



# **SELF STUDY REPORT**

**FOR**

**3<sup>rd</sup> CYCLE OF ACCREDITATION**

**GURUCHARAN COLLEGE**

COLLEGE ROAD, SILCHAR - 788004  
788004

<https://www.gurucharancollege.ac.in>

Submitted To

**NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL**

**BANGALORE**

**August 2023**

# 1. EXECUTIVE SUMMARY

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## 1.1 INTRODUCTION

Gurucharan College, popularly known as G.C. College is located at Silchar, the District Headquarters of Cachar, in south Assam. Established in 1935 as a philanthropic venture with emphasis on women education, it was the outcome of a concerted effort of a section of educationists who envisioned the role of higher education as a key element of social progression in Barak valley. It is worth mentioning that Late Kiran Shashi Nag of Silchar, the widow of Late Guru Charan Nag, donated Rs. 10,000.00 in 1934 to establish the college which boosted the vision of Late Bishnu Charan Dey Purkayastha who first conceptualized the idea of setting up of a College at Barak Valley. The College was initially affiliated under Calcutta University but in 1949 it came under Gauhati University, followed subsequently by its affiliation to Assam University, Silchar in 1994. It was granted provincialisation as per Government of Assam Act in the year 2006. The pre-eminent role of G.C. College in imparting quality education and its unwavering pursuit for excellence was further augmented by the announcement of Government of Assam on 29th November 2022 to upgrade it into a State University.

Since inception G.C. College has been the torchbearer in higher education in North East India as a premier seat of learning. Over the years it has grown into a multidisciplinary institution of higher learning with a vibrant academic ecosystem offering Undergraduate (UG) Programmes in Arts, Science, Commerce and Management spanning over twenty-five academic departments, including seven language departments. Together with the Higher Secondary Section and UG programmes, it has a robust student enrollment of about 4314 (2022-23) and a total regular faculty of 84. The college also offers five add-on courses catering to the needs of the students.

The College is recognized under 2(f) and 12 (B) of UGC and was awarded the status of “College with Potential for Excellence” in two phases (2006-2011, 2011-2016). It has already undergone two cycles of NAAC accreditation, securing B++ (CGPA=80.65) and A (CGPA=3.11) respectively in Cycle I (2006) and Cycle II (2016).

### Vision

Gurucharan College, Silchar does have the vision to impart futuristic education in different streams. It has undertaken a comprehensive plan to introduce career-oriented courses to cater to the needs and requirements of the upcoming learners. The college has a committed vision to instill a very high sense of dedication and discipline in the minds of the students and to ensure a global standard of education by imparting quality education. It has the vision to make the learners intellectually superior and ethically strong. It is also an indispensable part of the vision of the college to make it an ideal centre of higher learning, research and career orientation.

### Mission

Our pious mission is to educate students from all walks of life - urban and rural, the poor and the backward so that they become enlightened and empowered individuals qualified with multi-dimensional

potential, having a sense of self-respect along with commitment towards the self, the society and the nation. Our mission is not only to facilitate teaching-learning opportunities but also to provide scopes for research, training, career-counselling. It is also our mission to develop the college as an ideal centre of learning for proper manifestation of the best in an individual learner's mind and character to make him or her a good citizen.

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

### **Institutional Strength**

- **Inherent multidisciplinary ecosystem with courses from arts, science, commerce and management.**
- **Strong contingent of motivated and capable faculty with more than 70% teachers having Ph. D. qualification**
- **Research culture in many departments despite limited facilities**
- **Strong student base of over 4000**
- **Located at the gateway to the states of Manipur, Mizoram, Tripura and adjacent to Bangladesh and Myanmar**
- **Consistent community engagement through well established, institutionalized mechanism**
- **Vibrant teaching-learning ambience with both curricular and co-curricular activities**
- **Well-equipped central library and departmental libraries**
- **Conservation and propagation of Indian Knowledge System through ‘Manuscript Resource Centre under IGNCA, Ministry of Culture, Government of India, and a Manuscript Conservation Centre in collaboration with Ministry of culture (since 2010); A section on ‘North East Micro Literatures’ attached to the central library**
- **A fully functional printing press managed by the College**
- **Shared responsibility in governance and participatory management in the College through a number of statutory and non-statutory committee/cells**
- **Functional ODL study centres of IGNOU and KKHSOU**
- **21 departments publish departmental magazines of which as many as 11 bear ISSN**
- **Diversity in the student community representing various social groups/strata namely the tea tribes, ethnic tribes from both the hills and the plains, the minorities etc.**

### **Institutional Weakness**

- **Logistic bottlenecks due to geographic isolation from the mainland and susceptibility to perennial natural hazards.**
- **Inadequate space for major expansion of physical facilities.**
- **Inadequate research facility and analytical equipment for cutting edge research.**
- **Lack of industrial linkages.**
- **High Pupil Teacher Ratio (PTR) in some departments due to high student enrolment.**
- **Limited scope for resource mobilization other than government grants.**
- **Inadequate job oriented courses/programmes and very limited placement opportunities.**

### **Institutional Opportunity**

- **Opening up of new courses and programmes as per NEP 2020**
- **Internationalization by attracting students from the neighbouring countries namely Bangladesh and Myanmar**
- **Can play a catalytic role in India's Act East Policy**
- **Developing the College as the natural choice for students from neighbouring states namely Mizoram, Tripura, Meghalaya and Manipur**
- **Opting for vertical expansion to circumvent space crunch**
- **Taking up focused Research and Development programmes on local issues of societal concern namely-biodiversity, mineral resources, natural hazards and climate change**
- **To upgrade into a Multidisciplinary Education and Research University as envisioned in NEP 2020**
- **Leveraging the strong alumni base for growth and progress of the College**
- **Contributing towards enhancing Gross Enrolment Ratio (GER) of the state of Assam in higher education through higher enrolment in conventional programmes and through the two distance learning study centres - IGNOU (Indira Gandhi National Open University) and KKHSOU (Krishna Kanta Handique State Open University)**

## Institutional Challenge

- **Implementation of the NEP 2020 in letter and spirit particularly in view of large number of students to be accommodated for skill training, Value Added Courses and internship**
- **Mobilisation of funds for creation of new infrastructure, upgradation and maintenance of ageing facilities**
- **Ensuring sustained peace and tranquility in the campus considering its location in the midst of a thickly populated urban area and a public road passing through the College campus**
- **Complete automation and E-Governance in all the functional areas of the college**

## 1.3 CRITERIA WISE SUMMARY

### Curricular Aspects

Gurucharan College, an affiliated institution under Assam University, Silchar, follows the curriculum prescribed by the affiliating University. The College presently offers Undergraduate (UG) degree programmes besides Diploma and Certificate courses. There are a number of job oriented and skill development courses (Certificate /Diploma) offered by different departments/wings of the college namely Spoken Sanskrit (Sanskrit Department), Recitation (Bengali Department), Creative Writing (English Department), Bioinformatics (Institutional Biotech Hub) and Office Automation (Commerce Department).

Semester system is followed for the flagship UG programmes spanning over six semesters (three years). Choice Based Credit System (CBCS) was introduced in the UG Degree programme by Assam University, Silchar in 2018 and since then G.C. College has been following its TDC CBCS curriculum structure with a well laid out protocol for evaluation and grading. This curriculum provides, apart from major and minor areas of study, courses on professional ethics, gender equity, sustainability, human values and environment related issues. Students mandatorily take up Ability Enhancement Compulsory Courses on communication skills and Environmental Studies cutting across all streams. Different aspects of professional ethics are covered by the different streams. Workshops and invited talks are organized to instill a sense of professionalism in the young minds where successful professionals from different fields of life come and interact with the students.

Incorporation of Indian knowledge systems into the framework of the educational and academic ambit of the college is accomplished primarily in two ways – collaborative attempts with respective agencies, and through existing knowledge resources like the B. C. Gupta Memorial Library of the college, the Anthropological Museum and the Manuscript Resource Centre. Independent organisations like Sanskrit Bharati and others are direct collaborators for projects that are oriented in and around Indian epistemological and cultural spaces.

Online Undergraduate, Postgraduate as well as certificate/diploma courses are available within the college premises through Indira Gandhi National Open University (IGNOU) and Krishna Kanta Handique State Open University (KKHSOU) study centres for which infrastructural facilities are

provided by the institution. Involvement of resource persons from the college facilitates the smooth academic functioning of the open university centres.

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

Gurucharan College boasts of a healthy student strength with a high average enrolment percentage of 88.22 % over the period from 2017-18 to 2021-22. The college caters to the academic needs of the students hailing from diverse social, cultural, religious and ethnic backgrounds. The college has a highly qualified pool of teachers with more than 70% possessing Ph.D. degrees.

Teaching-learning process is accorded the topmost priority and is primarily carried out as in-person classroom transactions. The institution has always believed in outcome-based learning processes. The departments communicate programme outcomes, programme specific outcomes, and course outcomes to the students before the commencement of classes. Interactive and participatory learning are encouraged and ensured through student seminars, quiz, assignments, field work etc. The slow learners are identified and remedial classes are arranged by the concerned departments. Lecture programmes and invited talks by experts are arranged for the advanced learners.

The teachers use various ICT tools to explain and illustrate concepts to the students. Subject specific softwares and programming tools like E-bird application, FORTRAN, SCILAB, Sage Math, Octave, C++, Python, to name a few, are also routinely used in teaching.

Post Covid-19 disruptions, use of digital platforms has seen an upsurge in the transformative teaching-learning ecosystem. Teachers use Zoom, Google Meet, Google Classroom, YouTube etc. for offering online classes and sharing e-resources. Subscription of Google Workspace for Education with unlimited user accounts has further strengthened the use of ICT tools.

The Examination Cell of the college is given the responsibility to conduct internal assessment in consultation with the academic departments as per examination guidelines of Assam University, Silchar. The evaluation has a formative (30%) as well as a summative (70%) component. Internal Assessment parameters are: attendance (10% marks) and unit tests, assignments, seminars etc. (20%marks). Marks are uploaded in the university portal by the Examination Cell and can be accessed by students using their login credentials. End Semester examination is conducted by the parent university. The college authority duly notifies the date and the time of examination and the same is circulated through notice and uploaded in the college website.

The Examination Cell helps students with their grievances and queries related to results and other academic matters. Matters requiring further attention are forwarded to the Controller of Examination of the affiliating university.

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

G.C. College has been developing a research ecosystem with research funding from agencies like the Department of Biotechnology (DBT), UGC, Science and Engineering Research Board (SERB) under Government of India. Most of the teachers have Ph.D. degrees and a few of them have also been recognized as Co-Supervisors of Ph.D. students under Assam University, Silchar and National Institute

of Technology, Silchar. A number of teachers have quality research publications listed in UGC-CARE, Scopus and Web of Science.

The college has an Incubation Centre and an Intellectual Property Rights Cell to encourage creativity, innovation and research maintaining professional ethics. A faculty member of the college has registered a patent and a copyright for her collaborative inventions.

Inter institutional academic collaboration is being developed through a number of functional MoUs with institutions and organizations such as Sanskrit Bharati, Ambedkar College, Tripura, University of Science and Technology (USTM), Meghalaya, Guwahati and Golaghat Commerce College, Assam which are expected to bring in rich knowledge exchange in the coming days.

Exhibitions on science, technology, humanities and culture are organized to provide a platform for innovative concepts and creative projects by the students. During Covid 19 pandemic period the College took up an innovative exercise to prepare hand sanitizer at Chemistry laboratory involving undergraduate students under supervision of faculty members and distribute free of cost to meet the urgent need of that time.

Both students and teachers of G.C. College are involved in sustained community engagement and extension activities with the motto of “help, serve, reflect and learn”. A number of cells/wings of the college headed by teachers namely, NSS (Units I and II ), NCC (Boys and Girls), Kiran Shashi Women's Cell, Red Ribbon Club (RRC) work actively throughout the year both independently and in collaboration with other organizations. A slum in the vicinity of the college has been adopted by the NSS Units and in accordance with Assam Government guidelines, two schools in and around Silchar have been adopted by the College with a view to providing their students with academic support and mentorship.

### **Infrastructure and Learning Resources**

G.C. College has a total built up area of 12626.14 sq.m. covering about 34% of total campus area, most of which is spread over a gently rolling high ground in a prime location of the town. Presently it has twenty-nine classrooms divided into Arts, Science and Commerce Blocks besides thirty-two functional laboratories. There are five smart classrooms with ICT/ Wi-Fi and LAN facilities. A Leased Line Connectivity (LCC) delivered over optic fibre from BSNL Broadband connection provides bandwidth of 34 mbps for uninterrupted internet connectivity. Wi-fi routers are also installed at different locations of the college campus. Academic departments are connected through Intranet (LAN) using UTP CAT6 LAN cable via Highspeed LAN switches and normal LAN switches.

The College has 220 computers for use in twenty-five academic departments. The Departments of Commerce, Computer Science, Mathematics, Zoology and the Language departments (Language Lab) have their own computer laboratories. A well-equipped 100 capacity central Conference Hall is utilized for conducting seminars, workshops, etc. and an auditorium of 450 seat capacity facilitates larger academic/cultural programs. Sports facilities for students include a playground for outdoor games, a badminton court, table tennis facility both at boys’ and girls’ common rooms, and well-equipped gymnasium halls for boys and girls. Other physical infrastructures available in the college premises are-a health centre, a cafeteria, a fully functional printing press, one hostel each for boys and girls, an Administrative Block that houses Offices of the Principal besides Accounts Section, General Section, etc.

The college makes adequate budgetary provisions for upkeep and augmentation of the physical infrastructures.

All the academic departments have departmental libraries with required textbooks and reference books. The Central Library is IT enabled having access to the NLIST programme of INFLIBNET via remote/online access. It also has a browsing centre with 18 computers, more than 35000 books, e-journals and e-books. A Manuscript Resource Centre, Language Laboratory, Open and Distance Learning (ODL) study centres of IGNOU, KKHSOU further provide useful learning resources. There is also a Biotech Hub/Bioinformatics Centre functioning since 2011.

### **Student Support and Progression**

G.C. College has a robust system of student support mechanisms with a number of government and non government schemes benefiting a large number of students. BPL (below poverty line) category students receive free admission as per Government of Assam mandate. During the period 2017-2022, a total of 7516 students received scholarships and aids worth Rs. 34,43,7840.00 out of which 7158 (~95% of total beneficiary) students were covered under the fee waiver scheme (worth Rs. 25,51,1584.00). During this period students also received other scholarships namely, UGC (NER) Ishan Uday scheme, Government of India, Post Matric Scholarship (PMS) for SC students- Assam , PMS for OBC students – Assam , PMS for ST students – Manipur , PMS for ST students – Assam , PMS for ST students - Meghalaya, PMS for SC students -Tripura , PMS for students with disabilities , Minority CS and DST INSPIRE.

The Career Guidance Cell of G.C. College provides support to students related to professional careers and also facilitates soft skill development through seminars/workshops etc. It liaises with agencies like Spoken Tutorial programme of IIT Bombay in facilitating online training for students on Free and Open Source Software to enhance their ICT and computing skills. During the Covid-19 pandemic, it also organized live online classes of coaching for Civil Services. A large number of G.C. College students take up further higher studies in various Higher Education Institutions (HEIs) while a smaller number get employed every year. A number of students from G.C. College also qualified in various competitive examinations like IIT JAM, GATE, NET, SLET etc. during the last five years. Some students of the college have received awards and medals for outstanding performance in sports and cultural activities at the University and National level during the same . It is pertinent to mention here that three cadets of college NCC unit have participated in the Republic Day Programme at New Delhi. The college has a vibrant Alumni association which is registered under the Societies registration Act XXI, 1860. New Delhi and has been functional since 2005.

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

The Governing Body (GB) of the College is the apex decision making body as per government regulations, chaired by a State Government nominated President and having members representing various stakeholders. The Principal of the College functions as ex-officio Secretary of the GB. The academic and the administrative set up of the college act in coherence and coordination for its overall development. The institution functions on the principle of participatory management. The Teachers' Council of the college is an all inclusive forum of the teachers of which the Principal is the President. The Governing Body is the highest administrative body that formulates policies, generates funds, monitors and implements all necessary projects. It frames policies to guide the Principal for effective delivery of



services. Guidelines and Regulations notified by the Department of Higher Education, Govt. of Assam are strictly followed in matters of recruitment and promotion procedures.

A decentralized and participatory management procedure is followed for effective functioning of college activities through a number of statutory and non-statutory cells namely, the IQAC, Career guidance cell, Committee for SC/ST, Minority Cell, Internal Complaints Committee, Anti-ragging Committee, OBC Cell, Cell of Value Education and Positive Thinking, Discipline and Grievance Committee, Kiran Shashi Women's Cell, Extension Activities Cell etc. The IQAC, in particular, plays a pivotal role in facilitating institutionalization of quality assurance strategies and processes. The Construction committee, Budget Committee, Purchase Committee etc. to name a few, also assist the authority in decision making on relevant issues. As part of decentralized planning and management, the academic departments take collective decisions in departmental meetings on all relevant issues and forward it to the Principal for further necessary action.

G.C. College maintains financial discipline with regular audits of its transactions. It has satisfactory financial health with a surplus annual budget. Grants under Rashtriya Uchchar Shiksha Abhiyan (RUSA) and occasional development grants from Government of Assam together with resources generated by the college are used to develop the required physical infrastructures. The college has implemented an office automation system for smooth functioning of the office.

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

Inclusive quality education, gender equity and sensitivity are ingrained in the institutional values of G.C. College since its inception. Establishment of the college in 1935 had a special focus on women education which is reflected even now in the healthy gender parity index. Internal Complaints Committee and the Kiran Shashi Women's Cell (KSWC) are the institutional mechanisms to deal with grievance redressal concerning women. In general, the College provides an opportunity for affordable quality education to a large section of minorities, tribal, economically weaker and downtrodden sections of the population. Continued community engagements and extension activities which are institutionalized through various forums bear testimony to its core values of commitment towards the region's progress.

The college with all its socio-religious diversity functions in a cohesive and harmonious ambience. To preserve and nurture the values of amicable co-existence, tolerance and mutual cooperation college takes the opportunity of various celebrations and community festivals such as Saraswati Puja, Milad-e-mehfil, Sarod Utsav, Social Fest, etc. for inter-community mingling and strengthening of social bond. The Electoral Literacy Club of the Institution on a regular basis undertakes various programs to educate the students, teachers and other employees of the college regarding their constitutional obligations. The "Code of Conduct for various stakeholders" is the summary document that guides our behavior, conduct and duties on campus. The commitment of the institution towards environmental sustainability and energy economy are reflected through one of our best policies of garbage free and green campus initiative. Empowering students through various courses of skill development is a continued endeavor of the college through another best practice. The institutional distinctiveness is represented by the Manuscript Resource Centre which is perhaps a unique of its kind in the entire valley.

## 2. PROFILE

### 2.1 BASIC INFORMATION

Name and Address of the College	
Name	GURUCHARAN COLLEGE
Address	College Road, Silchar - 788004
City	Silchar
State	Assam
Pin	788004
Website	<a href="https://www.gurucharancollege.ac.in">https://www.gurucharancollege.ac.in</a>

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	Bibhas Deb	03842-267042		-	
IQAC / CIQA coordinator	Apratim Nag	-	9435104080	-	iqacgcc@gmail.com

Status of the Institution	
Institution Status	Government

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details		
State	University name	Document
Assam	Assam University	<a href="#">View Document</a>

**Details of UGC recognition**

Under Section	Date	View Document
2f of UGC	01-09-1971	<a href="#">View Document</a>
12B of UGC	14-09-2004	<a href="#">View Document</a>

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

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

**Recognitions**

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

**Location and Area of Campus**

Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	College Road, Silchar - 788004	Urban	9.29	12626.14

**2.2 ACADEMIC INFORMATION**

<b>Details of Programmes Offered by the College (Give Data for Current Academic year)</b>						
<b>Programme Level</b>	<b>Name of Programme/ Course</b>	<b>Duration in Months</b>	<b>Entry Qualification</b>	<b>Medium of Instruction</b>	<b>Sanctioned Strength</b>	<b>No.of Students Admitted</b>
UG	BSc,Anthropology	36	HS	English	5	4
UG	BA,Anthropology	36	HS	English	15	10
UG	BSc,Anthropology	36	HS	English	30	24
UG	BA,Anthropology	36	HS	English	20	15
UG	BA,Assamese	36	HS	English	5	4
UG	BBA,Business Administration	36	HS	English	70	68
UG	BA,Bengali	36	HS	English	60	52
UG	BA,Bengali	36	HS	English	30	27
UG	BSc,Biotechnology	36	HS	English	10	4
UG	BSc,Biotechnology	36	HS	English	60	52
UG	BSc,Botany	36	HS	English	65	63
UG	BSc,Botany	36	HS	English	35	30
UG	BSc,Chemistry	36	HS	English	20	18
UG	BSc,Chemistry	36	HS	English	55	49
UG	BCom,Commerce	36	HS	English	170	156
UG	BCom,Commerce	36	HS	English	200	194
UG	BSc,Computer Science	36	HS	English	60	57

UG	BSc,Computer Science	36	HS	English	10	5
UG	BSc,Ecology And Environmental Science	36	HS	English	10	5
UG	BSc,Economics	36	HS	English	5	5
UG	BA,Economics	36	HS	English	30	28
UG	BA,Economics	36	HS	English	50	43
UG	BSc,Economics	36	HS	English	5	0
UG	BA,English	36	HS	English	60	58
UG	BA,English	36	HS	English	90	80
UG	BSc,Geology	36	HS	English	20	16
UG	BSc,Geology	36	HS	English	5	2
UG	BA,Hindi	36	HS	English	30	28
UG	BA,History	36	HS	English	30	28
UG	BA,History	36	HS	English	30	27
UG	BA,Manipuri	36	Hs	English	10	5
UG	BA,Manipuri	36	HS	English,Hindi	10	5
UG	BA,Mass Communication	36	HS	English	40	32
UG	BSc,Mathematics	36	HS	English	20	13
UG	BA,Mathematics	36	HS	English	5	0
UG	BSc,Mathematics	36	HS	English	65	59
UG	BA,Mathematics	36	HS	English	5	0

UG	BA,Persian	36	HS	English	5	5
UG	BA,Persian	36	HS	English	5	3
UG	BA,Philosophy	36	HS	English	30	20
UG	BA,Philosophy	36	HS	English	30	27
UG	BSc,Physics	36	HS	English	50	43
UG	BSc,Physics	36	HS	English	20	19
UG	BA,Political Science	36	HS	English	90	79
UG	BA,Political Science	36	HS	English	150	147
UG	BA,Sanskrit	36	HS	English	5	0
UG	BA,Sanskrit	36	HS	English	5	2
UG	BSc,Statistics	36	HS	English	20	7
UG	BSc,Statistics	36	HS	English	5	0
UG	BSc,Zoology	36	HS	English	50	44
UG	BSc,Zoology	36	HS	English	65	60

### Position Details of Faculty & Staff in the College

<b>Teaching Faculty</b>												
	<b>Professor</b>				<b>Associate Professor</b>				<b>Assistant Professor</b>			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	0				25				68			
Recruited	0	0	0	0	16	9	0	25	29	16	0	45
Yet to Recruit	0				0				23			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				15			
Recruited	0	0	0	0	0	0	0	0	7	7	0	14
Yet to Recruit	0				0				1			

<b>Non-Teaching Staff</b>						
	<b>Male</b>		<b>Female</b>		<b>Others</b>	<b>Total</b>
Sanctioned by the UGC /University State Government						38
Recruited	23		2		0	25
Yet to Recruit						13
Sanctioned by the Management/Society or Other Authorized Bodies						26
Recruited	16		10		0	26
Yet to Recruit						0

<b>Technical Staff</b>				
	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Total</b>
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				3
Recruited	3	0	0	3
Yet to Recruit				0

**Qualification Details of the Teaching Staff**

<b>Permanent Teachers</b>										
<b>Highest Qualification</b>	<b>Professor</b>			<b>Associate Professor</b>			<b>Assistant Professor</b>			<b>Total</b>
	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Male</b>	<b>Female</b>	<b>Others</b>	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	12	7	0	23	18	0	60
M.Phil.	0	0	0	1	1	0	4	0	0	6
PG	0	0	0	3	1	0	9	5	0	18
UG	0	0	0	0	0	0	0	0	0	0



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

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

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

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	2159	100	0	0	2259
	Female	1979	76	0	0	2055
	Others	0	0	0	0	0
Diploma	Male	0	0	0	0	0
	Female	0	0	0	0	0
	Others	0	0	0	0	0
Certificate / Awareness	Male	0	0	0	0	0
	Female	0	0	0	0	0
	Others	0	0	0	0	0

<b>Provide the Following Details of Students admitted to the College During the last four Academic Years</b>					
<b>Category</b>		<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>
SC	Male	396	361	299	295
	Female	317	271	251	237
	Others	0	0	0	0
ST	Male	151	108	122	128
	Female	143	109	113	91
	Others	0	0	0	0
OBC	Male	571	494	475	467
	Female	551	476	466	472
	Others	0	0	0	0
General	Male	1042	1082	923	872
	Female	987	940	942	900
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
<b>Total</b>		<b>4158</b>	<b>3841</b>	<b>3591</b>	<b>3462</b>

### **Institutional preparedness for NEP**

<p>1. Multidisciplinary/interdisciplinary:</p>	<p>The Union Cabinet of the present government on 29th July, 2020 adopted the National Education Policy (NEP) 2020 replacing the prevailing National Policy of Education that had come into force in 1986. The new policy is a paradigm shift from the existing one and it focuses on a broad-based, multidisciplinary, holistic undergraduate education system comprising of a flexible curriculum, creative combination of a variety of subjects from different disciplines, integration of vocational, skill-based education and multiple entry-exit points with appropriate qualifying certificates. Education comes under the concurrent list of Indian Constitution, and as such the centrally accepted policy cannot be</p>
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implemented directly at the state level without the consent of the respective State Governments and the states have the constitutional authority to amend, include or even altogether reject the Central policy. Looking at the changes in the global educational scenario, most of the Indian states have, in principle, accepted the NEP 2020 with minor modifications relevant to their own socio-economic contexts. After the official announcement of NEP 2020 by the Central Government, the state of Assam open-heartedly welcomed the decision and accordingly initiated necessary steps to implement the Policy at the earliest. Gurucharan College, a premier educational institution of Assam, affiliated under Assam University, Silchar, follows the curriculum prescribed by the affiliating University. As Assam University is yet to introduce the NEP 2020, all its affiliated colleges are still continuing with the approved Choice Based Credit System (CBCS) for the undergraduate courses. However, the College is preparing to introduce NEP in consonance with the policy of the affiliating University as well as policy frameworks suggested by its administrative authority, i.e. the Government of Assam. Gurucharan College is gearing up with all necessary academic and infrastructural measures to facilitate the smooth introduction of NEP as and when it comes into force. So far as the fundamental tenets of NEP are concerned, the College is on the path of welcoming the approach undertaken by the Ministry of HRD, Government of India, which is already manifested in certain basic features of the CBCS course that is in practice. For instance, the Environmental Education constitutes a mandatory subject in the CBCS curriculum for undergraduate courses in all streams and is being taught under the title " Foundation Course in Environmental Studies". The College runs a variety of skill-based job oriented professional courses on its own. The flexibility of such courses offered at an affordable fee structure allows students to pursue those as a value-addition without hampering their regular undergraduate course. The courses are so designed that students from any discipline can join and this multi-disciplinary approach enhances their skill further. The slum area and rural development programmes undertaken by the Institution in the adopted slum and villages involves active participation of the students, more

	<p>particularly the volunteers of the NSS units under the able guidance of the Programme Officers of the development initiative. Some of the faculties are actively engaged in interdisciplinary research work facilitated by the College administration.</p>
<p>2. Academic bank of credits (ABC):</p>	<p>Academic Bank of Credits (ABC) is a very innovative facility under NEP 2020 that enables credit accumulation, transfer and redemption. It is a virtual mechanism through which a student mandatorily generates a unique ABC ID in the DigiLocker of the registered university where the credit earned is deposited. If the student moves to a different institution, the accumulated credits get transferred to the account of the new institution. Due to limited autonomy as an affiliated college under a Central University, Gurucharan College in its own capacity cannot introduce the ABC scheme. However, it is pertinent to mention here that as a technology savvy institution the college has sufficient resources and necessary potential to initiate the digital platform for ABC. The affiliating University has already communicated its intention and plan for launching the scheme of ABC. In this context, Gurucharan College is also exploring its capability to develop necessary digital infrastructure so that it can facilitate the smooth change over from the conventional one to the flexible system of ABC. The college is ready to respond immediately when Assam University registers under the ABC and will allow its students to avail the benefits of the scheme in regard to credit deposit and transfer during multiple entry to and exit from any academic program. The senior faculty members of each department, being the members of Board of Undergraduate Studies (BUGS) of Assam University, do take active part in curriculum development, review of syllabus and assessment for Undergraduate courses. For the value-added short-term courses run by various departments of the institution, design of the course structure and content, preparation of study materials, evaluation of assignments and answer scripts, performance assessment, etc. are exclusively carried out by the teachers of the concerned departments.</p>
<p>3. Skill development:</p>	<p>The prevailing CBCS curriculum for Undergraduate courses provides the scopes to elevate the skills of the students in their respective subject areas through the compulsory Skill Enhancement Course (SEC). On the</p>

other hand, as an integral component of our best practices, the various departments of the Institution on their own initiatives have opened a number of self-financing Short-term Skill Development and Professional courses. The flexibility and affordability of these courses have created high demands amongst the students cutting across their respective disciplines and subject combinations. The courses are so designed and implemented with such professionalism that these could easily be fitted into the National Skills Qualifications Framework with minor modifications. Gurucharan College is a Knowledge Partner of IIT, Mumbai in the Spoken Tutorial Programme through which via digital platform students regularly undergo HRD certified skill enhancing courses. Even though the Institution does not have Value Education in its curriculum, it does provide ample opportunity through extra-curricular activities to develop the essentials of traditional Indian values and morals. Throughout the academic calendar, the Institution sponsors a number of events and festivals, and encourages active participation of the entire student fraternity for successful accomplishment of such programs. Involvement of students in the celebrations helps to create an environment of mutual cooperation and blissful coexistence for developing an ideal pluralistic society. The various wings of the college such as Kiran Shashi Women's Cell, NCC and NSS Units, Eco Club, Environmental and Climate Change Cell, GCC Cell of Value Education & Positive Thinking, Incubation Center, Electoral Literacy Club, Career Guidance Cell etc. time to time organize workshops, invited lectures and training programmes for inculcating and sprouting various life sustaining skills and holistic qualities.

4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):

Gurucharan College, a premier institution of southern Assam, with a glorious legacy of about nine decades continues to serve the society by providing quality higher education and nurturing the aspirations of thousands of students of different socio-cultural, linguistic and ethnic backgrounds. The Institution and its dedicated team of teachers while shouldering their responsibilities, do also understand the inherent cultural diversity of the student community. The treasure of the Indian knowledge system can only be explored and appreciated to the fullest extent through

the study of Sanskrit and its derivative Modern Indian Languages. Sanskrit is not a mere classical language but a repository of our ancient wisdom and an array of cultural manifestations. The subject in spite of utter negligence from the academia still remains to be very popular among the students who devote keen interest in learning Indian ethos and wisdom through Sanskrit. To popularize the language among the masses, the Department of Sanskrit in association with Sanskrit Bharti (NGO) regularly organizes Short Term Spoken Sanskrit Courses. This noble initiative has already produced quite a large number of students having basic skill in conversational Sanskrit. The participants of the programmes hail from different disciplines and various walks of life implying the growing acceptance of the language in the day to day transactions. Interestingly, faculties of other language departments enthusiastically join the Spoken Sanskrit Course to broaden their horizon of inter-linguistic understanding. Altogether four Modern Indian Languages, viz. Bengali, Assamese, Manipuri and Hindi are available in the college at the Undergraduate(UG) level. To preserve the literary and cultural heritage of the Hmar community, one of the major indigenous tribal clans of Barak Valley, the Hmar language has been introduced both at the Intermediate and UG level. The Anthropology Museum of the college was established under the supervision of the Anthropology Department. The sincere effort of students and teachers of the Department gradually enriched the collection of the museum which now has a spectacular display of artifacts and attires of indigenous tribal communities of the Barak Valley region. The museum is able to attract the attention of general visitors as well as the research scholars interested in various aspects of ethnic culture of the region. The Manuscript Resource Centre (MRC) is the most distinctive feature of the College and is unique of its kind in the entire Valley region. The Centre collects manuscripts from various sources and after proper cataloging, preserves the valuable manuscripts ensuring their better shelf-life. The manuscripts written in Sanskrit and Bengali languages with archaic Bengali script express the cultural heritage of the intelligentsia of the Barak Valley region. As a part of one of the best practices, the Department of Botany on selected

	<p>plants has engraved nameplates mentioning their scientific and local names. The rationale behind giving the local name is to educate the students about the herbal and other benefits of the plants. The Institution promotes Indian Art, Cuisines, Music, Dance and other performing forms during the celebration of various events and festivals.</p>
<p>5. Focus on Outcome based education (OBE):</p>	<p>Gurucharan College, one of the finest academic centres of higher learning in the state of Assam, provides necessary infrastructure for pursuing higher education in different subjects of Science, Commerce and Humanities. The College began its journey under the affiliation of Calcutta University, and in the post-independence era, it came under the jurisdiction of Gauhati University under which the Institution rendered tremendous service to the students in particular and the society at large for nearly five decades. In 1989, by an act of Parliament, the Assam University was established and the College once again had a change in affiliation character. It came under the purview of Assam University in 1995. The sprouting urge of the Institution and commitment to embrace the inevitable changes in the academic scenario during various phases of its historical journey made the college progressive and dynamic. All Undergraduate Courses offered by the College including the self-financing University approved courses are under the ambit of Outcome Based Education (OBE). All the departments take the initiative to prepare the Programme Outcome, Programme Specific Outcome, and Course Outcome and submit it to the college authority for necessary approval prior to uploading the content in the College Website. The language of the Outcome is clear, precise and without any ambiguity so that the students can easily understand the relevance of the Course that they are willing to pursue. It is the responsibility of each teacher to teach the Course assigned in such a way that the method and content of the class is in consonance with the Outcome specified. Individual teachers may keep records of the outcome of the course being taught. It gives the scope for record analysis and if necessary may be reviewed later for more effective future planning and corrective measures.</p>
<p>6. Distance education/online education:</p>	<p>Assam University, the affiliating university of Gurucharan College is yet to launch education</p>



through distance learning mode. As such, the college does not offer any course of distance education approved by Assam University. However, the college provides a venue for two reputed centres of distance learning under Indira Gandhi National Open University (IGNOU) and Krishna Kanta Handique State Open University (KKHSOU). The college provides necessary infrastructural facilities, faculties as resource person and office staff to run their daily business to these centres of distance education. The weakened classes for different courses are being accomplished by the active involvement of faculties of the college. Guidance in preparing the assignments, evaluation and invigilation during examination facilitates the smooth academic functioning of the open university centres. A whole gamut of Undergraduate (UG), Post Graduate (PG) as well as certificate/diploma courses are being run by IGNOU and KKHSOU. Eligible interested students of different age groups, including employed persons who otherwise cannot pursue regular in-campus courses under Assam University owing to time constraints and other obligations can easily undergo correspondence courses of their choice and requirement in distance learning mode at an affordable fee. Due to convenience and flexibility, the teachers and office staff of Gurucharan College also opt for various courses under these two universities to enhance their qualification. The experience of taking online classes during the Covid-19 pandemic period through the technology and platform of Google Meet, Zoom, Cisco Webex, YouTube, TeachMint etc. are still being liberally utilized by the teachers of the college to impart informal classes during holidays and beyond the classroom hours as and when students demand. This innovative technology oriented practice has benefited the students enormously in revising their course materials and personalized problem solving. In order to facilitate the effective use of ICT, our college acquired a lifetime free version of Google Workspace for Education with unlimited user accounts and unlimited cloud storage space. The functioning four smart classrooms and one ICT enabled room are often utilized for taking online classes offering wide access to a large number of students at a time. The institution is planning to provide online access to some of its existing skill and professional

development courses to interested learners. With this objective in mind, the faculties involved with the courses are preparing curriculum adaptable to online mode of teaching. The courses may then be pursued in both offline and online modes. The participants can easily access the study materials through digital platforms like Google Classroom, TeachMint, Moodle etc., thus saving valuable time and energy.

### Institutional Initiatives for Electoral Literacy

<p>1. Whether Electoral Literacy Club (ELC) has been set up in the College?</p>	<p>Responding to the letter (vide No. CEL.21/2017/11 dated 26th April, 2018) issued from the office of the Deputy Commissioner, Cachar District, the Principal, G C College, issued directives (vide letter no GCC/0110 dated 7th May, 2018) for necessary action to form an Electoral Literacy Club (ELC) at G C College. Following this the ELC was formed on 6th August, 2018 with Principal Dr. Bibhas Deb as the Chairperson, Dr. Swarupa Bhattacharjee, Head, Department of Political Science as the Convener and Dr. V. Pulamte, Assistant Professor, Department of Political Science as the Joint Convener. Other faculty members of the Department of Political Science were inducted as the executive members of the ELC while a number of Honours students from the department of Political Science in particular and students across disciplines became members of the Club. The ELC's primary objective is to involve and incorporate more and more new generations of citizens and motivate them, especially the students, to take active interest in the political process of the country. Students are the future of a nation and their involvement in the political process would strengthen the democratic orientation of our nation.</p>
<p>2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?</p>	<p>Coordinating faculty members have been appointed by the College in 2018. Students' coordinator is given appointment by the district administration as college ambassador, the proposal of which is sent from the college. This system has been started from 2021. ELC, GC College unit is a vibrant one which is very much functional. Since its inception, it has been organizing the National Voters' Day programme on 25th January every year. Electoral awareness camps both within and outside the college and camps for the</p>

	<p>inclusion of names in the voters' list and similar programmes are organised on different occasions. The Club comprises a large number of student members who join the unit voluntarily. Every meeting of ELC contains student representatives. It is purely a voluntary body and as such the student-members or representatives are not its elected members.</p>
<p>3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.</p>	<p>In view of the Parliamentary Election, 2019, as per the direction from the Election Branch, Office of the Deputy Commissioner, Cachar vide letter no CELL.04/2019/SVEEP/34 dated Silchar the 20th March, 2019, ELC, GC College unit organized a quiz-cum-awareness programme in the College campus on 4th March, 2019 to sensitize the students and employees about the need for widening democracy by inclusion of more and more voters. The observance also featured a skit and a street drama. The ELC took out the street drama at various street corners of Silchar town on 8th April, 13th April and 16th April, 2019 to reach out to the public at large with the message of 'All to Poll'. As directed by the Deputy Commissioner, Cachar vide letter No CEL.51/2019/Pt/11 dated 20th September, 2019, a special camp on 'Electors' Verification Programme' was organized by the ELC on 30 September 2019 in the campus. A large number of people including students, faculties and non-teaching staff of the college in addition to inhabitants of the neighborhood participated in the camp and were benefited from the camp so far as verification of their Voter ID card is concerned. As per the direction from Election Commission of India and the letter from the SVEEP CELL for Assembly Election, 2021, Office of the Deputy Commissioner, Cachar vide letter no. CEL.1/2021/SVEEP TEMPLATE/12-A dated Silchar the 8th February, 2021, an awareness camp on voting awareness was organized on 16th February 2021 on the day of Saraswati Puja so that maximum participation of the youngsters could be ensured. The event, attended by the Deputy Commissioner, Cachar, Smt Kirti Jally among others, evoked a big response even as Covid Protocol was in force. A skit was performed by the ELC members that created much vigour among the student-folk present in the campus.</p>
<p>4. Any socially relevant projects/initiatives taken by</p>	<p>Since 2019, ELC has been celebrating National</p>

College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.

Voters' Day in the campus every year on 25th January gracefully with an aim to encourage new voters to get involved in the political process. The student- members of ELC take a great initiative in this regard by arranging invited lecture programmes by resource persons, extempore speeches, quiz contests, awareness programmes and cultural items by the students. They also decorate the entire yard by preparing handmade posters and festoons containing the messages for participation in the electoral process strengthening democracy. The programme becomes lively and successful with the presence of Principal, Vice-Principal, IQAC Coordinator, faculty members from across the departments, non-teaching staff members and the students of the college. During the Parliamentary election 2019, the ELC, GC College was deeply involved in awareness drives in Silchar town. On 4th, 6th, 13th and 16th April, 2019 they took to the streets with skits, street drama, random quiz programmes, etc. District administration was requested to provide logistic support for this drive. The administration responded positively.

5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.

Awareness programmes were conducted in the National Voters' Day Programmes on 25th January each year from 2019 onwards for the new voters. In each of the events, the students and youths above 18 years, who were still to be enrolled as voters in the electoral roll, were also highly motivated to go for enlisting their names as early as possible. Besides, the Campus Ambassadors of 2020-21 and 2021-22 also took a special initiative in this regard and made an extensive campaign across the whole college for enlisting the names of new voters whose names were not included so long. They conducted awareness campaigns amongst the students, youths, teachers and non-teaching staff of the college who have already applied for the inclusion of their/ their children's/ close relatives' names (above 18 years) in the draft electoral rolls which were to be published in each year. They also pursued the endeavour consistently to the applicants and their parents or relatives working in the college to check whether the names have been included in the said draft electoral roll in a correct manner or not. They also assisted the concerned people personally to check the online portal with electronic gadgets like computers and mobiles. A special camp on 'Electors' Verification Programme'

was organized by the ELC on 30th September 2019 on the campus for the verification of Voters' ID Card. A special drive was conducted in that camp among the students, guardians, employees and neighborhood area so that they should come forward to enlist the name(s) of their own/ children/relative/neighborhood who have attained 18 years or going to attain 18 years shortly in the Voters' List.

## Extended Profile

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### 1 Students

#### 1.1

Number of students year wise during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
4158	3841	3591	3462	3330
File Description		Document		
Upload Supporting Document		<a href="#">View Document</a>		
Institutional data in prescribed format		<a href="#">View Document</a>		

### 2 Teachers

#### 2.1

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

Response: 99

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

#### 2.2

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

2021-22	2020-21	2019-20	2018-19	2017-18
76	84	87	90	91

### 3 Institution

#### 3.1

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

2021-22	2020-21	2019-20	2018-19	2017-18
112.32	181.03	86.58	176.87	272.81

File Description	Document
Upload Supporting Document	<a href="#">View Document</a>

## 4. Quality Indicator Framework(QIF)

### Criterion 1 - Curricular Aspects

#### 1.1 Curricular Planning and Implementation

##### 1.1.1

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

**Response:**

Gurucharan College primarily provides regular undergraduate programmes in science, arts, commerce and management approved by Assam University, Silchar. It also offers self-financing Undergraduate (UG) courses and institutional certificate/diploma courses besides intermediate (10+2) courses in all disciplines under the Assam Higher Secondary Education Council (AHSEC). Senior faculties from each department of the college are involved in curriculum planning and development, review of syllabus for UG courses as members of Board of Undergraduate Studies of Assam University.

Planning for effective curriculum delivery in the college starts with the formation of a Routine Committee at the beginning of the academic session to prepare a time-table for classes ensuring proportionate distribution of class hours. Emphasis is given on judicious arrangement of theory, practical, tutorial, remedial and casual (for arrear students) classes etc. avoiding overlapping and ensuring optimal capacity utilisation. Being affiliated to the Assam University, Silchar, the college follows the academic calendar of the university for teaching and examination schedules.

Fair and equitable distribution of topics/units of syllabus is done in the departmental meetings under supervision of the Head of the Department (HoD). Topic allocation is guided primarily by the specialisation and/or interest of concerned teachers. The progress of curriculum delivery is discussed in departmental meetings and appropriate measures are taken as required. Teaching plans maintained by teachers ensure a systematic workflow during the semester. Considering that 75% attendance is mandatory, students' attendance records are well documented at departmental level and forwarded to the examination branch as per norms. The heads of the departments make alternative arrangements of classes in the event of unavailability of a teacher due to leave etc.

Available ICT facilities and digital platforms are liberally used for effective delivery of classes. As classroom activities, students are engaged in panel discussion/group discussion/class tests/seminar etc. by the teachers concerned. Students from all disciplines and more particularly students from science departments are given exposure to observational/experiential learning through excursion/field study, industrial visit etc. besides hands-on training as per syllabus under guidance of their teachers. In addition to the Central Library, all the departments have rich collections of textbooks and reference books which are available for use by the students.

The institutional academic calendar committee prepares the academic calendar every year before the commencement of the academic session. The guidelines of the affiliating university and the UGC



are followed in preparation of the academic calendar. The academic calendar encompasses the working days of an academic session, schedules of internal assessment and university examinations, holidays, vacation dates, festivals etc.

G.C.College has a well-structured examination branch looking after the entire spectrum of examination and evaluation, strictly following the parent university protocols. As per university guidelines, unit tests or assignments in lieu of these tests are conducted in each semester. Evaluation is carried out in the college as per norms and the marks are uploaded in the university portal. Students can check their internal assessment score by logging into the university portal.

File Description	Document
Upload Additional information	<a href="#">View Document</a>

## 1.2 Academic Flexibility

### 1.2.1

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

**Response:** 07

File Description	Document
List of students and the attendance sheet for the above mentioned programs	<a href="#">View Document</a>
Institutional programme brochure/notice for Certificate/Value added programs with course modules and outcomes	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>
Evidence of course completion, like course completion certificate etc. Apart from the above:	<a href="#">View Document</a>

### 1.2.2

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

**Response:** 1.03

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

years

2021-22	2020-21	2019-20	2018-19	2017-18
00	00	100	63	26

File Description	Document
Upload supporting document	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

## 1.3 Curriculum Enrichment

### 1.3.1

*Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability in transacting the Curriculum*

**Response:**

G.C. College has been offering Undergraduate (UG) programmes under Choice Based Credit System (CBCS) approved by Assam University, Silchar since 2018. Professional ethics is embedded in the curricula; for example, professional ethics/applied ethics is part of the UG courses in Business Administration and Philosophy. Going beyond the scope of CBCS curriculum, co-curricular and extra-curricular activities are carried out regularly which harmonize and integrate essential values, ethical code of conduct, gender sensitization and environmental sustainability. The "GCC Cell of Value Education and Positive thinking" is one such initiative at the college which organizes thematic lecture programmes on relevant topics.

Both teaching and non-teaching staff are guided by the directives of the Assam Government's service rules in matters of professional ethics. At the Institutional level, a concise document gives details on code of conduct for all the stakeholders, which serves as a manual for day to day transactions ensuring professional and ethical behaviour.

As a co-educational institution, the college endeavours to uphold the dignity and self-respect of each and every individual without discrimination. The college administration ensures equality, justice and fixes accountability through a well-established institutional mechanism.

The disciplines under Humanities, particularly Languages, Political Science, Economics and Anthropology address the gender discourse and human right issues within the ambit of CBCS syllabi. The contemporary gender issues like discrimination, consciousness, alienation, identity crisis, empowerment, violence and harassment in the realm of domestic and professional circle and such other relevant themes find due place in the current syllabus.

For sensitisation on gender issues, particularly on women affairs, 'Kiran Sashi Women's Cell' of

the college organizes various programs such as seminars, workshops, invited talks and campaigns. The collective endeavour of the college fraternity in celebrating various events/festivals and extra-academic programs reflect the team spirit, mutual cooperation and trust, sharing of responsibilities and interfaith association. The human values of compassion, sympathy and fellow-feeling get further blossomed and manifested through the community services and philanthropic activities initiated by the institution involving teachers and NSS/NCC volunteers. During floods, besides distribution of relief materials in flood affected areas, G C College opened up its premises to provide shelter for thousands of displaced people and made efforts to ameliorate their distress and sufferings by mobilising its man-power, resources and government aids. The college also rendered humanistic service during covid-19 pandemic.

The 'Foundation Course' on Environmental Studies under CBCS curriculum and self-financing UG courses in Ecology and Environmental Science focus exclusively on environmental issues. Besides, majority of the science disciplines deal with environmental sustainability from different perspectives within their curriculum. As a part of fulfillment of course curriculum, students from various science subjects also undergo excursion/field trip to explore the nature beyond the campus and learn the complexities of human-nature interactions. Further, the Environment and Climate Change Cell and Eco Club of the College are dedicated to preserve, promote and maintain greenery of the campus and to create awareness among stakeholders.

File Description	Document
Upload Additional information	<a href="#">View Document</a>

### 1.3.2

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

**Response:** 10.1

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

Response: 420

File Description	Document
Upload supporting document	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

## 1.4 Feedback System

### 1.4.1

*Institution obtains feedback on the academic performance and ambience of the institution from various stakeholders, such as Students, Teachers, Employers, Alumni etc. and action taken report on*

*the feedback is made available on institutional website*

**Response:** C. Feedback collected and analysed

<b>File Description</b>	<b>Document</b>
Feedback analysis report submitted to appropriate bodies	<a href="#">View Document</a>
At least 4 filled-in feedback form from different stake holders like Students, Teachers, Employers, Alumni etc.	<a href="#">View Document</a>
Link of institution's website where comprehensive feedback, its analytics and action taken report are hosted	<a href="#">View Document</a>

## Criterion 2 - Teaching-learning and Evaluation

### 2.1 Student Enrollment and Profile

#### 2.1.1

##### Enrolment percentage

**Response:** 88.22

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

2021-22	2020-21	2019-20	2018-19	2017-18
1760	1710	1549	1417	1380

##### 2.1.1.2 Number of sanctioned seats year wise during last five years

2021-22	2020-21	2019-20	2018-19	2017-18
2110	1900	1700	1600	1550

#### File Description

#### Document

Institutional data in the prescribed format

[View Document](#)

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

[View Document](#)

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

[View Document](#)

#### 2.1.2

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

**Response:** 66.08

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

2021-22	2020-21	2019-20	2018-19	2017-18
613	504	480	439	423

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

2021-22	2020-21	2019-20	2018-19	2017-18
886	798	714	672	651

File Description	Document
Institutional data in the prescribed format	<a href="#">View Document</a>
Final admission list indicating the category as published by the HEI and endorsed by the competent authority.	<a href="#">View Document</a>
Copy of communication issued by state govt. or Central Government indicating the reserved categories(SC,ST,OBC,Divyangjan,etc.) to be considered as per the state rule ( Translated copy in English to be provided as applicable)	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

## 2.2 Student Teacher Ratio

### 2.2.1

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

**Response:** 54.71

## 2.3 Teaching- Learning Process

### 2.3.1

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

**Response:**

Gurucharan College has adopted well planned student centric methods to enhance student involvement in experiential and participative learning. Many of the courses require the students to undertake mandatory project work and field work that enhance their knowledge and skill. Teachers encourage the students to participate in various competitions with a view to providing them with opportunities to get acquainted with various problem-solving methodologies. Regular field visits, excursions and surveys are conducted by different faculties round the year for better understanding of the subject. The college organizes various events like panel discussions, debates, quizzes, exhibitions, webinars for providing an ideal environment of participative learning. Guest Lectures are organised at regular intervals where scholars of national and international repute deliver their speech. Student seminars are organized by different departments where papers are presented by students on contemporary topics to enrich their learning experience in the particular subject. Computer labs and science laboratories are efficiently utilized to provide hands-on learning experience to the students. The college has dedicated cells for NCC, NSS, Sports, Eco-club, Electoral Literacy Club and Red Ribbon Club which offer the students with participative and experiential learning by engaging them in various extracurricular activities. The students and the teachers of the college take active part in several awareness campaigns often initiated by the district administration, state government, central government and NGOs.

Education is a lifelong process which involves a major role of teachers and students. The teaching-learning process goes through a continuous evolution as well. Thus, the teachers of our college keep themselves updated with the latest developments in information and communications technology (ICT) for effective use in the classroom. Students and teachers have major roles to play in order to build an effective teaching-learning environment. With technology and information growing by leaps and bounds, teachers and students need to upgrade themselves continuously to get equipped with the latest tools and techniques. The teachers of our college use various ICT tools like powerpoint presentations, spreadsheets and animations for illustrating concepts to the students. A number of subject-specific softwares and programming tools like E-bird application, Fishbase, FORTRAN, SCILAB, Geogebra, SageMath, Octave, C, C++, Python etc. are extensively used for imparting quality education to the students. Teachers make effective use of the four smart classrooms in the college in imparting ICT based learning to the students. The teachers also inform the students about online resources like INFLIBNET, MIT Open courseware, NPTEL, SWAYAM etc. Teachers resorted to alternative teaching during the covid-19 pandemic imparting live classes in Zoom, Google Meet etc., lecture videos on YouTube and posting study materials in Whatsapp groups, Google Classroom etc. The practice of using online platforms for offering extra classes to the students is also being continued thereafter. Teachers now continue such online teaching blended with classroom teaching. Teachers also post lecture videos on YouTube and Google Classroom as and when required. Our college has a lifetime free version of Google Workspace for Education with unlimited user accounts to further strengthen the use of ICT.

File Description	Document
Upload Additional information	<a href="#">View Document</a>

## 2.4 Teacher Profile and Quality

### 2.4.1

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

**Response:** 79.41

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

2021-22	2020-21	2019-20	2018-19	2017-18
108	108	108	108	107

#### File Description

#### Document

Sanction letters indicating number of posts sanctioned by the competent authority (including Management sanctioned posts)

[View Document](#)

### 2.4.2

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

**Response:** 83.18

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

2021-22	2020-21	2019-20	2018-19	2017-18
70	71	71	73	71

#### File Description

#### Document

List of faculties having Ph. D. / D.Sc. / D.Litt./ L.L.D along with particulars of degree awarding university, subject and the year of award per academic year.

[View Document](#)

Institution data in the prescribed format

[View Document](#)

Copies of Ph.D./D.Sc / D.Litt./ L.L.D awarded by UGC recognized universities

[View Document](#)



## 2.5 Evaluation Process and Reforms

### 2.5.1

**Mechanism of internal/ external assessment is transparent and the grievance redressal system is time- bound and efficient**

**Response:**

*Assessment and Evaluation are the key aspects of the teaching -learning process. The mechanism of assessment plays an effective role to develop competence of the students. This also helps teachers to plan appropriate mechanisms for enhancing student performance. Gurucharan College ensures a transparent continuous internal evaluation process to assess the performance of students through unit tests, class attendance, assignments, seminars etc. as per the regulations of the affiliating university.*

*The Examination Cell of the college is given the responsibility to conduct the internal assessment and upload the marks in the university portal following the guidelines and schedule given in the academic calendar. The teachers in charge of the Examination Cell formulate the guidelines and routine for the internal examination in consultation with the Principal of the college. Teachers of the respective courses inform the students about the syllabi of the unit tests based on the topics covered in the classes. The college authority duly notifies the date and time of examination and the same is circulated through notice and uploaded in the college website. Assignments and student seminars are held on the specific topics specified by the teacher. Students' seminars are held on relevant topics and they are awarded marks based on their performance in the assignment and the seminars. In every semester, the final assessment and grading of the students are done based on 30 percent weightage to internal assessment (Unit Test) and Attendance (as per Assam University) and 70 percent weightage to External Evaluation based on End Semester examinations conducted by Assam University.*

*Practical examinations and Viva voce for practical subjects and seminar presentations for project work, field work etc. in presence of internal and external examiners are conducted as per the University examination regulation and marks awarded are duly uploaded to the University Portal. The students are informed to check their marks by logging in to the student portal. Queries of students, if any, are attended to by the faculty members, heads of the concerned departments and the teachers-in-charge of the Examination Cell with due importance. The students can approach the Examination Cell for grievances, if any. The Examination Cell responds quickly in all such cases in consultation with respective departments to resolve the problem. Absentees are given a chance to reappear in the unit test after due validation of the reasons cited by them.*

*The Examination Cell helps students with their grievances and queries related to results, correction of internal examination marks, practical marks, laboratory activities, project - related works, etc., and other academic matters. Matters requiring further attention are forwarded to the Controller of Examination of the affiliating university. The Examination Cell gives special attention to grievances related to receipt of marksheets and certificates from the university. Every effort is made to deal with the examination related grievances in a transparent, time-bound and efficient manner.*

File Description	Document
Upload Additional information	<a href="#">View Document</a>

## 2.6 Student Performance and Learning Outcomes

### 2.6.1

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

#### **Response:**

**Programme Outcomes (POs) are broad statements that describe the professional accomplishments which the program aims at, and these are to be attained by the students by the time they complete the programme while Course Outcomes (COs) are direct statements that describe the essential and enduring disciplinary knowledge, abilities that students should possess and the depth of learning that is expected upon the completion of a course.**

**Gurucharan College takes special care to ensure that the teachers and the students are well aware of the learning outcomes of the programmes and courses offered by the institution. The college ensures effective communication of the learning outcomes between the teachers and the students. At the beginning of each semester, students are provided with the details of their courses of study so that they can have an overview of the topics that they will be learning during that semester. Hard copies of the syllabi, programme outcomes, programme specific outcomes and course outcomes are available in the departments for ready reference of the teachers and the students and soft copies of the same are available in the college website. The teachers also provide a detailed view of the program specific outcomes and course outcomes of a particular programme of study during the lectures and tutorials as and when required. Hence, the students can decide their choices of optional papers in successive semesters based on the learning outcomes that they are informed of.**

**Further, during the admission of Undergraduate (UG) programme, the admission committee of the college sets up help desks which guide the students in suitably choosing the course of study and subject combination by providing them a glimpse of the programme outcomes and programme specific outcomes of the various UG programmes offered by the college. The prospectus of the college also has an outline of the various courses and course structures that are offered by the college. The college gives high priority to the students' interests in the courses that they opt for. The college sets a time frame after admission within which subjects can be changed if the concerned student feels that the outcome of a chosen course may not be beneficial.**

**Teachers take initiative to organize invited talks by experts focussed on programme specific outcomes of the courses of study. The teachers make every effort to give a clear understanding of the outcomes so that the students can choose their courses of higher study or career options accordingly. The Career Guidance Cell of the college also takes initiatives to guide the students in choosing their future courses or careers based on their courses of study.**

File Description	Document
Provide Link for Additional information	<a href="#">View Document</a>

### 2.6.2

*Attainment of POs and COs are evaluated.*

**Explain with evidence in a maximum of 500 words**

**Response:**

Teaching, learning and evaluation is a continuous process covering the entire course of study. Evaluation of course outcomes and programme outcomes is one of the most important parts of the core academic activity for any institute and it is very important to assess the learning ability of the students of that institution. In fact, it is one of the main mechanisms to monitor the effectiveness of the learning environment based on evidence that determines whether students have met the course outcomes and objectives of the learning process. Gurucharan College gives high priority to the evaluation of the attainment of programme outcomes and course outcomes by the students. A variety of parameters are considered in evaluating the attainment of programme outcomes and course outcomes with due regards to the guidelines laid down by the affiliating university.

Attendance is one such important parameter that is given special attention as it leads to punctuality. It carries 10% weightage in the end semester assessment. Students are required to maintain a minimum of 75% attendance in each paper of their courses. Unit tests carry 20% weightage in the end semester assessment. Regular unit tests and assessments are held to assess the students' knowledge of the subjects. The internal assessment and semester end assessment are designed on the basis of programme outcomes, programme specific outcomes and course outcomes defined for each course. Practical skill assessments based on the laboratory works are also done for better understanding of the subject. Understanding levels of the students are further monitored by giving them subject related assignments and seminars. Regular field trips, institution visits and excursions within and outside the state are conducted by various departments for enhancing the experiential learning. Both lab based and field based dissertation and project work are assigned to the students for the partial fulfilments of their degrees.

The performance of students in the university end semester examinations gives an overview of the level of attainment of programme outcomes and course outcomes. Students are further encouraged to perform better in the subsequent examinations. Necessary corrective measures are also communicated to the students, if necessary, based on the evaluation of individual performance.

The performance of students in various competitive examinations also acts as a measure of evaluating the attainment of programme outcomes and course outcomes by the students. The various departments of the college keep track of the achievements of the students in such competitive examinations for higher education like JAM, NET-JRF, GATE etc and competitive examinations for jobs and career like IBPS, APSC, UPSC, SSC etc. The teachers motivate the students to appear in such competitive examinations as it provides them with an opportunity to test the level of attainment of the programme outcomes and course outcomes.

<b>File Description</b>	<b>Document</b>
Upload Additional information	<a href="#">View Document</a>

### 2.6.3

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

**Response:** 62.45

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

2021-22	2020-21	2019-20	2018-19	2017-18
873	512	459	377	355

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

2021-22	2020-21	2019-20	2018-19	2017-18
1021	826	837	699	742

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

## 2.7 Student Satisfaction Survey

### 2.7.1

#### Online student satisfaction survey regarding teaching learning process

**Response: 3.02**

<b>File Description</b>	<b>Document</b>
Upload database of all students on roll as per data template	<a href="#">View Document</a>

## 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:** 28.8

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

2021-22	2020-21	2019-20	2018-19	2017-18
2.25	0	2.75	22.67	1.13

File Description	Document
Upload supporting document	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

### 3.2 Innovation Ecosystem

#### 3.2.1

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

**Response:**

**Gurucharan College, on various occasions such as National Science Day, International Women's Day, Annual College Fest etc., organises exhibitions on science, technology, humanities and culture to provide a platform for innovative concepts and creative projects by the students. A faculty member of the college has registered a patent for her inventions. Eminent scholars from different academic and technical institutions are invited to evaluate and suggest further value additions to the creative endeavours. The 'innovative exhibition' organised during the academic session 2021-22 bears testimony to the commitment of the college towards creation of a conducive ecosystem for innovations.**

**During Covid 19 pandemic period, the sixth semester Undergraduate students of Chemistry Department, under supervision of faculty members, prepared and distributed 400 litres of hand sanitizer to the authorities of Silchar Civil hospital and State Bank of India, Silchar. It was an**

innovative exercise on part of the College since hand sanitizer was at extremely short supply during lockdown period.

Various science departments regularly invite eminent people from industry and academia for interactions with students and introduce them to emerging technologies and new concepts in science. As part of the curriculum, students often undertake project assignments in which they are encouraged to introduce innovations and creative ideas. Students from science departments visit reputed research laboratories, institutions of excellence, industries and conservation centres, where they are exposed to new technologies and scientific applications. These academic interactions and knowledge sharing help students to inculcate scientific temperament and innovative thinking.

Various national organizations have taken up knowledge sharing with academic departments of the college as part of their policy and agenda. For instance, the Regional Training Department, Geological Survey of India, NER, Shillong, facilitated and imparted extensive geological field training in Meghalaya for two days to 40 students of Geology Honours during 25 – 26 February 2020 as part of its BHUVISAMVAD (a knowledge sharing initiative) programme.

The Department of Commerce has set up an Incubation Centre, the first of its kind in Barak Valley, to support budding entrepreneurs in developing start-ups and opening new businesses. The Centre is intended to tie up with industries for knowledge sharing and technology transfer necessary to establish new business ventures benefitting students to become self-reliant, revenue generator and also to contribute towards nation building as a job creator. This Centre also aims to provide infrastructure and workspace, access to local investors, networking with professional experts, consultants and advisors to upcoming business organizations.

The college has set up an Intellectual Property Rights (IPR) Cell to spread awareness on IPR among the students and teachers. G.C. College has created an ecosystem for conservation and propagation of the Indian Knowledge System through various activities. For example, Department of Sanskrit has been involved in popularizing Sanskrit as a language with its “Spoken Sanskrit Learning Course” which is available for both students and teachers. The Central Library has a separate section of ‘North East Micro Literature’ mainly from Barak Valley region, while the ‘Manuscript Resource Centre’ is catering to the conservation of precious manuscripts.

File Description	Document
Provide Link for Additional information	<a href="#">View Document</a>

### 3.2.2

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

**Response: 2**

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

**last five years**

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

File Description	Document
Upload supporting document	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

**3.3 Research Publications and Awards****3.3.1**

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

**Response:** 0.32

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

2021-22	2020-21	2019-20	2018-19	2017-18
11	12	04	04	01

File Description	Document
Link to the uploaded papers, the first page/full paper(with author and affiliation details)on the institutional website	<a href="#">View Document</a>
Link to re-directing to journal source-cite website in case of digital journals	<a href="#">View Document</a>
Links to the papers published in journals listed in UGC CARE list or	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

**3.3.2**

**Number of books and chapters in edited volumes/books published and papers published in**



**national/ international conference proceedings per teacher during last five years****Response:** 0.69**3.3.2.1 Total number of books and chapters in edited volumes/books published and papers in national/ international conference proceedings year wise during last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
13	9	16	18	12

<b>File Description</b>	<b>Document</b>
Institutional data in the prescribed format	<a href="#">View Document</a>
Copy of the Cover page, content page and first page of the publication indicating ISBN number and year of publication for books/chapters	<a href="#">View Document</a>

**3.4 Extension Activities****3.4.1**

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

**Response:**

**Students and teachers of G C College are involved in sustained community engagement and extension activities with the motto of “help, serve, reflect and learn”. A number of cells/wings of the college headed by teachers work actively throughout the year both independently and in collaboration with other organisations. Examples of activities as enumerated below are testimony to this vibrant good practice of the college.**

**NSS (Units I and II ):**

- **A seven-day special camp involving 100 student volunteers at an adopted slum at Itkholaghat, Silchar.**
- **Running a school for the underprivileged students in the Itkholaghat slum.**
- **Swachhata Abhiyan, awareness campaigns on Government Schemes, HIV and AIDS**
- **Awareness campaign on drugs in association with the NCC wing**
- **Lecture programme on “Palliative care and volunteering in Palliative care” by Dr. Frank**

**Brennan, Australia**

- **Health Camp on Hypertension, Diabetic awareness and free Blood Sugar testing**
- **Workshop on Tobacco Control and Cancer prevention in Assam**
- **Volunteering in the Model Flood Relief Camp set up by the Government of Assam at Gurucharan College during the 2022 flood.**

**NCC (Boys and Girls):**

- **Swachhata Abhiyan, bicycle rally and plantation drive by the girls' cadets on the occasion of World Environment Day.**
- **Mission Puneet Sagar - a cleanliness drive by NCC girls cadets and Red Ribbon Club in the banks of river Barak near Shibbari, Tarapur.**
- **Awareness campaign on Female Hygiene and distribution of sanitary pads among the girls of a nearby school in collaboration with Leo Club.**
- **Volunteering in the Model Relief Camp set up by the Government of Assam at Gurucharan College during the 2022 flood.**

**Kiran Sashi Women's Cell:**

- **Celebration of International Women's Day with plantation drive, open quiz, live photography etc.**
- **Collaborative lecture programmes by eminent social activists and professionals on Gender Issues.**
- **Celebration of International Day of Yoga**
- **Distribution of clothes and blankets amongst the children of the tea garden workers in Tikol Tea garden Cachar.**
- **A 3-days workshop on self- defence**
- **Awareness campaigns on Covid-19 organized in several slum and remote areas, primary schools demonstrating hand washing techniques, distribution of sanitizer etc.**
- **Distribution of relief materials among the flood victims of the remote areas.**

**Red Ribbon Club (RRC)**

- **Awarded the best RRC of Assam in 2019.**
- **Sensitization program on “Evils of Drug abuse and associated health problems” in association with the NSS team of the college**
- **Awareness programme on benefits of Blood Donation and govt health schemes on Blood Donors Day, Health and Hygiene, Nutrition etc.**
- **Organised online poster competition to create awareness about HIV/AIDS and a 1 minute video competition to create awareness on tuberculosis**

<b>File Description</b>	<b>Document</b>
Upload Additional information	<a href="#">View Document</a>

### 3.4.2

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

**Response:**

**The Red Ribbon Club(RRC) of G C College was awarded the best RRC of Assam by the National AIDS Control Organisation (NACO), New Delhi in 2019. It was also recognized as one of the best RRCs of Assam by Assam State AIDS Control Society in 2019.**

<b>File Description</b>	<b>Document</b>
Upload Additional information	<a href="#">View Document</a>

### 3.4.3

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

**Response: 45**

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

2021-22	2020-21	2019-20	2018-19	2017-18
21	3	8	12	1

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

### 3.5 Collaboration

#### 3.5.1

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

**Response:** 01

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

## Criterion 4 - Infrastructure and Learning Resources

### 4.1 Physical Facilities

#### 4.1.1

The Institution has adequate infrastructure and other facilities for,

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

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

**Response:**

Gurucharan College has a well maintained and resilient infrastructure conducive to teaching learning. The college is committed to offering resourceful infrastructure for holistic growth of students. The various infrastructural facilities for teaching learning process are described below :

- **Classrooms:-** There are twenty nine classrooms comprising of five large lecture halls and twenty four other rooms.
- **Laboratories :-** The departments of Anthropology, Biotechnology, Botany, Chemistry, Ecology and Environmental Science, Geology, Physics, Statistics and Zoology have practical laboratories for holding practical classes. A DST sponsored parasitology research laboratory is there in the department of Zoology . The college has one Language lab with internet facility.
- **ICT infrastructure:-** There are four smart classrooms and one ICT enabled classroom having wi-fi with LAN connections. In addition, the college has one Conference Hall with ICT facility, which is used for seminars, workshops and different programmes. Further, there are a number of LCD projectors which are available for use in ICT based teaching learning processes as and when required.
- **Computing facilities :-** There are 220 computers available in college of which 158 computers are used in different computer laboratories in the college. The Commerce Department has two computer laboratories. Computer Science, Mathematics, Physics, Zoology and Biotechnology departments each have computer laboratories. There is also a Language Lab funded by RUSA. The B. C. Gupta Memorial Central Library of the college, in its digital section, has a browsing centre for the students and teachers which is used for online access of e-books and e-journals. Two computers in the browsing centre are reserved for differently abled.
- **Cultural and sports activities, gymnasium and yoga facilities:-** The college has adequate facilities for cultural and sports activities. There is a playground and a badminton court within the campus. Facilities for indoor games like table tennis, carrom, chess etc. are there in the Girls' Common Room. The college gymnasium is available at different time slots for

both girls and boys under the guidance of a gym trainer. The college has a fully equipped auditorium of 450 seat capacity where all types of cultural activities are performed by the students. The auditorium is also used by other public and private organizations for various socio-cultural activities with prior permission from the college authority.

- **Anthropological Museum:-** The Department of Anthropology has a well-maintained Anthropological Museum which presents the archive of ethnic diversity and socio-cultural aspects of the life of different tribes and sub tribes of North East India.
- **College cafeteria, Women’s cell, boys’ and girls’ hostels:-** The college has a cafeteria for students, teachers and employees. The college has a proactive women’s cell known as Kiron Sashi Women’s Cell. The college has separate hostels for girls and boys with seat capacities of 70 and 30 respectively.

File Description	Document
Upload Additional information	<a href="#">View Document</a>

#### 4.1.2

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

**Response:** 36.38

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

2021-22	2020-21	2019-20	2018-19	2017-18
43.84	89.83	19.20	59.76	89.22

File Description	Document
Institutional data in the prescribed format	<a href="#">View Document</a>
Audited income and expenditure statement of the institution to be signed by CA for and counter signed by the competent authority (relevant expenditure claimed for infrastructure augmentation should be clearly highlighted)	<a href="#">View Document</a>

## 4.2 Library as a Learning Resource

## 4.2.1

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

**Response:**

The B.C. Gupta Memorial Central Library, established in 1935, is one of the biggest support services of Gurucharan College. The mission of the library is to provide information services and access to bibliographical and full text digital and printed resources to support the scholarly and informational needs of the library users. In keeping with the vision and the mission of the Institution, the library with its information services play a vital role in supporting the teaching-learning activities. Besides acting as a repository of information related to course curriculum, it also helps the students and the teachers to enrich themselves academically and intellectually.

- **Integrated Learning Management System:** The library uses the Software for University Libraries (SOUL) 2.0 as its Integrated Library Management Software (ILMS) for maintenance of library operations and for carrying out services like data entry (books and membership), transaction (issue, return, renewal and fine collection) and generation of various reports.
- **Books, e-resources and journals:** The Central library is well equipped with modern facilities and resources in the form of books, journals, magazines, reference books, e-journals, e-books, manuscripts, etc. It has an open access library system. The books purchased are catalogued through the catalogue module of the SOUL software. The Circulation module of the software is used by the library to create a membership database of users and transaction records of issue, return and renewal of documents.
- **Barcode technology:** Barcode technology is used for the issue-return process. The software OPAC (Online Public Access Catalogue) is used by the library users to retrieve information about the books available in the library. The library has LAN facility through which users can access the OPAC.
- **Digital Library:** Digital library is maintained by a software 'TechFocuz' to upload and upgrade the various e-resources (books, sample question papers, syllabi, etc.). Two servers are available - one for Library Management Software (SOUL) and another for Techfocuz Digital Library. Through the digital library students are allowed to browse their academic requirements. There are 23 computers in the library out of which 16 computers are used by students and teachers, two computers are used by differently abled persons and the rest are for office use. One Xerox machine is available in the library for reprographic service.
- **Manuscript Resource Centre :** The library also has a separate Manuscript Resource Centre for conservation and preservation of precious manuscripts.

The library supplements the needs of the users through subscriptions of local, regional and national newspapers. It has a unique collection of 'North East Micro Literatures' from North East India in general and Barak Valley in particular. The library subscribes to e-resources from NLIST which provides access to 6000+ e-journals and 1,35,000+ ebooks. It is a member of DELNET (Developing Library Network) for accessing online databases and inter-library loan facilities. Important links to e-resources are given in the college website. Text books and reference books are purchased regularly to supplement the academic needs of users. The teachers and the

students avail the facilities in the library for their academic and intellectual enrichment.

File Description	Document
Upload Additional information	<a href="#">View Document</a>

## 4.3 IT Infrastructure

### 4.3.1

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

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

**Response:**

Gurucharan College has a well maintained IT facility which is regularly updated to keep pace with the latest technological developments. The entire campus has fast internet connectivity to cater to the academic as well as the administrative requirements.

- The college has about 220 computers. The Principal's office, IQAC, Administrative block, Examination Cell and all the 25 departments are equipped with computers having internet connectivity. The college website is updated regularly. The students can easily view the updates regarding examination, admission and other notices on the college website. Most of the departments have printers, scanners and multimedia projectors. A few smart classrooms, a browsing centre and a number of computer laboratories are very effective in imparting IT education and knowledge to the students.
- The college is under constant CCTV surveillance. The students are given full access to the computer laboratories, language lab and the browsing centre with 18 computers at B. C. Gupta Memorial Central library. The college library, which is IT enabled, has the OPAC (Online Public Access Catalogue) facility as well as access to the NLIST program of INFLIBNET. The college office is also automated, having 33 computers in various branches.
- The college is presently using a BSNL leased line of 34 MBPS, which is providing adequate speed for a smooth internet usage in the campus. The 2021-22 session saw a major upgradation in the college IT infrastructure, where 57 new computers with advanced configuration were added. Technical assistance for ICT infrastructure and computer maintenance is outsourced annually. Online admission of students in the college is managed through the e-governance service provider Exabyte Solutions with the web portal <https://gccollegeonline.in/>.
- During the Covid-19 pandemic, the college acquired a lifetime free version of Google Workspace for Education with unlimited user accounts on 29th September 2020. It is being used for the purpose of online teaching learning. On 24th August 2020, the IQAC took the initiative to open a YouTube channel called GCC eAcademia through which various



webinars by eminent resource persons are being held regularly. The college had also bought the subscription of the live streaming platform StreamYard on 28th August 2020 in order to live stream its programs under eAcademia to YouTube. The subscription was renewed on 5th October 2021.

The college endeavours to upgrade the IT facilities continuously for enhancing its academic and administrative functioning.

File Description	Document
Upload Additional information	<a href="#">View Document</a>

#### 4.3.2

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

**Response:** 26.32

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

**Response:** 158

File Description	Document
Purchased Bills/Copies highlighting the number of computers purchased	<a href="#">View Document</a>
Extracts stock register/ highlighting the computers issued to respective departments for student's usage.	<a href="#">View Document</a>

## 4.4 Maintenance of Campus Infrastructure

#### 4.4.1

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

**Response:** 22.37

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

2021-22	2020-21	2019-20	2018-19	2017-18
33.12	41.72	23.99	47.80	38.97

<b>File Description</b>	<b>Document</b>
Institutional data in the prescribed format	<a href="#">View Document</a>
Audited income and expenditure statement of the institution to be signed by CA for and counter signed by the competent authority (relevant expenditure claimed for maintenance of infrastructure should be clearly highlighted)	<a href="#">View Document</a>

## Criterion 5 - Student Support and Progression

### 5.1 Student Support

#### 5.1.1

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

**Response:** 40.98

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

2021-22	2020-21	2019-20	2018-19	2017-18
1488	3786	694	843	722

#### File Description

#### Document

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

[View Document](#)

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

[View Document](#)

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

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

#### 5.1.2

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

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

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

File Description	Document
Report with photographs on Programmes /activities conducted to enhance soft skills, Language and communication skills, and Life skills (Yoga, physical fitness, health and hygiene, self-employment and entrepreneurial skills)	<a href="#">View Document</a>
Report with photographs on ICT/computing skills enhancement programs	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

### 5.1.3

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

**Response:** 0.26

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

2021-22	2020-21	2019-20	2018-19	2017-18
0	11	0	0	36

File Description	Document
Upload supporting document	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

### 5.1.4

*The institution adopts the following for redressal of student grievances including sexual harassment and ragging cases*

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

**Response:** A. All of the above

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

## 5.2 Student Progression

### 5.2.1

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

**Response:** 9.78

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

2021-22	2020-21	2019-20	2018-19	2017-18
112	56	46	28	10

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

2021-22	2020-21	2019-20	2018-19	2017-18
873	512	459	377	355

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

### 5.2.2

*Percentage of students qualifying in state/national/ international level examinations during the last five years*

**Response:** 1.12

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

2021-22	2020-21	2019-20	2018-19	2017-18
08	04	07	05	02

File Description	Document
List of students qualified year wise under each category and links to Qualifying Certificates of the students taking the examination	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

## 5.3 Student Participation and Activities

### 5.3.1

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

**Response: 5**

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

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

File Description	Document
Upload supporting document	<a href="#">View Document</a>
list and links to e-copies of award letters and certificates	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

**5.3.2**

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

**Response: 5.4**

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

2021-22	2020-21	2019-20	2018-19	2017-18
9	2	7	5	4

File Description	Document
Upload supporting document	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

**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:**

Gurucharan College boasts of a vibrant cohort of alumni who play the role of major stakeholders in the overall development of the institution. The G.C. College Alumni Association is a non-profit making registered society under the Societies Registration Act XXI, 1860, New Delhi, bearing the Registration No. District/East/Society/556/2013 and has been functional since 2005. The association has 18 registered members along with more than 40 honorary members. The alumni association under the stewardship of its core team headed by its President, Mr. Nirmal Kanti Bhattacharjee, Vice Presidents Mr. Dwipendra Krishna Bhattacharjee, Mr. Subimal Deb and Dr. Ashok Dutta, Secretary Mr. Soumya Kanti Purkayastha and Treasurer Mr. Shankar Deb Roy, has been able to create a massive platform for interaction among former graduates and a strong channel of communication for all those who wish to contribute back to their alma mater and the society. The Association also has a Facebook page with over 500 followers, its numbers scaling each day. The members are encouraged by the association to actively use the page to share information about their accolades and achievements so as to motivate the younger members to achieve greater success. The main objectives of the G.C. College Alumni Association are :

1. To plan and organise successful reunions. In 2018, Bengali New Year's Day was celebrated by the Association with grandeur inside the IIT Delhi Campus.
2. To publish books and newsletters to promote the cult of the Northeast in general and Barak Valley, in particular.
3. To conduct welfare programmes as well as cultural events showcasing the glory of the college on different platforms.

The members of the Association contributed an amount of Rs 99600.00 for the flood affected people who sought refuge in the Model Flood Relief Camp at GC College in the month of July -2022. The Association maintains a close working relationship with the alma mater by providing useful feedback and collaborating wholeheartedly in its growth and development. The college has always taken great pride in its alumni who have scaled great heights in various fields and made impactful contributions to the society at large.

File Description	Document
Upload Additional information	<a href="#">View Document</a>



## Criterion 6 - Governance, Leadership and Management

### 6.1 Institutional Vision and Leadership

#### 6.1.1

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

#### Response:

Gurucharan College, Silchar was established in 1935 by the generous donation from a benevolent lady Late Kiran Shashi Naug with the noble objective of establishing an institute of higher education in the underdeveloped southern part of north east India for the people of the area in general and the girl students in particular. Since its inception, the institution with its academic leadership emphasized on the values on which it started the journey of imparting quality education. Students from various ethnic, linguistic, religious and socio-economic backgrounds choose Gurucharan College as their first choice to fulfill their aspirations and goals. The institution and its policy makers always encourage an all inclusive academic ambience and pluralistic environment in which the institution nurtures the inherent diversity of our society to build a cohesive, amicable and co-operative student-teacher relationship.

The Vision and Mission of the College are well articulated and imbibed in various documents of the College and as such known to the stakeholders of the institution. The members of the society are also aware of its Vision and Mission through the Prospectus issued and the College website. Endorsing the Vision with pride is the prime objective of governance of the College.

The academic and the administrative set up of the college act in coherence and coordination for overall development of the college. The Governing Body is the highest administrative body that formulates policies, generates funds, monitors and implements all necessary projects. It is the apex decision making authority that frames policies to guide the Principal for effective delivery of services.

The Governing Body comprises of people from different strata of the society. The Body includes one Government Representative as President, two representatives of the teachers, one representative of the non-teaching members, one member representing the donors, three members representing the guardians and two Vice Chancellor's nominees of the affiliating University. The Principal is the Secretary of the

Governing Body.

The Principal is the Executive Head of the College and acts as a liaison between the Governing Body and the teaching and non-teaching members of the College. The Heads / Coordinators of the academic departments, Librarian of the College Library and the Head Assistant in the Office act as the superior in their arena. The Principal through the academic and administrative heads confirms that the policies and decisions are implemented in a proper manner for the betterment of the College.

Further, the formation of various Committees and executing the strategic plans and policies through them ensures that there is a fair amount of decentralization in the College. These Committees perform various college activities that reflect the decentralization on the one hand and materialize the vision and the mission of the college on the other hand. These Committees directly report to the Principal.

The College takes into account all the changes that are taking place in the educational environment. The vision of the College being futuristic, it takes into consideration the changes that may take place in the education policy of the nation including NEP.

File Description	Document
Upload Additional information	<a href="#">View Document</a>

## 6.2 Strategy Development and Deployment

### 6.2.1

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

**Response:**

The institution functions on the principle of participatory management. The Teachers' Council of the college is an all inclusive forum of the teachers of which the Principal is the President. The strategic plans and policies envisioned by the Head of the institution are generally placed in the general meeting of the Teachers' Council. After a threadbare discussion, proposed plans and policies are evolved out and necessary committees are constituted. Further discussions take place in such committees and findings are placed by the Principal before the Governing Body (GB) where final and conclusive decisions are taken. The GB empowers the Principal to constitute various committees to look after the optimum utilisation of resources and timely as well as effective implementation of policies.

The office of the Principal is a key component of the institution for appropriate delivery of plans and policies. The Head Assistant, the Accountant and other responsible non-teaching staff are made the members of various committees along with teacher-members. However, the Principal, being the head of the institution, and the DDO (Drawing and Disbursing Officer), is accountable for all monetary and material transactions.

The college follows the service rules for college employees of the Government of Assam and abides by the rules and regulations laid down by the Director of Higher Education (DHE), Govt of Assam, regarding the appointment of regular faculties. In case of retirement or creation of new posts, the Principal places the matter in the GB meeting. After determining the appropriate roster for vacancy, the college seeks permission from the DHE for advertisement of posts. The panel of the interview board is formed as per UGC and state government guidelines and includes the GB President, the Principal, the heads of the concerned departments together with experts nominated by the affiliating university. The name of the selected candidate is placed before the GB for approval and finally sent to the DHE, Assam, for appointment. The College administration has exclusive authority regarding the recruitment of various non-sanctioned posts in self-financing courses. Permanent non-teaching members are appointed by following Government rules as guided by the DHE. The temporary office bearers, security personnel are recruited by the principal after approval of GB.

The office maintains the service book of each of its employees right from the day of joining. All promotion-related information, attainment of new degrees like PhD, M.Phil etc. and all kinds of leave like CL, EL, CCL, maternity leave, among others, are sanctioned as per Service Rules, and are duly documented in the service book. The Principal of the college grants certain types of leaves while certain others, like EL, require approval of the GB of the college.

The promotion of faculty members is done through Career Advancement Scheme (CAS) as per DHE guidelines. The promotion proposals are scrutinised by the CAS Committee through the IQAC, and subsequently, the promotion files are sent to the DHE by the Principal, after having passed and approved by the Departmental Promotion Committee (DPC) and the GB.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Institutional perspective Plan and deployment documents on the website	<a href="#">View Document</a>

## 6.2.2

*Institution implements e-governance in its operations*

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

**Response:** A. All of the above

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

### 6.3 Faculty Empowerment Strategies

#### 6.3.1

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

**Response:**

The college has a robust performance appraisal system for its employees manifested through the continuous supervision by the Principal, the Vice Principal (appointed by the Governing Body) and the Heads of the Departments. The system is guided by the rules laid down by the Director of Higher Education (DHE), Government of Assam, the UGC and the Governing Body (GB) of the college. The office maintains the service book of each of its employees right from the day of joining. All promotion-related information, attainment of new degrees like PhD, M.Phil etc. are duly documented in the service book.

Performance appraisal system is functional in the CAS (Career Advancement Scheme) promotion of the employees. The employees of the college submit the proposal for promotion to the IQAC through the office of the college. The scrutiny committee under the IQAC scrutinises the promotion proposal of the incumbent and recommends the same to the Principal. Thereafter, with the recommendation from the affiliating university, a DPC (Departmental Promotion Committee) is formed for final scrutiny. Subsequently, the promotion files are sent to the DHE by the Principal, after having passed and approved by the DPC and the GB. The promotion for non-teaching members is done on the basis of seniority.

The cohesive character of the employer and the administration of the institution is well reflected in the welfare measures and schemes provided to the employees. Besides, the institutional setup also renders certain welfare services to the teaching and non-teaching staff of the college. All the permanent employees of the college get the benefit of schemes like GSLI as per Government norms. Under these schemes, the premium is collected through deduction from the monthly salary, and maturity benefits are provided at the time of retirement.

The institution has a functional cooperative society, viz., the “GC College Employees’ Credit and

Thrift Cooperative Society Ltd.”. The society promotes the habit of small savings and disburses loans to the employees at a nominal rate of interest as per their requirement, subject to the amount deposited in the society.

At the time of admission to different courses, wards of permanent employees are entitled to 1% reservation apart from their caste and other statutory reservations. There is also provision for temporary appointment on compassionate grounds for eligible family members of deceased employees.

In case of major illness or such other exigency, the employees of the college receive financial aid collected as contribution on behalf of the Teachers’ Council or forum of the non-teaching staff.

The in-house printing press of the college provides highly subsidised printing, photostat copy, binding and other printing-related services for the teachers and the students of the college.

The college has a cafeteria where good quality food is available for the employees and students at subsidised rates. It is looked after by the Canteen Monitoring Committee.

Apart from all the above, other facilities are provided to the employees as provided in the Service Rules of the Government of Assam.

File Description	Document
Upload Additional information	<a href="#">View Document</a>

### 6.3.2

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

**Response:** 0

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

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

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

### 6.3.3

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

**Response:** 12.48

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

2021-22	2020-21	2019-20	2018-19	2017-18
20	15	18	32	05

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

2021-22	2020-21	2019-20	2018-19	2017-18
57	59	59	59	59

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

## **6.4 Financial Management and Resource Mobilization**

### **6.4.1**

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

**Response:**

**Gurucharan College has its own mechanism for effective and efficient utilization of the available**

financial resources for all round development of the institution. Being a provincialised college of the Government of Assam, fees received through admission into the various courses is one of its main sources of income. It is one of the major contributors to the college head of the institution's income-expenditure account. Along with fees, research grants from various Government and Non Government agencies, State and Central Government funds, interest earned in bank deposits also add to the college head of income which has contributed around 46% to the total income over the last five financial years i.e. 2017-18 to 2021-22 . In addition to the college head, two other significant heads of income include the self-finance course head and the development head with average contributions of 19% and 13% respectively to the total income during the same period.

The funds from different sources are utilized for all recurring and non-recurring expenditure under various heads of expenditure as listed in the income-expenditure statements. The sub-heads of expenditure like construction, salary of non-sanctioned staff, remuneration of various duties and conduct of various programmes constitute a major part of the college head of expenditure which accounted for an average of 44% of total expenditure incurred during the period from 2017-18 to 2021-22. The other major expenditure averaging to 18% during that period, came under the development head consisting of construction, renovation, repair and maintenance of assets and capital expenditures etc. The average expenditure under self-finance course head during the same period amounted to 15%. A significant expenditure is also made under the hostel head and laboratory head which jointly constituted around 10% of the total expenditure incurred during the same period. Adequate funds are also utilized for various other academic and extra-academic activities like seminars, workshops, expert talks, Faculty Development Programmes, sports and cultural programmes of students.

With the Governing Body at the apex, the college constitutes several committees to implement checks and balances measures in the utilization of available financial resources for the overall development of the institution. Internal Audit is regularly conducted by a Registered Chartered Accountant for every financial year with proper scrutiny of Receipts and Payment Account, Income and Expenditure Account and Balance Sheet. All the bank accounts are properly reconciled with the cash book. Utilisation Certificates duly audited by a Chartered Accountant are submitted by the college to the various funding agencies. External Audit by the Government of Assam is also done at the College level.

The college makes every effort to ensure effective utilization of the mobilized resources for maintaining a steady balance between income and expenditure with a view to safeguarding the financial stability of the institution.

File Description	Document
Upload Additional information	<a href="#">View Document</a>

## 6.5 Internal Quality Assurance System

### 6.5.1

Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the

quality assurance strategies and processes. It reviews teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals and records the incremental improvement in various activities

**Response:**

The Internal Quality Assurance Cell (IQAC) is committed to ensuring the quality assurance strategies and processes of the college. It encourages the teachers to involve themselves in active research and collaborative activities in addition to the teaching learning assignments. The IQAC organizes various national and international events of significance with the involvement of various cells and departments of the college. Innovation is highly valued, and an Innovation Exhibition was held for all departments to encourage students' creative thinking, with prizes awarded for the best innovation projects. IQAC also focuses on sustainability and conducts programs throughout the year to raise awareness about environmental issues, climate change, water conservation, and other burning issues. To enhance the quality standards of stakeholders, the IQAC organizes interactive sessions with experts from various fields. Collaborative linkages are promoted through Memorandum of Understanding (MoU) agreements with different institutions. Career orientation programs are organized in collaboration with the Career Guidance Cell to help students in their professional development.

At the very beginning, the academic calendar of the College is prepared and made available on the college website for wide circulation among the students. At the onset of each semester, departmental meetings are held to plan the teaching schedule and distribute the workload among the teachers following the guidelines of the affiliating university and UGC. The classes are held as per the daily routine prepared at the beginning of the academic session. The departments communicate programme outcomes, programme specific outcomes, and course outcomes to the students before the commencement of classes. The attendance of students is closely monitored because a minimum attendance of 75% in each paper is mandatory for acquiring the eligibility to appear in the end semester examination.

The IQAC, in collaboration with the Examination Cell, ensures transparent and efficient internal assessment processes to have an overview of the attainment of the learning outcomes. The internal assessment helps in identifying the slow learners and remedial classes are arranged by the concerned departments. At the initiative of IQAC, various lecture programmes, invited talks and capacity building programmes are organized for the advanced learners. In addition, IQAC's YouTube channel, GCC eAcademia, provides access to webinars and lecture sessions by eminent national and international experts.

In order to provide the teachers with a platform for professional development, IQAC organizes Faculty Development Programmes and Workshops as and when required. Despite the challenges posed by the COVID-19 pandemic, the IQAC adapted its activities to the online platform. Online classes were conducted using various platforms, and arrangements were made for online examinations. Faculty members participated in workshops to enhance the quality of online teaching and evaluation. The GCC Cell of Value Education and Positive Thinking was also formed to improve students' Emotional Quotient and Social Quotient.

Assurance of quality is the topmost priority of the IQAC and it continuously endeavours to ensure that the teaching learning process is improvised to keep pace with the latest advancements in



higher education.

File Description	Document
Upload Additional information	<a href="#">View Document</a>

### 6.5.2

Quality assurance initiatives of the institution include:

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

Response: C. Any 2 of the above

File Description	Document
List of Collaborative quality initiatives with other institution(s) along with brochures and geo-tagged photos with caption and date.	<a href="#">View Document</a>
Link to Minute of IQAC meetings, hosted on HEI website	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

## Criterion 7 - Institutional Values and Best Practices

### 7.1 Institutional Values and Social Responsibilities

#### 7.1.1

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

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

#### **Response:**

**Gurucharan College, the oldest Institute of higher education in the Barak Valley region of Southern Assam came into being during the colonial period with the noble objective of accessible and affordable higher education to the aspiring youths. While contributing a handsome amount of donation for the establishment of the college, the benevolent lady Late Kiran Sashi Nag expressed her earnest wish that the institution in future must prioritize on women education by creating a conducive environment for the girl students to have the courage of breaking the shackles of conservativeness of the then society. From the time of its inception, the Institution and its visionary academic leadership gave emphasis on the values and goals on which it stepped forward on the path of imparting higher education for the masses with special care for the girl students. The issue of gender equity has always been at the center table of academic and administrative exercise of the Institution. Being a co-educational Institution, gender equity and sensitivity is a priority in all walks of campus life. The institution never shies away from any debate or discourse on matters of gender controversy. The admission to the college is solely on the basis of merit without any gender preferences, accomplished under the prescribed norms and regulations of the Government. All the students irrespective of their gender get equal opportunity to participate in the co-curricular programs, functions and festivities. In college elections, any student who fulfills the requisite qualification and criteria can contest without any gender bias.**

- **The girls NCC Cadets take a proactive role along with Boys NCC cadets in extending their services to the college community and beyond.**
- **Both male and female security guards are deployed in the college campus to look after the security concerns of all students.**
- **The Institution has a robust mechanism to deal with the menace of ragging, sexual harassment, eve teasing, etc.**
- **The Kiran Sashi Women's Cell (KSWC), named after the donor, is sincerely engaged in organizing various awareness and sensitization programs related to girls' safety, dignity and empowerment.**
- **The College celebrates International Women's Day every year with various programmes like plantation, cleanliness, outreach programmes, exhibitions and also organises invited talks on gender issues and rights on various occasions.**

- Female teachers constituted a substantial 38.5% of the teaching staff of the college in the session 2021-22. The college also boasts of an almost uniform distribution of male and female students with an average 48.31% enrolment of female students during the period 2017-18 to 2021-22. The gender equity is also clearly visible in the category-wise enrolment of the students during the same period.
- The Institution endeavors to promote and cultivate the culture of fitness, games and sports and explore the emerging vistas of career opportunities through Sports Cell, Gymnasium and Career Guidance Cell.

File Description	Document
Upload Additional information	<a href="#">View Document</a>

### 7.1.2

The Institution has facilities and initiatives for

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

**Response:** A. 4 or All of the above

File Description	Document
Policy document on the green campus/plastic free campus.	<a href="#">View Document</a>
Geo-tagged photographs/videos of the facilities.	<a href="#">View Document</a>
Circulars and report of activities for the implementation of the initiatives document	<a href="#">View Document</a>

### 7.1.3

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

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

**Response:** D. Any 1 of the above

File Description	Document
Report on Environmental Promotional activities conducted beyond the campus with geo tagged photographs with caption and date	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

#### 7.1.4

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

**Response:**

**Gurucharan College, an institute of higher learning bearing a glorious legacy of many decades, strives to create an inclusive environment for all the stakeholders. The geographic, socio-cultural and ethnic diversity of Barak Valley is manifested in the backgrounds of the students who preferentially opt for Gurucharan College to fulfill their academic goals and aspirations. The institution nurtures these inherent diversities by taking various initiatives, such as extra-curricular activities, cultural programs, sports events, extensional services and providing need based financial support. The college celebrates the Annual cultural fest (Sharod Utsav) and Sports Week with active participation of students cutting across all sections of the society. Students of different ethnic and linguistic groups get equal opportunity to showcase their traditional dance, music and art. Through their performances, the hidden talents and potentialities of the students find exposure to the larger audience of the whole college community. Deserving students are given ample scope to represent the college in various games and sports for inter college competitions without any discrimination. The Saraswati Puja and Milad-e-Mehfil are two main important religious festivals celebrated in the campus annually in which students across all religious communities overwhelmingly participate and volunteer their services for their graceful celebrations. The selection of professor-in-charge for organizing these festivals may come from any religious background. Students learn the values of inter-faith peaceful co-existence and co-operation through their participation in such festivals. The team of NSS volunteers of the college under the guidance of teacher-in-charge frequently render their valuable services in the philanthropic activities planned for the upliftment of marginalized communities living in the adopted urban slum and village. Students participating in such social service schemes easily learn the basic codes of conduct for sharing and caring for the downtrodden section of the society. The cadets of the college NCC units regularly undertake programs of national integration. The Anthropological Museum and Manuscript Centre of the Institution are the centers for preservation of crafts and artifacts representing the cultural/ethnic diversity and intellectual heritage of the region and thus fulfilling our commitment towards upholding cultural/ethnic diversity. The Electoral Literacy Club (ELC) of Gurucharan College from its time of inception has undertaken various programs such as observation of National Voters' Day, organizing seminars, quiz and poster competitions, launching**

awareness programs on voters' right, etc. for imbibing values and sensitizing the students and the employees regarding the constitutional rights and obligations, duties and responsibilities of the citizens. In collaboration with District Administration and logistic support from ELC, the District Election Cell regularly organizes 'Elector's Verification Programme' in the campus. The awareness programs of ELC are not confined to the college campus but encompass the urban masses of the whole town on issues of voting rights and obligations. G C College has a prescribed Code of Conduct for various stakeholders to guide the behavior and actions in accordance with the principles of professionalism, discipline, punctuality and above all integrity. The Code is amenable to circumstantial necessary amendment.

File Description	Document
Upload Additional information	<a href="#">View Document</a>

## 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:**

**First practice**

**1. Title of the practice:**

**Zero garbage campus and green initiatives.**

**2. Objective of the practice:**

**Based on the maxim - "Reduce, reuse, recycle and restrict", the Institution intends to achieve a better campus ambience with a clean and green environment. Institutional mechanism is in place to deal with garbage collection, segregation and safe disposal**

**3. The context:**

**The college campus is considered to be the second home to the students and the employees and thus they need to be motivated to keep it clean and green. Instead of administrative regulations, the Institution encourages self-regulation to address the challenges of maintaining an eco-friendly behavioral attitude. Regular awareness drives and collective efforts are the key ingredients of the exercise.**

**4. The practice:**

The practice of maintaining a clean and green campus at Gurucharan College involves active participation of the college fraternity instead of solely depending on the paid services for collecting garbage. Plantation drive is a regular exercise while garbage collection is carried out on a day-to-day basis. Garbage is segregated and kept in prescribed bins meant for different types of waste. The Silchar municipal authority collects the waste from the campus and disposes them in designated landfills. The litter and paper waste are dumped in waste pits in the college premises which are properly covered once filled. However, concern remains about disposal of hazardous chemicals, bio-wastes and e-wastes in the campus.

**5. Evidence of success:**

Over the years, increasing student enrolment numbers and consequent infrastructural development have created a burgeoning problem of garbage and swelling of built up area. However, after the implementation of the clean and green campus initiative, we were able to address the precarious problems of waste burden and their proper handling. Planned landscaping of the college premise and intensive plantation have qualitatively increased the green cover. Enhanced awareness level among the students in particular has made significant behavioral change and positively addressed the menace of garbage. Being located amidst an urban crowd, the ambient air quality and scenic beauty of the campus is encouraging.

**6. Problems Encountered and Resources Required:**

The Institution requires an incinerator for perishing the growing burden of garbage, particularly the plastics. Irregular services of the local Municipal Board sometimes lead to overflowing waste and foul smell. The natural uneven topography of the campus creates a serious problem of water logging in low lying open areas where waste pits are commonly excavated. Alternative materials for serving in the cafeteria and during mass-gathering need to be promoted.

**7. Notes (Optional):**

Concepts like Waste Credit Service may be introduced as part of waste management practices in the college besides incentivizing less garbage production initiatives. In view of depleting open areas for further plantation, innovative methods like rooftop gardening, vertical gardening, etc. may be adopted to increase the campus greenery.

**Second practice****1. Title of the practice:**

**Providing self-financing, job-oriented and skill-based courses.**

**2. Objective of the practice:**

The objective of running these courses is to provide value addition to the regular undergraduate courses. The courses intend to enhance the skill of the students to face the challenges of the

contemporary career avenues. At an affordable fee structure and flexible time schedule, these courses boast the employability.

### 3. The context:

The Institution as a policy initiative, focuses on integrated development of the students rather than providing mere degrees. The primary objective behind the course curriculum design is to make them affordable, feasible, valuable and relevant to the present day job market. Managing resource persons, necessary office staff and availability of classrooms are prior concerns for successful implementation of the courses. Emphasis is given to develop interest among the students through information dissemination and advertisement.

### 4. The practice:

Self-financing, skill-based, professional courses offered at G.C. College include Diploma in Computer Application, Certificate in Spoken Sanskrit, Bengali Recitation, Office Automation, Diploma in Library Science, Creative Writing, Bioinformatics in English besides some other short term courses. The curriculum for these courses are designed by the concerned departments, endorsed by the college authority and implemented through faculty members of the department. Services of guest teachers are also availed occasionally. Physical infrastructure and supporting staff are provided by the college. Information on commencement of any course, fee structure, mode of payment, course duration, class routine etc. are generally published at the college website. A flexible class schedule is followed which attracts learners other than students of the college. To make the courses relevant to the current job market, the course contents emphasize more on the practicability rather than the theoretical aspects only. All these courses are run on the working principle of nominal profit keeping it affordable to common students.

### 5. Evidence of success:

The job-oriented professional courses introduced by various departments have been functioning well with ever increasing enrolment numbers, barring the crisis period of pandemic. Passed out students from these courses found easy career avenues. Promising outcome of the courses has motivated other departments to plan for such short term courses of practical value. Originally, these courses began with the primary objective of value addition to the undergraduate courses and giving exposure to our students to the dynamic career options. Of late, it has been observed that outside students are also opting these courses for the enhancement of their present qualification.

### 6. Problems Encountered and Resources Required:

To impart quality training through these courses, services of external resource persons need to be availed that require funds for their remuneration. This creates extra financial liability as the course fee is maintained at an affordable level for low-income groups. Lack of adequate classroom space makes it difficult to accommodate large groups of students in some of these courses. The problem will be more acute if other academic departments intend to introduce short term value added courses in near future.

### 7. Notes (Optional):

The short-term courses run by the college need to be certified by the affiliating university for wider acceptability. Similar courses may also be available in other colleges of the same university; hence, to maintain uniformity of course structure, course content, fees levied and such other issues, the affiliating university should come forward with appropriate plans and programs about value added courses.

File Description	Document
Any other relevant information	<a href="#">View Document</a>
Best practices as hosted on the Institutional website	<a href="#">View Document</a>

### 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:**

The people of Barak Valley proudly hail the legacy of Gurucharan College. The Barak Valley region was historically a part of the then Surma Valley, most part of which is now in the territorial domain of the state of Tripura and Sylhet district of Bangladesh. The Barak Valley finds historical reference in many ancient documents. However, the complete journey through history of the valley is not so vivid; a major portion of the history remains obscure due to lack of proper historical records. Oral traditions, folklore and manuscripts constitute a valuable treasury of information for the reconstruction of the historical past of any region. The Barak Valley is not an exception to this fact. Here also we find a remarkable tradition of writing manuscripts on a variety of subjects ranging from epical story, excerpts from religious scriptures, chronicle of family lineage and so on.

Critical analysis of manuscripts may reveal valuable historical ingredients, more particularly on things related to socio-cultural evolution, customs and traditions of the people historically inhabiting an area. Thus, manuscript may be considered as a national resource to the study of many dimensions of the society in the historical perspective. In Barak Valley, scholars are of the opinion that writing of manuscript was either from personal interest or from royal patronage. Without much exception, the majority of the manuscripts were found in the custody of the successors of the original author. The custodians of the manuscripts keep them preserved as a mark of memory of their forefathers and as a matter of family pride. As such, getting access to these manuscripts and collecting them for better preservation and documentation is a challenging task.

The most part of the valley region falls within the flood plain of river Barak and its numerous tributaries and suffer frequent inundation during the long rainy season. Many manuscripts and other historical documents of this area had been the victim of this annual calamity. The Normal



School, Silchar is the pioneer Institute to collect and preserve manuscripts found in this locality.

The Manuscript Centre of Gurucharan College, Silchar is the first of its kind in any college in the entire Barak Valley. The college owns and maintains a Manuscript Centre of excellence running in association with the National Mission for Manuscript, (at present under IGNCA), Ministry of Culture, Government of India. The Manuscript Center comprises of two wings. The Manuscript Resource Centre was recognized in 2005 by the National Mission for Manuscript, while the Manuscript Conservation Centre was established in 2010 in collaboration with the Ministry of Culture, Government of India.

The representatives from the Manuscript Center, mainly a few senior faculty members and the librarian were able to trace out a few tens of households located in various parts of Cachar district of Barak Valley where manuscripts were kept as ancestral property. Even after repeated visits, the college was unable to convince most of them to hand over these valuable manuscripts in the safe custody of the Manuscript Center. These manuscripts were in pathetic condition due to unscientific mode of preservation and were likely to be completely damaged in course of time. Only fifteen donors voluntarily contributed a significant number of manuscripts to the Centre. Successive collection drives accomplished in multiple phases resulted in gathering a resource of about 150 numbers of manuscripts in the Manuscript Centre of the college.

In the last few years 92 manuscripts have been cataloged as per the standard protocol. Out of these, 79 manuscripts are written in Sanskrit, 11 in Bengali and 2 in Bilingual (Bengali and Sanskrit). The remaining 58 manuscripts are in the process of proper documentation. The cataloged manuscripts contain both prose and poetry written in archaic Bengali script on paper material and Sachi Patra (bark of tree specially meant for writing). Among these, the earliest manuscript dates back to 1873 AD. The pages of a few manuscripts written on paper are found to be partially damaged and words are illegible in some cases. Some of the manuscripts are reproductions from published books, particularly from religious scriptures. Only a few of the cataloged manuscripts are the product of original authorship.

The glimpses of culture, tradition and customs of the indigenous people find mention in a number of manuscripts related to folk literature. A few manuscripts can serve the reference of calligraphy writing. The manuscripts being important national resources, portray the literary, cultural and historical heritage of a particular group of people or region. That is why, the Manuscript Resource Centre of the institution has the potential to explore the hidden treasure and unveil the intellectual legacy of the region.

The Center is venued in the second floor of the B.C. Gupta Memorial Central Library and the library staff look after the maintenance of the manuscripts. Looking at the extreme weather conditions especially during the summer season when high temperature and humidity prevails, it seems to be detrimental to preserve manuscripts in normal room temperature. The Centre needs to be conditioned to prescribe limits of temperature and moisture. Interested students, researchers and amateur readers have regular access to these valuable resources for their academic purposes and also to satisfy their keen interest and hobbies.

High resolution scanning of the manuscripts and their printing in the form of hard bound books may be a better option for regular reference to the original manuscripts. It has come to the notice of the learned manuscript lovers that still there are hundreds of scattered manuscripts lying

**unattended in the custody of people who do not even know their invaluable significance. In this context, the role of the Manuscript Centre of Gurucharan College becomes indispensable to search for such unexplored resources of the valley region and take the appropriate measures for their collection, preservation and maintenance.**

File Description	Document
Appropriate web in the Institutional website	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

## 5. CONCLUSION

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### Additional Information :

- The Govt. of Assam announced on 29th November, 2022 its intent of upgrading G.C. College into a State University. While the Legislative procedure is pending for notification of the University Act, the College is gearing up to face the transformative changes with this upgradation.
- G.C. College is also identified by the State Innovation & Transformation Ayog (SITA), as one of the four training centres in Assam to impart training to prospective and aspiring candidates for civil service examinations.
- G.C. College has two very active NCC Wings for Boys and Girls pursuing the motto 'Unity and Discipline' besides two NSS units of 100 volunteers each with the motto 'Not me but you'. The NCC cadets and NSS volunteers are proactively engaged in carrying out various social services and extension activities.
- The College Magazine, initially named as 'Gurucharan College Patrika' and later renamed as 'PURBASHREE' is being published annually since 1938. 'GCC Infoline' published by the IQAC, 'Kiron Sashi' published by the Kiran Shashi Women's Cell and the wall magazines 'Kundakali' (named by the Noble Laureate Rabindranath Tagore) and 'Sphuran' provide ample opportunity for literary pursuit and research publications at the college.

### Concluding Remarks :

G.C. College has had a glorious journey in the field of higher education since 1935 serving a geographically isolated, logistically challenging and natural hazard prone region of North East India inhabited by various ethnic tribes, tea tribes, religious minorities and a vast population from socially and economically disadvantaged groups. In spite of inherent limitations, the indomitable spirit of G.C. College fraternity remains high as exemplified by its unwavering social commitment and inclusive and equitable quality education spanning more than eight decades. The consistent pursuit for excellence has paid off with its recognition by the UGC as Centre with Potential for Excellence for two consecutive phases, NAAC 'A' grade awarded in the second cycle of accreditation in 2016, and finally upgradation of the College into a state university in 2022. A strong contingent of capable and committed faculty, more than 4000 student enrollment together with institutionalized community engagement and extension activities provide a conducive ecosystem for affordable, holistic teaching-learning which will continue to contribute handsomely towards nation building in years to come.

## 6.ANNEXURE

### 1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																				
1.2.1	<p><b>Number of Certificate/Value added courses offered and online courses of MOOCs, SWAYAM, NPTEL etc. (where the students of the institution have enrolled and successfully completed during the last five years)</b></p> <p>Answer before DVV Verification :</p> <p>Answer After DVV Verification :07</p> <p>Remark : As per clarification received from HEI, DVV input is recommended.</p>																				
1.2.2	<p><b><i>Percentage of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years</i></b></p> <p>1.2.2.1. Number of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>12</td> <td>0</td> <td>110</td> <td>112</td> <td>86</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>00</td> <td>00</td> <td>100</td> <td>63</td> <td>26</td> </tr> </tbody> </table> <p>Remark : As per clarification received from HEI, DVV input is recommended.</p>	2021-22	2020-21	2019-20	2018-19	2017-18	12	0	110	112	86	2021-22	2020-21	2019-20	2018-19	2017-18	00	00	100	63	26
2021-22	2020-21	2019-20	2018-19	2017-18																	
12	0	110	112	86																	
2021-22	2020-21	2019-20	2018-19	2017-18																	
00	00	100	63	26																	
1.3.2	<p><b>Percentage of students undertaking project work/field work/ internships (Data for the latest completed academic year)</b></p> <p>1.3.2.1. <b>Number of students undertaking project work/field work / internships</b></p> <p>Answer before DVV Verification : 437</p> <p>Answer after DVV Verification: 420</p> <p>Remark : As per clarification received from HEI, DVV input is recommended.</p>																				
2.1.2	<p><b><i>Percentage of seats filled against reserved categories (SC, ST, OBC etc.) as per applicable reservation policy for the first year admission during the last five years</i></b></p> <p>2.1.2.1. <b>Number of actual students admitted from the reserved categories year wise during last five years (Exclusive of supernumerary seats)</b></p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	2021-22	2020-21	2019-20	2018-19	2017-18															
2021-22	2020-21	2019-20	2018-19	2017-18																	

893	795	722	676	657
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Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
613	504	480	439	423

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
893	802	722	676	657

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
886	798	714	672	651

Remark : As per clarification received from HEI, and the number of the seats admitted, more than the number of the seats earmarked, be considered as General merit. And the values for the metric i.d. 2.1.2.2 be according to the state reservation policy ratio of the data for the metric i.d. 2.1.1.2, thus DVV input is recommended.

**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)**

**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)**

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
0	2.25	0	25.42	1.13

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
2.25	0	2.75	22.67	1.13

Remark : As per clarification received from HEI, DVV input is recommended.

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
12	13	4	5	2

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
11	12	04	04	01

Remark : As per clarification received from HEI, DVV input is recommended.

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

Answer before DVV Verification :

Answer After DVV Verification :01

Remark : As per clarification received from HEI, DVV input is recommended.

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
46.00	90.00	20.08	65.11	106.12

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
43.84	89.83	19.20	59.76	89.22

Remark : As per clarification received from HEI, DVV input is recommended.

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

**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)**

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
35.44	43.36	26.27	58.09	45.73

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
33.12	41.72	23.99	47.80	38.97

Remark : As per clarification received from HEI, DVV input is recommended.

5.1.1 ***Percentage of students benefited by scholarships and freeships provided by the institution, government and non-government bodies, industries, individuals, philanthropists during the last five years***

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
1513	3786	694	843	722

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
1488	3786	694	843	722

Remark : As per clarification received from HEI, DVV input is recommended.

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

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

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: C. 2 of the above

Remark : As per clarification received from HEI, DVV input is recommended.

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

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

Answer before DVV Verification:

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

112	56	46	28	10
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Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
112	56	46	28	10

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
1239	949	934	1005	848

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
873	512	459	377	355

Remark : As per clarification received from HEI, DVV input is recommended.

**5.2.2 Percentage of students qualifying in state/national/ international level examinations during the last five years**

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
11	6	7	2	0

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
08	04	07	05	02

Remark : As per clarification received from HEI, DVV input is recommended.

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

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

Answer before DVV Verification:

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2021-22	2020-21	2019-20	2018-19	2017-18
4	1	4	5	6

Answer After DVV Verification :

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

Remark : As per clarification received from HEI, and exclude inter collegiate awards, DVV input is recommended.

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
22	15	18	34	5

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
20	15	18	32	05

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
57	59	59	59	59

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
57	59	59	59	59

Remark : As per clarification received from HEI, DVV input is recommended.

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

1. Green audit / Environment audit
2. Energy audit

3. **Clean and green campus initiatives**  
 4. **Beyond the campus environmental promotion activities**

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

Answer After DVV Verification: D. Any 1 of the above

Remark : As per clarification received from HEI, DVV input is recommended.

## 2.Extended Profile Deviations

ID	Extended Questions																				
1.2	<p><b>Number of teaching staff / full time teachers year wise during the last five years</b></p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>83</td> <td>84</td> <td>87</td> <td>90</td> <td>91</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>76</td> <td>84</td> <td>87</td> <td>90</td> <td>91</td> </tr> </tbody> </table>	2021-22	2020-21	2019-20	2018-19	2017-18	83	84	87	90	91	2021-22	2020-21	2019-20	2018-19	2017-18	76	84	87	90	91
2021-22	2020-21	2019-20	2018-19	2017-18																	
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