



**INSTITUTIONAL ASSESSMENT AND ACCREDITATION  
(Effective from July 2017)**

**Accreditation - (Cycle - 4)**

**PEER TEAM REPORT ON  
INSTITUTIONAL ACCREDITATION OF  
FURKATING COLLEGE**

**Golaghat  
Assam  
785610**

**NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL  
An Autonomous Institution of the University Grants Commission  
P.O. Box No. 1075, Nagarbhavi, Bengaluru - 560 072, INDIA**

**Section I:GENERAL INFORMATION**

|  |   |  |
|--|---|--|
| 1.Name & Address of the institution:   | FURKATING COLLEGE<br>Golaghat<br>Assam<br>785610  |  |
| 2.Year of Establishment  | 1981  |  |
| 3.Current Academic Activities at the Institution(Numbers):                                 |   |  |
| Faculties/Schools:   | 1   |  |
| Departments/Centres:   | 7   |  |
| Programmes/Course offered:   | 13  |  |
| Permanent Faculty Members:   | 22  |  |
| Permanent Support Staff:   | 11  |  |
| Students:  | 534   |  |
| 4.Three major features in the institutional Context (Asperceived by the Peer Team):        | 1. A college with green, clean and beautiful campus located in rural area.<br>2. Most of the students belong to BPL and are first generation learners.<br>3. First College in Assam to go in for 4th Cycle of NAAC Accreditation. |  |
| 5.Dates of visit of the Peer Team (A detailed visit schedule may be included as Annexure): | From : 02-02-2022<br>To : 03-02-2022  |  |
| 6.Composition of Peer Team which undertook the on site visit:                              |   |  |
|  | <b>Name</b>   | <b>Designation &amp; Organisation Name</b>   |
| Chairperson  | DR. MOHD IQBAL ALI  | FormerVice Chancellor,SATHAVAHANA UNIVERSITY |
| Member Co-ordinator:   | DR. PRADEEP KUMAR SHRIDHAR  | Director,DR BHIMRAO AMBEDKAR UNIVERSITY      |
| Member:  | DR. ALLWYN MENDOZ   | Principal,SAINT CLARET COLLEGE               |
| NAAC Co - ordinator:   | Dr. Shyam Singh Inda  |  |

## Section II: CRITERION WISE ANALYSIS

Observations (Strengths and/or Weaknesses) on each qualitative metrics of the key Indicator under the respective criterion (This will be a qualitative analysis of descriptive nature aimed at critical analysis presenting strength and weakness of HEI under each criteria)

| Criterion1 - Curricular Aspects (Key Indicator and Qualitative Metrics(QIM) in Criterion1) |   |
|--|---|
| 1.1  | Curricular Planning and Implementation  |
| 1.1.1<br>QIM   | <b>The Institution ensures effective curriculum delivery through a well planned and documented process</b>  |
| 1.1.2<br>QIM   | <b>The institution adheres to the academic calendar including for the conduct of CIE</b>  |
| 1.2  | Academic Flexibility  |
| 1.3  | Curriculum Enrichment   |
| 1.3.1<br>QIM   | <b>Institution integrates crosscutting issues relevant to Professional Ethics ,Gender, Human Values ,Environment and Sustainability into the Curriculum</b> |
| 1.4  | Feedback System   |

### Qualitative analysis of Criterion 1

Academic Program comprises of UG Program in Arts & B Voc Program in Hospitality Management under CBCS mode. Need based Self-Financed Certificate Courses have also been introduced in collaboration with other institutes. Effectiveness in Curriculum delivery is ensured through a well planned and documented process. All curricular, co-curricular & extra-curricular activities are carried out according to Academic Calendar which is communicated to the students through various means. Before going to introduce any Programme or Course, Feedback Report of its Stakeholders is taken in to account. The courses and programmes that have been introduced or running till date is the outcome of the feedback received from students, alumni, and parents.

Most departments organize student- led departmental seminars, awareness programmes and orientation programs to sensitize the students about the courses and other cross cutting issues. Most departments incorporate field work as part of their course content and have maintained project reports. The college has various cells such as Women's cell, Sexual harassment prevention cell, Anti-ragging cell which are effectively functional. Observance of days of national and international importance in order to inculcate the spirit of nationalism, patriotism and awareness of human and ethical values, is a part of the curricular activities of most departments. Environmental issues are taken seriously by the staff and students. Most departments have included plantation drive as part of their curricular activities.

| Criterion2 - Teaching-learning and Evaluation (Key Indicator and Qualitative Metrics(QIM) in Criterion2) |   |
|--|---|
| 2.1  | Student Enrollment and Profile  |
| 2.2  | Catering to Student Diversity   |
| 2.2.1<br>QIM   | <b>The institution assesses the learning levels of the students and organises special Programmes for advanced learners and slow learners</b>                        |
| 2.3  | Teaching- Learning Process  |
| 2.3.1<br>QIM   | <b>Student centric methods, such as experiential learning, participative learning and problem solving methodologies are used for enhancing learning experiences</b> |
| 2.3.2<br>QIM   | <b>Teachers use ICT enabled tools for effective teaching-learning process.</b>  |
| 2.4  | Teacher Profile and Quality   |
| 2.5  | Evaluation Process and Reforms  |
| 2.5.1<br>QIM   | <b>Mechanism of internal assessment is transparent and robust in terms of frequency and mode</b>  |
| 2.5.2<br>QIM   | <b>Mechanism to deal with internal examination related grievances is transparent, time- bound and efficient</b>   |
| 2.6  | Student Performance and Learning Outcomes   |
| 2.6.1<br>QIM   | <b>Teachers and students are aware of the stated Programme and course outcomes of the Programmes offered by the institution.</b>                                    |
| 2.6.2<br>QIM   | <b>Attainment of programme outcomes and course outcomes are evaluated by the institution.</b>   |
| 2.7  | Student Satisfaction Survey   |

#### Qualitative analysis of Criterion 2

Admission process is carried out on merit basis and absolute transparency is maintained in it. Government Reservation Policy is strictly followed in admission. Each department of the college has adopted different strategies such as personal interaction, classroom performance and past records to identify the different levels of learners. The departments ensure that appropriate measures such as tutorials and extra classes, counselling, discussion on previous years' question papers, etc., are taken to cater to these different categories of students. It has also been observed that proper records have been maintained with regard to the remedial classes and other methods adopted to cater to the slow learners. A self-evolved mentor-mentee system is in place under which students are mentored on all issues. Student-centric method is applied in teaching learning process. The faculty members are well qualified and experienced and all of them use ICT tools in teaching. During pandemic online video conferencing platform 'Google Meet' was used for teaching and 'Google Form' for evaluation.

Average pass percentage has been satisfactory. The internal evaluation system is transparent and robust. The marks of the internal assessment are recorded and displayed on the Notice Board. The grievances related to the examination are resolved on a priority basis through an Examination Grievance Redressal Committee. POs/PSOs/Cos are stated and displayed in the website and their attainment is assessed by feedback, university ranks, placements and progressions of students.

|   |  |
|---|--|
| Criterion3 - Research, Innovations and Extension (Key Indicator and Qualitative Metrics(QIM) in Criterion3) |  |
| 3.1   | Resource Mobilization for Research   |
| 3.2   | Research Publications and Awards   |
| 3.3   | Extension Activities   |
| 3.3.1<br>QIM  | <b>Extension activities are carried out in the neighborhood community, sensitizing students to social issues, for their holistic development, and impact thereof during the last five years.</b> |
| 3.4   | Collaboration  |

#### Qualitative analysis of Criterion 3

Out of 22 permanent faculty members, eight faculty members have Ph.D, 18 research papers have been published in UGC approved international and national journals. Good number of chapters in books and books have been published & 14 Seminars/ Conferences/ Workshops have been organized during last five years.

For conducting faculty and students exchange programs and for Internship, Field trip, on job-training etc., thirteen collaborations/linkages have been made with different institutes. Eight functional MoUs have also been made.

Different extension activities such as sensitization programmes on COVID-19, drug menace and AIDS, and cleanliness drives are carried out in the neighbourhood communities through NSS, NCC and other important Cells. Most of the students have participated in extension activities which help in sensitizing them to various social issues.

Besides the NSS and NCC units, the college also has Women Cell, Population Club, Red Ribbon Club, Red Cross Society, Nature Club, Alumni Association, Students' Union Body, Cell against Sexual Harassment etc., which have conducted extension activities on various social issues. The College has received commendation from different Government Department/Agencies for extension activities in relation to COVID-19 awareness campaign which included distribution of masks, soaps and sanitizers in Golaghat town.

|   |   |
|---|---|
| Criterion4 - Infrastructure and Learning Resources (Key Indicator and Qualitative Metrics(QIM) in Criterion4) |   |
| 4.1   | Physical Facilities   |
| 4.1.1<br>QIM  | <b>The Institution has adequate infrastructure and physical facilities for teaching- learning. viz., classrooms, laboratories, computing equipment etc.</b>                                   |
| 4.1.2<br>QIM  | <b>The Institution has adequate facilities for cultural activities, sports, games (indoor, outdoor), gymnasium, yoga centre etc.</b>  |
| 4.2   | Library as a Learning Resource  |
| 4.2.1<br>QIM  | <b>Library is automated using Integrated Library Management System (ILMS)</b>   |
| 4.3   | IT Infrastructure   |
| 4.3.1<br>QIM  | <b>Institution frequently updates its IT facilities including Wi-Fi</b>   |
| 4.4   | Maintenance of Campus Infrastructure  |
| 4.4.2<br>QIM  | <b>There are established systems and procedures for maintaining and utilizing physical, academic and support facilities - laboratory, library, sports complex, computers, classrooms etc.</b> |

#### Qualitative analysis of Criterion 4

The College has 8.85 acres of land with adequate physical infrastructure and learning resources for all round development of students. Adequate attention has been given on the maintenance and proper utilization of its resources. Infrastructural facilities include classrooms with ICT facilities, library, auditorium, indoor stadium, gymnasium, canteen, hostels for boys and girls, labs etc. while other support facilities include computers, generators, inverters, ACs, Photostat machine, printers, CCTV cameras, water coolers, water purifiers, Incinerator, Solar light etc. The library uses SOUL 2.0 Software and provides the e-resources through UGC-Info net, N-LIST of INFLIBNET etc.

The open space has been used for purposes such as playground, parking, plantations, pond, flower gardens etc. The college has adequate sports and games infrastructure such as Table Tennis boards, Badminton Courts, almost all equipment of Athletics, Kabaddi and Kick-Boxing mats, gym-equipments etc. Evidence of support of the college to students for participating in sports is well reflected in the achievement of its students in various events. A few students have participated in inter- University, State and National level sports competitions. Necessary steps have been taken for maintenance of its infrastructure and facilities. The College has optimally made use of RUSA funds for the various infrastructural developments on campus.

| Criterion5 - Student Support and Progression (Key Indicator and Qualitative Metrics(QIM) in Criterion5) |   |
|---|---|
| 5.1   | Student Support   |
| 5.2   | Student Progression   |
| 5.3   | Student Participation and Activities  |
| 5.3.2<br>QIM  | <b>Institution facilitates students' representation and engagement in various administrative, co-curricular and extracurricular activities (student council/ students representation on various bodies as per established processes and norms )</b> |
| 5.4   | Alumni Engagement   |
| 5.4.1<br>QIM  | <b>There is a registered Alumni Association that contributes significantly to the development of the institution through financial and/or other support services</b>  |

#### Qualitative analysis of Criterion 5

Some of the ways to disseminate information to the students' are the college website, prospectus, notice board and other social media platform.

Adequate representation of students in various bodies/units of the college has been noticed. Besides a democratically elected Students' Union Body , students' representation is visible in important units like the IQAC, Admission Committee, Anti-ragging Committee, Project Monitoring Unit ,Grievance Redressal Cell, Red Cross Society, Population Club, Sexual Harassment Cell etc

Free ships and Central and State Government scholarship is provided to the deserving students. Guidance is arranged to help students in appearing in various competitive exams. The Information and Career Guidance Cell (ICGC) organizes Awareness Meeting, Personality Development camps, Job Fairs, Coaching Camps etc. to help the students in placement. The Grievance Redressal Cell resolves grievances through a well set mechanism. Students with talents in extra-curricular activities are encouraged to participate in university, state & national level competitions. A good number of students have succeeded in winning medals in inter-college, state and national level competitions. Some of the passed out students go for higher studies in reputed institutes of the country.

The college has an Alumni Association which is extending support in the development of the college. However its efforts need to be strengthened and the association should be registered.



|   |  |
|---|--|
| Criterion6 - Governance, Leadership and Management (Key Indicator and Qualitative Metrics(QIM) in Criterion6) |  |
| 6.1   | Institutional Vision and Leadership  |
| 6.1.1<br>QIM  | <b>The governance of the institution is reflective of and in tune with the vision and mission of the institution</b>   |
| 6.1.2<br>QIM  | <b>The effective leadership is visible in various institutional practices such as decentralization and participative management</b>  |
| 6.2   | Strategy Development and Deployment  |
| 6.2.1<br>QIM  | <b>The institutional Strategic / Perspective plan is effectively deployed</b>  |
| 6.2.2<br>QIM  | <b>The functioning of the institutional bodies is effective and efficient as visible from policies, administrative setup, appointment, service rules and procedures, etc.</b>  |
| 6.3   | Faculty Empowerment Strategies   |
| 6.3.1<br>QIM  | <b>The institution has effective welfare measures for teaching and non-teaching staff</b>  |
| 6.3.5<br>QIM  | <b>Institutions Performance Appraisal System for teaching and non-teaching staff</b>   |
| 6.4   | Financial Management and Resource Mobilization   |
| 6.4.1<br>QIM  | <b>Institution conducts internal and external financial audits regularly</b>   |
| 6.4.3<br>QIM  | <b>Institutional strategies for mobilisation of funds and the optimal utilisation of resources</b>   |
| 6.5   | Internal Quality Assurance System  |
| 6.5.1<br>QIM  | <b>Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes</b>  |
| 6.5.2<br>QIM  | <b>The institution reviews its teaching learning process, structures &amp; methodologies of operations and learning outcomes at periodic intervals through IQAC set up as per norms and recorded the incremental improvement in various activities</b><br><br><b>( For first cycle - Incremental improvements made for the preceding five years with regard to quality</b><br><br><b>For second and subsequent cycles - Incremental improvements made for the preceding five years with regard to quality and post accreditation quality initiatives )</b> |

#### Qualitative analysis of Criterion 6

The college has a clear vision and mission. The Governing Body, the main decision making body, entrusts the responsibility of formulating and operating the action plan to the Principal in consultation with senior faculty members. Co-curricular, extra-curricular and extension activities are carried out under the supervision of faculty members.

A Perspective Plan is prepared keeping in mind vision and mission statement and feedback from the Stakeholders. It includes both short term and long term goals. Emphasis is given to ensure that the plans are fulfilled.

Organizational structure of the college is as per direction of the Department of Higher Education, Government of Assam. Decisions taken by the Governing Body are executed by the Principal, Vice Principal, HoDs and



non-teaching staffs. The IQAC prepares action plan and sets quality benchmark for various activities.

Decentralisation of power and function is practiced in order to materialise Vision and Mission . The IQAC prepares action plan in consultation with important Cells & Units.

The welfare measures taken for the teaching and non-teaching staff are classified as Financial, Supportive, Academic and others. Seminars, Workshops, FDPs, Training Programs etc., are organized for the staff. Faculty members are encouraged to participate in Refresher and Orientation Programmes. E-governance has been introduced in areas like admission, accounts and examination. An ERP software has been installed to prepare database of students as well as to conduct various academic activities. To assess performance of teaching and non-teaching staff, the college prepares Performance Appraisal Report. The college has a transparent and well planned financial management system. All the financial transaction are carried out as per financial rules of Govt. of Assam. Accordingly, internal and external financial audits are carried out regularly. The college has conducted Academic and Administrative Audit (AAA) and has also obtained ISO certificate.

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| Criterion7 - Institutional Values and Best Practices (Key Indicator and Qualitative Metrics(QIM) in Criterion7) |  |
|---|--|
| 7.1   | Institutional Values and Social Responsibilities   |
| 7.1.1<br>QIM  | <b>Measures initiated by the Institution for the promotion of gender equity during the last five years.</b>  |
| 7.1.3<br>QIM  | <b>Describe the facilities in the Institution for the management of the following types of degradable and non-degradable waste (within 500 words)</b> <ul style="list-style-type: none"> <li>• Solid waste management</li> <li>• Liquid waste management</li> <li>• Biomedical waste management</li> <li>• E-waste management</li> <li>• Waste recycling system</li> <li>• Hazardous chemicals and radioactive waste management</li> </ul> |
| 7.1.8<br>QIM  | <b>Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and other diversities (within 500 words).</b>   |
| 7.1.9<br>QIM  | <b>Sensitization of students and employees of the Institution to the constitutional obligations: values, rights, duties and responsibilities of citizens (within 500 words).</b>   |
| 7.1.11<br>QIM   | <b>Institution celebrates / organizes national and international commemorative days, events and festivals (within 500 words).</b>  |
| 7.2   | Best Practices   |
| 7.2.1<br>QIM  | <b>Describe two best practices successfully implemented by the Institution as per NAAC format provided in the Manual.</b>  |
| 7.3   | Institutional Distinctiveness  |
| 7.3.1<br>QIM  | <b>Portray the performance of the Institution in one area distinctive to its priority and thrust within 1000 words</b>   |

#### Qualitative analysis of Criterion 7

The College has more number of female students in comparison to males. The college has ensured safety and security measures for female students and staff. The college organizes gender sensitization programs for promoting gender neutral environment among members of the college family. Alternate energy sources like solar energy, Biogas plant have been installed. Most places on campus have LED bulbs in order to conserve energy. Water conservation facilities like Rain water harvesting, open well, tanks and a self-designed waste water recycling are available in the college. A notable feature of the college is the presence of an eco-friendly campus, pedestrian friendly pathways, landscaping with trees and plants and measures taken to make it plastic free. The college conducts green audit, energy audit and environmental audit. For differently-abled students the college provides facilities like ramps, wheelchair, screen reading and human assistance. It has a prescribed Code of Conduct for all the stakeholders. For the execution of the code of conduct, there is a committee to monitor adherence to it. To inculcate value and sense of nationalism in the minds of young students, the college celebrates national festivals every year such as Independence Day, Republic Day, Teachers' Day, Constitution Day etc. Various Environmental days and other days of importance such as World Environment Day, Water Day, International Mother Tongue Day, International Yoga Day etc., are observed. The College undertakes different initiatives to sensitize students to the constitutional obligation and to enable them to behave as a responsible citizens. One of the notable best practices of the College is offering "Higher education to underprivileged and downtrodden section of society". The college is distinct in its initiatives of Green Practices and campaign for a eco-friendly environment.

**Section III: OVERALL ANALYSIS** based on Institutional strengths, Weaknesses, Opportunities & Challenges (SWOC) (up to 500 words)

**Strength:**

- A clean, green and beautiful campus.
- Growth in physical infrastructure according to academic growth.
- ICT tools in more than half of classrooms.
- Along with traditional courses, emphasis is given to run skill development courses.
- E-resources accessible to students through library.
- Performance of students in university exam and in sports and culture have been satisfactory.
- A strong relationship with the neighbourhood communities due to collaborative extension works.
- Linkage established with reputed institutions and MoU signed to undertake collaborative works.
- E-governance in important areas.
- Pro-active Principal, sincere and dedicated faculty members.

**Weaknesses:**

- Scope of introducing self-financing courses limited due to weak economic background of majority of learners.
- Insufficient sanctioned post for faculty and office staff.
- Drop out among students is visible.
- Limited accommodation in hostel and lack of staff quarters.
- Lack of transportation facilities up to campus, especially for female students.
- Limited number of programs/courses.
- Dependent heavily on Government funding.

**Opportunities:**

- All-round progress in recent years is an opportunity for expansion.
- Participation of stakeholders in various activities.
- Because of diverse range of outreach programs, a leadership role in the neighbourhood communities.
- Achievement in sports and culture is an opportunity to capitalize for better performance.
- Prospect to start tourism related short term courses.
- To contribute towards the economic growth of the surrounding areas by encouraging start-ups.
- Additional skill enhancement programs to be initiated.

**Challenges:**

- To improve completion rate.
- To provide academic flexibility.
- To ensure placement to passed out students.
- To compete with the privately run institutes.
- To make it a multidisciplinary campus as per provision of New Education Policy 2020.
- To provide world class facilities to its learners in order to make them globally competent.
- To increase the sanctioned faculty strength as per student – teacher ratio.
- To strengthen sports activities, a qualified physical director must be appointed.
- Improvement of skills and confidence levels of under-privileged students.
- Coaching should be provided to enable students to perform better in competitive exams.

#### **Section IV: Recommendations for Quality Enhancement of the Institution**

(Please limit to **ten major ones** and use telegraphic language) (It is not necessary to indicate all the ten bullets)

- Post graduate courses in selected subjects should be started.
- To upgrade the college in to a multidisciplinary institute.
- More number of National and International Seminars/ Conferences/ Workshops to be organized.
- Proposals for major and minor research projects to be submitted to various funding agencies.
- Emphasis should be given on the introduction of more skill development courses.
- Approach district administration to make transport facilities available to the college.
- To enhance employability of students, the college may look for more MoUs with reputed institutes.
- Spacious Library and at least one Conference hall to be constructed.
- Physical Instructor to be appointed.
- Motivate the faculty to publish research papers in UGC recommended journals

**I have gone through the observations of the Peer Team as mentioned in this report**

**Signature of the Head of the Institution**

**Seal of the Institution**

| Sl.No | Name                       |                     | Signature with date |
|-------|----------------------------|---------------------|---------------------|
| 1     | DR. MOHD IQBAL ALI         | Chairperson         |                     |
| 2     | DR. PRADEEP KUMAR SHRIDHAR | Member Co-ordinator |                     |
| 3     | DR. ALLWYN MENDOZ          | Member              |                     |
| 4     | Dr. Shyam Singh Inda       | NAAC Co - ordinator |                     |

Place

Date

NAAC