CRITERION II: TEACHING-LEARNING AND EVALUATION

2.1 - Student Enrollment and Profile

2.1.1 - Enrolment Number (Number of students admitted during the year)

2.1.1.1 - Number of sanctioned seats during the year

Programme name	Programme Code	Number of seats sanctioned	Number of Students admitted
FYUG 1st Sem (Arts)		560	433
FYUG 1st Sem (Com)		240	54

Link for Additional Information:http://lrcollege.ac.in/wp-content/uploads/2026/06/2.1.1.-Final.pdf

2.1.2 - Number of seats filled against seats reserved for various categories (SC, ST, OBC, Divyangjan, etc. as per applicable reservation policy during the year (exclusive of supernumerary seats)

2.1.2.1 - Number of actual students admitted from the reserved categories during the year

Year	Number of seats earmarked for reserved category as per GOI or State Government rule					Number of students admitted from the reserved category				
	SC	ST	OBC	Gen	Others	SC	ST	OBC	Gen	Others
2024-2025	120	60	216	404	NIL	51	5	122	309	NIL

Link for Additional Information: http://lrcollege.ac.in/wp-content/uploads/2026/06/2.1.2-final.pdf

2.2 - Catering to Student Diversity

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

- **Comprehensive Internal Assessment Mechanism:** The institution follows a comprehensive internal assessment mechanism to ensure the continuous evaluation of students' learning outcomes.
- **Baseline Assessment:** Students' foundational knowledge is assessed through interaction sessions and analysis of their previous academic records.
- **Multi-dimensional Evaluation:** Students are evaluated through class tests, unit tests, assignments, end-semester examinations and classroom participation.
- **Identification of Learners:** Based on their academic performance, students are categorized as Advanced Learners and Slow Learners.
- **Support for Advanced Learners:** Advanced learners are encouraged through career counselling, classroom seminars, debates, group discussions, capacity-building programmes, peer teaching and access to DELNET and INFLIBNET resources available in the college library.
- **Support for Slow Learners:** Slow learners are provided with remedial classes, mentoring and one-to-one counselling to address their academic and stress-related issues.

Link for Additional Information: http://lrcollege.ac.in/wp-content/uploads/2026/06/2.2.1-Final.pdf

2.2.2 - Student- Full time teacher ratio (Data for the latest completed academic year): 1:33

- Number of Students:**879[FYUG 1st Sem, FYUG 3rd Sem & TDC 5th Sem(Arts & Commerce)]**
- Number of Teachers:**27**

Link for Additional Information: http://lrcollege.ac.in/wp-content/uploads/2026/06/2.2.2-Final.pdf

2.3 - Teaching- Learning Process

2.3.1 - Student centric methods, such as experiential learning, participative learning and problem-solving methodologies are used for enhancing learning experiences

1. **Experiential Learning & Practical Exposure**

- Students develop practical skills through hands-on experiences such as project work, presentations and field trips, which enhance their understanding of their respective disciplines.

2. **Collaborative & Participative Learning**

- The institution has established Memorandums of Understanding (MoUs) with neighbouring colleges, namely S.S. College, Hailakandi and S.K. Roy College, Katlicherra, to facilitate faculty exchanges and promote innovative teaching methodologies.
- Cells such as the NSS, Entrepreneurship Cell and Institution's Innovation Council (IIC) play key roles in promoting innovation, social responsibility and entrepreneurship among students.

3. **Holistic Development & Extracurricular Engagement**

- Cultural events, competitions, print magazines and wall magazines provide platforms for creativity and self-expression.
- Students' academic and personal development is further encouraged through quizzes, debates, extempore speeches and classroom seminars.

4. **Achievements & Skill Enhancement**

- Students regularly participate in state and national-level competitions, showcasing their talents and bringing laurels to the institution.
- To provide greater exposure to sports activities, training programmes and competitive events, the college has signed an MoU with the District Sports Association (DSA), Hailakandi.
- The college has recently signed an MoU with the Assam Registrar of Cooperative Societies to provide students with exposure to cooperative management, entrepreneurship and related career opportunities.
- The college has also entered into an MoU with the Assam Electronics Development Corporation (AMTRON), which is expected to enhance students' digital competencies and provide opportunities for skill development and industry-oriented training.

Link for Additional Information: http://lrcollege.ac.in/wp-content/uploads/2026/06/2.3.1-Final.pdf

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

- **Integration of ICT-Enabled Tools:** The college is committed to integrating ICT-enabled tools into the teaching-learning process to provide students with a modern, dynamic and engaging educational experience.
- **Digital Infrastructure:** The institution is equipped with essential digital facilities, including computers, interactive whiteboards (Pana boards), Xerox machines, printers and projectors. Additionally, 24/7 Wi-Fi connectivity is available to faculty members and students, ensuring seamless access to online resources and supporting academic activities.
- **Use of Online Platforms:** Faculty members effectively utilize online platforms to conduct classes, assign homework and share study materials, promoting effective communication and interaction between teachers and students.

- **Multimedia-Based Teaching:** The teaching-learning process is enriched through the use of multimedia tools such as PowerPoint presentations, video clips and documentaries, providing students with interactive and visually engaging learning experiences.
- **Promotion of Self-Learning:** Teachers encourage students to utilize self-learning platforms such as SWAYAM, enabling them to expand their knowledge beyond the classroom.
- **Online Administrative Facilities:** The college's online portal facilitates administrative activities, including student admissions, registrations and submission of examination forms.
- **Digital Library Resources:** The college library provides access to digital resources such as DELNET and INFLIBNET, offering an extensive collection of academic materials and research databases. These resources also facilitate remote access and promote a collaborative learning environment.

Link for Additional Information: http://lrcollege.ac.in/wp-content/uploads/2026/06/2.3.2-final.pdf

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

2.3.3.1 - Number of mentors:27

Link for Additional Information: http://lrcollege.ac.in/wp-content/uploads/2026/06/2.3.3.1-Final.pdf

2.4 - Teacher Profile and Quality

2.4.1 - Number of full-time teachers against sanctioned posts during the year:27

Link for Additional Information: http://lrcollege.ac.in/wp-content/uploads/2026/06/2.4.1-Final.pdf

2.4.2 - Number of full-time teachers with Ph. D. / D.M. / M.Ch. /D.N.BSuperspeciality / D.Sc. / D.Litt. during the year (consider only highest degree for count)

2.4.2.1 - Number of full-time teachers with Ph. D. / D.M. / M.Ch. /D.N.C Superspeciality / D.Sc. / D.Litt. during the year:15

Link for Additional Information: http://lrcollege.ac.in/wp-content/uploads/2026/06/2.4.2.pdf

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

2.4.3.1 - Total experience of full-time teachers:471 years

Link for Additional Information: http://lrcollege.ac.in/wp-content/uploads/2026/06/2.4.3-Final.pdf

2.5 - Evaluation Process and Reforms

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

- **Internal Assessment Components:** Internal assessment includes periodic tests, monitoring of student attendance across all departments and practical assignments for students of the Commerce Department.
- **Transparency in Evaluation Procedures:** The college ensures transparency in the internal assessment process by clearly communicating the evaluation procedures and the regulations prescribed by the affiliating university to students.
- **Continuous Assessment Methods:** Continuous assessment is carried out through various methods, including class tests, unit tests, assignments and other evaluation techniques.
- **Model Questions and Marking Schemes:** Model questions and marking schemes based on previous years' examination papers are provided to familiarise students with the examination pattern and expected types of questions.
- **Academic Calendar and Unit Test Schedule:** The academic calendar, published in the prospectus, provides students with an approximate schedule of unit tests, helping them plan their studies effectively.
- **Detailed Routine and Strict Invigilation:** A detailed routine for unit tests is prepared, and examinations are conducted under strict invigilation to maintain the integrity of the assessment process.
- **Post-Evaluation Feedback:** After evaluation, marks and answer scripts are shared with students, along with suggestions for improvement and an opportunity to raise any discrepancies.
- **Record Maintenance by Department Heads:** Department heads maintain detailed records of attendance, question papers, answer scripts and mark summaries to ensure effective academic monitoring.
- **Academic Counselling and Performance Review:** Academic counselling sessions are conducted based on students' progress, and their performance is reviewed during departmental meetings.
- **Remedial Classes for Struggling Students:** Remedial classes are organised for students who require additional academic support to improve their performance.
- **Submission of Internal Assessment Marks:** Internal assessment marks are submitted to the affiliating university for inclusion in the end-semester examination results.

Link for Additional Information: http://lrcollege.ac.in/wp-content/uploads/2026/06/2.5.1-Final.pdf

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

- **Transparent and Efficient Grievance Mechanism:** The institution has established a transparent, time-bound and efficient mechanism for addressing grievances related to internal examinations, ensuring fairness and accountability.

- **Regular Assessments:** Various class tests, including Unit Test-I, are conducted during each semester as an integral part of the internal assessment process.
- **Timely Evaluation and Feedback:** Answer scripts are evaluated within a week of the test, and evaluated copies are shown to students to ensure clarity and provide constructive feedback.
- **Meticulous Record-Keeping:** Internal assessment marks are systematically maintained throughout the academic cycle in the record room to ensure accurate and organised documentation.
- **Immediate Grievance Resolution in Class:** Grievances related to errors or low scores are promptly addressed in the classroom, where teachers provide explanations and clarify any discrepancies.
- **Display of Marks and Issue Reporting:** Unit test marks are displayed on the notice board, allowing students to report any issues, which are promptly resolved by the respective subject teachers.
- **Escalation to Grievance Redressal Cell and IQAC:** If grievances remain unresolved at the departmental level, students can approach the Grievance Redressal Cell of IQAC for further review and resolution.
- **Self-Evaluation and Addressing Discrepancies:** Answer scripts are shared with students for self-evaluation, providing them with an opportunity to identify and report any discrepancies.
- **Assistance with University Mark Sheet Discrepancies:** In cases where discrepancies arise between the marks awarded by teachers and those recorded in the university mark sheets, the college assists students in rectifying such errors.
- **Commitment to Transparency and Equity:** The grievance redressal mechanism ensures transparency, equity and timely resolution of examination-related issues, fostering a positive academic environment and maintaining trust between students and faculty.

Link for Additional Information: http://lrcollege.ac.in/wp-content/uploads/2026/06/2.5.2-Final.pdf

2.6 - Student Performance and Learning Outcomes

2.6.1 - Teachers and students are aware of the stated Programme and course outcomes of the Programmes offered by the institution.

- **University-Prescribed Programme and Course Outcomes:** The affiliating university, Assam University, Silchar, has incorporated broad Programme Outcomes (POs) and Course Outcomes (COs) into the curriculum framework and respective course syllabi. These outcomes provide the foundation for achieving the intended learning objectives of each programme.
- **Development of Programme and Course Outcomes:** In alignment with the Programme and Course Outcomes outlined in the university-prescribed syllabus, the Academic Committee and IQAC of Lala Rural College have developed comprehensive Programme Outcomes (POs) and Programme Specific Outcomes (PSOs). Subsequently, each department

has formulated detailed Course Outcomes (COs) for every course, ensuring that the learning outcomes are clearly defined, measurable and aligned with the objectives of the respective disciplines.

- **Student Induction Programme:** A student induction programme is organised at the beginning of each academic session to familiarise students with the syllabus, course structure and expected learning outcomes, facilitating better academic planning and understanding.
- **Display of Outcomes on the College Website:** Programme Outcomes (POs), Programme Specific Outcomes (PSOs) and Course Outcomes (COs) are prominently displayed on the college website to ensure easy access and awareness among students.
- **Introduction to Course Content:** Before commencing each course, teachers provide students with a brief introduction to its basic concepts and subject matter, helping them understand the course structure and its relevance.
- **Discussion of Course Outcomes and Their Applications:** Teachers discuss the course outcomes in detail to help students understand their significance and recognise the practical applications of the knowledge gained in their everyday lives.
- **Enhancement of Student Engagement:** This structured approach familiarises students with the expected learning outcomes, develops their interest in the subject and motivates them to participate actively in the teaching-learning process.

Link for Additional Information: http://lrcollege.ac.in/wp-content/uploads/2026/06/Outcomes-1-2.pdf

2.6.2: Attainment of Programme outcomes and course outcomes are evaluated by the institution

- **Assessment Methods:** The college employs various assessment methods to measure the attainment of Programme Outcomes (POs), Programme Specific Outcomes (PSOs) and Course Outcomes (COs). These include class tests, interactive sessions, group discussions, internal assessments, assignments, classroom seminars, quizzes and semester-end examinations.
- **Evaluation of Student Performance:** Students' performance and participation in these assessment activities are used to determine their overall attainment levels and assess their academic progress.
- **Remedial Measures for Low Attainment:** Students with low attainment levels are provided with additional academic support through mentorship, tutorials and remedial classes to facilitate their academic improvement.
- **Peer Mentoring for Advanced Learners:** Advanced learners are encouraged to mentor their peers, fostering a collaborative learning environment and promoting mutual academic growth.
- **Assessment Through Progression and Employment:** The college also evaluates the attainment of Programme Outcomes and Course Outcomes through two key parameters: the number of students progressing to higher studies and the number of students securing employment, including self-employment, after completing their courses.
- **Feedback Mechanisms for Continuous Improvement:** The college has an established feedback mechanism through which inputs are collected from students, teachers and alumni to assess the effectiveness of the teaching-learning process and the attainment of Programme

Outcomes (POs) and Course Outcomes (COs). The feedback is analysed and utilised to identify gaps and implement continuous improvements in academic processes.

Link for Additional Information: http://lrcollege.ac.in/wp-content/uploads/2026/06/2.6.2-Final.pdf

2.6.3 - Pass percentage of Students during the year

2.6.3.1 - Total number of final year students who passed the university examination during the year: 68

Year	Program Code	Program Name	Number of students appeared in the final year examination	Number of students passed in final year examination	Pass Percentage
2024-2025		B. A	146	49	33.56%
		B.COM	41	19	46.34%

Link for Additional Information: http://lrcollege.ac.in/wp-content/uploads/2026/06/2.6.3-Final.pdf

2.7 - Student Satisfaction Survey

2.7.1 - Student Satisfaction Survey (SSS) on overall institutional performance (Institution may design its own questionnaire) (results and details need to be provided as a weblink):

- **Conduct of Student Satisfaction Survey:** The Student Satisfaction Survey (SSS) was conducted for the academic year 2024–2025, and the responses were analysed to assess students' overall satisfaction with the institution's performance.
- **Academic Environment and Teacher Support:** The majority of students expressed satisfaction with the overall academic environment, teaching support and cordial relationships with teachers and staff.

- **Quality of Education:** Students generally appreciated the quality of education and the supportive learning atmosphere provided by the institution.
- **Areas Requiring Improvement:** Students highlighted certain areas requiring attention, particularly the enhancement of library resources, improvement of canteen facilities, maintenance of washrooms and drinking water facilities, and overall infrastructure development.
- **Additional Academic Opportunities:** Students also expressed the need for additional courses and greater transparency in academic matters.
- **Overall Student Satisfaction:** The survey findings indicate a positive level of student satisfaction while identifying specific areas that require attention for continuous institutional development and quality improvement.

Link for Additional Information: http://lrcollege.ac.in/wp-content/uploads/2026/06/2.7.pdf