



Office of the Principal
SUREN DAS COLLEGE: HAJO

P.O.-Hajo; Dist-Kamrup, Assam; Pin-781102

*Affiliated to Gauhati University, UGC2(f) & 12B Recognised
(A College of Arts & Science Stream)*

NAAC Accredited with 'B' Grade (2nd Cycle)

Mobile: 94351-24475

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E-mail:
surendacollege@gmail.com
sarmahk1234@gmail.com

Ref. No. :

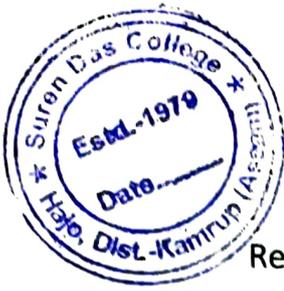
Date :

Undertaking

I do hereby undertake that I am submitting the following documents against Metric No 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) are true to the best of my knowledge and belief.


(Dr. Hiranya Kumar Sarma)
Principal
Suren Das College, Hajo

Principal
Suren Das College
Hajo, Kamrup



Report of Internal Academic Audit conducted by Academic Cell

Session: 2021-2022

Internal Academic of 18 Departments for the session 2021-2022 was conducted on 16.06.2021 as per Format B where inputs are given as per the NAAC SSR guidelines and the vital points of the Seven Criteria of NAAC assessment related to the assurance of quality education. This Academic Audit put emphasis on the following areas:

- 1) Effective delivery of teaching-learning through continuous internal evaluation(CIE)
- 2) Student centric academic and co-curricular activities
- 3) Attaining the objectives of POs, PSOs and COs
- 4) To monitor the effective use of ICT by the teaching-staff
- 5) To assess the community centric programmes organized by the college
- 6) Teachers' involvement in research and academic activities.

For the purpose of the audit, the departments were visited and it was found that the departments prepared course files containing information such as Teaching Plan, Lesson Plan, Department wise class routines, POs, PSOs and COs. The departments were found to be engaged in implementation of CIE in the form of class tests, assignments, experimental learning, group discussion as per the academic calendar. It was observed that admission of students, examination/registration work, payment for various activities were done online by the students. Learning resources like Wi-Fi facility in the campus, Library resources were utilized by the students.

It was observed that the college undertook extension activities involving the community. The teachers were found to be involved in good quality research works.

Observations and suggestions:

- 1) Many students are not aware of the learning resources provided by the college. Programmes could be arranged to make the students aware of such facilities.
- 2) Record keeping of CIE should be more rigorous.
- 3) Students may be encouraged to appear in state and national level competitive examinations
- 4) Face-to face seminars/workshops should be conducted.

HKS 27-6-2022

(Dr. Hiranya Kumar Sarma)
Principal
Suren Das College, Hajo

AH 27-6-22

Dr. Ali Akbar Hussain
Co-ordinator, Academic Cell
Suren Das College, Hajo

Principal
Suren Das College
Hajo, Kamrup



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Strategic Plan for the year 2017-2018

- 1) Submission of AQAR
- 2) To organize FDP programmes
- 3) Sign MoU with other institutions.
- 4) Extension of Library and canteen.
- 5) Construction of multi storied building for class room
- 6) To organize alumni meet and form alumni association.
- 7) To organize seminars
- 8) To publish a journal and books.
- 9) To increase collaboration and linkage.
- 10) To undertake more extension activities.

[Signature]
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Strategic Plan for the year 2018-2019

- 1) Timely submission of AQAR
- 2) Ensuring the college campus cent percent Tobacco and Plastic Free.
- 3) Increasing the usages of ICT in teaching-learning process.
- 4) Increasing community development activities through NSS.
- 5) Organising National Seminar, workshop, symposia, lectures, etc.
- 6) Publishing a Research Journal by Research Cell and a book on Environmental issues by IQAC.
- 7) Publication of the Code of Conduct Handbook (print version and website upload)
- 8) Initiating more steps to create green campus.
- 9) Organising development programme/capacity-building training programme and workshop for non-teaching staff.
- 10) Registering and strengthening the Suren Das College Alumni Association and increasing their involvement in different college activities.
- 11) Creating awareness among students regarding inclusiveness of specially abled persons.
- 12) Organising skill development programmes for students.
- 13) Conducting academic and administrative audits.
- 14) Adding more class rooms.
- 15) Filling up of vacant posts.
- 16) Establishing linkages with some academic institutions inside and outside the state.
- 17) Formation of Parent-Teacher Association
- 18) Introduction of welfare schemes for teaching non-teaching staff.


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Strategic Plan for the Year 2019-2020

- 1) To organise seminars, workshops etc.
- 2) Increasing use of ICT.
- 3) Conducting research activity on women and other issues.
- 4) To organise workshops on skill development, waste management etc.
- 5) To organise legal awareness/aid camp.
- 6) To organise development and capacity building activities in the community.
- 7) To organise awareness programme on ecology and environment.
- 8) To conduct programme on value education.
- 9) To conduct counseling programme for students.
- 10) Publication of research journal.
- 11) Planning to conduct of placement programme for the final year students of various courses.
- 12) Creating awareness among the students regarding inclusiveness of especially abled persons.
- 13) Completing academic and green audits.
- 14) Timely submission of AQAR


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Strategic Plan for the Year 2020-2021

1. To organise seminars, workshops, lecture programmes etc.
2. To undertake collaborative academic programmes through MOU
3. To increasing ICT facility and its use by students and teachers.
4. To conduct research activity on women and other issues.
5. To organise workshops on skill development, waste management etc.
6. To organise legal awareness/aid camp
7. To promote faculty exchange/student exchange programmes
8. To organise development and capacity building activities in the community
9. To organise awareness programme on ecology and environment
10. To conduct programme on value education
11. To conduct counseling programme for students.
12. To take up extension education programmes
13. To promote online classes
14. Publication of research journal
15. Planning to conduct of placement programme for the final year students of various courses
16. Creating awareness among the students regarding inclusiveness of especially abled persons.
17. To Conduct Academic and Green audits
18. Introduction of New Courses
19. Timely submission of AQAR


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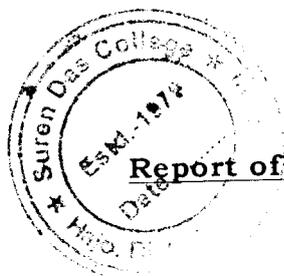
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Date :

Strategic Plan for the Year 2021-2022

- 1) Timely submission of AQAR & SSR
- 2) To conduct academic audit
- 3) To conduct programmes on community service
- 4) To conduct student and faculty exchange programmes.
- 5) To implement the MOUs.
- 6) To conduct awareness programme on environment, gender issue and such other socially relevant issues
- 7) To conduct legal awareness programmes
- 8) To conduct seminar/webinar/ socio-economic surveys
- 9) To introduce Add-on courses

Suren Das
Principal
Suren Das College
Hajo, Kamrup



Report of Internal Academic Audit conducted by Academic Cell:

Session: 2018-2019

As per the guideline of UGC and as a complementary or supplementary part of NAAC's process of assessment, Internal Academic Audit of Suren Das College, Hajo was initiated by Academic Cell. The main purpose of the academic audit is to evaluate, appreciate and suggest on the activities like teaching plans, monthly progress reports, research projects, students' projects and seminars, extension activities, use of ICT, curricular and extracurricular activities. As directed by IQAC, the Cell conducted Internal Academic Audit of 11 departments successfully as per Format A for the academic session 2018-19 on 5-12-2019.

QAC examined and scrutinized the departmental profiles, functioning of various cell and committees, academic and administrative mechanism of the college and the following observations were recorded.

The committee saw the presentation of the departmental profile, visited the departments and various cells, interacted with the HoDs and the coordinators and verified the documentations of the activities. It is seen that the course file related to teaching learning activity is satisfactory. The result in Major subjects is satisfactory. In General subjects, the pass percentage is average. It is seen that most of the faculties, besides performing academic activities, are engaged in research and community programmes. Still, the following points to be noted for better improvements:

- Coordination of departments and cells with Administration and IQAC is essential. Central database for all events is necessary.
- Concrete steps to be taken to utilize resources like Language lab, Library, Smart Class Room, Gym, Sports Complex (Basketball & Volleyball), Hostel for Girls, Canteen etc.
- Students' involvement in academic activities like Seminars, Projects, Group Discussion, Sports and Cultural activities, Extension activities, NSS Programmes be well planned and recorded.
- Departmental activities, academic result, alumni records must be recorded systematically.
- Quality research and publications be increased.
- Major/ Minor project be undertaken.
- Teaching- Learning be improved using ICT tools.
- Result be improved and dropout rate be lessened.
- Concentration be given to improve the General students through remedial/ tutorial classes.

Countersigned By

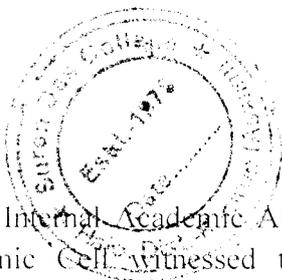
(Dr. Hiranya Kr. Sarma)

Principal

Suren Das College, Hajo

(Dr. Ali Akbar Hussain)
Coordinator, Academic Cell
Suren Das College, Hajo

Coordinator
Academic Cell
Suren Das College, Hajo



Internal Report of Academic Audit

Session 2019-2020

Internal Academic Audit for the Session 2019-2020 was held on 5-8-2020. Members of IQAC & Academic Cell witnessed the presentation of the departments and cells. The members visited the departments and interacted with the HoDs/Coordinators, teaching and non-teaching faculties, students and alumni. The academic audit was conducted as per format A highlighting the departmental activities, course file, faculty profile, extension programmes & co-curricular activities of students and teachers.

The members examined the documentation, reports of activities of each department in detail in terms of vision, mission of the departments, swot analysis of the department, teaching plan, lesson plan, class time table, daily diary, remedial, classes, seminars projects, extension programmes, use of ICT tools, internal assessments, annual results, students progression to higher education and faculties involvement in giving support to students. It is remarkable that enrolments in some departments are very few.

From the departmental profile it is seen that each department, inspite of some arising challenges like Covid-19, organized webinar, motivational talks and extension programmes. It is a transitional period for our college some dedicated teachers are retiring and new Science stream was approved by Govt. of Assam. Opening of MA class in the department of political Science is a notable landmark for the college.

Of the notable extension programmes a programme of Fit India Movement held on 29-8-2019, Interaction of students with Prime Minister Narendra Modi as a part of Pariksha Par Charcha, and a lecture on the Draft National Education Policy, 2020 held on 11-9-2019 addressed by Prof. (Dr.) Mihir Kanti Choudhury, Advisor to the Education Dept., Govt. of Assam as resource Person, were mentionable.

Some observations

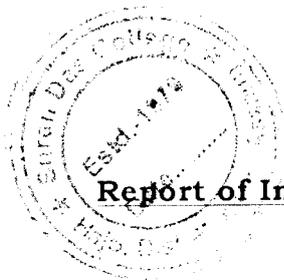
1. Teachers and students must be trained up and equipped with online and ICT tools to meet the challenges of future.
2. Students' regular attendance in classes and participation in all programmes be encouraged.
3. Projects, survey and learning by doing filed work be encouraged.
4. Teachers may be encouraged to undertake major minor projects.
5. Some budget for extension and research be allocated.
6. Continuous Internal Evaluation (CIE) is to be done strictly.
7. P.O.s, C.O.s and P.S.O.s should be displayed for students' information.

Countersigned by-

Principal

Suren Das College, Hajo

Coordinator
Academic Cell



Report of Internal Academic Audit conducted by Academic Cell:

Session: 2020-2021

Internal Academic Audit of 15 Departments for the session 2020-21 was conducted on 10-04-2021 as per Format B where inputs are given as per the NAAC SSR guideline and the vital points of the Seven Criteria of NAAC assessment specially related to the enhancement of quality education have been covered. This Academic Audit laid emphasis on:

- a) Effective mechanism of Teaching-Learning Process through continuous Internal Evaluation (CIE) Process.
- b) Relevant and pragmatic course curriculum.
- c) Students centric academic and co-curricular programmes.
- d) Fulfillment of P.O.s and C.O.s.
- e) Capacity building initiatives, ICT enabled programmes for the benefit of students.
- f) Teachers' involvement in research and community programmes.

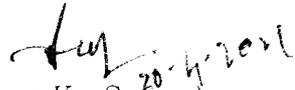
From the presentations of the departments, it is seen that all the departments prepared course files properly, programme-wise P.O.s and C.O.s were identified and for effective delivery of curriculum, CIE (Continuous Internal Evaluation) in terms of Lesson Plan, Teaching Plan, Class Test, Group Discussion and assignments are conducted as per Academic Calendar. Even during Covid-19 Pandemic, online classes & webinars have been conducted.

It is seen that admission, examination/ registration work and accounting system of the course have been done in online mode. Classes have been conducted using ICT tools. Learning resources like WiFi facility in campus, library, indoor stadium, smart class rooms are utilized. B.Voc. Courses are also initiated in this session.

Some observations and suggestions:

- Students need to be made aware of the learning resources.
- CIE records should be kept properly.
- Initiative must be taken to give support services to students for national and state level competitive examinations.
- Take remedial measures to improve results of General Students lessening Dropout rates.
- Major projects/ seminars to be conducted on the socially relevant areas.

Countersigned By


(Dr. Hiranya Kr. Safma)
Principal
Suren Das College, Hajo


(Dr. Ali Akbar Hussain)
Coordinator, Academic Cell
Suren Das College, Hajo

Coordinator
Academic Cell
Suren Das College, Hajo
Kamrup, Assam

ACADEMIC AND ADMINISTRATIVE AUDIT (AAA)
SUREN DAS COLLEGE
09.10.2021
Updated Report

We, on invitation of Suren Das College, conducted the first Audit during 9.00 am and 5.30 pm on 09.10.21 in the College premises.

Presentations were made by the Principal, IQAC, and other academic departments (16 in number) on various academic and administrative aspects of the College. The members had department-wise detailed interactions on points necessary for a healthy teaching learning environment. The Committee's focal points for these interactions were guided by the matrix that will be assessed by NAAC, which the College authority is contemplating to invite in the near future.

Overall, the Committee is happy with the positive developments in the College even when most of the time in the last two academic sessions teaching learning was hampered by pandemic and consequent lockdown (due to government notifications). The college started 5 science departments in recent times and students are already enrolled. The respective laboratories are in the final stage of being operational, and two laboratory bearers are also appointed. Out of a total of 35 regular faculty members (excluding 2 vacant posts), 16 are with Ph. D. degree, and this is about **45%** of the total faculty. It is noted with concern that at least 2 Departments are running with only one faculty member (Linguistic and Philosophy- *philosophy is run only by one faculty in non-sanction position*) and few other Departments (e.g., History and Economics) with lower than sanctioned posts. The Geography (two) and Education (two) and above mentioned departments need more faculty members. It is hoped that the appointments in these Departments shall be made as soon as possible.

The College conducted Student Satisfaction Survey (SSS). The SSS was conducted as per the variables put forward by NAAC. The Reports are submitted for the verification of the Committee and the same are duly noted.

The Committee has noticed some faculty publications in CARE listed journals which is a healthy sign. The College conducted many initiatives on faculty development in teaching learning in the last few years and the teachers are benefited by taking part in such programmes.

The Committee is happy to note that in some departments the pass percentage is more than 80% in major subjects. A good number of students could secure first class in University examinations, which is laudable. The committee is worried about the fact that overall pass percentage in general courses is not satisfactory.

All Departments have their programme-wise PO/CO well laid down as well as future perspective plans etc.

From the students' welfare side the College has an indoor stadium, girls' common room and well laid out auditorium. The activities of the cultural side were not highlighted to the committee as much.

The committee is pleased to see the Day Care Centre for the wards of the faculty members. It is hoped that this will become fully functional very soon. This can be treated as one of the best practices the college follows for the welfare of its staff.

The admission process is automated, and during the Covid pandemic period the admissions to the college were conducted through this system. The payments are also collected through this system. The Examination section is also a new addition to the system. The system can be used to prepare a central routine also, but the same is not used yet for that purpose.

The accounting system is also automated and cash books are maintained properly. The college accounts are being regularly audited by external firms. It is informed that the College is contemplating bringing in the Government audit in near future.

It is very satisfying to notice that almost all faculty members are trained in the use of ICT, specifically in the use of the internet in teaching-learning. Very heartening to see that the faculty are actively engaged in the preparation of e-contents in the form of video lectures. More interestingly, these lectures are disseminated among the students, which was very helpful during the lockdown period. The Committee only wishes that the contents prepared such will constantly be upgraded and put in use even if the physical classes resume. As such the college may offer a certain percentage of the input through e-contents, as per UGC's guideline.

The Computer lab is well equipped and there are 15 standalone desktops in the centre apart from 13 others in Language Lab and 6 in the library browsing centre.

The college is trying to generate some resources by offering a few self-financing courses.

The B Voc. section is helping in generating much-needed skills in the areas of Dress Designing, Medical Lab Technology, Tourism & Hospitality Management and Computer Application.

The College Library has been provided with all modern settings. There are 20,430 books, 12 periodicals, access to NDL, 6000 e-journals, and 700 e-books in the library. It has a separate air-conditioned section with PCs for the exclusive use of the faculty. The library is run on SOUL 2.0 software. The students-support and counselling for "*how to use the college library*" has been found to be a regular practice.

The IQAC is found to be active and it is noteworthy that they have successfully submitted the AQAR to NAAC for the last 6 years. The faculty with active encouragement from the IQAC prepared the Lesson Plans for each of the courses. A Standard Operating Procedure (SoP) is prepared for continuing the teaching-learning process during the recent pandemic and resultant lockdown. This is praiseworthy. The IQAC is working towards its defined goals as per the mandate of the NAAC and organises regular activities covering all the stakeholders.

The College campus is having Wi-Fi facility. The College has been using a dedicated leased line for the Internet, and we find the speed reasonably alright for academic purposes.

During the period of disruption in the last couple of years the faculty members have taken part in many Quality Improvement Programmes, which were mainly conducted online. The College and the individual departments also organised several such programmes, which is commendable.

The College Canteen is newly renovated. It is good to see that the portion kept exclusively for the faculty is upscale and with good facilities like exclusive washrooms etc.

Specific Suggestions:

The committee feels duty-bound to offer certain suggestions with regards to the improvement of the academic and administrative atmosphere of the college. However, these are not stand-alone; rather they would be a part of continuous efforts of the faculty and administration of the college in their relentless pursuit towards achieving the highest academic standard.

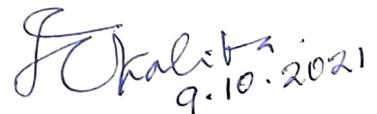
1. It is expected that the PO-CO *matrix* will also be prepared for all programmes.
2. Student wellness programmes with Yoga etc. along with the workouts in the gymnasium may be started.
3. Suggested that the students' progression records be also maintained in the automated system so that any alarming issue could be flagged at the appropriate point of time related to their performance. Also the ICT section may keep an archive of all internal and continuous evaluation question papers and performance records.
4. A central database of slow learners may be kept and the Principal's office and the IQAC should monitor the progress of such students closely. If a Department is doing exceedingly well in bringing them at par with other learners (evident from final results) such a feat should be duly acknowledged by the authority and the Department as a whole may be provided some tangible incentives so that others are also motivated.
5. The building, especially the old section, urgently needs painting. There might be some water seepage also in some portions, which may be adequately addressed.
6. Some more open electives may be offered on skill and value based areas, which can be achieved without much difficulty. For example, the regular students may be given access to the vocational courses or computer courses by payment of a nominal fee. This should increase the employability of the students, and some might be motivated to venture into entrepreneurship also.
7. There may be regular internal audits of the credit delivered in each course, and records of such delivery may be maintained meticulously. Logbooks of classes conducted online and through video may be maintained separately. The said audit should also take into account the adherence to the SoP referred to above.
8. Research works should be promoted among the faculty and they be encouraged to publish in more reputed Journals.
9. If budget permits every faculty should be allotted a PC with dedicated LAN connection.
10. A green audit along with a sustainability plan be prepared for the college campus. The sustainability plan may be in line with the SDGs and specific targets be fixed for attaining within 2030.
11. New faculty must be encouraged to undergo Faculty Induction Training as mandated by the UGC and Ministry of Education, Gol.
12. Teachers may still be encouraged to take part in more quality improvement programmes offered by reputed institutions even in offline mode without disrupting the regular academic activities.
13. It is good to see that the Lesson Plans are prepared. But the same may be improved so that date wise synchronisation with course wise credit requirement is possible.
14. Faculty be made aware of the variables of Students Satisfaction Survey so that they are motivated towards achieving all with an aim for full satisfaction of the students. The SSS should be conducted regularly, say after completion of each Semester so that the issues, if any of the previous Semester are noticed. There may be a system of counselling the teachers, if any, who are receiving *less than average* score in the said SSS *continuously over a period of time*.

15. The College authority may think of some creative initiative in collaboration with the forest department to get rid of the monkeys seen moving around all over the Campus.
16. In order to create a more conducive publication atmosphere in the college, two yearly best researcher awards may be instituted.
17. The present College website is attractive and informative. But the site should have specific information about the Departments and each faculty. This will enable the faculty to be noticed beyond geographical boundaries and get recognised for their expertise and skills. This may also result in more collaborative research works, which will enhance the prestige of the College.
18. The College has been doing well with the career counselling cells and it is heartening to note that that many students got direct employment through these. The Committee urges the College to further strengthen these cells so that the students can confidently appear in National and State level competitive examinations.
19. The ICT-enabled classrooms should maintain user registers separately and the college can encourage all depts. to use these ICT-enabled classrooms regularly (with prior booking) at least for 20 percent of total allotted classes.
20. All the science Depts. should prepare and keep SOP near all the instruments in their labs.
21. It was found that the payments in the account section are processed without any printed formal voucher. The Committee recommended a format, and the same may be used for all future payments, if found suitable by the auditors.
22. It is learned that the payments are made only on formal and legal receipts (cash memos), and proper care is taken to treat the tax components as per Govt. rules. It is suggested that this system be followed without any deviation.
23. Efforts may be initiated in an urgent basis for improvement of the pass percentage in general courses (and some major subjects). Maybe some more remedial classes/doubt clearing sessions/one-to-one contact counselling arranged in a time mutually convenient for faculty and such struggling students. Moreover, there should be active initiatives for identifying the slow learners in the beginning of the session with adequate evidence.
24. The college should connect and adopt at least up to 10 nearby villages as far as academics/child education/health and hygiene/gender sensitivity/ drinking water/environmental awareness programs etc are concerned.
25. The College should increase the amount of solar energy components in the college.



(Mrinmoy K Sarma)

Professor,
Business Administration
Tezpur University



(Jogen Ch. Kalita)
Professor & Head,
Dept of Zoology
Gauhati University

Dated, the 9th of October, 2021

4/4

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FEEDBACK REPORT

Session:2020-21

Prepared by the IQAC

Suren Das College, Hajo

The IQAC of the college centrally collected feedback regarding facilities and qualities related to curriculum deliveries, infrastructure and administrative efficiency, qualities of teachers, cooperation and efficiency of administrative staffs, library facilities and overall environment of the institution. Feedback was collected from four different stakeholders – students, Teachers, Alumni's and Guardians. The following is the summary report of feedbacks given by Students, Alumni, Guardians and teachers respectively.

FEEDBACK COLLECTED FROM STUDENTS

The major points emerged from the feedbacks given by students of the College are summarised below:

Feedback on Individual Faculties

The respondents were given detailed questions about various qualities of the teacher in several aspects, i.e. Responsiveness, Punctuality, Subject Knowledge, Adequacy of teaching, Adequate materials, Completion of course, Communication skill and overall performance of the teacher. Altogether 427 respondents had submitted their feedback on Individual teachers and based on the above mentioned aspects on a five point scale. The performance of each individual teacher had been recorded in a separate report and submitted to the College Authority for information and necessary steps to be taken.

Feedback on Academic Aspects of the College

The questionnaire was designed to take feedback on academic aspects and altogether eighteen questions were raised to get the feedback on various aspects of Academic activities and environment of the college.

The first question relates to the efficiency with which faculty members delivered lectures. This received an average rating of 3.73 points, or a rating score of 74.52 percent, on a five-point scale from the respondents. In other words, respondents estimated that faculty lecture delivery was 75% effective on average. In this regard, 30.44 percent of all respondents gave a 5 point rating, indicating that the delivery of lectures by faculty is completely effective for them. Similarly, approximately 57 percent of respondents assigned a rating score of 3 to 4 points on a five-point scale, indicating that the effectiveness of faculty lecture delivery is 60 percent to 80 percent in their opinion.

The second question concerned faculty members' availability after class for academic advice and collaboration. The average rating given by all respondents was 76.86 percent. They gave the faculties' cooperation and guidance an average rating of 3.84 out of a possible five points. Out of the total number of respondents, 59.49 percent stated that the level of guidance and cooperation provided by faculty members outside of the classroom ranges from 60% to 80%. The extent of guidance

provided by faculty outside of the classroom received a score of less than 50% from approximately 9% of all respondents.

On a fivepoint scale, all respondents assigned a rating score of 3.81 on a five point scale to the question about the transparency and fairness of internal examinations and evaluation. This indicates that the evaluation system has an average level of transparency and fairness of 76.25 percent. While 32.08 percent of total respondents gave a 5 point rating or a score of 100 percent, another 32.32 percent gave a 4 point rating or a score of 80 percent. Another 25% of respondents gave a rating score of 60%, and the remaining 10% of respondents recorded their responses by giving a rating score of 2 points and 1 point, indicating that the level of fairness and transparency of internal examinations is on average.

The average rating given by all responders for timely completion of the curriculum was 77.75 percent, or 3.89 points on a fivepoint scale. More than 70% of respondents gave a score of 80 percent to 100 percent for timely completion of the curriculum. Again, percent of respondents gave timely course completion a 60 percent grade on average. However, 10% of respondents gave a rating of less than 50% for completing the curriculum on time.

The average rating given by respondents to the question of providing career counselling by the faculties was 74.85%, or 3.74 points on a five-point scale. In this regard, 30.68 percent of respondents gave a score of 100 percent, 80 percent given by 31.85 percent of total respondents, and 60 percent by 24.59 percent of respondents. However, roughly 13% of respondents gave a rating of less than 50% for the college's career counselling services.

All respondents gave an average rating score of 74.75 percent, or 3.74 points on a five-point scale, for the availability and adequacy of teaching aids like LCDs, OHPs, and white boards used during college lectures. With reference to the availability, around 30.21 percent of respondents gave a rating score of 100 percent, while almost 13 percent gave a rating score of less than 50 percent.

Regarding the overall environment of the college, the average rating score assigned by all respondents was 73.91 percent, or 3.70 points on a five-point scale. A rating of 100 percent was given by 27.40 percent of respondents, 80 percent by 33.02 percent of respondents, and 60 percent by 26.70 percent of respondents. In this regard, the remaining 13% of respondents gave a rating score of less than 50%.

The average rating score assigned by the respondents to the qualities of boys' and girls' common rooms was 66.42 percent, or 3.32 points on a five-point scale. Meanwhile, 26.70%, 21.55%, and 25.29% of those polled gave a rating of 5, 4, or 3 points, respectively. More than 60% of respondents gave the Boys and Girls Common Room a rating of more than 60%, while approximately 22% gave it a rating of less than 50%.

The average rating score assigned to proper notice board updating was 76.77 percent by all respondents'. Similarly, the average rating score assigned by respondents for politeness and support of the staff was 75.88 percent, and the average rating score assigned by all respondents for cleanliness of the campus was 73.91 percent.

The average rating score assigned by the respondents to the availability of photocopying facilities was 68.67 percent, while the average rating score assigned by the respondents to the availability and adequacy of drinking water facilities and toilet facilities was 69.37 percent. Similarly,

the average evaluation score given by responders to the question about the availability of parking facilities in the college was 74.61 percent.

Administration Feedback

The questions in this section were intended to elicit comment on a number of administrative topics, such as the responsiveness of the Principal and administrative staff, the college's price structure, library and computer facilities, and so on.

The responsiveness of the principal and administrative staff received an average rating of 74.71 percent, or 3.74 points on a five-point scale, from respondents. A rating of 100 percent was given by 38.41 percent of the total respondents, whereas a 80 percent rating was given by 25.06 percent. Nearly 18% of total respondents gave a rating score of less than 50% for the level of responsiveness of the principal and administrative staff. Similarly, the total respondents assigned an average rating score of 74.71 percent to the Vice Principal's responsiveness and an average rating score of 80.28 percent to the HODs of the various departments' responsiveness.

Similarly, respondents rated the office personnel an average response rate of 74.99 percent. The average rating score awarded by the respondents to the level of satisfaction of the students with the existing fee structure of the college was 72.51 percent. While 28.57 percent of respondents said the current fee structure is fully satisfactory, 27.87 percent said it is 80 percent satisfactory and 27.86 percent said it is 60 percent satisfactory. The respondents gave a 74.43 percent average rating for the cleanliness of the campus. On average, 33.02 percent of total respondents assigned a 100 percent rating score, while 28.34 percent assigned an 80 percent rating score.

Library and Computer Services

In terms of the availability of library resources and computers, the average rating score assigned by all respondents was 70.77 percent, or 3.54 points on a five-point scale. Sixty-six percent of respondents were assigned 5 and 4 point ratings on a five-point scale, for an average rating score of 80 percent to 100 percent. Approximately 20% of respondents rated the availability of Library and Computer facilities as less than 50%.

The average rating score given by all respondents for the availability of library materials and computers was 70.77 percent, or 3.54 points on a five-point scale. On a five-point scale, 66% of respondents earned ratings of 5 and 4, resulting in an average rating score of 80 percent to 100 percent. Approximately 20% of respondents gave less than a 50% rating to the availability of library and computer facilities.

According to the total respondents, the average rating score for the availability and adequacy of journals in the library was 73.63 percent. The average rating score for the availability of reference books was 73.40 percent, and all respondents assigned a rating score of 70.73 percent to the library's digital facilities. The opening and closing times of the library received an average rating of 74.61 percent from respondents. Similarly, respondents assigned an average rating score of 73.35 percent to the cooperation of the library staff.

The total respondents gave an average rating score of 68.99 percent on the question about the availability of the computer laboratory. A total of 29.04 percent of respondents gave a rating score of 100 percent, while another 24.36 percent gave an average rating score of 80 percent. A rating score of 60 percent was provided to 21.78 percent of the respondents, while the remaining 25% of the

respondents gave a rating score of 50 percent or below. Similarly, respondents gave an average rating score of 70.21 percent for suitable software loaded on the computer. The average rating score given by respondents for the availability of internet facilities was 69.04 percent.

The average rating score given by respondents for the Language Laboratory was 72.18 percent. Again, whether the library has photocopying facilities or not, 69.88 percent of total respondents gave an average rating of 3.49 on a five-point scale. Similarly, 26.23 percent, 29.98 percent, 19.91 percent, 14.75 percent, and 9.13 percent of respondents gave 5, 4, 3, 2, and 1 point ratings, respectively.

Canteen facilities

The questionnaire contains questions about the quality of services provided by the canteen. The first question concerned whether or not the snacks were available in the canteen. On a five-point scale, 63.56 percent of all respondents gave an average rating of 3.18. In terms of food quality, 66.98 percent of total respondents gave an average rating of 3.35 points out of a possible five on a five-point scale. In terms of whether or not the prices of food items are reasonable, 66.60 percent of total respondents gave an average rating of 3.33 points on a five-point scale. On the question of whether the canteen is clean or well maintained, 68.85 percent of all respondents gave an average rating of 3.44 points out of a possible five.

Security and Parking Facilities

The college's security and parking facilities were the subjects of four questions in this section. The first question was about the safety of the college campus. Respondents' average rating score was 70.21 percent. On a five-point scale, the average score for security staff assistance and collaboration was 71.24 percent or 3.56 points. College parking facilities received an average rating of 73.49 percent, or 3.67 points on a five-point scale, from respondents.

Suggestions and Recommendations: The following suggestions were given by the respondents-

- I. Expansion of the existing Parking facilities
- II. Improvement of the Washroom for physically challenged students
- III. Arrangement of Spoken English classes for Major students.

FEEDBACK COLLECTED FROM ALUMNI

The college's IQAC gathered feedback from its alumni centrally. The survey questionnaire was created on Google Forms and distributed via email and an alumni WhatsApp group. There was a total of 63 responses to the survey. The following is a summary of what alumni had to say.

College Infrastructure:

The college's infrastructure received an "Outstanding" grade from 33.87 percent of respondents. About 25.81 percent of respondents said it was "great," while another 35.48 percent said it was "Good." Similarly, 3.23 percent of all respondents assessed the institution's infrastructure as "Average," while 1.61 percent rated it as "Poor."

Rating on Teachers

With regard to the quality of teacher of the college, 48.39 percent of respondents gave their rating as "Outstanding" and 30.65% of all respondents gave as "Excellent". While 19.35% respondents viewed the teacher's quality as "Good", 1.61 percent of respondents rated it as "Average". No respondents gave it a rating as "Poor".

Library Resources

The availability and use of the college's library resources was rated "Outstanding" by 30.65% of respondents, and "Excellent" by 38.71 percent. Moreover, 29.03 percent of respondents rated the resources as "Good" and 1.61 percent respondents rated it as "Average". No one claimed that facilities in the library were "bad."

Cooperation of Office Staff

In response to the question on the college's office staff's helpful nature and attitude, 30.65% of the total respondents rated "Outstanding" and 22.58 percent rated "Excellent." Similarly, 40.32 percent of all respondents said "Good," 6.45 percent said "Average," and none said "Poor."

Facilities of Computer and Xerox

In response to the question about the educational resources of the institution, such as Xerox and computer facilities, 25.81 percent of the total respondents rated "Outstanding" and 17.74 percent rated "Excellent." Similarly, 40.32 percent of all respondents assessed the available facilities as "Good," 12.90 percent rated them as "Average," and 3.23 percent ranked them as "Poor."

Canteen Facilities

16.13 percent of total respondents rated the available facilities and quality of the canteen as "Outstanding," while 14.52 percent rated the canteen as "Excellent." Meanwhile, 48.39 percent of all respondents said the canteen's facilities were "Good" and 11.29 percent rated it as "Average." Out of the total respondents, 9.68 percent considered that the available facilities and quality of the canteen were "Poor."

Fairness of Admission Procedure

The fairness of the College's admission procedures was evaluated "Outstanding" by 19.35 percent of the total respondents, and "Excellent" by 25.81 percent of the total respondents. Similarly, 48.39

percent of the total respondents assessed the fairness of the admission system as "Good," 4.84 percent ranked it as "Average," and 1.61 percent rated it as "Poor."

Overall rating of the College

Regarding the overall rating of the college, 29.03 percent out of the total respondents rated as "Outstanding" and 35.48 percent of the total respondents rated as "Excellent". While 32.26 percent of the respondents rated as "Good", other 3.23 percent of the total respondents rated as "Average". However, none of the respondents rated the college as a whole as "Poor".

Recommendations:

The respondents made the following suggestions for improvement of the academic and overall environment of the college:

- Improvement of the quality and the facilities of the college canteen
- Arrangement of Coaching Classes and seminar/workshops on preparation for competitive examination.

FEEDBACK COLLECTED FROM GUARDIANS

The IQAC of the college centrally collected feedback from parents and guardians of the students. For the survey the questionnaire was created in Google Forms and distributed to the parents via email and a link shared with the students' WhatsApp group. A total of Three hundred and ninety-six people responded to the survey. The summary of the feedbacks given by the guardians are summarised below-

Association and Cooperation by the Principal and Vice Principal:

Concerning the college principal's participation in the event of any student difficulties, 15.66 percent of respondents rated it as "Outstanding." About 27.27 percent rated it as "excellent," another 52.53 percent of the respondents rated it as "good." The involvement of the principal in time of student's difficulties received a response as "satisfactory" by 3.28% of the respondents.

The involvement of the Vice-Principal in student-related issues received "outstanding" ratings from 14.39% of respondents, "excellent" ratings from 26.77% of respondents, and "good" ratings from 54.80% of respondents. While 3.54% of the respondents rated the involvement of the Vice-Principal as satisfactory, only 0.51% argued it was not satisfactory.

Teachers' involvement in student-related issues :

Teachers' cooperation and active involvement with students in academic and other matters were rated "outstanding" by 15.66 percent of guardians who took part in the feedback survey, and "great" by 26.01 percent. Teachers' participation with students was judged "good" by 53.79 percent of respondents, and "satisfactory" by 3.54 percent. Only 1.01 percent of parents said they were dissatisfied with teachers' cooperation on student-related concerns

Cooperation with students by the librarian and library staff:

The guardians' feedback on the librarian and library staff's cooperation with students was collected. In this regard, 12.63 percent and 14.90 percent of respondents rated the librarian's and library staff's involvement in student-related issues as "outstanding," and 19.95 percent and 22.22 percent of respondents rated it as "excellent." The librarian and library staff's cooperation with students was rated "good" by 58.33 percent and 55.56 percent of the respondents respectively. Involvement of librarians and library staff, on the other hand, was assessed as satisfactory by 6.31 percent and 7.32 percent of respondents, respectively.

Updating the notice board on a regular basis:

The question of updating the notice board on a regular basis and system of notification system of the college, received "outstanding" ratings from 12.63 of respondents, "excellent" ratings from 21.72% of respondents, and "good" ratings from 59.85% of respondents. While 4.29% of the respondents rated the process of updating the notice board on a regular basis and system of notification system of the college, only 1.52% argued it as not satisfactory.

Timely course completion:

Regarding curriculum delivery and timely completion of course contents, 15.91% of the guardians participated in the survey assigned their response as "outstanding", 19.44% rated as excellent" and 57.58% rated as "good". While 7.07 of the respondents rated the curriculum delivery and timely completion of course contents of the college as satisfactory, nobody argued it as not satisfactory.

Cleanliness of the College Campus:

Cleanliness of the College Campus rated "outstanding" by 12.88 percent of guardians who took part in the feedback survey, and "great" by 19.70 percent. Cleanliness of the College Campus was judged "good" by 59.60 percent of respondents, and "satisfactory" by 7.83 percent. Nobody rated the cleanliness of the college campus as dissatisfactory.

Academic Environment of the College:

The academic environment of the college was rated as "outstanding" by 11.62% respondents, Excellent by 18.94% respondents and Good by 60.61% respondents. While 6.83% of the respondents rated the academic environment of the college as satisfactory, nobody argued it as dissatisfactory.

Overall Environment of the College:

The Overall Environment of the College was rated "outstanding" by 11.86 percent, and "Excellent" by 21.21 percent of guardians who took part in the feedback survey. The College was judged "good" by 60.35 percent of respondents, and "satisfactory" by 6.56 percent in respect of its overall environment. Nobody rated the overall environment of the college as "not-satisfactory"

Suggestions and Recommendations:

From the collected feedback, it has been found that majority of the guardians are satisfied with all the surveyed aspects- cooperation of college administration, Library staffs and academic as well as overall environment of the college. However, the following suggestions were given by the guardians for further improvement of the college-

- Arrangement of additional special classes for slow learners.
- Beautification and gardening of the college campus
- Arrangement of special Toilet for physically challenged students.
- Installation of digital notice board
- Arrangement of coaching classes for competitive examination.

FEEDBACK COLLECTED FROM FACULTY MEMBERS

The feedback survey was conducted to gather views of the faculty members on various aspects related to curriculum and its delivery mechanism, availability and use of ICT technology, evaluation process, library resources, overall environment of the college, support and cooperation of college administration, facilities in the college canteen, washrooms and cleanliness etc. Based on the responses of a total 46 faculty members, following points had emerged-

- Regarding balance between theory and real-life application of the course contents of the curriculum and its delivery and timely completion, the average ratings given by the faculty members was 88.26% or a rating score of 4.41 in five points scale. While 52.17% of the faculties participated in the survey assigned their response as "outstanding", 39.13% rated as excellent" and 6.52% rated as "good". While 2.17% of the respondents rated the curriculum delivery and timely completion of course contents of the college as satisfactory, nobody argued it as not satisfactory.
- With regard to the objectives of the syllabus of various subjects and its clarity, the respondents gave an average rating score of 89.13% or an average score of 4.46 in a five point scale. The objectives of the syllabus taught in the college was rated as "outstanding" by 56.52% respondents, Excellent by 34.78 % respondents and Good by 6.52% respondents. While 2.17 % of the respondents rated it as satisfactory, nobody argued the same as dissatisfactory.
- Availability, Quality, coverage and relevance of text books and reference books in the college library got an average rating score of 89.13% or 4.46 in a five point scale. While 56.52% of the faculties participated in the survey assigned their response as "outstanding", 32.61% rated as excellent" and 10.87 % rated as "good". Nobody argued it as non-satisfactory.
- Regarding the impact of the course contents covered in the subject's syllabus in increasing interest, knowledge and perspective in the subject area, the respondents gave an average rating score of 93.04% or a rating score of 4.65 in a five point scale. While 67.39% of the faculties participated in the survey assigned their response as "outstanding", 30.43% rated as excellent" and 2.17% rated as "good". No one of the respondents rated the impact of the course contents covered in the subject's syllabus in increasing interest, knowledge and perspective in the subject area as not satisfactory.
- Regarding the freedom to adopt new techniques/strategies of teaching such as group discussion, seminar presentations etc. the respondents gave a rating score of 93.91% or an average score of 4.70 in a five point scale. While 78.26% of the faculties participated in the survey assigned their response as "outstanding", 13.14% rated as excellent" and 8.70 % rated as "good". Nobody argued it as non-satisfactory.
- In relation to freedom to adopt new techniques/strategies of evaluation and assessment of students, the average rating scores assigned by the faculties was 4.70 on a five point scale of an average of 93.91%. While 73.91% of the faculties participated in the survey assigned their response as "outstanding", 21.74% rated as excellent" and 4.35 % rated as "good". Nobody argued it as non-satisfactory.

- An average rating score of 81.74% was given by the respondents with regard to their views on conduciveness of the college environment to teaching and research. In this respect 41.30% of the faculties participated in the survey assigned their response as “outstanding”, 32.61% rated as excellent” and 19.57 % rated as "good" and 2.17% argued it as non-satisfactory.
- An average rating score of 84.78% was given by the respondents to express their views that the administration is teacher friendly. While 50% of the faculties participated in the survey assigned their response as “outstanding”, 28.26% rated as excellent” and 19.75 % rated as "good". In this regard, 2.17% respondents expressed their views as non-satisfactory
- Regarding opportunities and administrative support to faculty members, a rating score of 88.70% or an average score of 4.43 in a five point scale. While 60.87% of the faculties participated in the survey assigned their response as “outstanding”, 21.74% rated as excellent” and 17.39 % rated as "good". Nobody argued it as non-satisfactory.
- Regarding the adequacy of ICT facilities in the college, the average rating scores assigned by the faculties was 4.15 on a five point scale or an average score of 83.04%. While 39.13% of the faculties participated in the survey assigned their response as “outstanding”, 43.48% rated as excellent” and 13.04 % rated as "good". Only 2.17% respondents argued it as non-satisfactory.
- An average rating score of 90.43% was given by the respondents to express their views that canteen facility is adequate. While 71.74% of the faculties participated in the survey assigned their response as “outstanding”, 17.39% rated as excellent” and 4.35 % rated as "good". In this regard, 2.17% respondents expressed their views as non-satisfactory
- Regarding the cleanliness and maintenance of Washrooms, a rating score of 66.09% was given by the respondent. While 21.75% of the faculties participated in the survey assigned their response as “outstanding”, 17.39% rated as excellent” and 39.13 % rated as "good". About 9% respondents rated the Washroom facilities as non-satisfactory.
- Cleanliness of the class rooms received an average rating score of 66.52% from the respondents. While 21.74% of the faculties participated in the survey assigned their response as “outstanding”, 21.73% rated as excellent” and 30.43 % rated as "good" and 19.57% respondents rated it as satisfactory. About 7% respondents rated the Washroom facilities as non-satisfactory

SUGGESTIONS: The following suggestions were given by the respondents:

- To take steps for making students regular and attentive in the class.
- Washroom facilities need to be improved.
- To increase ICT enabled class rooms.


 Principal
 Suren Das College, Hajo
 Kamrup, Assam

SOP for Online Classes During Covid-19 Pandemic

Suren Das College, Hajo

This is to inform all the faculty members of Suren Das College, Hajo that in view of the online classes to be undertaken in the background of COVID-19 pandemic, this institution of ours has put forward the following guidelines and rules to be adopted by the Faculty-members across the subjects and disciplines. The College Authority encourages every faculty member to walk an extra mile for greater benefit of the students and the institution.

1. All the faculty members are strictly to follow the Class Schedule prepared by this institution for all online classes.
2. Each Department is to open E-mail account in the Google Suit which the college has purchased and to create CLASSROOMS therein. Personal E-mail Accounts are debarred herewith for college related academic activities.
3. The College has decided to officially adopt GOOGLE CLASSROOM as primary platform for online classes. The faculty members shall upload the syllabus and other required primary information in the CLASSROOM. The faculty-members shall upload **tutorial videos** prepared by them and other learning resources as deemed fit **only after proper verification of the video contents**. The faculty members shall conduct online examinations on every weekend through Google Forms available in the Classroom itself.
4. The College has decided to officially adopt GOOGLE MEET as the second primary platform for online TL. GOOGLE MEET should generally be used only for clearance of doubts, queries of the students. The students shall self learn the syllabus units on the basis of the videos uploaded by the teachers in the CLASSROOM. The interactive sessions conducted through GOOGLE MEET should not exceed time span of maximum 30 minutes, but not less than 20 minutes.
5. The faculty members must maintain attendance record of the students of GOOGLE MEET Classes either through manual mode in the Attendance Register or through online mode by taking Google Chrome attendance extension. In case attendance is recorded through online mode by taking chrome extension, the teachers should download the attendance record of such classes in Excel format/ Word Format, etc. It is reiterated that maintenance of attendance record is mandatory, and once in a while the teachers may take the printout at College.
6. Every teacher should maintain a Course File incorporating the following the documents given below which shall be submitted to the HoD on a convenient day.
 - a. Syllabus (Syllabus Unit as allotted by HoD to the concerned teacher)
 - b. Teaching Plan
 - c. Lesson Plan
 - d. Evaluation record of students.
7. The videos to be uploaded in the CLASSROOM should ideally be of maximum 30 minutes duration and minimum of 20 minutes duration. This institution encourages self made videos (interactive PowerPoint/ PowerPoint with voice casting, pure videos) with 4 quadrant approach

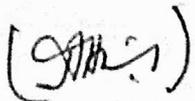
- (1. Video/audio 2. Running transliteration texts 3. Questions, and 4. Further Reading references). There should not be more than two videos against Each Unit of the syllabus.
8. Departmental YouTube channel may be opened and upload tutorial videos which were already uploaded in the GOOGLE CLASSROOM. All such YouTube Videos should be published only after proper verification of contents by the HoD. Such departmental YouTube channels should have visibility restricted to "private" only, and only the link of the videos should be shared with the students.
- It is suggested that while preparing the cumulative Attendance Record of students, the faculty members should bring into consideration Examination Attendance plus Class Attendance together.
9. The faculty members are to take special care about conduct of examinations every weekend, evaluation of students' examination performance, declaration of results and maintenance of such records.
10. The HoDs shall be responsible for conduct of online classes, evaluation and maintenance of records of all departmental activities and shall report to the Vice Principal, Co-ordinator Academic Cell or undersigned as and when necessary.
11. All HoDs should provide the Password of their E-mails to the Principal of this college.

For queries regarding opening of Departmental E-mail account kindly feel free to contact Mr. Aniruddha Medhi, Asst. Prof. In English.

For queries relating to online class/ online evaluation/ maintenance of records etc, kindly feel free to contact the following persons:

1. Mr. Biswajit Kalita
2. Ahmed Mukut Choudhury
3. Mr. Aniruddha Medhi
4. Mr. Ranjan Deka

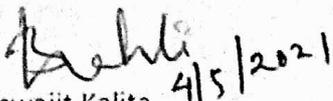
By order-



Dr. Ali Akbar Hussain
Vice Principal
Cum

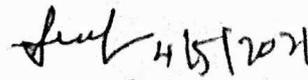
Co-ordinator
Academic Cell

Suren Das College, Hajo



Bswajit Kalita

Co-ordinator, ICT Cell Suren Das College, Hajo



Dr. Hiranya Kumar Sarma
Principal
Suren Das College, Hajo

LESSON PLAN

Name of the institution: Suren Das College, Hajo	Subject: Geography
Class: B.A. 3 rd Semester (Honours)	Paper: HC-3016
B.A. 4 th Semester (Honours)	Paper: HC- 4016
Duration: 1Hour	Name of the Lesson: Volcano
Teacher: Jayanta Kr. Das	Date:

Objectives of the Lesson:

General Objective: To enable the students to know the following-

1. The volcano as an endogenetic processes.
2. The different parts and types of a volcano.
3. Distribution of volcanoes on the earth surface.
4. Effects of volcanic eruption.

Specific Objective: To familiarize the students with volcano and its causes and effects.

Teaching materials:

- 1) A diagram of a volcano
- 2) A wall map of the world showing the distribution of volcano.

		Method	
Steps	Subject matter	Teachers activities	Students activities
Preparation		<p>The teacher will enter the classroom with a smiling face, notice the overall environment and take the attendance of the students. After the arrangement of the classroom the teacher will test the previous knowledge of the students as-</p> <ol style="list-style-type: none"> 1. What is endogenetic forces? 2. Give some examples of endogenetic forces. <p>After that the teacher will announce the name of the lesson as "Dear students, today we shall study about the volcano and causes and effects."</p>	The students will respond to the teacher.

		Method	
Steps	Subject matter	Teachers activities	Students activities
Presentation	Volcano	<p>A <i>volcano</i> is a rupture in the crust of a planetary-mass object, such as Earth, that allows hot lava, volcanic ash, and gases to escape from a magma chamber below the surface.</p> <ol style="list-style-type: none"> 1. Crater 2. Vent 3. Mouth <p>The teacher will elaborate the points and draw a diagram of a volcano on the black board</p>	The students will listen and interact with teacher and try to answer the questions asked by the teacher.
	Different parts of a volcano		The students will listen and interact with teacher and try to answer the questions asked by the teacher.
			The students will understand and receive knowledge
			The students will understand and receive

Types of volcano	<p>1. Active: The volcanoes with frequent eruption. Example- Stromboli of Italy, Etna of Sicily etc.</p> <p>2. Dormant: Dormant volcanoes are those that have not erupted for thousands of years, but are likely to erupt again in the future. Example-Fujiyama of Japan, Vesuvius of Italy etc.</p> <p>3. Extinct: Extinct volcanoes are those that scientists consider unlikely to erupt again because the volcano no longer has a magma supply. Example- Kilimanjaro of Africa, Simborang of Equador etc.</p>	The students will listen and interact with teacher and try to answer the questions asked by the teacher.	The students will understand and receive
Causes of volcano	<p>1. Variation of pressure on the earth's surface</p> <p>2. Chemical reaction on the interior of the earth</p> <p>3. Percolation of water to the earth's interior.</p> <p>The teacher will elaborate the points and ask some questions to test their knowledge.</p>	The students will listen and interact with teacher and try to answer the questions asked by the teacher.	The students will understand and receive knowledge.
Distribution of volcano	<p>1. Circum-Pacific Belt</p> <p>2. Mid-World Mountain Belt</p> <p>3. African Rift Valley Belt</p> <p>The teacher will elaborate the points</p>	The students will listen and interact with teacher and try to answer the questions asked by the teacher.	The students will understand and receive knowledge
Effects of volcanic eruption	The teacher will discuss the effects of volcanic eruption on the surface of the earth.	The students will listen and interact with teacher and try to answer the questions asked by the teacher.	The students will understand and receive knowledge

Step	Teacher's Activities	Student's Activities
Conclusion	<p>The teacher will discuss the summary of the lesson.</p> <p>Homework to the students: 1. What is meant by volcano?</p> <p>2. What are the causes and effects of volcano?</p> <p>3. Give a short note on major types of volcano.</p>	<p>The students will write the homework in their copies and offer thanks to teacher.</p>

4

TEACHING PLAN

Department of Geography

Session: 2021-'22

Teacher : Dr, Jayanta Kr. Das

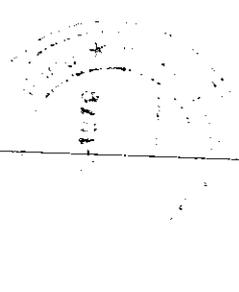
Year : TDC 3rd Year 2021-'22 (5th & 6th) CBCS

Month & Week	Teaching days	Title of the topic to be taught		Method to be followed	Remarks/Assessment Methods
		Honours	Regular		
July	-	<i>Summer break</i>			
August (1-4)	23	<p>Theory Paper HC 5026: 1. Geography and Field Studies: Geography as a field science; Need of field work in Geography; Nature of field studies in physical geography and human geography. 2. Concept of Case Study and Its identification in the varying geographical contexts Paper HE 5046: 1. Agricultural Geography: Meaning and Scope, Significance; Its approaches of study. 2. Factors influencing agriculture: Physical, Socio-economic, Infra-structural and Institutional. Practical Paper HC 5026 : 1. Field observations of a near-by area and preparation of a brief report about the prevailing physical and human landscape of the area along with its spot photograph. 2. Preparation of two field survey questionnaire/schedule for collection of data relating to two different broad phenomena/problems and processing, tabulation and graphical representation of the same. Paper HE 5046: 1. Trend of production of major food grains (rice, wheat, maize etc.) in India/ selected States using moving average method. 2. Preparation of the crop- combination Map of Assam/ North East India based on</p>	<p>Theory Paper RC-5016: 1. Environmental Geography: Nature, Scope and Significance. Practical 1. Exploring satellite imageries and toposheets to observe bank line change of the Brahmaputra river from any selected stretch in three different time periods and preparation of map there from. (Goalpara, Palasbari, Nimatighat, etc.) Satellite images can be downloaded from https://earthexplorer.usgs.gov/</p>	Lecture/Discussion / Demonstration Experimental/Problem Solving	Assignments, Group Discussion, Quiz, Seminar, Project etc.

<p>Sept. (5 - 8)</p>	<p>Theory Paper-HC-5026: 3. Tools and Techniques in Field Studies (Nature of data and their collection techniques relating to various geographical phenomena (Physical and Human); Structure of field survey questionnaire; Collection of Physical geographic data: Observations and photography, field interview, questionnaire survey, Equipment/Measurement-based survey, etc; Collection of Human geographic data: Questionnaire survey, Participant observation, PRA, Focus group interview/discussion, etc. Paper-HE-5046 3. Agricultural Systems and Types: Global Agricultural Systems; Agricultural types: Intensive and Extensive, Subsistence and Commercial, Plantation Farming, Mixed Farming, Horticulture and Market Gardening. 4. Von Thunen's Model of Agricultural Location; Concept of Land Rent and Market forces Practical Paper-HC-5026 : 3. Closed traverse surveying within College campus with Prismatic Compass and plotting of some details within the polygon, and preparation of a plan with appropriate scale and error correction, if any. Paper-HE-5046 : 3. Agricultural productivity pattern in Brahmaputra Valley/Assam/ N E India based on Kendall's Ranking Method. 4. Mapping of spatial pattern of Intensity of Cropping in Assam/ North East India</p>	<p>Theory Paper RC-5016: 2. Human-Environment Relationships Historical progression; Adaptation in different Biomes. (6 Classes) Practical Paper RC-5016: 2. Mapping of major wetlands in a district and computation of shape and size (area) for their classification.</p>	<p>Lecture/Discussion / Demonstration Experimental/Problem Solving</p>	<p>Assignments, Group Discussion, Quiz, Seminar, Project etc. Class Test-I</p>
<p>Oct. (9 - 12)</p>	<p>Theory Paper-HC-5026 : 4. Surveying: Concept of ground surveying and mapping; Conduct of traverse surveying with Prismatic Compass; Profile levelling and contouring with Dumpy Level; Pont distribution survey with GPS; Field mapping of Village, River bank, Wetland, Landslides, Market, etc through Transect, Quadrant and sketch map. Paper-HE-5046: 5. Concept of cropping patterns: Crop Combination (Nelson's Method), Crop concentration, Intensity of cropping and Crop rotation. 6. Agricultural Modernization and Development: Concept of agricultural modernization; Inputs of agricultural modernization, Concept of crop productivity and agricultural development Practical Paper-HC-5026:</p>	<p>Theory Paper RC-5016: 3. Major Global Environmental Problems: Pollution, Deforestation, Desertification, Global Warming and Bio-Depletion. Practical Paper RC-5016: 3. Preparation of a map of a nearby wetland and to identify the changes in dimension, water level and encroachment it faced during the last one decade. Presentation of data in tabular form along with the map (field-based).</p>	<p>Lecture/Discussion / Demonstration Experimental/Problem Solving</p>	<p>Assignments, Group Discussion, Quiz, Seminar, Project etc. </p>

	<p>campus and any nearby area with Dumpy Level, and plotting of collected data in the forms of longitudinal profile and contour map.</p> <p>5. Collection of point data from an area with handheld GPS and preparation of a GPS data table and distribution map with down-loaded data.</p> <p>Paper-HE-5046:</p> <p>5. Spatial variation in land use pattern in Brahmaputra valley/ North East India with Pie diagram.</p> <p>6. Spatial pattern of crop concentration in North East India/ Assam using Location Quotient Method.</p>			<p>Class Test-2</p>
<p>Nov. (13 -16)</p>	<p>Theory Paper-HC-5026 :</p> <p>5. Preparation of Field Study Report and its broad design: Basis of selection of the theme of field study; Objectives, Methods of data collection, Location/Situation of the study area, Data Analysis and mapping, Interpretation/Findings. Paper-HF-5046:</p> <p>7. Factors, distribution and production patterns of rice, wheat and sugarcane in the world. 8. India's agriculture: Major characteristics and problems; Green revolution; agro-climatic regions.</p> <p>Practical Paper-HC-5026:</p> <p>6. Preparation of field map of a village, urban locality/market, river bank/wetland and its adjoining area or their any section through Transect, Quadrant and sketch map along with a spot photograph of the same.</p> <p>Paper-HE-5046:</p> <p>7. Spatial pattern of level of agricultural development in Assam/ N E India using Composite Z-Score.</p> <p>8. Correlation and regression analysis between irrigation and cropping intensity in Assam/N.E. India.</p>	<p>Theory Paper RC-5016:</p> <p>4. Meaning of Hazard, Disaster, Risk and Vulnerability; Types of hazard/disaster (Natural and Manmade).</p>	<p>Lecture/Discussion /Demonstration</p> <p>Experimental/Problem Solving/Observation/Excursion</p>	<p>Assignments, Group Discussion, Quiz, Seminar, Project etc.</p> <p>Practical Exam</p>
<p>Dec. (17 - 20)</p>	<p>Revision/Exam</p>	<p>Revision</p>	<p>Problem Solving</p>	<p>Theory Exam</p>
<p>Jan. (1 -4)</p>	<p>Exam/winter break & 6th Semester: classes starts Theory Paper- HC-6026 :</p> <p>1. Meaning and significance of research; types of research; Basics of research methodology; Review of literature and its need; Ethics of research.</p> <p>2. Geographic Research: Meaning and Characteristics; Formulation of research problem.</p> <p>Paper- HF-6036 :</p>	<p>Exam/winter break & 6th Semester: classes starts Theory Paper-RE-6026 :</p> <p>1. Geography of Resources and Development: Concept of resource; Relationship between resource- base and development; Significance of resource and development studies in</p>	<p>Lecture/Discussion / Demonstration</p>	<p>Theory & Practical Exam</p>

	24	<p>Issues of tourism; Recreation and leisure inter-relations; Robinson's geographical parameters of tourism.</p> <p>Theory Paper- HC-6026 : 3. Research Design: Statement of the problem, Review of research works, Objectives, Research questions, Hypotheses, Database and methodology. Significance, Organization of the Work and Referencing. 4. Data Collection: Types and Sources of Data; Methods of primary data collection , Concept of sample survey; Pilot survey; Data processing (Manual and computerised). Paper- HF-6036 : 2. Factors and types of tourism: Nature tourism, Cultural tourism, Medical tourism, Agritourism, Adventure tourism, Pilgrimage, etc. 3. Recent trends in tourism: International and Domestic (India); Eco-Tourism; Sustainable tourism; Meetings, Incentives, Conventions and Exhibitions Practical Paper- HC-6026 : 1. Each student will have to prepare a Project Report on a suitable geographical problem under the guidance of respective teacher following appropriate methodology, data base and literature review. Paper- HF-6036: 1. Trend of growth of tourist arrivals in the World/India/Assam since 1960 using Moving average method and least squares method. 2. Trend of tourist arrivals in the north-eastern states of India and a few top-ranking tourist arriving states of India since 1980 using Band-graph. 3. Line Graph showing pattern of tourist arrival (Domestic and International) in relation to rainfall and temperature in a year for selected tourist spots of North-East India / Assam</p>	<p>Characteristics of resources.</p> <p>Theory Paper-RE-6026: 2. Natural Resources for Development, and Management of land Utilisation, and Minerals and energy resources in the World and their contribution to development. Practical Paper-RC-6026: 3. Mapping of spatial variation of category-wise forest cover (very dense, moderate dense and open forest) in Assam/ North-East India using Pie diagram based on data from the recent Forest Survey of India's report (available at: https://fsi.nic.in/forest-report-2019)</p>	<p>Lecture/Discussion / Demonstration</p> <p>Experimental/Problem Solving</p>	<p>Assignments, Group Discussion, Quiz, Seminar, Project etc.</p> <p>Class Test-1</p> 
<p>Feb. (5- 8)</p>	24	<p>Theory Paper- HC-6026: 5. Statistical Analysis of Data: Qualitative data analysis; Quantitative data analysis; Data representation. 6. Structure of a Research Report: Preliminaries; Text; Tables, Figures and Appendices; Citations, References and Bibliography; Research/Project Report Writing; Executive Summary. Paper- HF-6036: 4. Impact of tourism on economy, environment and society.</p>	<p>Theory Paper-RC-6026: 3. Development and Environment: Concept of development: Rationale use of resources and the concept of sustainable development; Environment and development: Sustainable Development Goals; Concept of rural livelihood. Practical</p>	<p>Lecture/Discussion / Demonstration</p> <p>Experimental/Problem Solving/Observation</p>	<p>Assignments, Group Discussion, Quiz, Seminar, Project etc.</p> <p>Sessional Exam</p>
<p>March (9- 12)</p>	24				

<p>April (13 - 16)</p>	<p>2. Length of the Report: 30-40 printed A4 size pages (font size 12 in Times New Roman with 1.5 spacing) including text, tables, figures, references, etc. Paper- HE-6036: 4. Spatial Patterns of Seasonal variation (Spring, Summer, Autumn and Winter) in tourist arrival in capital cities of North-East Indian states using Pie diagram and Bar Diagram. 5. Preparation of a transport connectivity (road, railway and air) map of Assam/North-East India for major tourist destinations. 6. Preparation of a tourist map of North-East India showing locations of important national parks and wildlife sanctuaries from tourism potential perspectives</p>	<p>and intensity of cropping in Assam/North-East India.</p>		<p>Assignments, Group Discussion, Quiz, Seminar, Project etc.</p>
<p>May (17-20)</p>	<p>Theory Paper- HF-6036: 5. Tourism development in India: Tourism infrastructures; Case studies of tourism development in Himalaya, Desert, Coastal Areas and North-East India with special reference to Assam; National Tourism Policies and prospects. Practical Paper- HC-6026: 3. The project report in binding form (Kutcha or Spiral binding) duly signed by the guide concerned has to be submitted to the department at least 3 days before the scheduled date of examination. Paper- HE-6036: 6. Preparation of a tourist guide map of North-East India showing location of major tourist destinations and road connectivity routes from Guwahati city. 7. Mapping of trekking route in a hilly area suitable for adventure tourism using GPS.</p>	<p>Practical Paper-RC-6026: 4. Identification of important natural resources/resource sites (e.g. Reserve Forests/Wildlife sanctuaries/national parks, mineral resources, rivers, grasslands, wetlands, etc.) within 100km radius around the state capitals of North-East India using Google Earth Platform.</p>	<p>Lecture/Discussion / Demonstration</p> <p>Experimental/Problem Solving/Observation</p>	<p>Class Test-2 Practical Exam</p>
<p>June (26)</p>	<p>Revision & Exam</p>	<p>Revision & Exam</p>		<p>Theory Exam</p>
	<p>Exam</p>	<p>Exam</p>		<p>Theory Exam</p>