



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

**Accreditation - (Cycle - 1)**

**PEER TEAM REPORT ON  
INSTITUTIONAL ACCREDITATION OF  
HOJAI GIRLS' COLLEGE  
C-17262**

**Hojai  
Assam  
782435**

**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:	HOJAI GIRLS' COLLEGE Hojai Assam 782435	
2.Year of Establishment	1991	
3.Current Academic Activities at the Institution(Numbers):		
Faculties/Schools:	1	
Departments/Centres:	10	
Programmes/Course offered:	23	
Permanent Faculty Members:	17	
Permanent Support Staff:	13	
Students:	854	
4.Three major features in the institutional Context (Asperceived by the Peer Team):	1. • Catering to educational needs of the tribal and women Students 2. • Government Grant Aided College with UGC 2f &12(b) status 3. • The college has been consistently procuring good pass out results	
5.Dates of visit of the Peer Team (A detailed visit schedule may be included as Annexure):	From : 13-06-2023 To : 14-06-2023	
6.Composition of Peer Team which undertook the on site visit:		
	<b>Name</b>	<b>Designation &amp; Organisation Name</b>
Chairperson	DR. SANCHARI ROY MUKHERJEE	Vice Chancellor,Dakshin Dinajpur University
Member Co-ordinator:	DR. SREEKALA M NAIR	Professor,NALANDA UNIVERSITY
Member:	DR. ALKA GUPTA	Principal,ST SOLDIER COLLEGE OF EDUCATION
NAAC Co - ordinator:	Dr. Ruchi Tripathi	

## 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)

Criterion 1 - Curricular Aspects (Key Indicator and Qualitative Metrics (QIM) in Criterion 1)	
1.1	Curricular Planning and Implementation
1.1.1 QIM	<b>The Institution ensures effective curriculum planning and delivery through a well-planned and documented process including Academic calendar and conduct of continuous internal Assessment</b>
1.2	Academic Flexibility
1.3	Curriculum Enrichment
1.3.1 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

Hojai Girl's College is located in a spacious compound of about two acres of land on the Southern part of Hojai town, a lone educational institution that caters to the need of Higher education for women in the region. The beneficiaries of the institution belong to the marginalized sections of the society including women, tribes and religious minorities. It is affiliated to Guwahati University, and follows the CBCS course structure designed by it. It has 23 undergraduate programs and two Higher Secondary programs.

Through a continuous assessment, the college segregates the slow learners and advanced learners and provide remedial / advanced courses for them. An efficient and transparent internal evaluative system is in place in tune with the Guwahati University examination calendar. The college organizes seminars / workshops, though minimally, to expose the students to the wider concerns of the disciplines that fall beyond the syllabus. Attempts have been made to implement ICT enabled teaching to the extent possible. Faculties are encouraged to pursue their Ph.D. and ten of them have been awarded with Ph.D. degree.

There is one ICT enabled smart classroom with 250 seating capacity and there are 23 ordinary classrooms with varying seating capacity. The institution should definitely allocate more funds to meet the infrastructural requirements.

In the teaching faculty 17 are sanctioned posts by the Government, and the remaining 20 are sanctioned by the Management. Among the non teaching staff 9 are sanctioned by the govt, and 4 by the management. There are no technical staff. One of the major handicaps of the institution seems to be the lack of sufficient sanctioned posts for both teaching and non-teaching sections.

Among the students enrolled, more than half belong to the SC/ST/ OBC communities, which gives a huge opportunity for the college to build the nation by empowering the backward communities.

There are 4 self - financed programs. Since the college has single stream of ARTS, there is limited scope for multi disciplinary course activity. However, the college through environmental studies and cultural studies makes minimal attempts towards this end.

An annual academic plan is being charted at the beginning of every academic year in tune with the academic

calendar of Guwahati University. Teachers come up with detailed teaching plans that include lectures, tutorials and practical. An orientation named *Diksharambha* is organized at the beginning of every academic year.

The institution attends to the cross cutting issues like gender, environmental studies, professional ethics and human values to the extent they are included in the University syllabus.

Women empowerment cell conducts awareness programs and self-defence training for girls.

There aren't many social outreach activities barring programs in which the student community aided the villagers during the pandemic and once when they were affected by flood.

Student feedback system seems effective, but no mention has been made about the actions taken on them.

No effort has been made to appropriate Indian knowledge systems within the curriculum.

Criterion2 - Teaching-learning and Evaluation (Key Indicator and Qualitative Metrics(QIM) in Criterion2)	
2.1	Student Enrollment and Profile
2.2	Student Teacher Ratio
2.3	Teaching- Learning Process
2.3.1 QIM	<b>Student centric methods, such as experiential learning, participative learning and problem solving methodologies are used for enhancing learning experiences using ICT tools</b>
2.4	Teacher Profile and Quality
2.5	Evaluation Process and Reforms
2.5.1 QIM	<b>Mechanism of internal/ external assessment is transparent and the grievance redressal system is time- bound and efficient</b>
2.6	Student Performance and Learning Outcomes
2.6.1 QIM	<b>Programme Outcomes (POs) and Course Outcomes (COs) for all Programmes offered by the institution are stated and displayed on website and attainment of POs and COs are evaluated</b>
2.7	Student Satisfaction Survey

#### Qualitative analysis of Criterion 2

Student enrolment percentage during the last five years is very good ( 85%) and in 2021-22 almost all seats were filled up. However, the enrolment from the reserved category is not that impressive. Student – teacher ratio is 28.32.

Adoption of student centric method in teaching learning exercise is effective. Minimal attempts were made to initiate participative learning by organizing extension lectures, workshops etc.

There is hundred percent placement of teachers against the sanctioned posts. 60% of the faculty are qualified with research degrees. The examination committee undertakes the internal evaluation in a transparent manner. Grievance redressal committee attends to the complaints raised by the students. The program outcomes and course outcomes are explained in the orientation program (*diksharambaha*) conducted at the beginning of the semester. They are also displayed in the college website.

The average pass percentage of the past five years is 82%. The statistics also shows a steady growth in the pass percentage.

Criterion3 - Research, Innovations and Extension (Key Indicator and Qualitative Metrics(QIM) in Criterion3)	
3.1	Resource Mobilization for Research
3.2	Innovation Ecosystem
3.2.1 QIM	<b>Institution has created an ecosystem for innovations and has initiatives for creation and transfer of knowledge</b>
3.3	Research Publications and Awards
3.4	Extension Activities
3.4.1 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>
3.4.2 QIM	<b>Awards and recognitions received for extension activities from government / government recognised bodies</b>
3.5	Collaboration

Qualitative analysis of Criterion 3	
<p>Being an undergraduate college it has limited scope for research, innovation and academic extension. The institution has taken initiative to inculcate the spirit of innovation and thirst for knowledge in the young minds by organizing awareness meets, workshops seminars and guest lectures on career coinciding and job oriented programs. The faculty members adopt several methods to enhance the learning experiences of the students of which project and field work method, experimental method, interactive method are some of them. The institute has been organizing and participating in some extension activities to develop the student community relationship, leadership skills, and to instill self confidence in the students. The college also undertook activities that included voter's education and electoral participation, Swachh Bharat Abhiyan program and distribution of food grain packets during covid pandemic and to flood affected victims. However, the college could organize only limited number of workshops/ conferences / seminars , which was quite inadequate to retain the academic rigour of the institution. The research publications by the faculty is also inadequate.</p>	

Criterion4 - Infrastructure and Learning Resources (Key Indicator and Qualitative Metrics(QIM) in Criterion4)	
4.1	Physical Facilities
4.1.1 QIM	<b>Availability of adequate infrastructure and physical facilities viz., classrooms, laboratories, ICT facilities, cultural activities, gymnasium, yoga centre etc. in the institution</b>
4.2	Library as a Learning Resource
4.2.1 QIM	<b>Library is automated using Integrated Library Management System (ILMS), subscription to e-resources, amount spent on purchase of books, journals and per day usage of library</b>
4.3	IT Infrastructure
4.3.1 QIM	<b>Institution frequently updates its IT facilities and provides sufficient bandwidth for internet connection</b>
4.4	Maintenance of Campus Infrastructure

Qualitative analysis of Criterion 4	
<p>The college building is aesthetically designed and is responsive to environmental concerns to preserve the natural habitat as much as possible. The Department of Education has a well designed laboratory which is</p>	

adequately equipped with learning resources. The college also has two numbers of college yards, one within the main campus and the other in another block. The outdoor sports facilities include a badminton court and open space for Yoga. There is a canteen facility available for the students although it is not up to the mark. There is also a 25KVA generator for power backup and five fire extinguishers in every exit point. The college is providing free wi fi for the students.

However, the infrastructural facilities including the IT infrastructure are insufficient to cater to the demands of the students. There is one smart class room with ICT facilities, and 23 ordinary classrooms. Only a limited amount has been set aside for the augmentation of the infrastructural facilities. The library is partially automated, and receives nearly one and a half lakh for the purchase of books every year. The ICT lab of the college needs improvement.

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
5.4	Alumni Engagement
5.4.1 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

A good number of students receive Government scholarships secured for the reserved categories. The institution provides student support in terms of guidance for competitive examinations, career guidance. An alumni association is functional and it arranges annual meets. They have donated waste bins, sports items and has provided funds for reconstruction and renovation of the flag post. There is scope for more capacity building, skill enhancement and placement activities. Student counselling may be undertaken to improve students' progression for higher education. Adequate coaching, it is presumed, will improve the number of students who undertake national level tests. Students should also be encouraged for greater participation in sports and cultural fests.

Criterion6 - Governance, Leadership and Management (Key Indicator and Qualitative Metrics(QIM) in Criterion6)	
6.1	Institutional Vision and Leadership
6.1.1 QIM	<b>The governance and leadership is in accordance with vision and mission of the institution and it is visible in various institutional practices such as decentralization and participation in the institutional governance</b>
6.2	Strategy Development and Deployment
6.2.1 QIM	<b>The functioning of the institutional bodies is effective and efficient as visible from policies, administrative setup, appointment and service rules, procedures, deployment of institutional Strategic/ perspective/development plan etc</b>
6.3	Faculty Empowerment Strategies
6.3.1 QIM	<b>The institution has effective welfare measures and Performance Appraisal System for teaching and non-teaching staff</b>
6.4	Financial Management and Resource Mobilization
6.4.1 QIM	<b>Institution has strategies for mobilization and optimal utilization of resources and funds from various sources (government/ nongovernment organizations) and it conducts financial audits regularly (internal and external)</b>
6.5	Internal Quality Assurance System
6.5.1 QIM	<b>Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes. It reviews teaching learning process, structures &amp; methodologies of operations and learning outcomes at periodic intervals and records the incremental improvement in various activities</b>

#### Qualitative analysis of Criterion 6

Being an aided college the institution has two administrative heads: the Government and the management. Decentralization of power has been implemented by entrusting sharing responsibilities with Heads of the departments, faculty council and other bodies. The governance of the college is strengthened by internal bodies like the anti-ragging committee, women's cell, SC/ST cell and Alumni association. There is a functioning student's council. There is a grievance redressal cell with the Principal as the Chairperson to resolve administrative issues. Implementation of e governance seems minimal. Faculty welfare measures include promotion through career advancement, encouraging the faculty to participate and attend workshop, conferences etc. Measures for staff recreation like conducting picnics, etc., also form part of the staff welfare activities. However, the percentage of faculty who were supported with financial assistance to attend conference is very low. More teachers and non-teaching staff should be encouraged to attend FDP programs organized by the universities. Optimal use of financial resources is one factor meritorious about the governance of this college. IQAC as an effective buffer system conducts green audit and power audit. Quality assurance initiatives include participation in NIRF, collaborative efforts with other institutions for quality enhancement etc.

Criterion7 - Institutional Values and Best Practices (Key Indicator and Qualitative Metrics(QIM) in Criterion7)	
7.1	Institutional Values and Social Responsibilities
7.1.1 QIM	<b>Measures initiated by the Institution for the promotion of gender equity and Institutional initiatives to celebrate / organize national and international commemorative days, events and festivals during the last five years</b>
7.1.4 QIM	<b>Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic diversity and Sensitization of students and employees to the constitutional obligations: values, rights, duties and responsibilities of citizens (Within 500 words)</b>
7.2	Best Practices
7.2.1 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 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 institution celebrates days, events and festivals of national importance. A waste management system of degradable and non-degradable waste functions in the college. Clean and green campus initiatives have been made by the institute. As a campus where students of multi-cultural background study, the college conducts Ethnic dress competitions and cultural competitions like folk songs of different communities etc, to imbibe inclusive virtues among the students. The college curriculum includes courses like Introduction to Constitution of India, Practical Ethics, Value Education, and Philosophy of Human Rights aimed to inculcate constitutional obligations among the students. Electoral responsibilities have been brought to the students by organizing voter's awareness day. Student union gets formed annually to help the administration and to raise the voice of the students regarding their rights.

### Section III:OVERALL ANALYSISbased on Institutional strengths.Weaknesses,Opportunities & Challenges(SWOC)(up to 500 words)

#### Overall Analysis

##### Strength:

1. It is the only girl's college in the district. .
2. It is empowered with qualified faculty.
3. The pass out results of the College is good.
4. The student enrolment of the college is impressive
5. It has a sufficiently equipped laboratory in the Education department

##### Weaknesses:

1. The college has a serious shortage of regular faculty



2. It has inadequate infrastructural facilities.
3. No hostel facilities for students from distant places
4. No regular sanctioned post for the Principal, Librarian and other important administrative posts.
5. Absence of an effective Placement Cell
6. Library facilities are not adequate to cater to the needs of the students even though they have surplus budget in their balance sheet
7. There is no playground or any other sports facilities for the all round development of the students
8. There is no commutation facility for students from faraway places.
9. The college does not have sufficient smart classrooms except one.
10. The research orientation of the faculty is inadequate.

**Opportunities:**

1. Availability of Higher secondary schools nearby as feeder institutions for the college.
2. Can cater to the needs of higher education of people largely belonging to the marginalized sections of the society.
4. The college can make use of the funds from the state and the central Govts. earmarked for the benefits of the tribal communities.
5. Can promote faculties to touch new heights in academics through faculty development programs.
6. Inclusion of science and commerce streams would augment the academic environment of the institution.

**Challenges:**

1. Faculties are frequently migrating to other institutions which is having a deleterious impact on the education system of the institution
2. Large number of marriage drop outs among students.
3. Lack of professional courses.
4. Procuring more regular posts for the teaching, non teaching and Library from the Government of Assam
5. Being an undergraduate college there is limited scope for Research promotion

#### **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)

- Infrastructural expansion should be given emphasis.
- More skill based courses need to be introduced, which may include the setting up of incubation and innovation cells.
- Provide Hostel facility for the students from faraway places
- Develop smart classrooms which would Improve ICT enabled teaching
- Encourage the faculty for quality research publication
- Organize more extension lecture programs and periodical lectures availing funds from the Governmental agencies
- Construct a Gymnasium and a Playground dedicated to the outdoor sports activities of the students.
- Initiate courses in Indian Knowledge tradition
- Procure a regular position from the Government for a Librarian to develop a state of the art library
- The extension activities may enhance the quality of life of people living in the neighbourhood.
- Start institutional preparations for implementing NEP.
- It is recommended that the college administration / the departments may apply to agencies like ICPR, ICHR and ICSSR for periodical lectures and extension lecture programs if desired

**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. SANCHARI ROY MUKHERJEE	Chairperson	
2	DR. SREEKALA M NAIR	Member Co-ordinator	
3	DR. ALKA GUPTA	Member	
4	Dr. Ruchi Tripathi	NAAC Co - ordinator	

Place

Date