number of MOUs and has also organized a number of programs for skill upgradation of students. The college is communicating with various government and non-government agencies for skill-oriented training programs.
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	Indian Knowledge system will include knowledge from ancient India to modern India and clear sense of India's future aspiration with regard to education, health, environment and the like. The importance of discourse and teachings in Indian Knowledge system has always been known. Various departments have been organizing field trips to local heritage sites to raise awareness among students on indigenous culture and heritage. Workshops and lecture programs arranged on NEP has made our faculty and

	students aware in this context of pedagogy. This institution being affiliated to Gauhati University will follow the instructions/curriculum in the context.
5. Focus on Outcome based education (OBE):	We have well defined Program Outcomes (PO), Program Specific outcomes (PSO) and Course Outcomes (CO) on our website, course files of teachers and prominent places in the departments. Teachers and students are aware of the same. The attainment of the same are evaluated on the basis of results, progression of students to higher education, successful placements and clearing various competitive exams.
6. Distance education/online education:	The usage of ICT in teaching has already been increasing and the pandemic situation has enhanced the rate in the context. In preparedness for NEP in distance and online education we may cite the following things. Our teachers have already participated in various workshops and FDP on MOOCs, LMS and the like. Some of our faculties have successfully completed online refresher courses and FDP. Our students are encouraged to take courses offered on SWAYAM. We have a coordinator (a faculty member) appointed as SWAYAM coordinator for dissemination of know-how of online programs on SWAYAM.

Extended Profile

1 Program

1.1

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

2020-21	2019-20	2018-19	2017-18	2016-17
478	484	534	534	534
File Description		Document		
Institutional data in prescribed format		View Document		

1.2

Number of programs offered year-wise for last five years

2020-21	2019-20	2018-19	2017-18	2016-17
37	37	38	39	39

2 Students

2.1

Number of students year-wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
1019	1112	1359	1511	1474
File Description		Document		
Institutional data in prescribed format		View Document		

2.2

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

2020-21	2019-20	2018-19	2017-18	2016-17
623	645	664	689	694

File Description	Document
Institutional data in prescribed format	View Document

2.3

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

2020-21	2019-20	2018-19	2017-18	2016-17
165	133	198	224	217

File Description	Document
Institutional data in prescribed format	View Document
Institutional data in prescribed format	View Document

3 Teachers

3.1

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

2020-21	2019-20	2018-19	2017-18	2016-17
34	35	38	39	40

File Description	Document
Institutional data in prescribed format	View Document

3.2

Number of sanctioned posts year-wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
35	35	35	35	35

File Description	Document
Institutional data in prescribed format	View Document

4 Institution

4.1

Total number of classrooms and seminar halls

Response: 36

4.2

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

2020-21	2019-20	2018-19	2017-18	2016-17
23315319	23912248	20458612	28432734.77	12441496.86

4.3

Number of Computers

Response: 141

4.4

Total number of computers in the campus for academic purpose

Response: 106

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

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

Response:

Lalit Chandra Bharali College being affiliated to Gauhati University adheres to the curriculum prescribed by it. As an institution committed to providing holistic development for its students, it follows diverse steps to ensure effective delivery of the curriculum. Apart from the execution of the prescribed academic curriculum, the institution initiates proactive steps to supplement the curriculum.

Mediums of effective curriculum delivery

- In order to sustain the teacher-student ratio, contractual teachers are engaged wherever there are vacancies or shortages.
- The teachers are encouraged to participate in Seminars, Workshops and Faculty Development Programmes and the like for knowledge enhancement.
- Many teachers are also members of various bodies of the University contributing to curriculum development, reviews.
- Our teachers are actively involved in the process of question paper setting, assessment and evaluation of the University.
- Academic committee and teacher in charges of classes facilitates academic matters.

Streamlining of academic processes before the commencement of the academic session

- Before the beginning of the academic session the institutional academic calendar and the master time table are drawn up.
- The departments also schedule their academic and extracurricular activities for the session. The departmental academic calendar is framed upon the University and institutional academic calendars.
- The course distribution is worked out in advance by the departments.
- The course management and learning outcome delivery mechanism of the institution facilitates the curriculum delivery.
- One component of the course management and learning outcome delivery mechanism is the course files prepared by the teachers well in advance of the session. It contain diverse components for effective teaching learning and evaluation.
- An Orientation Programme is held for the new students on the working structure and academics at the initiation of the session.

Components of effective curriculum delivery

- Different modes of teaching like experiential learning, participative learning, etc. are blended to achieve the course outcomes. These are contained in the teaching plan and are part of the course files of teachers.
- Lectures by eminent speakers, knowledge experts are arranged to contribute to the cumulative learning experience.
- The institution has initiated the process of designing add-on courses for enhanced learning.
- The mechanism of mentorship exists to address the inadequacies felt by the students.
- Also the teachers design strategies to identify slow learners and ways to tackle with the diverse learning abilities of students as evident from the course management and learning outcome delivery mechanism.
- The Central Library is well equipped to facilitate effective learning. It is mandatory for the fresh students to attend an Orientation programme on the productive use of the library.
- The physical infrastructure is upgraded regularly.

Appraisal of the effectiveness of the curriculum

- The tangible effectiveness of the curriculum is reflected in the periodic assessments like responses in the classrooms, class tests and presentations, end semester evaluations. The apparent inadequacies in whatever domains, as felt by the students are addressed by appropriate remedial undertakings.
- The end semester results are analysed for requisite action plans at the departmental level.

A robust mechanism of feedback from all the stakeholders exists for instituting appropriate reforms.

File Description	Document
Upload Additional information	View Document

1.1.2 The institution adheres to the academic calendar including for the conduct of CIE

Response:

Lalit Chandra Bharali College being affiliated to Gauhati University adheres to the academic Calendar issued by the University at the beginning of the academic year. Within the same framework, the college academic calendar is also prepared and it is uploaded on the college website. The calendar spells out the schedule of probable class days, tentative dates of internal and external examinations, important events or days that are traditionally commemorated, different functions/activities of the college like college foundation day, annual college week, freshmen social and the tentative activities planned by the different cells or committees.

The departmental academic calendars are prepared by the respective departments within the framework of the University and institutional academic calendars wherein the departmental activities and related events are scheduled. The departmental calendars include the timeline for all the assorted activities of the department. Curriculum based project work, field work including presentation and assessments and

schedules for supplementary programs are incorporated in the academic calendar.

The departmental calendar complements the course management and learning outcome delivery practice of the teachers. It is part of the course files of teachers that is a component of the course management and learning outcome delivery mechanism. This practise has been institutionalised by the IQAC after periodic reviews of course files. This is for ready reference of teachers in their teaching and evaluation strategies.

A formative approach to internal evaluation is followed including class test, quizzes, assignment, seminars, etc. as contained in the teaching plan as present in the course files. This is evident from the course management and learning outcome delivery mechanism. These are course specific and are scheduled and designed well in advance of the session.

Project works are notified well ahead for the benefit of the students. Each department having project work briefs students about the assigned work and guide them continuously. Some departments resort to methods paper presentation based on their project. Field trip are scheduled in the University academic calendar as well as the institutional academic calendar.

For continuous Internal Evaluation a summative approach also mandatorily exists. This includes end semester examinations, mandatory internal/sessional examinations, seminars, group discussions etc. The tentative schedules are drawn up by the departments which are present in their course files and departmental academic calendars. The departments schedule internal internal/ sessional examination of the Honours programs themselves but in tune with the institutional academic calendar. The internal/ sessional examination other than honours programs are conducted by a central internal examination committee appointed for the purpose. This is also as scheduled in the institutional academic calendar.

File Description	Document
Upload Additional information	View Document

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 last five years

- 1. Academic council/BoS of Affiliating university**
- 2. Setting of question papers for UG/PG programs**
- 3. Design and Development of Curriculum for Add on/ certificate/ Diploma Courses**
- 4. Assessment /evaluation process of the affiliating University**

Response: A. All of the above

File Description	Document
Institutional data in prescribed format	View Document
Details of participation of teachers in various bodies/activities provided as a response to the metric	View Document

1.2 Academic Flexibility

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

Response: 97.3

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

Response: 36

File Description	Document
Minutes of relevant Academic Council/ BOS meetings	View Document
Institutional data in prescribed format	View Document
Any additional information	View Document

1.2.2 Number of Add on /Certificate programs offered during the last five years

Response: 10

1.2.2.1 How many Add on /Certificate programs are offered within the last 5 years.

2020-21	2019-20	2018-19	2017-18	2016-17
04	03	03	00	00

File Description	Document
Institutional data in prescribed format	View Document
Brochure or any other document relating to Add on /Certificate programs	View Document
Any additional information	View Document

1.2.3 Average percentage of students enrolled in Certificate/ Add-on programs as against the total number of students during the last five years

Response: 1.01

1.2.3.1 Number of students enrolled in subject related Certificate or Add-on programs year wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
40	07	07	00	00

File Description	Document
Details of the students enrolled in Subjects related to certificate/Add-on programs	View Document

1.3 Curriculum Enrichment

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

Response:

The domain of curriculum design and modification is with the affiliating University. The courses of Gauhati University curricula integrate a host of contemporary topics through Honours Program, Regular courses, Generic Electives, Skill Enhancement Courses and Ability Enhancement Compulsory Courses offered across departments, to help students critically examine issues related to environmental consciousness, gender sensitisation, human values and professional ethics.

In the broad domain of courses taught in the institution the specific courses that deal with each of these issues namely environmental consciousness, gender sensitisation, human values and professional ethics are highlighted in the supporting document complementing this response. However, in a bird's eye view the following may be cited.

Environmental Consciousness: The ability enhancement course in the second semester is a compulsory paper on environmental science that focuses on raising Environmental Consciousness. Environmental education has always been a compulsory course taught as per norms. Besides in the humanities different courses are offered across programs in the context.

Gender Sensitisation: Different programs in the humanities have courses focussing on this front. It includes topics on feminist awareness of women's lives, gender development index, literary representation on issues of gender and the like.

Human Values: The language departments have many programs with different nature of humans, the insights to human values. History department programs include valuable representation of human values.

Professional Ethics: every program has courses that contain discipline specific ethical considerations. However, to highlight in this stream there are topics like information security and cyber laws, professional ethics, ethics related to exploitation of resources and the like.

The courses that deal with the above issues are specified in the accompanying document.

The efforts to this end do not lie only on the effective teachings of the curriculum interated issues alone.

The institution tries to supplement the curriculum with other curricular and other activities. At the departmental and institutional level, different activities are organized to supplement the curriculum so as to orient the students in the above paradigms of knowledge.

- Innovative ideas are occasionally designed by teachers like topics of wall magazines write-up, field trips, project work and the like to highlight such issues.
- Women cell of the college addresses the issues relating to gender and plays a very significant role in gender sensitization and initiate various activities in the context.
- As far as environment and sustainability are concerned the institution takes all possible steps to raise environmental awareness.
- The Extension Education & Community Welfare Cell, the Science Forum and the NSS of LCB College are engaged in various community outreach programmes, environmental awareness and responsibility services.
- Awareness programmes on an array of contemporary environmental issues are organized regularly.
- Constitutional and civic awareness programmes are organized.

Besides, respect and accountability in professional life are the part of the larger goal and philosophy of the College. The code of ethics upholds the same.

File Description	Document
Upload the list and description of courses which address the Professional Ethics, Gender, Human Values, Environment and Sustainability into the Curriculum.	View Document
Any additional information	View Document

1.3.2 Average percentage of courses that include experiential learning through project work/field work/internship during last five years

Response: 2.26

1.3.2.1 Number of courses that include experiential learning through project work/field work/internship year-wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
13	09	12	13	11

File Description	Document
Programme / Curriculum/ Syllabus of the courses	View Document
Institutional data in prescribed format	View Document

1.3.3 Percentage of students undertaking project work/field work/ internships (Data for the latest completed academic year)**Response:** 3.53**1.3.3.1 Number of students undertaking project work/field work / internships**

Response: 36

File Description	Document
Institutional data in prescribed format	View Document
Any additional information	View Document

1.4 Feedback System

1.4.1 Institution obtains feedback on the syllabus and its transaction at the institution from the following stakeholders 1) Students 2)Teachers 3)Employers 4)Alumni

Response: A. All of the above

File Description	Document
Any additional information (Upload)	View Document
Action taken report of the Institution on feedback report as stated in the minutes of the Governing Council, Syndicate, Board of Management (Upload)	View Document
URL for stakeholder feedback report	View Document

1.4.2 Feedback process of the Institution may be classified as follows: Options:

- 1. Feedback collected, analysed and action taken and feedback available on website**
- 2. Feedback collected, analysed and action has been taken**
- 3. Feedback collected and analysed**
- 4. Feedback collected**
- 5. Feedback not collected**

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

File Description	Document
Upload any additional information	View Document
URL for feedback report	View Document

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1 Average Enrolment percentage (Average of last five years)

Response: 79.78

2.1.1.1 Number of students admitted year-wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
1019	1112	1359	1511	1474

2.1.1.2 Number of sanctioned seats year wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
1520	1570	1620	1680	1690

File Description

Document

Institutional data in prescribed format

[View Document](#)

Any additional information

[View Document](#)

2.1.2 Average percentage of seats filled against reserved categories (SC, ST, OBC, Divyangjan, etc. as per applicable reservation policy) during the last five years (exclusive of supernumerary seats)

Response: 78.06

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

2020-21	2019-20	2018-19	2017-18	2016-17
363	424	539	659	621

File Description

Document

Institutional data in prescribed format

[View Document](#)

Any additional information

[View Document](#)

2.2 Catering to Student Diversity

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

Response:

The institution assesses the learning levels of the students and organizes special programmes for advanced learners and slow learners.

LCB College teachers have always experienced students with diverse learning capacities. Catering to this diversity requirement of students is accorded top most priority by every teacher.

Teachers have evolved specific mechanism to assess the learning levels of the students and cater to them.

Students are identified as per their learning abilities into slow and advanced learners per course and the various strategies to effectively deal with each category of learners are decided by the departments at the beginning of each session.

This is evident from the practice of course management and learning outcome delivery practice.

At the commencement of every academic session, students are oriented towards the programme and courses they have chosen.

Introductory sessions are arranged at departmental levels.

The institution strives to follow a student centric approach while imparting education. Students are encouraged to acquire the basic concepts.

The students are identified as advanced and slow learners. All teachers conduct test to identify the learning abilities of the students per course.

The process of identification is substantiated through classroom observation and from student's queries.

Special programmes for slow learners:

- Special need-based classes are arranged by the department to guide the slow learners separately.
- Additional reference books and notes are provided to such students by the respective teachers.
- Tutorial class is allotted by the departments in daily routine for slow learners of each semester.
- Responses of the students during class hours are closely monitored and as per requirement, guidance is provided to students at individual level.
- Mentors provide necessary guidance.

- Motivational programs are arranged for such learners.

Special programmes for advanced learners:

- Students are encouraged to participate in extracurricular, cultural and academic programmes for boosting their self-confidence and personality development.
- Incentives in the form of cash awards to the best graduates are provided by the institution.
- They can access books, reading material and reference materials from the departmental libraries. This helps the students to supplement their progress.
- Such students are mostly encouraged to do courses on Swayam portal.
- Advanced learners are given different kinds of responsible and representative tasks for fostering the value of team work and enhancing their leadership abilities.
- The advanced learners are encouraged for their responses inside the classroom, their level of queries and their interest are observed, and their performance in test and assignments etc. are frequently monitored.
- The potentialities of such learners are harnessed by the teacher by making them group leaders of collective assignments.
- They are also motivated to mentor slow learners so that a spirit of solidarity is built.
- Students are encouraged to participate in campus and off campus activities.
- Special career-oriented programs are arranged for such students.

File Description	Document
Upload any additional information	View Document
Paste link for additional Information	View Document

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

Response: 30:1

File Description	Document
Any additional information	View Document

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**Response:**

The teachers at the beginning of the session formulate the teaching plan wherein they set the units which are to be taught using different methods, such as experiential learning, participative learning and problem-solving methodologies.

This is evident from the Course management and Learning outcome delivery mechanism.

A range of learning experiences is thus offered to the students with the objective of imparting knowledge, skill and human values.

Experiential learning: Study tours, project and assignments are arranged for the students from every stream as part of their syllabus. For instance, the department of Political Science scheduled visit to Assam Legislative Assembly. The department of Economics conducted socio economic survey on the adopted village. To emphasize upon experiential learning, different departments of our college, have been organizing activities like study tour and report preparation, visit to institutions of higher learning, laboratories, and the like. Workshops on varied topics are held frequently. Students have been taken even outside state for experiences. The students submit reports on their findings of study tours or field trips. Students of Computer Science department intern in various organizations that gives them hands on experiences.

Participative learning: Students are encouraged to engage themselves in participative learning as peer learning is believed to enhance learning abilities as well as enhance cooperation among peers. This kind of participation also helps to build confidence. Group activity such as group discussions, preparation of seminars, wall magazines, extempore speech, etc. are used. Group discussion also form part of the summative internal evaluation for most of the courses. For instance, the Department of Bengali and Hindi collaboratively organized extempore speech for their students. Use of ICT resources are encouraged. Various journals and college magazine provide students with opportunities to work together and also improve their creative writings. Poetry club is also another platform for students to get together and nurture their creativity.

Problem solving methodology: Project works, assignments, class quizzes and class works give ample opportunities to students for acquiring problem-solving skill. Project work is assigned by almost all departments across number of programmes and across many courses. Assignments also form part of the summative internal evaluation for most of the courses. For instance, the department of Electronics not only assigns projects to students but the students also demonstrate their works in front of all faculties of the institution and students and this is an annual activity of the department. Research Committee facilitates preparation and submission of papers of students to promote research temperament and writing skills.

File Description	Document
Upload any additional information	View Document

2.3.2 Teachers use ICT enabled tools for effective teaching-learning process.

Response:

- Teachers of L.C.B. College have been using ICT enabled tools along with chalk and black board for effective teaching learning.
- The evidence of this lies in the teaching plan included in the course management and learning outcome delivery mechanism.
- The process was started with a few numbers of departments organizing seminars and power point presentations among students.
- Students were also taught the use of ICT through submission of their home -assignments and project reports through e-mail to the teachers.
- Teachers used Power Point Presentations in teaching and visual-audio display is known to make classroom teaching more effective.
- The number of teachers using ICT tools for teaching learning process has shown an increasing trend over the years.
- Moreover, some of the faculty members of the college use the online portal of the college to upload their class notes for easy and bulk access by the students.
- LCB College has smart classroom, seminar cum conference hall and classrooms with projector facilities. Some of these facilities have to be used by the departments with prior information and necessary approval of the routine committee.
- ICT tools available in the college are LCD projectors, desktops and laptops, printers, scanners, pen drives etc.
- E-resources available are e-books, e-journals and remote access to e-resources.
- LCB college has 5 internet connections of bandwidth 100 MBPS and 1 lease connection of bandwidth 10 MBPS.
- At the beginning of each session, teachers make a comprehensive teaching plan including the mode of teaching of the topics which is maintained in the course file. This includes ICT usage in teaching.
- During the session 2019-20, in view of the Covid-19 outbreak, use of ICT in education became the need of the hour. All the teachers of the college transitioned from conventional teaching to extensive use of E-platforms to take online classes using Whatsapp, Google classroom, ZOOM app, Google Meet, Cisco Webex and the like.
- Students were able to access course materials wherever they were, making use of mobile phones, handheld computers, tablet computers, audio players, etc.
- Home-assignments were uploaded on the online portal of the college and all students submitted their

home -assignments using the online student's portal.

- A blended form of online/offline classes continued till the end of December 2020.
- Many teachers have upgraded their know how's in use of LMS including Moodle and Google classroom and used the same in teaching, besides voice recorded PPTs. Workshops on these have also been organized by the institution for teachers to upgrade their skills.
- An ICT cell was also formed formally in September, 2020 by college authority with one teacher coordinator and four members to monitor the use of ICT use in teaching.

File Description	Document
Upload any additional information	View Document
Provide link for webpage describing the ICT enabled tools for effective teaching-learning process.	View Document

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

Response: 42:1

2.3.3.1 Number of mentors

Response: 24

File Description	Document
Upload year wise, number of students enrolled and full time teachers on roll.	View Document
Mentor/mentee ratio	View Document
Circulars pertaining to assigning mentors to mentees	View Document

2.4 Teacher Profile and Quality

2.4.1 Average percentage of full time teachers against sanctioned posts during the last five years

Response: 106.29

File Description	Document
List of the faculty members authenticated by the Head of HEI	View Document
Institutional data in prescribed format	View Document

2.4.2 Average percentage of full time teachers with Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt. during the last five years (consider only highest degree for count)

Response: 57.71

2.4.2.1 Number of full time teachers with Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt. year wise during the last five years

2020-21	2019-20	2018-19	2017-18	2016-17
21	21	22	22	21

File Description	Document
Institutional data in prescribed format	View Document
Any additional information	View Document

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

Response: 12.28

2.4.3.1 Total experience of full-time teachers

Response: 417.59

File Description	Document
Institutional data in prescribed format	View Document
Any additional information	View Document

2.5 Evaluation Process and Reforms

2.5.1 Mechanism of internal assessment is transparent and robust in terms of frequency and mode

Response:

As an affiliated college of the Gauhati University LCB College adheres to the prescribed rules of the

University in all aspects of curriculum delivery and schedules its academic calendar as per the academic calendar of the same.

- As per University guidelines, internal marks are awarded based on sessional/internal examinations, assignments/presentations/group discussion/ seminars and the like and attendance of students.
- The breakup of Internal Assessment as prescribed by the University is as follows: 50 % through internal/sessional examinations; 30% through Assignments, Projects and the like; 20% for Attendance.
- Teachers ensure that the students are aware of the Internal Assessment Evaluation Criteria.
- The orientation programme organized by the mentoring cell at the beginning of each session explains students about all these mandatory procedures.
- The details of internal evaluation is also communicated in the introductory sessions of each course.
- Besides the summative method of evaluation that is mandatory, the institution also follows a formative approach to evaluation.
- The course management and learning outcome delivery practice is suggestive of this summative and formative approach to continuous evaluation of students.
- Teachers evaluate students through class test, quizzes, group activities, assignments, etc.
- According to individual needs of the students, sometimes personalized and individual evaluation methods are evolved.
- Teachers are given free hand to design their own evaluation methods in this category, whereby students are encouraged to participate in interactive sessions, group discussions, powerpoint presentations, projects and assignments.
- Curriculum of some courses allow skill enhancement through Practical Sessions and continuous evaluation is done through testing of skills developed. Disciplines such as Statistics, Computer Science, Electronics, Physics, Economics and Mathematics have Practical Components as part of their Curriculum which focus on problem solving skills using ICT techniques and Software.
- Teachers display the students' performance in internal examinations on departmental notice boards.
- The teachers discuss the performance of their students in departments and offer suggestions to students for improvement.
- Students' attendance in the sessional examination is mandatory which ensures a strict compliance of it.
- Matters relating to the internal evaluation process are discussed in Academic committee meetings.
- Moreover, examination committee provides for conduct of the mandatory internal evaluation.
- Examination committees including the faculty members, office staff and the Principal are formed in every semester. These committees are responsible for the smooth conduct of the examinations including end semester and internal/sessional examinations.
- The departments schedule their honours sessional/internal examinations themselves in tune with the academic calendar. But the examinations for general courses are arranged by the examination committee.

File Description	Document
Any additional information	View Document
Link for additional information	View Document

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

Response:

The college has a very transparent, time-bound and efficient mechanism to address internal examination grievances. The institution's mechanism is well-defined in dealing with examination related grievances. The following outlines the mechanism in place in the context.

- The college adopts both summative and formative evaluation methods for the students.
- Besides the summative method of evaluation that is mandatory, the institution also follows a formative approach to evaluation.
- The course management and learning outcome delivery practice is suggestive of this summative and formative approach to continuous evaluation of students.
- Examination committees including the faculty members, office staff and the principal are formed in every semester.
- These examination committees are responsible for the smooth conduct of the examinations including end semester and internal/sessional examinations.
- The departments schedule their honours sessional/internal examinations themselves in tune with the academic calendar. But the examinations for general courses are arranged by the examination committee.
- The schedule for the sessional exams is drawn up and the students are notified well in advance.
- Usually, the different departments conduct the exams for the Honors programmes at their discretion according to the academic calendar.
- The internal examination committee is constituted to schedule and conduct the sessional examinations for other programmes.
- Notifications are circulated about the commencement of the exams on the notice boards and the departments.
- After evaluation of the scripts at the departmental level, marksheets are displayed in the departmental notice board and the scripts are also shown to the students.
- Students have access to the answer scripts of internal class tests/exams, assignments and project reports
- In case of student grievances regarding the award of marks in the internal exams, the matter is resolved at the departmental level.
- Internal assessment marks are uploaded in the university website and a print copy is kept in each department.
- In the occurrence of a major issue like omission of sessional examination marks in the final examination mark sheet, such problems are dealt with utmost emergency.
- Such grievances related to the External examination are dealt with by the examination committee and cases are routed through the office of the Principal to the University for appropriate action.
- There is a grievance redressal cell where students can submit their grievances in both online and offline mode.
- Class coordinators are appointed for all the classes and students can approach them in case of submission of grievances if any.
- Beside mentor-mentee system offers a platform for submission of any grievances of students including academic and examination matters. This is conveyed in mentoring sessions.

File Description	Document
Any additional information	View Document

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.

Response:

Program outcome, program specific outcome and course outcomes are parameters which shows the effectiveness of the teaching, learning and evaluation measures for the benefit of teachers and students both. So, at the outset it is of utmost importance that both teachers and students are aware of the same first.

LCB College is affiliated to Gauhati University and that the university prepares, modifies and periodically institutes change of curriculum for courses and programs for its affiliated institutions.

Cos, Pos and PSOs constitute an integral part of the curriculum.

The Program Outcomes (PO) and Course Outcomes (CO) are adopted for all programs offered by the institution in accordance with Gauhati University guidelines.

Hence course outcomes, program outcomes are all predetermined.

Various mechanisms to measure the attainment of the PSOs, POs, and COs are also designed by the teachers through continuous internal evaluation. These are in the form of sessional examinations, class test, quizzes, assignments, etc. besides the end semester examinations.

Teachers are well communicated about the PSOs, POs, and COs.

The teachers prepare and maintain the programme and course outcomes of the Programmes offered by the institution in their course files.

This is evident from the course management and learning outcome delivery mechanism practiced in the institution.

This practice is believed to guide the teachers in their day to day teaching learning and evaluation activities.

Also the students have ready access to the PSOs, POs, and COs contained in the course files.

Besides, teachers at the departmental level conventionally brief students about course outcome and programme outcome in the introductory classes.

Moreover, all the departments provision the display of the same in their departmental spaces. This spatial arrangement also popularizes the programs and course outcomes among the same.

The college deputed teachers for workshops, seminars, conferences and FDPs to enrich them to attain the outcomes while teaching learning in the classes.

Teachers actively participate in workshops on revision of syllabus organized by the university. Many teachers are also the members of syllabus sub committees, thus the process of perception and outcomes takes place in exact manner and excel the quality of teaching learning.

Successful alumni students are also invited to interact with both students and teachers at specific events and meetings where they share how their individual course shaped their career thus helping existing students align better with the specified course outcomes.

Students are made aware of the course specific outcomes through orientation programme, classroom discussion, expert lectures and practical.

File Description	Document
Upload COs for all courses (examples from Glossary)	View Document
Upload any additional information	View Document
Paste link for Additional information	View Document

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

Response:

The effectiveness of the whole process of teaching, learning and evaluation with which an institution of higher education is primarily associated with are measured by the attainment of course outcome, program outcome and program specific outcome.

LCB College regularly evaluates the performance of students through various methods for measuring the attainment of each of the Program Outcomes, Program Specific Outcomes and Course Outcomes.

The programme outcomes and programme specific outcomes are assessed with the help of course outcomes of the relevant courses. It is provided through a range of medium inclusive of end semester examinations, terminal exams, internal and home assignments, unit tests, surprise tests, etc.

Throughout the session the faculties record the performance of each student on each programme outcome. This is evident from the course management and learning outcome delivery mechanism.

Students enrolled for Add On/Certificate Courses offered by the institution are evaluated by the institution itself.

At the same time, observations of student knowledge and skills against measurable course outcomes are evaluated throughout the year.

The Methods of measuring attainment:

1. Annual and End Semester University Examination: The affiliating University conducts end semester examinations through which the institution measures programme outcomes based on the course attainment level. It is a direct evaluation process.

2. Internal and External Assessment: Assignments are given to the students that are aligned with course outcomes of the respective subject. External Assessment is evaluated by external experts for the Practical examinations, appointed by the University through Viva-Voce and practical examinations.

3. Departmental continuous evaluation: Students are assessed and evaluated throughout the session at institutional level through class test, quizzes, group discussions and the performance of the student is analyzed for assessing the attainment level of course outcomes. This is evident from the course management and learning outcome delivery mechanism.

4. Internships: Students take up internships, projects, fieldwork, etc. This helps them to attain necessary skills and practical experience.

5. Feedback Evaluation: The Institution collects feedback from students, parents/guardians, alumni and employers which is an important method of measuring attainment with objectives of identifying the attainment level of students in terms of programme, and course outcomes so as to understand the impact of teaching learning process.

6. Higher Studies: Another parameter to measure attainment of POs, PSOs and COs is through progression of students towards higher studies in educational institutions

7. Placements: One of the most important Programme Outcomes of Undergraduate Degree is the employability of students upon successful completion of their degree programme. The college has a Placement Cell, which caters to the demands of present-day challenges. The placement of our students shows the attainment of the course outcomes, program outcomes and program specific outcomes.

File Description	Document
Upload any additional information	View Document
Paste link for Additional information	View Document

2.6.3 Average pass percentage of Students during last five years

Response: 56.29

2.6.3.1 Total number of final year students who passed the university examination year-wise during the last five years

2020-21	2019-20	2018-19	2017-18	2016-17
165	133	198	224	217

2.6.3.2 Total number of final year students who appeared for the university examination year-wise during the last five years

2020-21	2019-20	2018-19	2017-18	2016-17
305	331	458	333	283

File Description	Document
Upload any additional information	View Document
Institutional data in prescribed format	View Document
Paste link for the annual report	View Document

2.7 Student Satisfaction Survey**2.7.1 Online student satisfaction survey regarding teaching learning process****Response:**

File Description	Document
Upload database of all currently enrolled students (Data Template)	View Document

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

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

Response: 0

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

2020-21	2019-20	2018-19	2017-18	2016-17
00	00	00	00	00

File Description

Document

Institutional data in prescribed format

[View Document](#)

3.1.2 Percentage of departments having Research projects funded by government and non government agencies during the last five years

Response: 0

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

2020-21	2019-20	2018-19	2017-18	2016-17
00	00	00	00	00

3.1.2.2 Number of departments offering academic programmes

2020-21	2019-20	2018-19	2017-18	2016-17
14	14	15	16	16

File Description

Document

Institutional data in prescribed format

[View Document](#)

3.1.3 Number of Seminars/conferences/workshops conducted by the institution during the last five years**Response:** 31**3.1.3.1 Total number of Seminars/conferences/workshops conducted by the institution year-wise during last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
15	04	06	05	01

File Description	Document
Report of the event	View Document
Institutional data in prescribed format	View Document
Any additional information	View Document

3.2 Research Publications and Awards**3.2.1 Number of papers published per teacher in the Journals notified on UGC website during the last five years****Response:** 0.35**3.2.1.1 Number of research papers in the Journals notified on UGC website during the last five years.**

2020-21	2019-20	2018-19	2017-18	2016-17
03	02	04	03	01

File Description	Document
Institutional data in prescribed format	View Document
Any additional information	View Document

3.2.2 Number of books and chapters in edited volumes/books published and papers published in national/ international conference proceedings per teacher during last five years**Response:** 1.24

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

2020-21	2019-20	2018-19	2017-18	2016-17
07	13	11	06	09

File Description	Document
Institutional data in prescribed format	View Document
Any additional information	View Document

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 last five years.****Response:**

It is the mission of the institute to equip students with skills and life values to generate social and environmental responsibility and to engage them in practices with the objective of promoting good citizenry. The NSS, NCC, the Extension Education, and Community Welfare Cell, the Women's Cell, and the Science Forum are committed to this end.

The NSS and the NCC practice national integration and social harmony, help to generate a sense of social responsibility, identify and address the needs and problems of the community and develop the capacity to meet emergencies. NSS volunteers are deputed for various government and non-government civil and social tasks. The NSS and the NCC unit organize various awareness programs in the adopted village of the Institution regularly. Special camps are organized in adjoining areas, and programs are arranged to address the special needs of the community like raising awareness about Dengue, Cancer, Anaemia, and Covid-19. The social impact is visible in the enthusiasm of the student volunteers to participate in the programs.

Some of the important activities and programs organized by NCC and NSS, which have contributed to good citizenship, service orientation, and holistic development of students are listed below:

- A seven-day awareness camp was organized by NSS on Dengue and Anemia at the adopted village, Addingiri from 25/11/16 -30/11/16. Again, a special camp in order to increase awareness for self-health was organized there from 25/6/18 – 1/7/18.
- The NSS and NCC unit also organizes World Health Day, World AIDS Day to increase issues related to personal health.
- The NSS arranges free health check-up camps by NRHM.

- Important events like Prime Minister's "SWACH BHARAT ABHIYAN", Fit India Movement, and International Yoga Day were organized by the cadets of NCC and NSS.
- The Ambubachi Mela is a yearly Hindu Mela held at Kamakhya Temple – Guwahati. The NSS unit of LCB College distributed food packets to the pilgrimages that came to observe this festival from all over India on 24/06/2018.

Academic and Awareness programs are regularly conducted by the Extension Education & Community Welfare Cell, Women's Cell, and the Science Forum of LCB College.

Some of the extension activities carried out by the various cells of the college are:

- The teachers of the LCB College visited the Mothers Old Age Home as part of their social responsibility.
- Gender sensitization programs are regularly organized by the Women's Cell. The Women Cell organized Seven-Day National Workshop on Women's Rights from 27-May-2019 to 02-June-2019.
- Health Club organized a Vaccination drive in the college for all stakeholders as well as neighborhood community on 05-10 2021.
- The Science Forum collaborates with the schools of the neighboring areas for celebrating Environment Day, Science Day every year.
- A Covid-19 awareness lecture by Dr. Ajanta Sarma was organised and the same was attended by the staff and students and the neighborhood community on 14-03-2020.
- The Central Library of the college undertook donating books and reading infrastructure in 13-11-2019 in the Guwahati Central Jail and maintain an extension there .

File Description	Document
Paste link for additional information	View Document

3.3.2 Number of awards and recognitions received for extension activities from government/ government recognised bodies during the last five years

Response: 0

3.3.2.1 Total number of awards and recognition received for extension activities from Government/ Government recognised bodies year-wise during the last five years.

2020-21	2019-20	2018-19	2017-18	2016-17
00	00	00	00	00

File Description	Document
Institutional data in prescribed format	View Document

3.3.3 Number of extension and outreach programs conducted by the institution through NSS/NCC, Government and Government recognised bodies during the last five years

Response: 31

3.3.3.1 Number of extension and outreach programs conducted by the institution through NSS/NCC, Government and Government recognised bodies during the last five years

2020-21	2019-20	2018-19	2017-18	2016-17
09	06	09	03	04

File Description	Document
Reports of the event organized	View Document
Institutional data in prescribed format	View Document

3.3.4 Average percentage of students participating in extension activities at 3.3.3. above during last five years

Response: 17.89

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., year-wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
427	129	265	64	180

File Description	Document
Report of the event	View Document
Institutional data in prescribed format	View Document

3.4 Collaboration

3.4.1 The Institution has several collaborations/linkages for Faculty exchange, Student exchange,

Internship, Field trip, On-job training, research etc during the last five years**Response: 15****3.4.1.1 Number of linkages for faculty exchange, student exchange, internship, field trip, on-job training, research etc year-wise during the last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
02	04	01	08	00

File Description	Document
Institutional data in prescribed format	View Document
e-copies of linkage related Document	View Document
Any additional information	View Document

3.4.2 Number of functional MoUs with national and international institutions, universities, industries, corporate houses etc. during the last five years**Response: 3****3.4.2.1 Number of functional MoUs with Institutions of national, international importance, other universities, industries, corporate houses etc. year-wise during the last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
00	02	00	01	00

File Description	Document
Institutional data in prescribed format(Data template)	View Document
e-Copies of the MoUs with institution./ industry/ corporate houses	View Document

Criterion 4 - 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.

Response:

Within the limited physical expanse the Institution has strove to provide adequate amenities required for teaching-learning. There are 10 classrooms in Block-A which comprises of two levels. In Block-B there are a total of 17 classrooms on the 04 levels of the building. There are 6 class rooms in Block-C. The Department of Computer Science and Electronics are equipped with 2 (two) full-fledged laboratories each. The departments of Economics and Statistics have their own Computer Laboratories equipped with SPSS software. The Department of Mathematics also has a full-fledged computer laboratory with Mathematica software.

The institution has 08 numbers of class rooms with projector and wi-fi facility (Room No. A-108, A-109, A-214, B-005, B-105, B-202, B-304, B-404) and the rest of the classrooms are wi-fi enabled.

There are 5 smart class rooms (Room No. B-206, C-101, C-102, C-103 & C-105), one Auditorium cum Seminar Hall (Room No.B-003) and a Seminar cum conference hall with smart facilities, which is also used for teaching-learning purposes as and when required.

The Institution has also adequate computing facility in all the Academic Departments and the Central Library. Photocopying facility is available for the students and staff in the Central Library of the College for nominal rates.

To provide constant supply of electric power, the college has one 63 KVA generator, which is located in a protective area. In case of voltage fluctuation or load shedding for long spells, the college uses the facility for the smooth execution of all activities.

There are eight (08) online UPS available in the college out of which two 10 KVA and one 2 KVA online UPS are in the Computer Laboratories of the Department of Computer Science; one 3 KVA and one 2 KVA online UPS are available in the Central Library, one 3 KVA online UPS each in the Department of Electronics and the Department of Statistics, one 2 KVA UPS in the Dept of Economics.

File Description	Document
Upload any additional information	View Document
Paste link for additional information	View Document

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

Response:

The college has a games and sports facility with limited space runs under the initiative of games and sports Secretary of the student's union body with a limited budget. A teacher in charge supervise all the matters related to the games and sports. Though the Institution has very limited space for sports and games inside the campus, the inadequacy is supplemented by hiring playground and sports facilities from nearby organizations/ departments. Indoor sports activities are arranged in the college campus in the students' common rooms and every available space. Despite the absence of physical spaces an atmosphere of camaraderie and sportsmanship infuses the spirit of the students during the annual college/ sports week.

The College has an Auditorium with 200 seat capacity (Room No. B-003) in Block-B, Sports and Fitness Centre (Room No. C-03), NCC & NSS (Room No. C-01) and Training and Placement Cell (Room No. C-02) in the ground floor of Block-C.

The college regularly organizes awareness programmes on Yoga besides observing the World Yoga Day.

Insufficient sporting facilities is compensated by a vibrant cultural ambience which comes alive during the annual college week and freshman socials. A plethora of cultural activities/ programmes is conducted throughout the academic year following the schedule of the Academic calendar. To name a few, an array of cultural competitions on the rich tradition of folksongs of Assam like Goalparia Lokgeet, Bhupendra Sangeet and Jyoti Sangeet; workshops on Mimes, Kamrupia Lokgeet, 'Galpakathan aru pathan' (Story Telling and Reading) "Kahini Geet" are organised. State cultural icons are celebrated on Shilpi Divas, Rabha Divas by inviting reputed artists for performances along with the students. The College also participates in the Youth Festival organised by Gauhati University and different Inter College competitions.

Apart from the cultural dimension the nationalist spirit is fostered and sustained in the celebration of Republic Day and Independence Day in the college premises and among the community of the neighborhood, International Women's Day, World Environment Day, College Foundation Day, Librarian's Day, Hindi Divas, Teachers Day, Gandhi Jayanti, National Unity Day, National Science Day are continuously celebrated. Along with cultural programmes, academic programmes are hosted on a wide range of issues and topics such as Lecture on 21st century Teaching and Learning: opportunities and challenges; Social Justice and Constitution of India; Role of Women Commission in Assam; workshops on Road Safety; the Application of Natural Dye in Textiles; GST to name a few.

File Description	Document
Upload any additional information	View Document
Paste link for additional information	View Document

4.1.3 Percentage of classrooms and seminar halls with ICT- enabled facilities such as smart class, LMS, etc. (Data for the latest completed academic year)

Response: 100

4.1.3.1 Number of classrooms and seminar halls with ICT facilities

Response: 36

File Description	Document
Upload any additional information	View Document
Institutional data in prescribed format(Data template)	View Document
Paste link for additional information	View Document

4.1.4 Average percentage of expenditure, excluding salary for infrastructure augmentation during last five years(INR in Lakhs)

Response: 51.08

4.1.4.1 Expenditure for infrastructure augmentation, excluding salary year-wise during last five years (INR in lakhs)

2020-21	2019-20	2018-19	2017-18	2016-17
19302762	13025102	13204862	9215448	2633303

File Description	Document
Upload audited utilization statements	View Document
Upload any additional information	View Document
Institutional data in prescribed format(Data template)	View Document

4.2 Library as a Learning Resource

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

Response:

The central library of the college is automated partially using SOUL 1.0 ILMS developed by the INFLIBNET Centre, Gandhinagar, Ahmedabad and is upgraded to SOUL 2.0. The automation process was initiated in the year 2010 and it was implemented in practice in the year 2011 to provide its various services to the users like automated circulation system, Online Public access Catalogue (OPAC), etc. Barcode system is introduced in the year 2014. The whole collection of books and the members borrowers cards are linked with the SOUL software through Barcode, which is the additional strength of the library in maintaining accuracy and saving valuable time of the users. Library is also providing free Internet facility to the users including Wi-Fi.

File Description	Document
Upload any additional information	View Document
Paste link for Additional Information	View Document

4.2.2 The institution has subscription for the following e-resources

- 1.e-journals
- 2.e-ShodhSindhu
- 3.Shodhganga Membership
- 4.e-books
- 5.Databases
- 6.Remote access to e-resources

Response: B. Any 3 of the above

File Description	Document
Upload any additional information	View Document
Institutional data in prescribed format(Data template)	View Document

4.2.3 Average annual expenditure for purchase of books/e-books and subscription to journals/e-journals during the last five years (INR in Lakhs)

Response: 179205.4

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

2020-21	2019-20	2018-19	2017-18	2016-17
56677	129719	194254	288461	226916

File Description	Document
Institutional data in prescribed format(Data template)	View Document
Audited statements of accounts	View Document
Any additional information	View Document

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

Response: 2.75

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

Response: 29

File Description	Document
Details of library usage by teachers and students	View Document
Any additional information	View Document

4.3 IT Infrastructure

4.3.1 Institution frequently updates its IT facilities including Wi-Fi

Response:

Lalit Chandra Bharali College ensures an extensive use of ICT resources by providing adequate access to computers and internet to its student community, faculty members and other staff.

The college is equipped with following hardware facilities:

The college has 2 servers (Lenovo Think Server) in the Central Library. There are six computer laboratories equipped with desktops having the latest configuration systems as per requirements of the course curriculum.

The administrative office is partially automated in regard to various activities such as – maintenance of accounts, student's admission, different administrative works and the like and for which 5 desktops are used along with Printers and one Scanner in the office.

The Central library of the college is partially automated with 02 servers and 15 desktops and 01 high speed HP Scanner along with 02 Printers.

7 laptops are available in the college for various academic and administrative works. Altogether 15 nos. of LCD multimedia projectors are installed in some of the classrooms, laboratories and seminar/ conference hall.

The entire college campus is Wi-Fi enabled with one 10Mbps leased Internet connection, and four 100 mbps unlimited broadband internet connections.

The Desktop computers in the Computer Laboratories of the Dept. of Computer science and the desktops in the Central library are maintained under AMC with Elite Computers, Guwahati.

For other cases as and when required, the Institution updates its IT infrastructure by engaging professionals from outside agencies.

The college has the following software:

Principal's Office

- 3 desktop computers are available with windows XP version.
- 2 desktop computers are available with windows 10 pro version.
- 1 Ramdhenu software (licensed version) for multilingual typing.
- Online College Automation Software and College website is developed and maintained by S S Technologies, Guwahati under an annual maintenance contract.

Academic Departments

- 13 desktop computers are available with windows 7 pro version.
- The College has a mobile app namely LCB College App available on Google Play store.

Computer laboratories

- 10 desktop computers are available with windows 10 licensed version.
- 20 desktop computers are available with windows 10 pro version.
- 27 desktop computers are available with Linux Operating System (OSS).
- 18 desktop computers are available with windows 10 licensed version.
- 1 Mathematica (licensed) software is available in the laboratory of Department of Mathematics.
- 8 SPSS (licensed) software is available in the laboratory of the Departments of Economics and Statistics

Central Library

- 1 Server with Licensed Windows Operating System 2016 Server version.
- 7 desktop computers with Licensed Windows Operating System 2010 Home version.
- 9 desktop computers with Linux Operating System (OSS).
- SOUL 2.0 ILMS for Library automation.
- DSpace (OSS) for Digital library system.
- P Touch Editor software for Barcode generation.

File Description	Document
Upload any additional information	View Document

4.3.2 Student - Computer ratio (Data for the latest completed academic year)**Response:** 10:1

File Description	Document
Upload any additional information	View Document
Student – computer ratio	View Document

4.3.3 Bandwidth of internet connection in the Institution**Response:** A. 750 MBPS

File Description	Document
Details of available bandwidth of internet connection in the Institution	View Document

4.4 Maintenance of Campus Infrastructure**4.4.1 Average percentage of expenditure incurred on maintenance of infrastructure (physical and academic support facilities) excluding salary component during the last five years(INR in Lakhs)****Response:** 2.94**4.4.1.1 Expenditure incurred on maintenance of infrastructure (physical facilities and academic support facilities) excluding salary component year-wise during the last five years (INR in lakhs)**

2020-21	2019-20	2018-19	2017-18	2016-17
781342	1004781	655705	445235	294791

File Description	Document
Upload any additional information	View Document
Institutional data in prescribed format(Data template)	View Document
Audited statements of accounts	View Document

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

The college has policies and procedures for maintenance and utilization of infrastructure and facilities. There are 34 different committees and cells to look after and also to monitor various activities of the College.

- The Planning and Development Committee looks after all the issues pertaining to the development of the college.
- The Purchase Committee approves the requirements of major items proposed by the various Departments or sub-committees and finally places the purchase orders by the College authority

- with due permission of the Governing Body of the College as and when required.
- The Construction Committee plans and approves the vital constructions, renovations and extensions of the existing infrastructure of the college and forwards to the College Governing Body for final approval for its implementation.
 - The College has AMC for periodic maintenance of some of the major infrastructure namely Generator; Computers (for the laboratory of Computer science and the Central Library); Photocopiers; College Automation Software and Website. Professionals from external agencies are called for as and when required for other computers and systems available in the college.
 - The regular maintenance of the Computers/ equipment of the laboratories as well as the college is monitored by the laboratory Assistants and personnel within the college. However professional expertise is sought for resolving technical problems.
 - The college has a provision of a master switch outside every classroom, which is maintained by the Grade IV staff specifically assigned for the duty to control misuse of electric power.
 - The College Girls Hostel is managed by a Hostel Committee and a residential hostel warden supervises the regular affairs of the hostel.
 - Keeping in mind the cleanliness and beautification of the college campus, two sweepers have been appointed on a daily wage basis. Both of them are engaged with cleaning works of the classrooms, administrative office, central library and the whole campus.
 - The Administrative Block has been shifted to the newly constructed building Block-C in the month of January 2022 where separate counters have been earmarked for student-related works like offline admission, registration, examination form fill-up so that students' gathering can be controlled.
 - The entire college campus including classrooms are under CCTV surveillance.
 - The main gate of the college campus is manned by Security services personnel to verify the credentials of visitors.
 - The Central library is located on the ground floor of Block A. As a security measure a Grade IV staff is entrusted with the duty of monitoring the entry and exit of the users. It offers the provision of property counter for keeping personal belongings. The Central Library is marked as a "Silent Zone". Library transaction hours are fixed for all members and books are issued on production of library borrower's card(s) for specific periods as per library rules and regulations.
 - Books and journals in the library are organized properly using DDC 21st ed. and catalogued. OPAC facility is there using two computers. Library has its own rules and regulations for imposing fines in case of loss, damage and for late return of the issued books. Old editions/ unused/ damaged books are kept aside for rare requisitions by the users.
 - Laboratory equipment are maintained by the laboratory bearer.
 - Fire extinguishers have been mounted at different sensitive places of the College campus and renewed from time to time.
 - Important signage bearing messages "Tobacco Free Zone", "Ragging is Strictly Prohibited" have been put up at strategic places in the campus.
 - Blue and Green dustbins are placed at various places to prevent littering.
 - The College has a hygienic Canteen for the employees and students of the college.
 - Notice Boards are placed in front of the Administrative building and in the glass panels on the exterior of the main gate.
 - The College has its own electric transformer with 250 KVA capacity.
 - The college has provision of a strong earthing system to protect valuable equipment from voltage fluctuation, thunder bolts.
 - To provide constant supply of electric power, the college has one generator with 63 KVA capacity,

which is located in a protective area. Whenever voltage fluctuates or load shedding occurs for a prolonged period the college uses the facility for smooth running of all activities.

- The computer science laboratories are fully air-conditioned.
- The College has the facility of three deep tube-wells for uninterrupted water supply in the campus.
- Instructions are displayed outside the classrooms/ college campus
 - To maintain silence in the corridors.
 - To switch off the unused electrical equipment.
 - Floor wise room details
 - Contact details of persons for any grievances inside the college premises.
 - Washroom indication.
 - Anti ragging banners.
 - The College campus is under CCTV surveillance

File Description	Document
Upload any additional information	View Document

Criterion 5 - Student Support and Progression

5.1 Student Support

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

Response: 34.05

5.1.1.1 Number of students benefited by scholarships and free ships provided by the institution, Government and non-government bodies, industries, individuals, philanthropists during the last five years (other than students receiving scholarships under the government schemes for reserved categories)

2020-21	2019-20	2018-19	2017-18	2016-17
940	207	409	296	143

File Description	Document
upload self attested letter with the list of students sanctioned scholarship	View Document
Institutional data in prescribed format	View Document

5.1.2 Average percentage of students benefitted by scholarships, freeships etc. provided by the institution / non- government agencies during the last five years

Response: 0.94

5.1.2.1 Number of students benefited by scholarships and free ships provided by the institution, Government and non-government bodies, industries, individuals, philanthropists during the last five years (other than students receiving scholarships under the government schemes for reserved categories)

2020-21	2019-20	2018-19	2017-18	2016-17
13	12	13	10	11

File Description	Document
Institutional data in prescribed format	View Document

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

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

Response: A. All of the above

File Description	Document
Institutional data in prescribed format	View Document
Any additional information	View Document
Link to Institutional website	View Document

5.1.4 Average percentage of students benefitted by guidance for competitive examinations and career counselling offered by the Institution during the last five years

Response: 10.78

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

2020-21	2019-20	2018-19	2017-18	2016-17
086	127	226	150	110

File Description	Document
Institutional data in prescribed format	View Document

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

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

Response: A. All of the above

File Description	Document
Upload any additional information	View Document
Minutes of the meetings of student redressal committee, prevention of sexual harassment committee and Anti Ragging committee	View Document
Details of student grievances including sexual harassment and ragging cases	View Document

5.2 Student Progression

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

Response: 5.27

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

2020-21	2019-20	2018-19	2017-18	2016-17
17	11	08	05	02

File Description	Document
Self attested list of students placed	View Document
Institutional data in prescribed format	View Document

5.2.2 Average percentage of students progressing to higher education during the last five years

Response: 84.24

5.2.2.1 Number of outgoing student progressing to higher education.

Response: 139

File Description	Document
Upload supporting data for student/alumni	View Document
Institutional data in prescribed format	View Document

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

Response: 71

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) year wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
03	04	01	02	00

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

2020-21	2019-20	2018-19	2017-18	2016-17
04	05	01	02	00

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

5.3 Student Participation and Activities

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

Response: 20

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) year-wise during the last five years.

2020-21	2019-20	2018-19	2017-18	2016-17
00	05	06	07	02

File Description	Document
Institutional data in prescribed format	View Document
e-copies of award letters and certificates	View Document

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)

Response:

The LCB College has a very involved and energetic Students' Union of elected student representatives who unfailingly discharge their duties. It takes active part along with the faculty members for the overall development of the college. Student representatives are members of important bodies of the college and participate in the decision-making process.

The activities of the Students' Council are executed in conformity to a written constitution. The members of the Council are elected to the different portfolios by the means of ballot paper voting through a process conducted as per the recommendations of the Lyngdoh Committee. There are 10 members in this council of students.

The Students' Union is extremely proactive and engaged in a wide range of activities. The President and General Secretary of the Students' Union are active members of the Internal Quality Assurance Cell. After every Students' Union election, new members are nominated to the cell. Three girl students representing the three semesters are appointed as the members of the Internal Committee. In practice, the tenets of the Anti-Ragging Cell, the Grievance Redressal Cell and Internal Committee are monitored and enforced jointly by the Students' Union and the cells.

It is at the initiative of the Students' Union that different socio – cultural functions are organized with great enthusiasm and gusto. Students look forward for the annual Saraswati Puja, Freshers' Social and College Week organized by the Students' Union every year with great fanfare. A plethora of competitions are held for the students during the college week, offering them the platform to demonstrate their inherent/imbibed skills. The winners are awarded with medals and certificates. Apart from social and extra-curricular activities, the Students' Union coordinates the engagement and participation of students in academic programs organized by the teachers such as Science Day, Environment Day and the like.

The nationalistic dimension of the Students' Union is reflected in celebration of special days like Independence Day, Republic Day, Teachers Day, and Martyrs' Day under the chairmanship of Principal of the college.

The Students' Union teams up with the NSS for executing social and outreach programs like cleanliness drives, tree plantation drives and a host of social awareness programs. Students accompanied the teachers on the Covid-19 Awareness programs held in the adopted village of the college and other far-flung areas.

Social and extension activities of the college are practically inconceivable without the participation of the students from the Union. They have accompanied the teachers in the different social missions like visiting Old Age Homes, Orphanages, opening of an extension of the Central Library in the premises of the Central Jail and the like.

The Students' Union plays a pivotal role in organizing events. These events offer a platform to the students to showcase their talent. The Union also has the prerogative to invite distinguished personalities, activists, artistes for different events of the college. The Cultural/ Debate/ Games Secretary coordinate with the teachers-in-charges to select students for participating in different inter/intra and university competitions.

File Description	Document
Upload any additional information	View Document

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

Response: 8.6

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

2020-21	2019-20	2018-19	2017-18	2016-17
7	4	12	11	9

File Description	Document
Report of the event	View Document
Institutional data in prescribed format	View Document

5.4 Alumni Engagement

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

Response:

LCB College has a registered Alumni Association bearing Registration No.:RS/KAM(M)/263/Z/526 of 2021-22. There is also a Facebook page where all the Alumni of LCB College are invited to join. The Alumni of our College can also register themselves on the official website. Most of the departments have

their own alumni groups that are meet at regular intervals, initiating interactive programmes for the UG students. A sustained personal relationship with the Alumni facilitates the faculty members to keep themselves updated about the achievements and positions of the ex-students that help in guiding the present batches of students.

In some of the departments like Electronics and Computer Science alumni are invited for lecture programs, interactive sessions with the present students to facilitate an exchange of ideas and experiences and for exploring avenues and prospects for progression. Knowledge enhancement rather than cash contribution seems to be the motto of the association. Hence, they refrain from taking any remuneration for the programmes that they organize for the college.

The Department of Computer Science has been regularly conducting workshops on Computing, Lectures on 'Python', 'Genetic Algorithm' and the like. Similarly, the Department of Electronics has also organized workshops on 'VHDL', 'Antenna Design for Wireless Communication' and other complementary topics which have contributed to the academic enhancement of the students. The alumni are also invited for demonstration of project works for the students. It is indeed a matter of pride that many of them are Assistant Professors of Gauhati University.

An impressive number of alumni from Computer Science department are placed in state and central government offices, public and private sectors. Alumni from this department are Assistant Professors of Gauhati University, IST, Computer Engineering Department, Tezpur University and the like. A handful of them are working as Assistant Professors in our college also.

Other departments, such as Education, Economics, Bengali, History, Assamese, Statistics have also taken initiatives for such alumni meets at the departmental level. The departments follow their own agenda for exploring the potential of their alumni.

File Description	Document
Upload any additional information	View Document

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

Response: E. <1 Lakhs

File Description	Document
Upload any additional information	View Document

Criterion 6 - 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

Response:

The Vision and Missions of the college are well-articulated and communicated to all the stakeholders through institutional website, prospectus and signage. The college fraternity seeks to strive towards fulfillment of its vision to transform it into a center of excellence and by foregrounding knowledge as empowerment and an instrument for inculcating social responsibility. The vision and mission guide the policies and perspective plans and the working of all the institutional bodies.

The Governing Body is the apex body of the college and the principal serves as the secretary of the same. The policies and plans of the college are prepared in consultation with all the stakeholders and are subject to the approval of the Governing Body. The administrative and various academic departments are governed also through the constitution of mandatory bodies viz. IQAC, IC, and the like, and they work in tune with the vision and mission set by the college. Besides, there are a number of committees and sub-committees, auxiliary student bodies like NSS and NCC, extra-curricular bodies to cater to the various curricular and extra-curricular needs in the fulfillment of the vision and mission of the college. The vision and mission of the institute would have been hard to fulfill in a closed and stifled environment. However, the leadership facilitates open interaction among all the stakeholders of the college. The college management mobilizes funds for the smooth conduct of the various functions, plans and policies of the college and monitors their effective implementation.

The staff play an integral role in the management and decision-making bodies of the institution. Teachers discharge multifarious roles as convenors and members of different committees and cells. The faculty are involved in the planning and execution of academic, extension and outreach programmes to complement the curriculum and to attain the stated missions. The teachers and staff associations provide the platform for discussing the diverse issues of the college. There is provision of teacher and non-teaching staff representation in the Governing Body of the college to foster their role in policy framing and implementation.

The plan document of the college includes both short term and long-term plans formulated in the light of the vision and mission of the college. Plans to boost the academic environment have been formulated and worked upon. Initiatives to start vocational courses, value added courses are planned and the teachers and the management are working towards this end. A planned approach towards striving for higher standards of academics is adopted as evident from the perspective plan. This is at par with the vision of the college. Again, towards upholding the objectives of inculcating social responsibility and environmental awareness in the students', various plans are formulated and practices are directed towards this end.

File Description	Document
Upload any additional information	View Document

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

Response:

Lalit Chandra Bharali College follows decentralization and participative management in all practices, policies and procedures in academics, administration and extra-curricular activities. Decentralization and participative management are evident from the strong and efficient organogram of the institution. The stakeholders of the institution find their representation in the decision making, execution and monitoring platforms. The mandatory, statutory and auxiliary bodies of the college all work in a democratic way following the tacit rules of accountability in the execution of their responsibilities and duties.

Case Study: One exemplar of the decentralization and participative management practice of the college lies in the process of conducting examinations in the college.

There is a central examination committee constituted for conducting both internal examinations and end-semester university examinations with members from the faculty and administrative staff. Different faculty members and staff are given the duty in different times so that they are accustomed to the procedures in place for the smooth conduct of examinations. In case of internal/sessional examinations, the decision regarding examination programme is made by the committee after discussion with the principal and adhering to the academic calendar. However, the departments can themselves schedule their sessional exams in the Honors programmes. The central examination committee undertakes necessary measures to ensure objectivity and transparency in the process. The departments prepare their own question papers and the task is carried out by the respective faculties. After the examination of the answer scripts, the mark sheets are submitted to this examination committee for uploading in the University portal. Students' grievances regarding marks are addressed by the faculty of the respective departments.

The principal is the Officer-in-charge of the end semester university examinations and the examination committee faculty members serve as the assistant Officer-in-charges respectively. The conduct of the end semester examinations is facilitated by the non-teaching staff members of the committee. The committee is responsible for the smooth conduct of the exam, arranging rooms and appointing adequate invigilators, acting as flying squads in the process and thereby adding to the transparency of the examinations.

Evaluation is not confined to sessional and end semester examinations alone. The course management and learning outcome delivery mechanism also elicits the participation of the faculties in the process. The teaching and evaluation plan contained in the same reflects the role of the teachers in the plan formulation and execution. The course management and learning outcome delivery mechanism is mandatorily monitored by the IQAC and hence exhibits the role of the IQAC in the evaluation process. Again, departments pursue the student's performance in their own ways and some departments even arrange for parent teachers meeting in the context.

File Description	Document
Upload any additional information	View Document

6.2 Strategy Development and Deployment

6.2.1 The institutional Strategic / Perspective plan is effectively deployed

Response:

The planning committee formulates the plans for the all-round development of the college and it is subjected to the approval of the governing body and the principal cum secretary to the Governing Body is responsible for the execution of the same.

The recommendations of the Peer team of NAAC in the first cycle of assessment mentioned inter alia the enhancement of the college infrastructure along with horizontal and vertical expansion of the college building. This was therefore prioritized in the strategic plan of the college. Indeed, the domain of infrastructure of any institution is a key component for the success of the institution. For the purpose funds play a pivotal role. The college management has taken efforts to mobilize funds for the purpose. A grant of Rs. One Crore was also received by the college as infrastructural development fund from the Government of Assam and of this 50% was already released and utilized. Moreover, there is an approved construction committee for the planning and execution of construction works approved by the Governing Body.

Thus, one example of the planned activities successfully implemented by the college is the construction of Block C College building. Incremental infrastructural facilities have contributed immensely to the academic environment of the institution and the successful implementation of this activity inherent in the plan is visible in the following areas:

- The College premises is a small one of 1.86-acre land. Thus, the scope for a horizontal expansion is limited. Expansion of the physical structure was possible only through multi-level additions. Accordingly, Block C building was constructed in the premises of the college.
- The first floor of the Block C building houses the administrative Block.
- Since more classroom and other kinds of utility space were required another new four storied block is being constructed. This houses the administrative block of the college in the first floor.
- Additional classrooms will ease the present scarcity as seven of them are constructed on the Block C building.
- The classrooms have been renovated and some of them have been fitted with ICT facility also including classrooms on the second floor of Block C building.
- In the ground floor an indoor game facility center has been provided for all stakeholders including staff and students.

File Description	Document
Upload any additional information	View Document
Strategic Plan and deployment documents on the website	View Document

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

Response:

The functioning of L.C.B College is guided by a truly democratic spirit and collective responsibility of the faculty and administrative staff and the administrative structure of the college is a decentralized one.

Administrative set up:

The Governing Body is at the helm of the federal structure of L.C.B College which comprises of the President nominated by the government, principal, nominated representatives from the University, two faculty members, librarian, office staff and two guardian members. Policy formulations in matters of administration, finances, construction, purchase, development and quality sustaining goals and practices are taken by the Governing Body in consultation with all the stakeholders. The Governing Body monitors implementation of the policies and decisions approved by it from time to time.

The principal, who is also the secretary of the Governing Body does the execution of all plans and policies. As far as matters relating to day-to-day management of the institution is concerned, the principal is the Chief Executive Officer. He remains largely accountable to the Governing Body on matters relating to policy implementation.

The academic departments are headed by the HOD, which is assigned to the senior most faculty but on a rotational basis.

The IQAC of the college plays a pivotal role in assessing and assuring quality in all related aspects.

The organisational structure of the library consists of the librarian, library assistant and sub-ordinate staff. The librarian is the coordinator of the Library Committee in upgrading academic resources and facilities in the library.

The Administrative staff functions as an important support in the day to day functioning of the college. It is the support system of the institute assisting all stakeholders in diverse areas like providing official information, documenting files and records, addressing requisition requests and the like. The teaching staff works in tandem with the administration to sustain a conducive working environment.

Several college in-house committees administer decisions related to administrative policies, academics, workload, time table, admissions, discipline and codes of conduct, curricular and extracurricular aspects of the college, etc. in adherence to the academic calendar and are headed by a convenor.

Statutory Bodies, viz. internal committee, grievance redressal cell, anti-ragging committee are all

constituted for ensuring the wellbeing of all stakeholders. There is a Public Information Officer who addresses the requests for information from the college in the form of RTIs.

The LCB college students' union is a vibrant body of students which is democratically elected. Students' participation is also had in the IQAC as per specified norms.

Service and Appointment Rules:

The service rules of the teachers against sanctioned post, including their appointment and promotion are regulated as per rules and procedures stipulated by the UGC and the Government of Assam.

Appointment to various self-sustaining departments is made through proper interviews.

The service rules of the contractual staff are as set by the college management.

Appointment and promotion of non-teaching staff are as per the rules of the Government of Assam.

File Description	Document
Link to Organogram of the Institution webpage	View Document

6.2.3 Implementation of e-governance in areas of operation

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

Response: A. All of the above

File Description	Document
Screen shots of user interfaces	View Document
Institutional data in prescribed format(Data template)	View Document
ERP (Enterprise Resource Planning) Document	View Document
Any additional information	View Document

6.3 Faculty Empowerment Strategies

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

Response:

LCB College recognizes the service and dedication of the teaching and non-teaching staff members and therefore practices or has developed various policies for their welfare. These are as discussed below.

Infrastructural Support:

- The college is fully wi-fi enabled and ICT facilities are made available
- Separate departments are provided to the teaching staff to pursue their academic works
- College Canteen- The college has leased out space to private party to run the college canteen. There is a canteen committee to look after the quality and hygiene of the same.

Academic and skill enhancement Support to Staff:

- There is a research committee to encourage research works by faculties
- Various skill upgradation and faculty development programs are organized by the college from time to time both for teaching and non-teaching staff
- The college authority grants permission to faculty for participating in refresher course, orientation programs, workshops, seminars and such other programs to enhance their academic wellbeing.

Economical benefits:

- Short term advance facility is available for staff which is later adjusted in the salary
- Faculty appointments prior to 2004 are eligible for pension benefits on retirement. Faculty after 2004 are covered under New Pension Scheme. GPF, gratuity and leave encashment are availed by retiring faculty as per norms. Life insurance is provided by the college in the form of a Group Insurance Scheme as per government norms.
- The college has a non-formal, voluntary 'Thrift and Credit Society' that dissolves every year. It provides financial assistance to the members at a reasonable interest rate. It helps the employees for their contingency needs.

Leave Benefits:

- All leaves to teaching and non-teaching staff are given as per the guidelines of UGC and the Government of Assam.

Medical Benefits:

- Health Check-up programs by the Health Club are periodically organized
- Yoga training programs for the teaching, non-teaching staff and students are periodically organized

Other Supporting Facilities:

- Various programs are organized for the staff during college week or other college events
- Internal Committee to address the concerns of the stakeholders including teaching and non-teaching staff exists
- Indoor game facilities are available for the

- Drinking Water facility is provided
- Disabled Friendly facilities are provided

File Description	Document
Upload any additional information	View Document

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

Response: 0

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

2020-21	2019-20	2018-19	2017-18	2016-17
00	00	00	00	00

File Description	Document
Institutional data in prescribed format(Data template)	View Document

6.3.3 Average number of professional development /administrative training programs organized by the institution for teaching and non teaching staff during the last five years

Response: 5.6

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

2020-21	2019-20	2018-19	2017-18	2016-17
07	04	08	06	03

File Description	Document
Upload any additional information	View Document
Reports of Academic Staff College or similar centers	View Document
Institutional data in prescribed format(Data template)	View Document

6.3.4 Average percentage of teachers undergoing online/ face-to-face Faculty Development Programmes (FDP)during the last five years (Professional Development Programmes, Orientation / Induction Programmes, Refresher Course, Short Term Course).

Response: 54.77

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

2020-21	2019-20	2018-19	2017-18	2016-17
35	28	24	04	07

File Description	Document
Upload any additional information	View Document
IQAC report summary	View Document
Institutional data in prescribed format(Data template)	View Document

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

Response:

The institution has a mechanism of appraisal for teaching and non-teaching staff comprising of UGC regulation, Annual Confidential Report (ACR), directives of the Govt. of Assam and student feedback.

Academic Audit

The teaching, learning evaluation duties of the teachers are monitored by the head directly and the IQAC through the course management and learning outcome delivery mechanism of the college.

The academic audit is conducted by the principal on the performance of the teachers and the same has been done by external auditors.

Teacher's Self Appraisal

UGC regulations 2010 and the subsequent amendments pertaining to promotion of teachers are followed by the institution. Teacher's performance in academic, co-curricular activities and research contributions are measured through a self-appraisal report specified in the Performance Based Appraisal System proforma for promotion under CAS.

The departmental Head, the IQAC, LCB College and the principal monitors the Annual Performance Index of the teachers. The IQAC verifies score claims against each criterion for the members of the teaching staff in the context of promotion of teachers and the Annual Performance Index are placed before a departmental promotion committee. The departmental promotion committee is constituted as per the guidelines of the government for the same. Finally, the governing body approves the same and forwards it to the Department of Higher Education (DHE) along with the ACR for consideration.

ACR of all the teachers is given by the principal and it constitutes an important part of the appraisal system. Assessment of the teachers in the context, is done by the principal on parameters like health, aptitude, initiative, efficiency, intelligence, punctuality, personal integrity, character, inter personal & intra personal relationship, involvement in corporate life of the institution and performance of duty (as per UGC regulation) year wise. The appraisal thus prepared is then forwarded to the management, i.e., the governing body.

Non-Teaching Appraisal

As far as the non-teaching staff is concerned, authority sends promotion proposal to the DHE for consideration. It is as per the guidelines of the government of Assam. ACR for the non-teaching staff is also given by the principal and forwarded to the higher authority for consideration. The administrative audit is also an integral part of the appraisal of the non-teaching staff.

Students' feedback

Students' feedback is taken through a structured questionnaire on various parameters like completing allotted individual syllabus within time frame, effectiveness of teachers in terms of technical content, motivation provided to students and co-operation to solve individual student problems. The feedback forms are available in the college website though earlier the mechanism was manually done. This ensures effective delivery of teaching learning duties by the teachers. The feedback is analysed and action taken accordingly.

Grievance Redressal Cell

There is a grievance redressal cell for complaints or grievance against any of the teaching and non-teaching staff. If need arise there is provision of serious consideration in the overall assessment of the particular staff. However, no such instance has surfaced till date.

File Description	Document
Upload any additional information	View Document

6.4 Financial Management and Resource Mobilization

6.4.1 Institution conducts internal and external financial audits regularly

Response:

The institution has in place a mechanism for audit of all its financial transactions. The college has a three-tier audit system.

- **Institutional Mechanism:**

The institutional mechanism in place is a continuous process which ensues after each and every financial transaction, whereby the college itself carries out the initial stage of audit.

The institution has an account branch that deals with all financial transactions. Employees' salary, budgeting etc. come under the domain of Accounts Branch. Financial aids from agencies like State Govt. are also monitored and managed by the Accounts Branch.

Proper procedure for purchases is adopted. Quotations are called for and prices are compared. The Institution has formed a Purchase Committee for the purpose.

For the grants received from the government, utilization certificates are prepared according to the allowed expenditure under various heads. These Utilization Grant Certificates are annually submitted.

In the initial stage, the officer in-charge scrutinizes and verifies the financial data. This is also scrutinized by the principal for clarity, authenticity, transparency and financial accuracy.

Income/Expenditure is closely monitored by the Principal and the Officer (Accounts).

- **Internal Audit:** The internal audit is conducted on an annual basis. The college authority appoints a reputed Chartered Accountant firm. Presently the task is assigned to Brij Goswami & Company C/o Nath and Sarma Associates, G S Road Ulubari. The internal audit is completed up to the year 2020-21 and all the reports from 2016-17 to 2020-21 are available.
- **External Audit:** The external audit is carried out by the Directorate of Audit (Local Fund), Government of Assam. The external audit is completed for the year 2016-17 and 2019-20. However, the audit reports for the years 2017-18, 2018-19, 2020-21 are awaited.

File Description	Document
Upload any additional information	View Document

6.4.2 Funds / Grants received from non-government bodies, individuals, philanthropers during the last five years (not covered in Criterion III)**Response:** 225000**6.4.2.1 Total Grants received from non-government bodies, individuals, Philanthropers year-wise during the last five years (INR in Lakhs)**

2020-21	2019-20	2018-19	2017-18	2016-17
150000	00	75000	00	00

File Description	Document
Institutional data in prescribed format(Data template)	View Document
Any additional information	View Document

6.4.3 Institutional strategies for mobilisation of funds and the optimal utilisation of resources**Response:**

The college tries to mobilize funds from various sources. The institutional policy includes coordinating with well-wishers and institutions, leasing out space and logistic support for holding examinations of outside agencies, funds generated from the self-financing courses. The college is included under section 2(f) and 12B of the U.G.C. Act 1956. Besides, the institution also receives grants from the government of Assam from time to time.

The major sources of institutional receipt/funding are outlined below:

- The salaries of all sanctioned teaching and non-teaching staff is funded by the government of Assam. As a provincialized college, it qualifies to receive grants from the government of Assam.
- The self-financed courses generate a substantial portion of revenue such as the PGDCA, BCA, BSc(IT)
- Revenue is also mobilized from holding of examinations of outside organisations by allowing them to use the space and providing necessary logistic support.
- The Ratneshwar Borooh Memorial Award with a corpus fund of Rupees Four lakhs for rewarding the toppers of the Arts and Science stream with cash awards was instituted from the annual interest generated.
- Professor Basanta Kumar Borooh Memorial Merit Award has been instituted with a corpus fund of Rupees One lakh and fifty thousand only for rewarding the best graduate from the English department.

- The college has at times received funds from other agencies like SBI in the year 2019 for organizing the National Seminar.
- **Other Resource generation Schemes:**
- The excess generation in the solar plant installed in the college is bought back by APDCL and the amount is adjusted in the institutional electric bill.
- A BSNL tower is installed in the college and this generates an income to the college for the leased-out space.

The institution follows the following steps for proper utilization of funds.

The College has a Governing Body, Planning and Development Committee, Purchase Committee, Library and various associated bodies which help in the planning, allocation and utilization of funds.

Fees received from students are used for development of the college, non-grant faculty and staff salaries, and are properly audited. Physical and Academic facilities are augmented for students. Library services and Sports services are strengthened. Laboratories are augmented and IT infrastructure is increased.

The College maintains its accounts in banks (i.e. SBI and ICICI).

All expenditure, recurring and non-recurring, are incurred through Cheques. Only authorized persons by management can operate the transaction through the bank.

For each and every financial transaction proper permission is taken from the Principal of the College.

The accountant of the College maintains specific accounts keeping Cash Book and Ledger Book following proper accounting procedure.

The overall income and expenditure are audited by a Chartered Accountant and by the Government auditor.

In case of Government grants, the purchase committee looks after the purchases of the required items following government norms.

The construction committee looks after the matters relating to construction works.

File Description	Document
Upload any additional information	View Document

6.5 Internal Quality Assurance System

6.5.1 Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes

Response:

The IQAC L.C.B. College, was formed post first accreditation of NAAC in 2004. The cell has since then been instrumental in developing quality benchmarks in the academic and administrative spheres and to execute quality initiatives. The primary task of the IQAC has been to generate good practices, ideas, planning and implementation of the same through the various cells and committees.

Two practices institutionalized at LCB College with IQAC initiatives are elaborated below:

1. Teacher appraisal and course management and learning outcome delivery mechanism:

Academic excellence is a priority that has been a primary goal of L.C.B. College. To attain this, it was planned that account of teaching-learning and evaluation processes be maintained along with the various strategies and tools directed to this end and of record-keeping of all academic activities and related matters of every department. A two-dimensional approach, i.e., the individual teacher's appraisal report maintenance and the course management and learning outcome delivery mechanism evolved. The course management and learning outcome delivery is a tool for the smooth conduct of effective curriculum delivery and effective planning and implementation of the teaching-learning and evaluation methodologies. The course files which contain comprehensive lesson plans, course outcomes, syllabus, etc. associated with the course delivery are maintained by the teachers and it is monitored at the departmental level and by the IQAC. The IQAC acts not only to ensure continuity of the practise but also with a uniform structure. Besides, the teachers' appraisal report is submitted on a monthly basis by all teachers and is a document for monitoring the teaching-learning and evaluation practices and related activities of the teachers in tune with the attributes of the course management and learning outcome delivery practice. These reports are submitted and analyzed on a regular basis. All the teachers of the various departments abide by these institutional norms.

1. Effective strategies for conduct of administrative works:

The IQAC has been taking initiatives to enhance quality in the sphere of administrative works of the institution. The strategies adopted by the IQAC in the context includes the increasing automation of administrative works, organizing programs to orient staff for the same, to ensure effective ways for resource management and waste management. The IQAC has also initiated a move to facilitate the office staff of the college with required knowledge through mentoring by faculty members in respect of different administrative matters. The achievements and practices institutionalized to this end is evidence of the initiative of the IQAC of quality assurance in administrative works. Towards this end the IQAC has also arranged for audits, reviewed audit recommendations, framed policies and monitored execution of the same.

File Description	Document
Upload any additional information	View Document

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 (For first cycle - Incremental improvements made for the preceding five years with regard to quality For second and subsequent cycles - Incremental improvements made for the preceding five years with regard to quality and post accreditation quality initiatives)

Response:

Two institutional reviews and implementation of teaching learning reforms facilitated by the IQAC are illustrated below:

Review of Course management and Learning Outcome Delivery Mechanism and Academic Audit:

To cater to the diverse learning needs of students, the course management and learning outcome delivery mechanism evolved in the college. The said mechanism is an institutionalized one which consists of three inherent features: maintenance of course file, departmental appraisal and monitoring of IQAC. The IQAC acts as a reviewing organ for a systematic management of the said practice. The IQAC sees to that document related to preparation of academic calendar; steps taken to identify slow learners, analysis of the results of end-semester examinations, maintenance of attendance report, lesson plans, etc. are well maintained.

Besides, each teacher of the institution submits an appraisal report on a monthly basis that contains all the academic and related activities attended by the teacher. Moreover, external academic audits conducted by external experts also comprehensively reviews the ongoing academic activities. The external academic audit evaluates all the dimensions of the teaching learning process toward quality assurance such as: strategic plans for effective curriculum delivery, adherence to the academic calendar, attainment of Programme outcomes and course outcomes reflected in the assessments. Result analyses of end semester examinations also come under the purview of the audit. Such detailed institutional reviews have been instrumental in strengthening the competitive spirit on campus and streamlining the entire process of teaching-learning.

Structure Feedback:

L.C.B. College has been practicing a well-structured feedback system accommodating all the institutional stake holders namely: faculties, students, alumni, employers and parents, as feedback is self-reflexive and instrumental for bringing about institutional progress. The student's feedback is collected on different parameters of curriculum delivery and the teaching learning process, developments in infrastructure and facilities thereof. Alumni feedback reflects the relevance and efficacy of the curriculum in areas of employment. Faculty feedback are collected seeking due credence for effective contents of the programs. The parents' feedback is also obtained on relevant parameters.

The feedback received from the different stakeholders are analyzed and measures taken for reform and redressal. The consolidated feedback report provides the impetus for strategic planning for skill enhancing courses and capacity building strategies of the institute.

The following may be cited in regard to the implementation of teaching learning reforms facilitated by the IQAC.

The IQAC advocates the integration of ICT tools for effective curriculum delivery and teachers have adhered to this quality assurance aspect. In the context, visible infrastructure augmentation including the renovation of the classrooms and equipping them with ICT tools like projector facility and wi-fi have resulted.

The IQAC encourages and facilitates for organizing orientation programmes, workshops, staff/faculty development programmes, at periodic intervals on an array of topics.

The IQAC encourages paper writing and presentation by teachers and students under the aegis of the Research Committee to sustain a research ambience and it is believed to boosts critical enquiry and thinking.

File Description	Document
Upload any additional information	View Document

6.5.3 Quality assurance initiatives of the institution include:

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

Response: C. 2 of the above

File Description	Document
Upload any additional information	View Document
Institutional data in prescribed format(Data template)	View Document
Paste web link of Annual reports of Institution	View Document

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1 Measures initiated by the Institution for the promotion of gender equity during the last five years.

Response:

- Lalit Chandra Bharali College has been championing gender-based issues and challenges through diverse ways for teachers, staff and students.
- Issues of gender are incorporated into the existing curricula. However, the pedagogy of gender issues is not limited to classrooms alone. We have tried to create a vibrant campus environment that allows students to think critically and question. The college has organised number of events related to gender during 2016-17, 2017-18, 2018-19, 2019-20, and 2020-21.
- The Women's Cell of the college plays a critical role in promoting gender sensitivity in the campus. The women's cell in the college has been organising awareness and academic programmes to address concerns and challenges of gender discrepancies in the society.
- Programmes in the form of workshops, seminar, discussions, film screening, legal awareness programmes and the like have been organised from time to time to address the concerns of a gender equal society.
- Health check-up and awareness camps are organised at regular intervals by the Health Club of the college.
- International women's day is also commemorated every year.

Regarding safety and security:

- LCB College has always tried to provide a safe environment for its students to learn and grow.
- There is strict round the clock security at the college gate. The security guards check and note the identities of everyone entering the campus.
- The high walls of the campus also prevent any trespassers from entering the college premises.
- The safety and security of students is also a priority during events and celebrations. Apart from police personnel (including women police) stationed in such occasions, student teacher volunteers look after the security with great caution. There were no untoward incidents during such events.
- The college premise is under surveillance 24×7 through CCTV cameras. The college campus is well lit including the Girls' Hostel that is in the college premises itself.
- A full-time warden is appointed by the college for ensuring the safety of the hostel inmates.
- **Common Room:** There is a separate common room for female students on the fourth floor and a reading room on the second floor of the College building with necessary amenities.
- **Other measures:** LCB College recognises the importance of having institutional safeguards in place to make its students feel safe. In this context, the following may be cited:
 - There is a public announcement system in place to add to the safety measures.
 - The Anti-ragging Committee, Discipline Committee, Hostel Committee and Mentoring Cell have also been constituted to look into students' welfare and safety.
 - The College also has an Internal Committee, formerly the Internal Complaints Committee, with its composition as per the Ministry of Human Resource Development, Government of India, 2016.

File Description	Document
Specific facilities provided for women in terms of: a. Safety and security b. Counselling c. Common Rooms d. Day care center for young children e. Any other relevant information	View Document
Annual gender sensitization action plan	View Document

7.1.2 The Institution has facilities for alternate sources of energy and energy conservation measures

1. Solar energy
2. Biogas plant
3. Wheeling to the Grid
4. Sensor-based energy conservation
5. Use of LED bulbs/ power efficient equipment

Response: B. 3 of the above

File Description	Document
Geotagged Photographs	View Document

7.1.3 Describe the facilities in the Institution for the management of the following types of degradable and non-degradable waste (within 500 words)

- Solid waste management
- Liquid waste management
- Biomedical waste management
- E-waste management
- Waste recycling system

- **Hazardous chemicals and radioactive waste management**

Response:

The college has adopted the three tier waste management policy of reduction, recycling and re-use and also to make aware all the stakeholders for the same.

Solid Waste Management: This includes

1. Waste segregation into wet and dry waste and disposal in separate-coloured bins.
2. Non-biodegradable waste is disposed through the Guwahati Municipal Corporation.
3. Construction debris is disposed by way of contractors in authorised landfill sites.
4. Used sanitary pads are disposed through the incinerator.

Reduce:

1. Signage for preventing food wastage in the college hostel and canteen for awareness
2. A phase wise ban on single-use plastic is in place.
3. An awareness drive against plastics is going on.
4. A drive to reduce paper use is on in the day-to-day activities of the college.

Recycling:

1. Old newspapers and magazines are sold off to the scrap and paper dealers.
2. Iron rods and metal scraps are also sold through vendors for recycling.
3. Likewise old broken and damage plasticware are sold to local vendors for recycling.

Reuse:

Old books from students and teachers are collected and kept for the use of students.

Liquid Waste Management: This includes

1. The waste water from toilets in the college and hostel and the college canteen is disposed off through the sewage drain
2. An awareness drive to save water is on to make all stakeholders aware of the same.

E-Waste Management: This includes

1. Obsolete computers and electronic equipment are sold to external agencies
2. Irreparable computers have been sold/auctioned off to local vendors. For unserviceable equipment or batteries, the college tries to negotiate buy-back or removal from site agreements with firms during replacements.

File Description	Document
Geotagged photographs of the facilities	View Document
Any other relevant information	View Document

7.1.4 Water conservation facilities available in the Institution:

1. Rain water harvesting
2. Borewell / Open well recharge
3. Construction of tanks and bunds
4. Waste water recycling
5. Maintenance of water bodies and distribution system in the campus

Response: D.1 of the above

File Description	Document
Geotagged photographs / videos of the facilities	View Document

7.1.5 Green campus initiatives include:

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

Response: C. 2 of the above

File Description	Document
Geotagged photos / videos of the facilities	View Document
Any other relevant documents	View Document

7.1.6 Quality audits on environment and energy are regularly undertaken by the Institution and any awards received for such green campus initiatives:

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

Response: A. Any 4 or all of the above

File Description	Document
Reports on environment and energy audits submitted by the auditing agency	View Document
Certification by the auditing agency	View Document
Any other relevant information	View Document

7.1.7 The Institution has disabled-friendly, barrier free environment

1. Built environment with ramps/lifts for easy access to classrooms.
2. Divyangjan friendly washrooms
3. Signage including tactile path, lights, display boards and signposts
4. Assistive technology and facilities for 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

Response: B. 3 of the above

File Description	Document
Policy documents and information brochures on the support to be provided	View Document
Geotagged photographs / videos of the facilities	View Document
Any other relevant information	View Document

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 500 words).

Response:

LCB college has been shouldering the responsibility of imparting values of tolerance and harmony and inclusiveness to its students. Students coming from different caste, religion, culture and linguistic communities remain in the same uniform frame and same academic environment. Being an institution of higher education, the college instils the values of a mutually respectable environment and to manifest these, various activities and programmes are conducted.

- The death Anniversary of Jyoti Prasad Agarwala is celebrated as Shilpi Divas on 17th January, to honour this doyen of Assamese culture under the initiative of the LCB College Teacher's Unit. A number of cultural events mark the occasion.
- Similarly, the Rava Divas is celebrated on 20th June every year in honour of Bishnu Prasad Rabha, the multi-faceted doyen of Assamese culture. The Teacher's Unit of the college takes the initiative

in this regard.

- LCB College Student Union celebrates Saraswati Puja, the worship of the Hindu Goddess of wisdom and all the students irrespective of religion join the festivity on the occasion.
- The College Foundation Day is observed on 9th August every year to commemorate all those people who contributed towards establishing this institution.
- The Annual College Week is another event wherein the cultural diversity of the state and the country at large get manifested as the cultural elements of different communities displayed in the rally and the range of activities conducted in the event.
- Students are encouraged to participate in the diverse programs organised by other Colleges and Universities. The NSS and NCC students also participates in camps and other socio-cultural activities beyond campus.
- Hindi Department celebrates Hindi Dibash with a range of events.
- The department of Assamese organises various events and brings out an annual journal “Suworoni” to provide a platform for creative writing to students and teachers on Assamese culture and language.
- The department of Bengali conducts varied events in Bengali language and brings out a Bengali journal, “Protitdhoni” every year to provide opportunities to teachers and students to boost their writing skills.
- The poetry club promotes poetry writing and recitation in different languages.
- The College Magazine “LCBIAN” includes content in English and Assamese.
- The Womens' Cell of the college is also engaged in events from the perspective of the gender spectrum.
- The College has a Poor Aid Fund and a Free Book Service scheme to benefit economically backward students irrespective of caste and religion.

File Description	Document
Any other relevant information.	View Document
Supporting documents on the information provided (as reflected in the administrative and academic activities of the Institution)	View Document

7.1.9 Sensitization of students and employees of the Institution to the constitutional obligations: values, rights, duties and responsibilities of citizens (within 500 words).

Response:

LCB College conducts a number of activities for sensitizing students and employees of the institution for inculcating constitutional values, rights and responsibilities of citizens.

- The LCB College students Union is an elected body, elected as per the recommendations of the Lyngdoh Committee. The student’s election inculcates the true spirit of democracy among the students.

- The department of Political Science has arranged for visits to the Assam Legislative Assembly from time to time to increase political consciousness of students.
- The National Cadet Corps (NCC) unit of LCB College is dedicated to create a 'sense of patriotic commitment' for national development. NCC cadets of the college has participated in the All India Vayu Sainik Camp (AVSP) on 24th October-4th November, 2018 at Jodhpur. NCC cadets especially of TDC 2nd and 3rd years are getting training on the techniques of flying under 50 Assam Air Sqn NCC in Virus SW 80 twin setter micro light helicopter.
- The college has an active National Service Scheme (NSS) unit where students engage in community service programmes. The NSS has participated in the Republic Day Camp at New Delhi besides celebrating the Republic day and Independence Day in the college.
- Republic Day and Independence Day is celebrated in the institution with much gaiety and fervour each year. Celebration of these events are aimed at familiarizing students and employees with the great national heritage. Quiz and extempore speech competition on Indian freedom movement have been organized.
- Community responsibility is vigorously fostered through the organisation of blood donation camps at different times, donation of furniture to neighbouring schools.
- To promote the ideal of the Swachh Bharat Abhiyan, LCB College organises cleanliness drives.
- The College has conducted a study tour to Haflong for the “Study of the Sixth Schedule of the Indian Constitution” from 22-02-18 to 23-02-18.
- As part of our obligation towards protecting our natural environment, plantation program is organized on World Environment Day.
- Programmes on Intellectual Property Rights were organised to create awareness towards professional ethics.
- The department of Political Science of the College has organised different webinars and lecture programmes towards this end. Some of them are mentioned below.

1. A lecture programme on “Social Justice and the Constitution of India” was delivered by Mr. Rasel Hussain, social activist on 03/09/2018.
2. A webinar on “Gandhi, Ambedkar and Social Justice in Colonial Assam” was organised on 8/8/2020
3. A webinar on “Autonomy and the Sixth Schedule: Experiences from Dima Hasao” was organised on 14/08/2020

File Description	Document
Details of activities that inculcate values; necessary to render students in to responsible citizens	View Document

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.

- 1. The Code of Conduct is displayed on the website**
- 2. There is a committee to monitor adherence to the Code of Conduct**

3. Institution organizes professional ethics programmes for students, teachers, administrators and other staff

4. Annual awareness programmes on Code of Conduct are organized

Response: B. 3 of the above

File Description	Document
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 Document
Code of ethics policy document	View Document
Any other relevant information	View Document

7.1.11 Institution celebrates / organizes national and international commemorative days, events and festivals (within 500 words).

Response:

For the holistic development of students, the college pays special attention in inculcating moral and ethical values among them. Celebration of various events and remembering historical figures has been an integral part of learning in the institution to introduce students towards the heritage of India. Again L.C.B. College always observes National and International significant events so that our student can have a good knowledge of History.

L.C.B. College celebrates Independence day and Republic Day every year with much gaiety, celebrated jointly with the local community of the neighbourhood of the college. The NCC, NSS units of the college along with students and teachers of the college takes part in the programme. On this occasion, different programmes like Art competition, Extempore speech are also organized among children in the neighbourhood of the college, with view to educate children regarding the importance of these auspicious days.

National Productivity Week is celebrated from 12th-18th February, with a series of lectures and competitions among students.

National Science Day is also celebrated every year on 28th of February by the Science forum of the college, with different events for creating scientific temperament amongst the students and community at large. Programmes like Lectures, Debate competition, speech competition, tree plantation are organized to enlighten students regarding the contributions of Sir C. V. Raman and also to justify the theme of the day.

International Women Day is also celebrated every year on 8th of March by the Women's Cell of the Institution, by inviting persons who can inspire women and show them the path of empowerment for a gender equal society.

World Health Day is organised by the NSS unit of the college every year on 7th April to make students aware about the health specific problem of the world.

The World Environment Day is organized every year, on 5th of June, by the Science Forum- L.C.B. College in collaboration with the neighbouring schools, arranging varied programmes to encourage awareness and Environment protection.

International Day of Yoga is also celebrated every year by the teachers and the students of the institution to enlighten everyone to the ancient Indian art of healthy living in maintaining physical and mental health.

Teachers' Day is celebrated annually, both centrally and in departmental level, to mark the birthday of the country's former President, scholar, philosopher Dr Sarvepalli Radhakrishnan. The department of Education felicitates a teacher of repute from the neighbourhood every year on this day.

The college celebrates Fit India Movement on 29th of August, to raise awareness among the college fraternity about good health.

Tithi of Srimanta Sankardeva is observed in Assam in the Hindu month of Bhadra (August or September). This day is remembered as the death anniversary of Mahapurusha Srimanta Sankardeva who inaugurated a new era in the realm of Assamese society and culture. The department of Assamese commemorates the day.

File Description	Document
Geotagged photographs of some of the events	View Document
Annual report of the celebrations and commemorative events for the last five years	View Document

7.2 Best Practices

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

Response:

Best Practice 1

1. Title of the Practice: Course Management and Learning Outcome Delivery Mechanism

2. Objectives of the Practice:

- a. To conduct a planned approach for an effective teaching, learning and evaluation mechanism.
- b. To create a conducive learning environment that caters to the student specific needs.

- c. To make teachers and students aware of the POs, COs and PSOs of courses
- d. To strive towards achieving academic excellence by the institution in the long run.

3. The Context:

Students with diverse backgrounds including economic, linguistic, cultural differences and varied strengths and paucities at learning have been experienced by the teachers of the College. Thus, along with the standard protocols of duties laid by affiliating universities, governments or at the college specific administrative level, each teacher has designed his/her own unique ways to carry out teaching-learning and evaluation activities. However, in the undergraduate level of study, each student has to undergo learning in multiple disciplines as per the requirements of curriculum. Accordingly, a need was felt for an institutionalized process of dissemination of teaching, learning and evaluation activities catering to the student specific needs which allows for discipline specific flexibilities at the same time. Again, the success of each activity lies in constant monitoring and a periodical analysis of the gains anticipated. Thus, the practice of course management and learning outcome delivery mechanism evolved over the years.

4. The Practice:

The ultimate aim of any higher educational institution is to yield human resources and therefore academic excellence is of prime importance. In this context, the course management and learning outcome delivery mechanism practice was initiated in Lalit Chandra Bharali College. The practice can be illustrated in three dimensions; viz. course file maintenance, periodical review by the department and monitoring as below.

a) Maintenance of course file: An institutionalized approach was initiated to streamline the normal academic activities of each department with the ultimate aim of achieving the vision and mission of the college. The practice merely lies in the maintenance of course files by each teacher which mandatorily contains the following features.

i. Vision and mission: The courses have a vision and mission that is at par with the vision of the institution.

ii. Syllabus: Each course file contains the syllabus, the CO of the courses and PO and PSO.

iii. Academic Calendar: Each department prepares academic calendar including continuous internal evaluation schedules developed within the broad frame of the academic calendar of the University and the institution. This is for ready reference and planning for the teacher.

iv. Teaching plan: Every teacher always plans their teaching, learning and evaluation process. So, in the course file they maintain the periodic plan of teaching as per the syllabus, mode of teaching each topic, methods for the same and the evaluation methods and the strategy to identify slow and advanced learners.

v. Retention of scripts: Answer scripts of good, moderate and weak performers in the course file is aimed at future reference for students to understand what is expected of them.

vi. Tutorial Sheets/ Class test papers/ quizzes: Teachers also maintain the said evaluation tools for the

benefit of their students and future reference.

b) Periodical Review by the department: This is done by the following ways:

i. Class attendance: Teachers maintains a consolidated statement of attendance and has a periodical analysis of the attendance of the students. This is aimed at coordinating with the students in case of absence and also intimating the concerned mentor of the college (mentor-ward system) if need arise.

ii. Result analysis: Result analysis at the departmental level is done to analyze the effectiveness of the teaching learning activities.

c) Monitoring: The IQAC keeps a vigil on the smooth functioning of the practice with periodical review.

5. Evidence of Success:

The success of the practice is outlined in the following

a) The course management and learning outcome delivery mechanism is a tool for making teachers and students aware of the POs, Cos and PSOs

b) The course management and learning outcome delivery mechanism has helped in self-assessment of the teaching learning and evaluation activities of all teachers.

c) Its success lies in that it is a comprehensive plan to measure the fulfillment of course and programme outcomes.

d) The success also lies in evaluating how far the teachers have succeeded in tailoring the teaching methodologies including ICT usage in their discourses.

e) Consolidated student attendance and mentor ward system reveal students' specific problem. An instance may be cited in the context. During the pandemic students could not attend classes due to lack of internet connectivity. This was true for all the departments. The teachers after discourses came up with several strategies to deal with the problem.

6. Problems encountered and resources required:

The course file has to a great extent changed the entire perspective through which academics are addressed and worked upon. However, some problems have been encountered in the practice.

a) A mutual discussion on periodic basis to plan out the ways to deal with challenges and continuous upgradation is important. Such periodical analysis was not sufficient and this was mostly due to the pandemic.

b) Another major hurdle encountered was that many vacancies in the college have long not been filled. So this has hampered the planning and execution of the courses of the different disciplines.

Best Practice 2

1. Title of the Best Practice: Institutional Social Responsibility: LCB College**2. Objectives of the Practice:**

1. To extend support and use the intellectual resources of the college fraternity for the development of the society.
2. To promote cohesion with the neighbourhood to achieve the common goal of development of the area.
3. To periodically survey the development needs of the neighbouring community and plan activities for their overall well-being.
4. To reach out to the marginalized section of the society.
5. To sensitize students towards social responsibilities.

1. The Context:

Lalit Chandra Bharali College was established with a holistic vision of enhancing access to higher education at the initiative of the neighbourhood community and with the generous donation by the family of Late Shri Lalit Chandra Bharali. Accordingly, the college fraternity has always had a symbiotic existence with the neighborhood for the overall well-being of the area. Besides, with the noble belief in the need of inclusive growth, student bodies like, NCC and NSS have always undertaken various programs for the marginalized sections of the society. To foster social responsibilities in students is inherent in the vision and mission of the college. In the context, the near-by village of Adingiri was also adopted long back with the aim of extending all feasible support for its overall development. The college continues its efforts in all its academic and extension activities with an aim to try and reach out to the society.

1. The Practice

The L.C.B. college family has always engaged themselves in various activities to reach out to the different segments of the society following its social outreach policy.

In all such ventures, students and teachers of the college have worked hand in hand.

a) Outreach activities in the neighbourhood community:

1. The college repaired and reconstructed the sewage drain facilitating the flow of sewage and excess rainwater of the entire neighborhood.
2. The college provides access to water to the local communities during lean season without any charges.
3. The college has let the installation of a BTS tower that has enhanced internet access for the entire neighbourhood.
4. Awareness program, competitions, popular talks on important events like Indian Science Day, World Environment Day, are organized by the college fraternity in the neighbourhood.

b) Adopted Village:

The Adingiri village, close to college, was adopted long back and several awareness programs have been carried out over the years there by the college. The college authority and the Department of Economics carried out a socioeconomic survey in the village to understand the development plight of the residents and to guide future extension programs in the adopted village. The survey report covering several socio-economic parameters has been published.

c) Extending the intellectual resources of the college fraternity:

1. The Extension Education and Community Welfare Cell of the College coordinated the government visionary scheme ‘Maitreye-Ek Gyan Yatra’ starting from 1st September, 2016 wherein twenty college teachers participated in providing tutorial classes in five schools in the locality.
2. When the Covid-19 pandemic started in the country student volunteers of NSS, NCC, members of the ‘Health Club’ and ‘Extension Education and Community Welfare Cell’ and other teachers participated in awareness campaigns to educate people on basic safety measures. Vaccination drives against Covid-19 were also held in the college premises.
3. The NSS, NCC and other student bodies of the college have arranged outreach programmes like blood donation camps, volunteering services at the annual Ambubachi Mela at Kamakhya Temple, cleanliness drives towards commemoration of Swacchh Bharat Abhiyaan, awareness programmes in the locality towards environmental consciousness etc.

d) Extending the feasible college resources:

1. The College Central Library has opened a wing at the Assam Central Jail, donating books and daily newspapers for the jail inmates.
2. Different cells and departments of the College have visited old age homes several times over the years and extended financial and mental support to the inmates.

1. Evidence of Success

1. The mutualism of the institution and the neighbourhood is an indicator of success in its practice of social responsibilities. The institution has been appraised by the local people through letters of appreciation..
2. The college has also conducted survey in the neighbourhood about the opinions about the extension activities performed for their betterment. The survey report itself is an evidence of success in this context.
3. This mutualism can further be emphasized by the fact that the college celebrates important landmark events like Independence Day, Republic Day together with neighborhood in collaboration with the Nilachalpur Bezbaruah Nagar Unnayan Samiti.
4. The increasing number of volunteers in the different social activities of NSS and NCC are indicative of the growing awareness among the students in community engagement.

5. The college has also received the feedback from the Assam Central Jail, Guwahati about the benefits they have derived from our library extension services in the jail premises. The feedback speaks of success of our endeavor and encourages the college community.

6. Problems encountered

1. The extension activities and outreach programs have always been affected by the paucity of funds. Managing financial resources to meet the priorities of the day-to-day affairs along with meeting the needs for these activities and programs have been a major challenge for the administration.

2. The staff and students of the college are ever eager to participate in such activities. But the scheduled academic activities cause paucity of time despite the will. Thus, manpower and time constraints are other major limitations in this regard.

7. Notes:

If the neighboring colleges and institutions of higher education get together than greater benefit of the society can be expected with better management of time and both financial and human resources.

File Description	Document
Best practices in the Institutional web site	View Document

7.3 Institutional Distinctiveness

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

Response:

Institutional Distinctiveness:

Lalit Chandra Bharali College was established on 9th August, 1971 with the initiative and support of the neighborhood community and the generous donation from the family of Late Lalit Chandra Bharali, after whom the college has been named. Compared to majority of the colleges in the city of Guwahati, this college is of a recent origin. The establishment of the college was driven by a holistic aim of extending access to higher education to the marginal students community who could not access the other city colleges for a variety of reasons. It was also an educational outreach for the students who lived beyond the city limits and the entire northeast. The college as a new addition in the history of higher education in the city has always received students who couldn't access the older and established institutions in their desired disciplines mostly due to their low scores and most of them had to work along with their study to support their families. It was a challenge for the college fraternity to initiate strategies for the benefit of this domain of students. The college has set this as its distinctiveness and prioritized to initiate unique study programs and schemes in this context. Commitment to academic excellence has been the priority and thrust of the college and so it has tried to provide alternative career options for its students. This priority and thrust of the institution is also reflected in the mission set by the college. This distinctiveness of the college can be highlighted in the following fronts.

The college fraternity has been able to earn a unique identity because of initiating non-traditional courses at the undergraduate level. True to its mission, much before the provincialisation of the science stream, non-traditional undergraduate courses were initiated which included B.Sc. in Computer Science, Electronics, Environmental Studies and also Folklore in the Arts stream. This step of the college was appreciated very much by the peer team visit in the previous NAAC assessment. However, because of the un-provincialised nature of the streams financial burden rested on the students for these courses. Again, the science stream of the college was provincialised only in the year 2013, and there was not sufficient infrastructure facility in the small campus of the college. However, in spite of all these odds, since its inception, the students of Computer Science and Electronics Departments have excelled in their fields. Worth mentioning here is the fact that a respectable number of alumni (12) of the Computer Science department of the college, who passed out before the provincialisation of the science stream are presently serving in Department of Computer Science Gauhati University (GU), our affiliating university, GUIST, IIIT Manipur, KKHSOU, IDOL(GU), NLUJAA, Rajiv Gandhi University(Arunachal Pradesh), Manipur University as Faculty members. Moreover many students from the same department are also working as faculty member in the Affiliated Colleges of Different Universities. Again ten alumni from the department of Electronics are working as Faculty members in the department of ECT (GU), GUIST, Assam Don Bosco University, Assam Down Town University, Rajiv Gandhi University. The legacy of excellence continues even now where we may cite examples like, our students working successfully in corporate sectors like IBM, Wipro, TCS, Cognizant, Capgemini to cite a few. We can proudly say that some of our alumni are also working successfully in Banking and Telecommunication sector also.

This story highlights the emphasis of the college in striving for academic excellence of the students who choose the institution, despite all odds. Such success stories of the students are found in all the departments which illustrate the dedication of the college fraternity in living up to their responsibilities. The efforts at initiating non-traditional courses continued for the institution. The B.Sc. IT, BCA and PGDCA courses were later added on a self sustaining basis and these are continuing till date with record of good alumni placement.

The college has approximate 20% BPL students who have availed free ship from the government for admission. The institution has also designed schemes to help the meritorious but economically weak

students so as to extend support in their career development. This is in tune with the priority of the college to help the marginal student's community. The poor aid fund scheme in this context has benefitted a few students every year on the basis of merit. Again, the Ratneshwar Borooah Memorial best graduate award, Prof. Basanta Borooah Memorial best graduate award in English are the means to encourage students to excel in studies.

In spite of paucity of space, the Institution has managed to establish well equipped laboratories for the subjects like, Computer Science, Electronics along with a hygienic Canteen for the students. The college provides a platform to hone the potential of these students. Every teacher and every department monitors the performance of students. And it has been found that students who had low scores at their entry level have passed out with good results and are faring well in their careers. Gauhati University students from low and lower middle income families have outshined in their ventures after passing out from the college. This exhibits the successful venture of the faculties who provide constant support and guidance to the students.

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

5. CONCLUSION

Additional Information :

A good practise of the College also include:

The department of Education annually contributes a nominal amount on a voluntary basis to a social NGO Karunadhara to teach its students the noble virtues of caring and sharing.

Concluding Remarks :

LCB College has expanded its horizons, since its inception in 1971. The College has been trying to enhance its infrastructure through increasing ICT facilities, physical infrastructure and welfare of students and staff so as to create an environment conducive to pursuing academic excellence. To support interactive/classroom pedagogical methodologies, the teachers are also encouraged to use ICT tools to deliver their lectures using audios, videos and PPTs. The College students have showed good performance in extra-curricular and academic pursuits within and outside the college. In this context the college fraternity is practicing several outreach and extension activities not only to live up to its social responsibility but also to imbibe these noble virtues in our students. Our NSS and NCC wing are a vibrant one and our students are trained to be of assistance to the country in any National Emergency. The college is proud of many of its alumnae who have made a mark for themselves in various spheres. The college strives to fulfill its vision of imparting transformative education for the empowerment of our students and the promotion of a more just and humane society.