



# **SELF STUDY REPORT**

**FOR**

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

**B.H.B. COLLEGE**

**B.H.B. COLLEGE, SARUPETA, DISTRICT-BARPETA, ASSAM, 781318**

**781318**

**[www.bhbcollege.ac.in](http://www.bhbcollege.ac.in)**

**Submitted To**

**NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL**

**BANGALORE**

**September 2023**

# 1. EXECUTIVE SUMMARY

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## 1.1 INTRODUCTION

Bhawanipur Hastinapur Bijni College is an undergraduate college established in the year 1971 at Sarupeta of Barpeta District in Assam. The college is affiliated to Gauhati University. It is ideally located among three revenue mouzas/tehsils, as indicated by the very name of the College, under Bajali Sub-division of Barpeta District. B.H.B. College is the oldest institution in 41, Bhawanipur Legislative Assembly Constituency, a segment of Kokrajhar Parliamentary Constituency of Assam which is a reserved seat for scheduled tribes.

The indomitable will and spirit of the people and their ardent needs of higher education combined with their sheer persistence paid dividends as their dream turned into reality with the establishment of the college. The prime purpose of the establishment of the college was to have an institution at close quarters that could help them have ready access to higher learning. These people, socially and economically backward, could not send their children to far off places for higher education money being the constraint.

Affiliated to Gauhati University, B. H. B. College, Sarupeta has also been included under 2(f) and 12 (B) of the U.G.C. Act, 1956. The college, with its band of dedicated teachers, excels in imparting quality education to students and at the same time, in instilling in them the moral and ethical values necessary for living in consonance with others. The college is a medley of students belonging to different ethnic groups cohabiting in perfect harmony. The college leaves no stone unturned to provide them with the wherewithal both academically and ethically so as to enable them to face the challenges of life the changing world scenario has thrown in, and also to turn them into ideal citizens full of character and nationalistic feelings. Students of this college are given opportunities of all sorts to open themselves up, to showcase their innate talent and also to realize their tremendous potential.

In 2004, the college has been awarded “B” grade in 1st Cycle and in 2016 “B++” Grade in 2nd Cycle by National Assessment and Accreditation Council.

### **Vision**

The prescient founders of the college had a vision to disseminate higher education among the poor and downtrodden people of the culturally rich locality the college is situated in. While being committed to carry forward this vision, we also yearn for expanding our horizon so that we can expose our learners to the global scenario of the higher education. We also keep in view the ideals and goals reflected in the National Education Policy, 2020.

The vision of our college is to provide high-quality, affordable education that enables students to succeed in their chosen fields, instills moral principles, identifies hidden talents, and gives them the chance to reach their full potential. This will help students to become future leaders, business owners, and, most importantly, decent citizen of the country. We have the desire to create well-rounded, confident, and responsible people who will contribute to the growth of our country and society. In order to do this, we provide a warm, joyful, secure, and encouraging learning atmosphere where everyone is treated equally and all accomplishments are recognized.

## Mission

The honest mission of our college is to endeavour for excellence in education, and to mould the young minds of this locality with up-to-date knowledge, skill and positive attitude towards society and the nation.

Our college is trying to create an environment where a student goes on a journey of intellectual transformation that starts in the classroom with exposure to new ideas, new methods of understanding, and new ways of knowing. The conditions for social transformation are formed and the intellectual transformation is deepened through a diverse learning environment where students learn with others who are studying various topics, who comes from different walks of life and have growing identities. We anticipate that as a result, students will start to shape their lives by discovering how they wish to use their skills and abilities, evaluating their values and interests, and discovering how they may best serve others.

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

### Institutional Strength

1. **The college management** is very supportive and active in implementing various development strategies for the college's improvement.
2. **63% classroom of total classroom are ICT enabled** and faculties are ICT literate. Blended mode (offline and online) of curriculum delivery to have fruitful transactions on all units of the prescribed curriculum.
3. **Academic supports to students** through remedial or extra classes to slow learners and career guidance/counselling to advance learners.
4. **Effective implementation of E-governance** in all areas of operation – administration, finance, student support and admission and Examination.
5. **The staff members of the college** are forward looking and cooperative in rendering their service with a sense of dedication
6. **Provision for Honours** in 9 subjects,
7. **Learning environment** is conducive to rational thinking and creativity.
8. **Introduction of Add on courses** and Skill based Certificate course which uplift the quality and skill of the students.
9. **Transparent admission process.**
10. **Adoption of the village** for community development and inculcation of human values and a sense of community service among the young learners.
11. **Sufficient infrastructural facilities.**
12. **Training to the students** and other beneficiaries under Rural Employment Generation Scheme.
13. **Building leadership quality** and a sense of social responsibility amongst the students through NSS and NCC.
14. **During the last five years** the average pass percentage of the institution is 90.04 percent which is really commendable for a institution situated in rural area.
15. **Academic and industrial collaboration** and linkages with reputed institutions and industries.

### Institutional Weakness

1. **Inadequate number of faculty** in certain departments due to the non-creation of posts by the Govt. of

Assam.

2. **Lack of fund** to provide transport facilities to the students from far flung areas
3. **Student teacher ratio** is rather high
4. **Erratic supply of electricity**
5. **Lack of govt. funds and sponsors** for certificate and skill courses offered by the college.

### **Institutional Opportunity**

1. **Scope for expansion** of academic activities in the college
2. **Introduction** of Science streams and Master Degree in some of the subjects
3. **Plenty of land** for augmentation of infrastructural facilities.
4. Setting up of Centre for **Language Studies and Tribal Art and Culture**, and **Vaishnavite Cultural Centre** and **Shankardeva study centre**.
5. **Setting up a Wildlife treatment centre** in collaboration with the Forest department

### **Institutional Challenge**

1. **Delinking HS programs** from college till Govt. of Assam does not have any policy for it.
2. **Having international academic tie-ups.**
3. **Maintaining records of students' progression** to higher studies and their employment, especially of the salary component.
4. **Maintaining records of scholarships** due to the government policy of direct credit to beneficiary students' accounts and non-intimation of the same to the college office.
5. **Inadequate number of faculty** in certain departments due to the non-creation of posts by the Govt. of Assam.
6. **Mushroom growth of private colleges** in nearby areas and five Govt. Colleges in a radius of 8 kms

## **1.3 CRITERIA WISE SUMMARY**

### **Curricular Aspects**

#### **Curricular Planning and Implementation**

- The college follows the Academic Calendar of the university it is affiliated to and also prepares an Academic Calendar which contains the celebration of important days.
- Teachers prepare the teaching plan and teachers' diary.
- The time table is designed by the Academic Committee after consultation with the principal. The departments allot the classes to the teachers based on the time-table.
- The departments organize lecture programmes, field trips, project works that are in alignment with the curriculum.
- Remedial classes are provided to slow learners and the needs of the advanced learners are addressed

through well-structured mechanisms.

- Use of ICT is emphasized and at present there are 17 ICT enabled classroom
- The college has a mentoring process to address students' issues and mentees are free to choose their mentors.
- The Academic Committee along with the principal holds meetings with the HoDs to keep track of the curricular delivery and progress.

### **Academic Flexibility**

- The college follows CBCS system and from the current academic session it implements NEP syllabus. In both the system student has flexibility to choose different subjects of their choice
- The institution offers 16 add on course, 9 skill development course and 6 certificate courses through SWAYAM

### **Curriculum Enrichment**

- The college's course curricula incorporate topics related to professional ethics, gender, human values, the environment, and sustainability.
- All academic curriculum include human values as a fundamental component.
- Professional Ethics- Readers' Club conducts books related programmes. The English Department provides Spoken English classes, Research Methodology Course, Webinar on IPR, Office Automation Course etc. have been organised.
- Gender- International Women's Day observed. Health & Sanitation programme organised, Vaccination and de-worming programme for girls students, iron folic acid tablet distributed.
- The institutional handbook on Professional Ethics is uploaded in the website.
- Environment & Sustainability- EVS course for undergraduate students. Eco Club conducts Green Audit and plantation programme.
- There are some Add on/ Certificate courses that address cross-cutting issues:

### **Feedback System**

- The institution obtains feedback from various stakeholders like students, teachers, alumni, parents and employers. The feedback analysis and action taken report are uploaded in the institutional website

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

#### **Student Enrollment and Profile**

- The average enrolment of students for the last 5 years is 46.43% while the average percentage of seats filled against reserved categories is 52.98%. In the last completed academic year 563 students were admitted.

#### **Student Teacher Ratio**

- Student – Full time Teacher Ratio for the latest completed academic year is 28.86

### **Teaching- Learning Process**

- A practical and hands-on teaching approach that is backed by ICT aids is adopted to enhance the teaching-learning process.
- The institution offers Skill based and Add on courses which make them skilful and future- ready.

#### **The institution employs the following student-centric methods:**

- Departmental-Seminars
- Project-Works/Field-trips/ educational-tours
- Publication of articles by students in college magazine
- STC on Self-Défense for girl-students organised.
- Mentoring system present in the college.

#### **Teacher Profile and Quality**

- **Percentage of full-time teachers against sanctioned posts during the last five years is 90%**
- *Percentage of full time teachers with NET/SET/SLET/ Ph. D. during the last five years is 86.11%*

#### **Evaluation Process and Reforms**

- The Academic Calendar of the Affiliating University is followed for conduction and evaluation of examination.
- The Examination Board prepares routine for Sessional Examination.
- As per the syllabus 20 marks allotted for internal assessment, of which Sessional Examination determines 10 marks, home assignments/group discussions/seminar/project-5 marks and attendance-5 marks.
- The college follows a proper mechanism to make internal assessment transparent and robust.

#### **Student Performance and Learning Outcomes**

- POs, COs are prepared by IQAC involving the concerned departments.
- The Programmed Outcomes and Course Outcomes offered by the institution are uploaded to the website
- The same is conveyed to the students at the time of counselling and admission through orientation programs organized at the institutional level and departmental level as well.

#### **Attainment of POs and COs are evaluated**

- Performance in Sessional Examination: Sessional Examinations are conducted once in a semester and each of them covers the evaluation of all the relevant COs attainment.
- Performance in Semester End Examination: It is descriptive metric for assessing whether all the COs are attained.
- Paper presentation in Departmental Seminars
- Project works
- Engagement in different co-curricular activities
- **Pass percentage of Students during last five years is 90.04%**

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

### Resource Mobilization for Research

- Grants received from Government and non-governmental agencies for research projects during the last five years is 11

### Innovation Ecosystem

- The institution has a Research, Innovation and Extension Cell which supervise, organise and inspire the research activities in the institution.
- The faculty members have published numerous articles in publications that are listed by Scopus and UGC-CARE.
- To sensitise students and teachers regarding IPR the institution Cell organises workshops, lecture programme etc. on it.
- The elements of the Indian Knowledge System, Culture and Arts are scientifically and accurately incorporated into the curriculum prepared by the Affiliating University.
- To make the students skilful and create more opportunity of employment, the institution has introduced Skill Based Certificate Courses.
- Number of workshops/seminars/conferences conducted during the last five years is 57

### Research Publications and Awards

- Number of research papers published per teacher in the Journals notified on UGC care list during the last five years is 0.92
- Number of books and chapters in edited volumes/books published and papers published in national/international conference proceedings per teacher during last five years is 2.71

### Extension Activities

- BHB College, Sarupeta sees it as its responsibility to develop sensitive, morally upright individuals in each of its students, enabling them to use their particular successes to bolster the community's fabric.
- The college takes satisfaction in offering numerous such extension programs in the villages it adopted under the scheme of UNNAT BHARAT SURVEY.
- The college organises society outreach programmes and programmes on health and hygiene in its adopted village
- The NSS and NCC unit of the college has always been found proactive in arranging camps and carrying out campaign drives to create awareness regarding the evil consequences of drug and alcohol, women health and sanitation, plantation etc.
- The college has received a total of 41 awards from Government and Government recognised institutes and organisation.
- Number of extension and outreach programs conducted by the institution NSS/NCC with involvement of community during the last five years is **67**.
- Number of functional MoUs during the last five years is **23**.

### Infrastructure and Learning Resources

## Physical Facilities

- **Administrative building:** Principal's Chamber, office, IQAC office, Coordinator of KKHSOU Study Centre.
- The institution features 27 total no. of classrooms.
- Teachers' Common Room of the college and separate toilets for both male and female faculty members available.
- The Central Library of BHB College is well equipped with books, space, furniture, separate reading rooms, internet connectivity and ten computers for using e-resources.
- There are two laboratories in the institution. One is Computer Lab and the other one is Education Department Lab.
- For conducting seminars, conferences, popular talks and workshops, the college has one auditorium and one well-equipped conference room.
- Room for Knitting-Cutting
- Room for Beautician course.
- NIELIT Room
- Yoga Room
- NSS Room
- NCC Room
- Separate Common Room for boys and girls students
- Girl Hostel with 30boarders.
- Percentage of expenditure for infrastructure development and augmentation excluding salary during the last five years is 48.69%.

## Library as a Learning Resource

- BHB College has a central library and 14 departmental libraries.
- The central library has a collection of more than 20,000 printed books (textbook and reference) comprising Arts and Commerce subjects.
- The library has been subscribing 9 journals, 4 magazines, and 4 newspapers.
- The total seating capacity of the central library is almost 100.
- The library has membership of the National Library and Information Services Infrastructure for Scholarly Content (N-LIST), INFLIBNET Centre.
- There is total 12 computers in the library from which 4 are used for administrative work and 8 for students use. All the computers are connected with LAN facility.
- There is total 8 CCTV cameras installed in the library with a monitor.

## IT Infrastructure

- The college has 70 computers out of which 45 computers are enabled with internet facilities for the student community.
- The College is equipped with facilities like interactive smartboards, printer scanner, ERP software. Internet connection from Bharat fibre.
- The college is facilitated with 4 Internet connections.
- Total Security Antivirus
- The new ERP system collects college data.
- Student – Computer ratio is 11.02



## **Maintenance of Campus Infrastructure**

- Percentage expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component, during the last five years is 51.34%

## **Student Support and Progression**

### **Student Support**

- Percentage of students benefited by scholarships and freeships provided by the institution, government and non-government bodies, industries, individuals, philanthropists during the last five years is 78.36%.
- Following capacity development and skills enhancement activities are organised for improving students' capability
  - Soft skills
  - Language and communication skills
  - Life skills (Yoga, physical fitness, health and hygiene)
  - ICT/computing skills
- Percentage of students benefitted by guidance for competitive examinations and career counselling offered by the Institution during the last five years is 43.04%.
- The institution adopts the following for redressal of student grievances including sexual harassment and ragging cases
  - Implementation of guidelines of statutory/regulatory bodies
  - Organisation wide awareness and undertakings on policies with zero tolerance
  - Mechanisms for submission of online/offline students' grievances
  - Timely redressal of the grievances through appropriate committees

### **Student Progression**

- Percentage of placement of outgoing students and students progressing to higher education during the last five years is 31.85
- Percentage of students qualifying in state/national/ international level examinations during the last five years is 13.27

### **Student Participation and Activities**

- Number of awards/medals for outstanding performance in sports/ cultural activities at University / state/ national / international level during the last five years is 78
- Average number of sports and cultural programs in which students of the Institution participated during last five years is 30.6

### **Alumni Engagement**

- The Alumni Association of BHB College, Sarupeta has been registered under Registration of Society's Act XXI of 1860 with registration No RS/BAR-3/237/185 of 2022-23.
- It helps the institution in following area
  - Financial Support and Donation

- Academic Support
- Games and Sports
- Cultural Support
- Social Support

## **Governance, Leadership and Management**

### **Institutional Vision and Leadership**

- To materialize the vision and mission, the institute decentralizes its power and functions.
- The action plans are formulated by the authority with IQAC. There are two teacher representatives on the Governing Body of BHB College.
- The college with the involvement of all teaching and non-teaching staff, students, and other stakeholders dedicatedly takes up plans.
- Different Committees are constituted with the teacher members by the principal according to the approval of the Governing Body of the college.
- To remain technologically up-to-date, the college has formed an ICT cell that looks after software and hardware up-gradation
- The various outreach, extension, and innovative activities carried out by Women Cell, Research and Extension Cell, NSS, and NCC Unit

### **Strategy Development and Deployment**

- The Strategic/Perspective Plan of the college is prepared.
- MoUs are signed with various institutions.
- Governing Body is the main decision-taking body of the institution.
- Principal acts as head of institution, executes decisions taken by GB.
- Academic In-charge is delegated partial administrative power, monitors academic activities.
- Academic Committee Plans, monitors academic activities.
- IQAC prepares, implements policy, conducts various activities.

### **Institution implements e-governance in its operations**

- Administration
- Finance and Accounts
- Student Admission and Support
- Examination

### **Faculty Empowerment Strategies**

- The college has a formal Annual Performance Appraisal system.
- The principal along with the IQAC analyses the report and takes the measures
- welfare measures for teaching and non-teaching staff:
- Financial
- Supportive
- Percentage of teachers provided with financial support to attend conferences/workshops and towards membership fee of professional bodies during the last five years is 53.7%

## Financial Management and Resource Mobilization

- The college mobilizes fund from two sources external sources & internal sources.
- The college has received funds for infrastructural development from RUSA.
- The college carries internal and external audit to maintain transparency of fund utilization.

## Internal Quality Assurance System

- The IQAC creates well-planned strategies and processes for the smooth functioning of the college.
- The IQAC employs an effective coordinating and monitoring mechanism.
- The IQAC initiates strategic planning and assigns responsibilities.
- It conducts Academic Audit
- It collects feedback from different stakeholders and analyse the reports and take action.

## Institutional Values and Best Practices

### Institutional Values and Social Responsibilities

- BHB College has a duty to uphold the rights of female students and staff as well as to advance gender equity on campus
- Women faculty members are actively involved in all key bodies, including the Governing Body, Academic Committee, IQAC, etc.
- The courses offered in the college have papers that specifically deal with gender issues
- Girls' common room renovated with modern washroom and hygiene facilities.
- Girls' hostel is available in the college.
- CCTV cameras have been installed in the college premises
- Special Skill Based Certificate Courses are implemented in the curriculum for girls' students to empower them and make them skilful.

- **The Institution has facilities and initiatives for**

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

1. **Quality audits on environment and energy regularly undertaken by the Institution.**

- The tradition of educating students about the socioeconomic, cultural, and linguistic diversity of the state and the country has long been fostered at BHB College.
- An inclusive environment is provided with tolerance towards cultural, regional, linguistic, regional, communal, socio-economic and other diversities
- Celebration of National Festivals and important occasions
- Core Values of the institution are displayed.
- Orientation programme promote the feeling of unity and integrity.

- Every year, BHB College organizes a week-long College Week program during which a variety of activities are planned for the benefit of the entire student body.
- An annual college magazine is published and every year during College Week, each department participates in the interdepartmental wall magazine competition by creating a visually appealing and thematic wall magazine.
- Students of BHB College has regularly participated in Gauhati University Youth Festival
- By focussing on the mental health of the students BHB College, Sarupeta has been offering a course on yoga and self-defence.

### **Best Practices**

**Best Practice-1:** Empowering Women through Collaborative Solutions and Extension Programmes

**Best Practice-2:** Skilling the Youths

### **Institutional Distinctiveness**

Institutionalising Natural Heritage and Aiming for Environmental Sustainability

## 2. PROFILE

### 2.1 BASIC INFORMATION

| Name and Address of the College |  |
|---------------------------------|--|
| Name                            | B.H.B. COLLEGE   |
| Address                         | B.H.B. College, Sarupeta, District-Barpeta, Assam, 781318      |
| City                            | Sarupeta   |
| State                           | Assam  |
| Pin                             | 781318   |
| Website                         | <a href="http://www.bhbcollege.ac.in">www.bhbcollege.ac.in</a> |

| Contacts for Communication |                 |                         |            |     |                                 |
|----------------------------|-----------------|-------------------------|------------|-----|---------------------------------|
| Designation                | Name            | Telephone with STD Code | Mobile     | Fax | Email                           |
| Principal                  | Nayan Jyoti Das | 03666-245513            | 9435321090 | -   | principalbhbcollege18@gmail.com |
| IQAC / CIQA coordinator    | Phanidhar Mech  | -                       | 8638750148 | -   | bhbcollegeiqac@gmail.com        |

| Status of the Institution |            |
|---------------------------|------------|
| Institution Status        | Government |

| Type of Institution |              |
|---------------------|--------------|
| By Gender           | Co-education |
| By Shift            | Regular      |

| Recognized Minority institution            |    |
|--|----|
| If it is a recognized minority institution | No |

| Establishment Details |  |
|-----------------------|--|
|                       |  |

| State | University name    | Document                      |
|-------|--------------------|-------------------------------|
| Assam | Gauhati University | <a href="#">View Document</a> |

| Details of UGC recognition |            |                               |
|----------------------------|------------|-------------------------------|
| Under Section              | Date       | View Document                 |
| 2f of UGC                  | 26-09-1994 | <a href="#">View Document</a> |
| 12B of UGC                 | 02-06-2016 | <a href="#">View Document</a> |

| Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC) |   |                                |                    |         |
|---|---|--------------------------------|--------------------|---------|
| Statutory Regulatory Authority  | Recognition/Approval details Institution/Department programme | Day,Month and year(dd-mm-yyyy) | Validity in months | Remarks |
| No contents   |   |                                |                    |         |

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

| Location and Area of Campus |   |           |                      |                          |
|-----------------------------|---|-----------|----------------------|--------------------------|
| Campus Type                 | Address   | Location* | Campus Area in Acres | Built up Area in sq.mts. |
| Main campus area            | B.H.B. College, Sarupeta, District-Barpeta, Assam, 781318 | Rural     | 18.51237             | 2.419877                 |

## 2.2 ACADEMIC INFORMATION

| <b>Details of Programmes Offered by the College (Give Data for Current Academic year)</b> |   |                           |                            |                              |                            |                                |
|---|---|---------------------------|----------------------------|------------------------------|----------------------------|--------------------------------|
| <b>Programme Level</b>  | <b>Name of Programme/Course</b>                           | <b>Duration in Months</b> | <b>Entry Qualification</b> | <b>Medium of Instruction</b> | <b>Sanctioned Strength</b> | <b>No.of Students Admitted</b> |
| UG  | BA,Economics  | 36                        | HS PASS                    | English + Assamese           | 50                         | 24                             |
| UG  | BA,Education  | 36                        | HS PASS                    | English + Assamese           | 130                        | 79                             |
| UG  | BA,Philosophy   | 36                        | HS PASS                    | English + Assamese           | 100                        | 21                             |
| UG  | BA,Political Science                                      | 36                        | HS PASS                    | English + Assamese           | 130                        | 71                             |
| UG  | BA,English  | 36                        | HS PASS                    | English                      | 60                         | 14                             |
| UG  | BA,Assamese   | 36                        | HS PASS                    | Assamese                     | 140                        | 128                            |
| UG  | BA,Sanskrit   | 36                        | HS PASS                    | Sanskrit                     | 45                         | 9                              |
| UG  | BA,History  | 36                        | HS PASS                    | English + Assamese           | 45                         | 8                              |
| UG  | BA,Bodo   | 36                        | HS PASS                    | English + Bodo               | 90                         | 61                             |
| UG  | BCom,Commerce   | 36                        | HS PASS                    | English,English + Assamese   | 100                        | 34                             |
| UG  | BCom,Commerce   | 36                        | HS PASS                    | English,English + Assamese   | 100                        | 1                              |
| UG  | BCom,Commerce   | 36                        | HS PASS                    | English,English + Assamese   | 220                        | 2                              |
| UG  | BA,Computer Application                                   | 36                        | HS PASS                    | English,English + Assamese   | 40                         | 2                              |
| UG  | BA,English Assamese Elective Assamese Economics Political | 36                        | HS PASS                    | English + Assamese           | 520                        | 134                            |

|    |   |    |         |                       |     |     |
|----|---|----|---------|-----------------------|-----|-----|
|    | Science<br>Education  |    |         |                       |     |     |
| UG | BA,Philosophy<br>Arabic<br>Sanskrit<br>Mathematics<br>Statistics<br>History<br>Elective<br>Bodo Mil<br>Bodo | 36 | HS PASS | English +<br>Assamese | 520 | 134 |

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

| Teaching Faculty  |           |        |        |       |                     |        |        |       |                     |        |        |       |
|---|-----------|--------|--------|-------|---------------------|--------|--------|-------|---------------------|--------|--------|-------|
|   | Professor |        |        |       | Associate Professor |        |        |       | Assistant Professor |        |        |       |
|   | Male      | Female | Others | Total | Male                | Female | Others | Total | Male                | Female | Others | Total |
| Sanctioned by the UGC /University State Government              | 0         |        |        |       | 0                   |        |        |       | 24                  |        |        |       |
| Recruited   | 0         | 0      | 0      | 0     | 0                   | 0      | 0      | 0     | 12                  | 9      | 0      | 21    |
| Yet to Recruit  | 0         |        |        |       | 0                   |        |        |       | 3                   |        |        |       |
| Sanctioned by the Management/Society or Other Authorized Bodies | 0         |        |        |       | 0                   |        |        |       | 10                  |        |        |       |
| Recruited   | 0         | 0      | 0      | 0     | 0                   | 0      | 0      | 0     | 10                  | 0      | 0      | 10    |
| Yet to Recruit  | 0         |        |        |       | 0                   |        |        |       | 0                   |        |        |       |



| <b>Non-Teaching Staff</b>                                       |             |               |               |              |
|---|-------------|---------------|---------------|--------------|
|   | <b>Male</b> | <b>Female</b> | <b>Others</b> | <b>Total</b> |
| Sanctioned by the UGC /University State Government              |             |               |               | 11           |
| Recruited   | 3           | 1             | 0             | 4            |
| Yet to Recruit  |             |               |               | 7            |
| Sanctioned by the Management/Society or Other Authorized Bodies |             |               |               | 12           |
| Recruited   | 7           | 5             | 0             | 12           |
| Yet to Recruit  |             |               |               | 0            |

| <b>Technical Staff</b>  |             |               |               |              |
|---|-------------|---------------|---------------|--------------|
|   | <b>Male</b> | <b>Female</b> | <b>Others</b> | <b>Total</b> |
| Sanctioned by the UGC /University State Government              |             |               |               | 0            |
| Recruited   | 0           | 0             | 0             | 0            |
| Yet to Recruit  |             |               |               | 0            |
| Sanctioned by the Management/Society or Other Authorized Bodies |             |               |               | 1            |
| Recruited   | 1           | 0             | 0             | 1            |
| Yet to Recruit  |             |               |               | 0            |

### **Qualification Details of the Teaching Staff**

| <b>Permanent Teachers</b>    |                  |        |        |                            |        |        |                            |        |        |              |
|------------------------------|------------------|--------|--------|----------------------------|--------|--------|----------------------------|--------|--------|--------------|
| <b>Highest Qualification</b> | <b>Professor</b> |        |        | <b>Associate Professor</b> |        |        | <b>Assistant Professor</b> |        |        | <b>Total</b> |
|                              | Male             | Female | Others | Male                       | Female | Others | Male                       | Female | Others |              |
| D.sc/D.Litt/LLD/DM/MCH       | 0                | 0      | 0      | 0                          | 0      | 0      | 0                          | 0      | 0      | 0            |
| Ph.D.                        | 0                | 0      | 0      | 0                          | 1      | 0      | 3                          | 4      | 0      | 8            |
| M.Phil.                      | 0                | 0      | 0      | 0                          | 0      | 0      | 5                          | 3      | 0      | 8            |
| PG                           | 0                | 0      | 0      | 0                          | 0      | 0      | 4                          | 1      | 0      | 5            |
| UG                           | 0                | 0      | 0      | 0                          | 0      | 0      | 0                          | 0      | 0      | 0            |

| <b>Temporary Teachers</b>    |                  |        |        |                            |        |        |                            |        |        |              |
|------------------------------|------------------|--------|--------|----------------------------|--------|--------|----------------------------|--------|--------|--------------|
| <b>Highest Qualification</b> | <b>Professor</b> |        |        | <b>Associate Professor</b> |        |        | <b>Assistant Professor</b> |        |        | <b>Total</b> |
|                              | Male             | Female | Others | Male                       | Female | Others | Male                       | Female | Others |              |
| D.sc/D.Litt/LLD/DM/MCH       | 0                | 0      | 0      | 0                          | 0      | 0      | 0                          | 0      | 0      | 0            |
| Ph.D.                        | 0                | 0      | 0      | 0                          | 0      | 0      | 1                          | 0      | 0      | 1            |
| M.Phil.                      | 0                | 0      | 0      | 0                          | 0      | 0      | 3                          | 0      | 0      | 3            |
| PG                           | 0                | 0      | 0      | 0                          | 0      | 0      | 6                          | 0      | 0      | 6            |
| UG                           | 0                | 0      | 0      | 0                          | 0      | 0      | 0                          | 0      | 0      | 0            |

| <b>Part Time Teachers</b>    |                  |        |        |                            |        |        |                            |        |        |              |
|------------------------------|------------------|--------|--------|----------------------------|--------|--------|----------------------------|--------|--------|--------------|
| <b>Highest Qualification</b> | <b>Professor</b> |        |        | <b>Associate Professor</b> |        |        | <b>Assistant Professor</b> |        |        | <b>Total</b> |
|                              | Male             | Female | Others | Male                       | Female | Others | Male                       | Female | Others |              |
| D.sc/D.Litt/LLD/DM/MCH       | 0                | 0      | 0      | 0                          | 0      | 0      | 0                          | 0      | 0      | 0            |
| Ph.D.                        | 0                | 0      | 0      | 0                          | 0      | 0      | 0                          | 0      | 0      | 0            |
| M.Phil.                      | 0                | 0      | 0      | 0                          | 0      | 0      | 0                          | 0      | 0      | 0            |
| PG                           | 0                | 0      | 0      | 0                          | 0      | 0      | 4                          | 11     | 0      | 15           |
| UG                           | 0                | 0      | 0      | 0                          | 0      | 0      | 0                          | 0      | 0      | 0            |

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

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

| <b>Programme</b>        |        | <b>From the State Where College is Located</b> | <b>From Other States of India</b> | <b>NRI Students</b> | <b>Foreign Students</b> | <b>Total</b> |
|-------------------------|--------|--|-----------------------------------|---------------------|-------------------------|--------------|
| UG                      | Male   | 236  | 0                                 | 0                   | 0                       | 236          |
|                         | Female | 326  | 0                                 | 0                   | 0                       | 326          |
|                         | Others | 0  | 0                                 | 0                   | 0                       | 0            |
| Diploma                 | Male   | 0  | 0                                 | 0                   | 0                       | 0            |
|                         | Female | 15   | 0                                 | 0                   | 0                       | 15           |
|                         | Others | 0  | 0                                 | 0                   | 0                       | 0            |
| Certificate / Awareness | Male   | 85   | 0                                 | 0                   | 0                       | 85           |
|                         | Female | 165  | 0                                 | 0                   | 0                       | 165          |
|                         | Others | 0  | 0                                 | 0                   | 0                       | 0            |

| <b>Provide the Following Details of Students admitted to the College During the last four Academic Years</b> |        |               |               |               |               |
|--|--------|---------------|---------------|---------------|---------------|
| <b>Category</b>  |        | <b>Year 1</b> | <b>Year 2</b> | <b>Year 3</b> | <b>Year 4</b> |
| SC   | Male   | 9             | 8             | 13            | 11            |
|  | Female | 11            | 10            | 12            | 13            |
|  | Others | 0             | 0             | 0             | 0             |
| ST   | Male   | 23            | 25            | 20            | 22            |
|  | Female | 39            | 38            | 50            | 54            |
|  | Others | 0             | 0             | 0             | 0             |
| OBC  | Male   | 38            | 56            | 53            | 65            |
|  | Female | 74            | 46            | 62            | 74            |
|  | Others | 0             | 0             | 0             | 0             |
| General  | Male   | 191           | 177           | 179           | 153           |
|  | Female | 142           | 182           | 178           | 214           |
|  | Others | 0             | 0             | 0             | 0             |
| Others   | Male   | 0             | 0             | 0             | 0             |
|  | Female | 0             | 0             | 0             | 0             |
|  | Others | 0             | 0             | 0             | 0             |
| <b>Total</b>   |        | <b>527</b>    | <b>542</b>    | <b>567</b>    | <b>606</b>    |

### **Institutional preparedness for NEP**

|  |   |
|--|---|
| <p>1. Multidisciplinary/interdisciplinary:</p> | <p>The college has implemented the multidisciplinary subjects in accordance with the National Educational Policy 2020 in order to develop students' all-round abilities - intellectual, aesthetic, social, physical, emotional, and moral - in an integrated manner from this academic session. The institution has started a few add-on and skill development courses while taking the issues that the students experience into consideration. The goal is to educate the students with the necessary skills so they can forge a path towards self-employment rather than relying solely on government employment. In order to guarantee that learners gain the specific knowledge, abilities, attitudes, and values that are required, the college is</p> |
|--|---|

|   |  |
|---|--|
|   | <p>attempting to identify the programme learning outcomes as well as courses and unit learning outcomes. The College attempts to identify the programme learning outcomes, along with the courses and unit learning outcomes, that define the specific knowledge, skills, attitudes, and values that are to be acquired by the learner and would ensure that each programme achieves its goal as it prepares itself to have more multidisciplinary subjects. BHB College, Sarupeta is trying to embrace the goal of the national education policy, which is to offer high-quality education to turn our country's human resources into global citizens. The fundamental tenets of NEP, such as variety for all curricula and pedagogy, is introduced, fit the learners, and encourage rational decision-making, innovation, critical thinking, and creativity. BHB College is affiliated to Gauhati University. As the college has introduced NEP from this academic session it offers Multidisciplinary Courses like Basic Mathematics and Media and Information for the students to choose from.</p> |
| <p>2. Academic bank of credits (ABC):</p> | <p>BHB College, Sarupeta is an institution of higher education affiliated to Gauhati University. The affiliating university establishes the guidelines for curriculum creation, credit requirements, the evaluation process, and other requirements that the College must adhere to. Gauhati University has created the Academic Bank of Credit for the students from the current academic session and instructs the affiliated colleges to begin the process. BHB College has also started the process but a little more time is needed to complete the process.</p>  |
| <p>3. Skill development:</p>              | <p>BHB College, Sarupeta is located in a rural setting and has been working for the development of skill. Understanding the need for imparting skill education to the young generation, the college has been running 16 Add-on and 9 Skill Based Certificate Courses. The add on courses are- Teaching Methodology, Basics of Library Management, Spoken English, Cultural Heritage of Lower Assam, Creative Writing in Assamese, Human Rights, Child Care, Research Methodology, Tally, Basic Computer Hardware and Networking, Application of Statistical Test in Research, Anchoring in Sanskrit, Value Based Education, Entrepreneurship Development and the Skill Based Certificate Courses are Cutting &amp;</p>   |

|   |   |
|---|---|
|   | <p>Knitting, Solar Power Installation, Operation and Maintenance, Vermicompost, Yoga and Self Defence, Office Automation, Mushroom Cultivation, Beauty Parlour, Basics of Web Technologies and Programming Concepts, Basics of Electrification and Solar Power Technologies. Some of these courses require internships and industry linkages for exposure of the students to technical aspects of the industry and making them industry ready. Experts from the related industries are invited for delivering sessions and interactions with the students that help the students with their public relation skills. Further, keeping in mind the local contexts, the college has started a rural Industry where trainings are given on pen-making, bulb making and copy making process with an aim to increase self- employment. Moreover, as the college has implemented NEP curriculum from this academic session, amongst the list of 82 skill Enhancement Courses prescribed by its affiliating university, the college offers 04 Skill Enhancement Courses (1. Understanding Psychology 2. Microsoft Excel 3. Bodo Cuisine and Food Processing Skill 4. Panchayatiraj and Practice 5. Aabritikala/ The Art of Recitation</p> |
| <p>4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):</p> | <p>As per the 'Indian Knowledge System', the college tries to accommodate the learning of both the ancient and modern Indian Knowledge system. The old knowledge system is blended into the new by bringing contemporary perspectives into understanding the culture, tradition and history of the ancient order of the Indian society. The elements of the Indian Knowledge System, Culture and Arts are scientifically and accurately incorporated into the curriculum prepared by the Affiliating University. The College has taken steps to use Indian Languages in its teaching learning process. So far, Assamese, Bodo and Sanskrit are taught as subjects in the college apart from English. To gauge the efficiency of the students in these languages, the college organizes literary competition, debates on the language issues and other activities where students can participate and get benefited. Scholars on Indian languages are invited to deliberate on issues pertaining to Indian languages. As the College is located in a rural as well as tribal-dominated area, the College takes initiatives to sensitize the students regarding the tribal culture, language and practices.</p>                      |

|  |   |
|--|---|
|  | <p>In this respect, college has constituted Bodo Literary Society that plays a significant role in conducting research related to the indigenous communities. It also aims at teaching Bodo language to the students of the locality. Bodo department has been offering an add on course 'Speaking and Writing in Bodo' and an Skill Enhancement Course as per NEP syllabus 'Bodo Cuisine and Food Processing Skill'. Sanskrit department is an integral part of the college and offers various papers and add on courses to impart knowledge on Indian language, culture and tradition. The Department sensitizes the students about Indian culture by organising lectures on Gita, Mahabharata and the Vedas. Through these discussions the Department aims to disseminate the values and ethics of ancient Indian culture. Apart from offering the papers on traditional culture, literature and knowledge system the Assamese Dept. has been offering add on course on 'Creative Writing in Assamese'. The Assamese Department has a departmental folk museum. The college has a Rural Museum Center in the Library that displays the cultures of the rural communities and tribes of India and an attempt has been made to familiarize the students with their culture, tradition and rituals. The English Department teaches the paper Eng-HC-1016 'Indian Classical Literature' to the Semester 1 Honours students. The knowledge about the tribal communities of India and their traditions are made familiar to the students through the paper ENG-HE-6066 'Writings from North East India' The college endeavours to provide 'Certified Course in Yoga' through its Yoga Centre. The college celebrates Shankardeva and Madhadeva Tithi to pay homage to the spiritual leaders of the Assamese community. Dramas that thematically portray the ancient and modern Indian culture and heritage are staged in the college. The college also provides the Add-on course 'Acting and Recitation' through a blended mode (online &amp; offline). The college also organizes field trips to places that portray the rich cultural heritage of the area.</p> |
| 5. Focus on Outcome based education (OBE): | <p>The college follows the unified course pattern designed by UGC under CBCS and from the academic session 2023-24, the college has introduced NEP syllabus. The syllabus, assessment system and the pre-defined outcomes of the courses are designed</p>   |

|   |   |
|---|---|
|   | <p>by the Affiliating University. The mapping out of the teaching methods and the assessment methods are churned out by the college by keeping adherence to the criteria formulated by the Affiliating University. The main outcome of the courses is to generate a strong knowledge core among the students and enrich them academically to apply for jobs or go for higher studies and above all making them a better citizen of the country. The college has 17 digital classrooms among which 5 of them are interactive smart board. The college has acquired the ERP software that helps in submission of home assignment of students and their evaluation by teachers. The ERP system is also used for uploading LMS, student details, admission process and others. The college also introduced 16 Add-on courses and 09 skill-based courses for the skill development of the students and the locals from nearby areas. The Add-on courses under NIELIT and NSQFUGC are certified courses and the other courses are self- financed courses provided by the college through specialized trainers and teachers. The outcome of the courses is to generate real life skill sets in the learners that will enable them to generate income or become entrepreneurs in the future. Courses like Beautician, Led Bulb Making, Pen Making, Knitting-Cutting, Office Automation, Basic Computer Application, Spoken English, Electrical Installation and House Wiring and Solar Panel Installation, Operation and Maintenance fall under this purview. Since, the college is located in the rural area; the college gives priority to skill training that is in sync with the agricultural based economy of the region. The college provides skill development training in Vermicomposting, Bee Keeping, Piggery, etc.</p> |
| 6. Distance education/online education: | <p>BHB College, Sarupeta has the facility of distance education and provides UG and PG programmes through Gauhati University Institute of Distance and Open Learning (GUIDOL) and Krishna Kanta Handiqui State Open University (KKHSOU) for meeting their aspiration in higher education. These study centers provide a scope to the students, alumni and youths from nearby areas to acquire distance education at the UG and PG level. A number of students show interest in acquiring higher education through ODL for their professional development and the KKHSOU &amp; GUIDOL Centers of the College</p>   |



caters to the needy ones. The College also has a SWAYAM CELL and the Coordinator of the Cell has helped students to gain online education through the SWAYAM platform. The College is also planning to add more centers of distance learning in the future to meet the growing demand of the student community. The College also uses various online methods to enhance the teaching-learning process. The teachers use various platforms like Google Classroom, Google Meet, Zoom, etc. for effective delivery of teaching. The blend of online and offline has been incorporated in the teaching learning process by the teacher for ease of access.

### Institutional Initiatives for Electoral Literacy

|   |   |
|---|---|
| <p>1. Whether Electoral Literacy Club (ELC) has been set up in the College?</p>   | <p>Yes, Electoral Literary Society has been set up in the institution in the academic session session 2021-2022. The main objective of the Electoral Literary Club of BHB College, Sarupeta is to educate the students about their voting rights and familiarize them with the registration and voting procedures for elections.</p>  |
| <p>2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?</p>  | <p>yes, the institution has appointed Mr. Rahul Bayan as students' coordinator while Mr. Rsjiv Thengal and Mr Apurbo Boro from the faculty member of the institution are assigned to look after the tasks related to this club. The ELC of BHB College, Sarupeta is representative in character as it includes member from both the students and teachers community.</p>  |
| <p>3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.</p> | <p>B.H.B. College, Sarupeta organizes the National Voter's Day on 25 th January, 2021. Principal Dr. Birinchi Kumar Das explains the theme of the National Voter's day which is to make the voters empowered, vigilant, safe and informed. B.H.B. College observes the Voter's Day every year to aware the citizens especially new voters about their voting rights. Students and teachers also take oath to exercise their voting rights without any fear, bias free of caste, religion and not to take any bribe for voting. B.H.B. College, Sarupeta organises an awareness programme on registration of new voters on 8 February, 2023. Students of H.S. 2 nd Year and B.A. 2 nd , 4 th Semester are attended the awareness</p> |

|   |  |
|---|--|
|   | <p>programme. Mr. Rajiv Thengal, Asst. Prof. Department of Political Science explains how to register voter's name at National Voters' Service Portal through online and offline mode. 'Xojag Voter Pratijugita-22' is a state level football competition of Government of Assam to aware the voters to exercise their voting rights. B.H.B. College, Sarupeta participated in the competition of 'Xojag Voter Pratijogita-2022' at district level on 30th December, 2021, organises by the Sports Authority of Barpeta and initiative taken by the district administration of Bajali.</p> |
| <p>4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.</p> | <p>As the institution is situated in a rural area the ELC has been doing commendable work to make the neighborhood community aware about their voting rights and importance of exercising their power in a democratic nation. The Club mainly doing it through the students. Programmes like National Voters' Day, awareness programme on new voters are organised and participated in sports organised by district administration to make people aware about their constitutional rights.</p>   |
| <p>5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.</p>  | <p>link of Voters' Service Portal is given in the institution website through which students and other eligible citizen can easily register their names. The institution's another initiative is that if any student or member of neighborhood community find any difficulty or want to satisfy any curiosity related to voting rights or registration process, the ELC club of the institution is always ready to welcome them.</p>   |

## Extended Profile

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### 1 Students

#### 1.1

Number of students year wise during the last five years

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 606     | 567     | 542     | 527     | 739     |

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

### 2 Teachers

#### 2.1

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

Response: 23

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

#### 2.2

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 21      | 22      | 22      | 21      | 20      |

### 3 Institution

#### 3.1

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 71.49   | 40.49   | 85.83   | 55.90   | 27.31   |

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

## 4. Quality Indicator Framework(QIF)

### Criterion 1 - Curricular Aspects

#### 1.1 Curricular Planning and Implementation

##### 1.1.1

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

**Response:**

Curriculum is delivered effectively through a planned and documented process. The college follows the Academic Calendar of the university it is affiliated to and also prepares an Academic Calendar which contains the celebration of important days. Teachers prepare the teaching plan and teachers' diary for proper implementation of curriculum. The time table is designed by the Academic Committee after consultation with the Principal. The departments allot the classes to the teachers based on the time-table. The departments organize lecture programmes, field trips, project works that are in alignment with the curriculum. Remedial classes are provided to slow learners and the needs of the advanced learners are addressed through well structured mechanisms. Use of ICT is emphasized and at present there are 17 digital classrooms of which there are 5 interactive smart board and two projectors. The college has a mentoring process to address students' issues and mentees are free to choose their mentors. The Academic Committee along with the Principal holds meetings with the HoDs to keep track of the curricular delivery and progress. Contractual teachers are appointed against a vacant permanent post. Add-on courses are also provided to students.

The Academic Calendar is prepared before the commencement of the classes and uploaded in the website and incorporated in the prospectus. All important curricular and co-curricular activities are included in the calendar. The calendar contains the tentative sessional examination dates, important days. Any changes in the academic calendar due to unplanned circumstances are informed through notices and sms'. The Continuous Internal Evaluation process consists of three parts and conducted for each semester. 10 for Sessional examination, 5 marks for home assignment/project work/seminar and 5 marks for attendance. Students with less percentage of attendance than the rate fixed by the affiliating university are dealt with appropriate disciplinary measures. The college has a Grievance Redressal mechanism to deal with grievances of students concerning internal evaluations. The complaints are addressed within a stipulated time line. The Academic Committee addresses the issues related to curriculum delivery and examination in the meetings with the HoD. The examination board comprising of the Principal, Vice-Principal and two Assistant Officer in Charge take care of conduction of examination. The scripts of sessional examinations are shown to the students and the question paper is discussed. The assignments are frequently submitted through ERP software to curtail the use of paper.

**During Pandemic**

Numerous threats to the implementation of the curriculum in all educational institutions around the world are posed by the pandemic crisis. BHB College has implemented a number of online teaching and learning methods for nearly eight months in order to meet the obstacles. So that the various courses' syllabuses could be completed on time, quick action was taken. In ramping up capacity to teach remotely,

the college has to take advantage of asynchronous teaching-learning process through zoom and Google meet. To enrich the knowledge of the students on various subjects the college through different departments and cells organized webinars and online quiz competitions during this period.

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

## 1.2 Academic Flexibility

### 1.2.1

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

**Response:** 31

| File Description  | Document                      |
|---|-------------------------------|
| List of students and the attendance sheet for the above mentioned programs                                    | <a href="#">View Document</a> |
| Institutional programme brochure/notice for Certificate/Value added programs with course modules and outcomes | <a href="#">View Document</a> |
| Institutional data in the prescribed format   | <a href="#">View Document</a> |
| Evidence of course completion, like course completion certificate etc. Apart from the above:                  | <a href="#">View Document</a> |
| Provide Links for any other relevant document to support the claim (if any)                                   | <a href="#">View Document</a> |

### Other Upload Files

1

[View Document](#)

### 1.2.2

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

**Response:** 22.48

1.2.2.1 Number of students enrolled in Certificate/ Value added courses and also completed online

courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 444     | 55      | 00      | 70      | 101     |

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

## 1.3 Curriculum Enrichment

### 1.3.1

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

#### Response:

The college's course curricula incorporate topics related to professional ethics, gender, human values, the environment, and sustainability.

All academic curriculum include human values as a fundamental component, with a particular emphasis on Assamese, English, political science, philosophy, commerce, and education. In addition to the course content like Environmental Economics, Philosophical Foundations of Education, History of Ecology and Environment in India, Communication Skills, Communicative Assamese, Introduction to Women Studies, Women's Writing, Women in Indian History, Gender and Education and Human Rights, Basic Principles of Indian Medicine System.

There are some Add on/ Certificate courses that address cross-cutting issues:

Professional Ethics- Readers' Club conducts books related programmes. The English Department provides Spoken English classes, Research Methodology Course for students, Webinar on IPR, Office Automation Course for students, Basics in Computer for non-teaching faculty have been organised.

The institutional handbook on Professional Ethics is uploaded in the website.

Gender- International Women's Day observed. Health & Sanitation programme organised, Vaccination and de-worming programme for girls students, iron folic acid tablet distributed,

Human Values- Adoption Cell conducted awareness and educational programmes in five adopted villages and schools, tree plantation and surveys, flood relief. World Aids Day, Unity Day, International Yoga Day, Constitution Day, Human Rights Day, Voters' Rights Day, observed. Awareness meetings on

drug abuse conducted. NSS conducted seven-day camp in Puran Bhawanipur Village.

Environment & Sustainability- EVS course for undergraduate students. Eco Club conducts Green Audit and plantation programme. fruit and vegetable Garden, medicinal plant garden, flower garden available. Mushroom cultivation, vermicomposting done by college.

N.S.S. of the institution is very dynamic and is engaged in various developmental activities of the societies. It organizes tree plantation drives and other sustainable development programmes. Time and again N.S.S. unit undertakes a host of activities in the nearby vicinity and in some remote areas. N.S.S. also adopts a village where it is engaged in various welfare programs for its residents. It organizes various environment related programs including tree plantation, village cleanliness program, single-use plastic free drive, poster competition etc. Activities like quiz and poster competition, popular talks are organized to create awareness about nature, biodiversity, environment and sustainability. World Environment Day, N.S.S Day etc. are organized in the college every year.

National festivals like Independence Day and Republic Day are observed to serve as a platform to enliven patriotic and moral values. The College takes initiatives in various social activities like Voter's Awareness Program, Blood Donation camps etc. on regular basis.

Certificate course in Yoga and Self Defence facilitates the yoga enthusiast to learn ethical behaviour and human values. It makes them better individual beings with good life skills and healthy life style. Add-on course in Mushroom Farming develops entrepreneurship awareness along with professional ethics and human values. Skill Based Certificate Course on Office Automation and Add-on course in Basic Computer Hardware and Networking initiated by Department of Computer Application address the basic computer literacy skills in the learners. It sharpens their computer skills which in turn improve their professional ethics in particular and human values in general.

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

### 1.3.2

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

**Response:** 40.59

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

**Response:** 246



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

## 1.4 Feedback System

### 1.4.1

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

**Response:** A. Feedback collected, analysed, action taken & communicated to the relevant bodies and feedback hosted on the institutional website

| File Description  | Document                      |
|---|-------------------------------|
| Feedback analysis report submitted to appropriate bodies  | <a href="#">View Document</a> |
| At least 4 filled-in feedback form from different stake holders like Students, Teachers, Employers, Alumni etc. | <a href="#">View Document</a> |
| Action taken report on the feedback analysis  | <a href="#">View Document</a> |
| Link of institution's website where comprehensive feedback, its analytics and action taken report are hosted    | <a href="#">View Document</a> |
| Provide Links for any other relevant document to support the claim (if any)                                     | <a href="#">View Document</a> |

## Criterion 2 - Teaching-learning and Evaluation

### 2.1 Student Enrollment and Profile

#### 2.1.1

##### Enrolment percentage

**Response:** 46.43

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 201     | 226     | 232     | 166     | 266     |

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 470     | 470     | 470     | 470     | 470     |

#### File Description

#### Document

Institutional data in the prescribed format

[View Document](#)

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

[View Document](#)

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

[View Document](#)

Provide Links for any other relevant document to support the claim (if any)

[View Document](#)

#### 2.1.2

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

**Response:** 52.98

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

|         |         |         |         |         |
|---------|---------|---------|---------|---------|
| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
| 76      | 92      | 77      | 54      | 101     |

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

|         |         |         |         |         |
|---------|---------|---------|---------|---------|
| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
| 151     | 151     | 151     | 151     | 151     |

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

## 2.2 Student Teacher Ratio

### 2.2.1

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

**Response:** 28.86

## 2.3 Teaching- Learning Process

### 2.3.1

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

**Response:**

A practical and hands-on teaching approach that is backed by ICT aids is adopted to enhance the teaching-learning process. The Skill based courses along with the Add-on courses shift the focus of the teaching-learning to students where they learn to examine and explore things on their own and develop independent perspectives. The institution employs the following student-centric methods:

- Departmental-Seminars
- Project-Works/Field-trips/ educational-tours
- Publication of articles by students in college and wall magazines
- Laboratory Practice
- Enrolment of students in skill-based courses/Add-on courses like Spoken-English, pickle-making, LED bulb-making, knitting-cutting, Child-care, Electrical & House-Wiring, Solar-Panel Installation, Maintenance and Repairing.
- Participation of students in extension activities like surveys, NSS Camps.
- Students participate in celebration of important days
- NCC cadets participate in Republic Day/Independence Day Celebration
- Students in cleanliness drives under Swachha Bharat Abhijan
- Film screening
- Preparation, Uploading of LMS by teachers
- Desktops provided to all departments.
- Participation of students in cultural/sports/academic events.
- Students Union is present in college. Representatives of students in IQAC Committee, Anti-Ragging Committee.,Grievance Redressal Cell, Equal opportunity Cell
- Certificate courses like Yoga & Self Defence, Office Automation are part of participative learning.
- STC on Self-Défense for girl-students organised.
- Mentoring system present in the college.

**System for Slow learners:**

- Remedial classes conducted
- Encouraged to participate in co-curricular activities.
- Spoken English classes provided for language proficiency.
- Additional classes taken
- ICT tools used to enhance learning quality
- Previous year question papers discussed. Interactions with parents done through PTA meeting/phone call/letters.
- Opportunity to write in wall magazines and college's annual magazine to showcase their talents.

**System for Advanced learners:**

- Opportunity to attend workshops/lecture programmes
- Opportunity to write in wall magazines
- Film screening
- Competitive examination coaching organised by Career Counselling cell.
- Medals/Awards provided.
- They are motivated to go for higher studies Field trips/educational tours.

- Opportunity to write in wall magazines and college's annual magazine to showcase their talents.

Apart from conventional teaching, the faculty members are encouraged to use ICT to modernize and improvise the teaching-learning process. The college has been made ICT tools accessible to all.

- 5 digital classrooms with interactive boards and two LCD projectors.
- One conference room with podium, sound system, interactive smart-board available.
- Auditorium
- A Computer Lab with Wi-Fi connectivity of 2.5 GHz (Bharat fibre) and 29 computers.
- Desktops with Wi-Fi connectivity of 5GHz (Bharat fibre) provided in all departments.
- 5 copiers- IQAC-1, Principal's Chamber-1, Office-2, Library-1
- 8 Printers- 1 in computer lab, 4 in office, 1 in IQAC, 1 in library, 1 in Principal's Chamber

The ERP software contains TLMs, student database and used for online curriculum delivery. A workshop on ERP conducted to train teaching and non-teaching staff on use of ICT and digital computing. Workshops, Training Programmes conducted to up-skill the faculty.

INFLIBNET N-LIST resources are accessible to all. Library database provided through ERP.

Two computer related programme imparted by the computer-PGDCA in Basics of Computer and Certificate course on Office Automation.

WhatsApp, Google Meet etc. used for online classes, sharing of PPT, PDF, MS-Word file, YouTube used for uploading videos.

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

## 2.4 Teacher Profile and Quality

### 2.4.1

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

**Response:** 88.33

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 24      | 24      | 24      | 24      | 24      |

| File Description  | Document                      |
|---|-------------------------------|
| Sanction letters indicating number of posts sanctioned by the competent authority (including Management sanctioned posts) | <a href="#">View Document</a> |
| Provide Links for any other relevant document to support the claim (if any)   | <a href="#">View Document</a> |

## 2.4.2

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

**Response:** 51.89

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 12      | 11      | 11      | 10      | 11      |

| File Description  | Document                      |
|---|-------------------------------|
| List of faculties having Ph. D. / D.Sc. / D.Litt./ L.L.D along with particulars of degree awarding university, subject and the year of award per academic year. | <a href="#">View Document</a> |
| Institution data in the prescribed format   | <a href="#">View Document</a> |
| Copies of Ph.D./D.Sc / D.Litt./ L.L.D awarded by UGC recognized universities  | <a href="#">View Document</a> |
| Provide Links for any other relevant document to support the claim (if any)   | <a href="#">View Document</a> |

## 2.5 Evaluation Process and Reforms

### 2.5.1

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

**Response:**

The Academic Calendar of the Affiliating University is followed for conduction and evaluation of examination. The Examination Board prepares routine for Sessional Examination. As per the direction of the University- 20 marks allotted for internal assessment, of which Sessional Examination determines 10 marks, home assignments/group discussions/seminar/preproject-5 marks and attendance-5 marks. The college follows a proper mechanism to make internal assessment transparent and robust:

- Academic Calendar uploaded in website.
- Freshers' given orientation regarding assessment.
- Academic Committee holds meeting with HoDs to discuss conduction of internal examinations
  
- Notices regarding internal assessment displayed in notice boards.
- Instruction is given from the authority to submit question papers at least one week ahead of the sessional examination.
- The syllabus for the internal examinations is provided to the students in respective classes.
  
- Internal assessment marks are displayed in notice board and college website. Answer scripts of Sessional examinations are shown to students. This is done to ensure transparency.
- Students who fail in the examination are given the chance to take the examination again. Separate examination dates are provided by departments.
- Assignments are given to the students and collected on scheduled time.
- Valuation of the examination copies are completed within stipulated time
- Checked examination copies are shown to students in the class and objections are cleared.
- The sitting arrangement of the students for the sessional examinations is made centrally maintaining the examination ethics. Daily examination arrangement is displayed clearly in notice board.
- CCTV is installed in every room where examinations are conducted.
- Conventional methods – written home assignments/projects
- Innovative methods- group discussions/seminar presentation
- Internal assessment related grievances addressed by Grievance Redressal
- Assignments collected in emails and WhatsApp as well.
- ERP software for conducting online assessment
- The topics for the projects are finalized by the departmental faculty in accordance with contextual necessity. The students are provided with proper guidance to prepare the project papers.

The college tries to maintain transparency in all three components of CIE (Continuous Internal Evaluation). The grievances related to internal assessment is addressed in a timely and efficient manner. A proper mechanism for addressing grievances is prepared.

Issues related to grievances are addressed in two platforms. Students can take up the grievance with the HoD. and then to the authority. The complaint is raised in the Grievance Redressal Cell if needed. Department:

- CIE marks are displayed in the notice board for transparency.
- Assignments are given in advance (at-least 20-25 days).
- Answer scripts are shown to students.
- Rectification of marks done by HoD if necessary.

Authority:

- The examination board, headed by Principal, Vice-Principal and two Assistant Officer in-charge who conduct and monitor the CIE.
- The students approach the authority if the matter remains unsolved at the department level.
- The grievances are taken up in the Grievance Redressal Committee meeting
- If marks of internal assessment are not properly entered in the mark sheet of End-Semester examination, a student may approach the HoD of the concerned subject and approve an application addressed to the principal. The principal, after official verifications, sends this grievance to the university authority.

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

## 2.6 Student Performance and Learning Outcomes

### 2.6.1

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

#### **Response:**

The college follows the CBCS system as per the guidelines of the Affiliating University and also NEP syllabus from current academic session. The college has AECC and SEC in CBCS Course and AEC and SEC in NEP Course that provides the scope of skill development to the students.

Besides, the prescribed syllabus of the Affiliating University, the college offers a total of 25 Add-on courses and Skill Development courses to the students. Syllabus and course outcomes of the Add-on Courses and Skill Development courses are prepared by the concerned department and agency and the institution displayed it in the institutional website.

The college adopts the following mechanism to communicate the Cos and Pos to the stakeholders:

- POs, COs are prepared by IQAC involving the concerned departments using blooms taxonomy. Similar mechanism is followed for Add-on and Skill Development Courses.
- The Programmed Outcomes and Course Outcomes for all programs offered by the institution are uploaded to the website
- The same is conveyed to the students at the time of counselling and admission through orientation programs organized at the institutional level and departmental level as well.
- The faculties are aware of the Course Outcomes of the courses taught by them, and they communicate these to students at the start of the curriculum delivery.
- Lesson plans are placed before the Academic In-charge prior to the beginning of academic session. Syllabus is uploaded in the website along with the lesson plans. Question paper patterns is discussed with the students and the question pattern of internal examinations are decided in the



minutes of Academic Council.

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

## 2.6.2

*Attainment of POs and COs are evaluated.*

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

**Response:**

The evaluation of POs and COs are done by the institution.

At the beginning of the academic session the Programme Outcomes and Course Outcomes are discussed in the departmental meetings. The Pos and COs are then approved if it is found satisfactory I. The attainment of the same is evaluated through a series of activities conducted throughout academic sessions. The institute follows the curriculum prepared by the affiliated university. The programme outcomes, programme specific outcomes and course outcomes are evaluated by the institution in the following ways:

- Performance in Sessional Examination: Sessional Examinations are conducted once in a semester and each of them covers the evaluation of all the relevant COs attainment.
- Performance in Semester End Examination: It is descriptive metric for assessing whether all the COs are attained.
- Paper presentation in Departmental Seminars
- Project works
- Engagement in departmental activities
- Engagement in different co-curricular activities
- Progression to Higher Studies by the graduates.
- Placement of Alumni: The records show the employment of the alumni in different Jobs like Administrative Officer, Bank POs College Teachers, School Teacher, Advocates and corporate sector jobs.
- Feedback System: Systematic feedback on Course helps to assess the implementation of the Course Outcome. The feedback is sought from the students in the standard format with clear indication for measuring the Cos.
- Annual meeting of the principal with the faculty.

The goal of earning POs is to turn graduates into people who are intellectually capable, socially responsible, communicatively skilled, and soft-skilled.

For a successful attainment of Course Outcome every department prepares the teaching plan through

departmental meetings much ahead before the new session begins ensuring a timely completion of the syllabus for the students. The implementation of the teaching plan is validated by the regular maintenance of the Academic Progress Report that is periodically scrutinized and signed by the principal of the college.

- All students are apprised of the objectives and expected outcomes of their programme on the mandatory orientation programme at the beginning of the academic session. Moreover, the same is displayed in the respective departments.
- The classroom activities are mostly decided on the areas connected with Programme outcomes of each course considering the academic, social, moral and spiritual value of such course.
- The college has utilized the system of Student Satisfaction Survey developed by NAAC (for conducting it during assessment and accreditation process). The institution has conducted series of SSS among the last semester students the report of which is uploaded in the website. It helps the institute to have a clear evaluation of students' response on the Curriculum and Teaching Learning.
- Participation of students in class interactions, mentoring, personal interactions, co-curricular and extra-curricular activities also helps in the analysis and evaluation of course outcomes.
- Feedback from various stakeholders like students, alumni, guardians and teachers are collected, analysis and action taken reports are uploaded on the website.

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

### 2.6.3

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

**Response:** 90.04

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 160     | 126     | 115     | 116     | 224     |

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 185     | 135     | 115     | 116     | 272     |

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

## 2.7 Student Satisfaction Survey

### 2.7.1

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

**Response:** 3.59

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

## Criterion 3 - Research, Innovations and Extension

### 3.1 Resource Mobilization for Research

#### 3.1.1

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

**Response:** 3.43

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 0.18    | 3.25    | 0       | 0       | 0       |

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

### 3.2 Innovation Ecosystem

#### 3.2.1

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

**Response:**

**Research & Innovation:** The institution has a Research, Innovation and Extension Cell which supervise, organise and inspire the research activities in the institution. In order to accelerate research efforts, the college has encouraged faculty members to produce research papers, chapters in edited volumes and books. The faculty members have published numerous articles in publications that are listed by Scopus and UGC-CARE. In addition, faculty members have written numerous books on vital subjects that are on both course-related and other important topics. To sensitise students and teachers regarding IPR the Research, Extension and Innovation Cell organises workshops, lecture programme etc. on it.

**Indian Knowledge system:** The elements of the Indian Knowledge System, Culture and Arts are scientifically and accurately incorporated into the curriculum prepared by the Affiliating University. So far, Assamese, Bodo and Sanskrit are being taught as subjects in the college apart from English. To gauge the efficiency of the students in these languages, the college organizes literary competition,

debates on the language issues and other activities where students can participate and get benefitted. Scholars on Indian languages are invited to deliberate on issues pertaining to Indian languages. As the College is located in a rural as well as tribal-dominated area, the College takes initiatives to sensitize the students regarding the tribal culture, language and practices. The college has constituted Bodo Literary Society that plays a significant role in conducting research related to the indigenous communities. It also aims at teaching Bodo language to the students of the locality. Bodo department has been offering add on course ‘Speaking and Writing in Bodo’ and Skill Enhancement Course as per NEP syllabus ‘Bodo Cuisine and Food Processing Skill’.

**Skill development Course:** To make the students skilful and provide opportunity of employment for them, the college has introduced Skill Based Certificate Courses on Cutting & Knitting, Solar Power Installation, Operation and Maintenance, Vermicompost, Yoga and Self Defence, Office Automation, Mushroom Cultivation, Beauty Parlour, Basics of Web Technologies and Programming Concepts, Basics of Electrification and Solar Power Technologies.

**Collaborative Activities:** The various departments of the college have organized many collaborative activities with other higher educational institutions with an objective to synergies the research initiatives. Programs like academic exchange programme, outreach programme in Rural Schools, faculty and student exchange programme, etc. have been undertaken by the different departments. Apart from these, workshop on “Bee-Keeping an Initiative” was conducted with Pahumara Farmer Producer Company Ltd, and a 3 days’ workshop course for students, women and adult person of nearby villages was organised in collaboration with National Institute of Electronics and Information Technology, Govt. of India

**Teaching Innovation:** To nurture a top-notch academic environment, the college has successfully introduced a variety of cutting-edge, technology-based learning tools. For a successful teaching-learning process, online tools including Smart Boards, Smart TVs working with Zoom, Google Meet, Zoom, Cisco WebEx, YouTube videos, Gem Boards, and Power-Point Presentations have been extensively employed. Learning materials are also uploaded by faculty members in the college’s website and students can directly access them from there.

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

### 3.2.2

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

**Response:** 55

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

|         |         |         |         |         |
|---------|---------|---------|---------|---------|
| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
| 19      | 18      | 12      | 03      | 03      |

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

### 3.3 Research Publications and Awards

#### 3.3.1

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

**Response:** 0.74

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

|         |         |         |         |         |
|---------|---------|---------|---------|---------|
| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
| 02      | 09      | 01      | 05      | 0       |

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

#### 3.3.2

**Number of books and chapters in edited volumes/books published and papers published in national/ international conference proceedings per teacher during last five years**

**Response:** 2.83

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

|         |         |         |         |         |
|---------|---------|---------|---------|---------|
| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
| 17      | 21      | 03      | 18      | 06      |

| <b>File Description</b>  | <b>Document</b>               |
|--|-------------------------------|
| List of chapter/book along with the links redirecting to the source website  | <a href="#">View Document</a> |
| Institutional data in the prescribed format  | <a href="#">View Document</a> |
| Copy of the Cover page, content page and first page of the publication indicating ISBN number and year of publication for books/chapters | <a href="#">View Document</a> |
| Provide Links for any other relevant document to support the claim (if any)  | <a href="#">View Document</a> |

### 3.4 Extension Activities

#### 3.4.1

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

**Response:**

BHB College, Sarupeta sees it as its responsibility to develop sensitive, morally upright individuals in each of its students, enabling them to use their particular successes to bolster the community's fabric. The annual plan of a top educational institution always prioritizes diverse extension programs in the local community because of the institution's multifaceted duties. These initiatives aim to increase social awareness among students and local residents for their overall growth. Ranging from creating awareness about the environmental issues through the celebration of "World Environment Day" to conducting special awareness programmes on "Health and Hygiene" and "Scientific Outlook," "Mobile and Digitisation," "Skill Development", the last five years is marked by a whole range of extension activities conducted in the neighbourhood community.

The college takes satisfaction in offering numerous such extension programs in the villages it adopted under the scheme of UNNAT BHARAT ABHIYAN Student volunteers conducted survey in Puran

Bhawanipur, Geruapara, Theka, Chauliabari, Bhogpur and entered their details in the government portal prescribed for it. The college organises programmes regarding health and hygiene, government schemes, scientific outlook and mobile and digitisation etc. in these villages. The students of this college volunteered themselves in the “Arunodoi Survey” held in the nearby villages conducted by Assam Govt.

The college organises society outreach programmes and programmes on health and hygiene in its adopted village Nalbari Pam. During flood the college also offered relief to the villagers.

One of the objectives of the college is to train students in civil responsibility, healthy living condition etc. and hence, efforts have been made to serve the rural people through extension activities by the application of scientific knowledge and technique in solving rural problems. A three-day training programme with NIELIT, Guwahati was organised in the college. 347 farmers, 175 elderly persons, 391 women from nearby villages and 406 students participated.

A Cycle Rally was organised by IQAC in collaboration with NSS on 03.06.2022 on the occasion of World Bicycle Day.

The NSS unit of the college has always been found proactive in arranging camps and carrying out campaign drives to create awareness regarding the evil consequences of drug and alcohol, women health and sanitation, plantation etc. Besides the regular activities, in 2022, the NSS Unit of BHB College, Sarupeta organised a seven-day long NSS Special Camp with almost 65 volunteers in Puran Bhawanipur village where the activities like plantation, cleanliness drive, construction of public toilet, earth filling, voluntary teaching by NSS Volunteers in the primary school, programme on women health and sanitation are organised. A socio-economic survey was also conducted by the volunteers.

NCC Unit of the college also carry out extension activities like cleanliness drive and plantation programme in nearby villages and market areas.

As the programmes are intended to bring required changes in the societies and communities, the college has witnessed a gradual improvement in holistic development resulting from sensitization of the students and their communities. The students in turn have played a pivotal role in sansitizing their parents and relatives towards this much coveted change.

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

### 3.4.2

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

**Response:**



B.H.B. College conducts extension programmes in its nearby villages and other educational institutions. At times, the college also works in collaboration with various collaborative institutes/organisations or agencies. The students, faculty and the Principal of the college is at times awarded for their outstanding contribution in the field of extension related programmes and activities. The college has also achieved awards for its contribution to the society. The college has received a total of 47 awards from Government and Government recognised institutes and organisation.

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

### 3.4.3

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

**Response:** 54

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 15      | 28      | 03      | 03      | 05      |

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

## 3.5 Collaboration

**3.5.1**

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

**Response:** 23

| <b>File Description</b>  | <b>Document</b>               |
|--|-------------------------------|
| Summary of the functional MoUs/linkage/collaboration indicating start date, end date, nature of collaboration etc. | <a href="#">View Document</a> |
| List of year wise activities and exchange should be provided   | <a href="#">View Document</a> |
| List and Copies of documents indicating the functional MoUs/linkage/collaborations activity-wise and year-wise     | <a href="#">View Document</a> |
| Institutional data in the prescribed format  | <a href="#">View Document</a> |
| Provide Links for any other relevant document to support the claim (if any)  | <a href="#">View Document</a> |

## Criterion 4 - Infrastructure and Learning Resources

### 4.1 Physical Facilities

#### 4.1.1

**The Institution has adequate infrastructure and other facilities for,**

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

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

**Response:**

The institution is situated on 18.67 acres of land in Sarupeta, Barpeta district, Assam, and boasts impressive infrastructure.

**Administrative building:** It consists of the Principal's Chamber, office, IQAC office, KKHSOU Study Centre.

**Academic Infrastructure:** The institution features tastefully decorated, well-ventilated, and well-lit classrooms. Classrooms are maintained in accordance with standards for adequate visibility and audibility. Most of the classrooms are equipped with internet access, fans, lights, furniture, blackboard, projectors, smart boards, and ICT facilities. There is total 27 classrooms in the institution of which 17 are enabled with ICT facilities. There are 14 departments in the college and every department is provided with a departmental room with computers for the smooth conduct of departmental activities. Teachers' Common Room of the college is equipped with adequate furniture, light and fan and separate toilets for both male and female faculty members available.

**Library:** The Central Library of BHB College is well equipped with books, space, furniture, separate reading rooms, internet connectivity and ten computers for using e-resources. SOUL 2.0 is installed in the library.

**Laboratory:** The Institute has well-equipped laboratories that were built and kept up to date using the standards established by the relevant statutory authorities. There are two laboratories in the institution. One is Computer Lab and the other one is Education Department Lab. Depending on the need of the students, the laboratories are kept open after regular business hours.

**Seminar/Conference Halls/Guest Room:** For conducting seminars, conferences, popular talks and workshops for students and staff, the college has one auditorium and one well-equipped conference room. With a capacity for 150 people (100 + 50), the conference room is furnished with a Smart Board, LCD projectors, raised platforms, and a public address system with internet access. The auditorium is roomy, with a stage that can accommodate up to 850 people. It offers lots of chances for them to show off their skills in various activities and hosts the majority of the cultural performances and contests. A guest room is also available in the college at the establishment for out-of-town visitors.

**Computing Equipment:** There are total 70 computers in the institution. Every department has computers with internet connectivity for official work and students are also allowed to access these computers to access the e- resources.

**Medical and Canteen facilities:**

The college has a Health and Medical Cell and provides the first aid treatment. The college canteen has adequate seating capacity for students & staff. The food served is hygienically prepared and under a subsidized rate.

**Some Other Facilities Available in the College:**

Room for Knitting-Cutting

Room for Beautician course.

NIELIT Room

Yoga Room

NSS Room

NCC Room

Separate Common Room for boys and girls students

Girl Hostel with 30boarders.

Examination Board Room with CC Camera

The open ground and Indoor Stadium is utilized for sports.

Gymnasium

Parking area for students and teachers.

Flower Garden-4, Medicinal garden-1, Fruit and Vegetable garden-1

Pond

ERP software available

1 Generator, 3 Invertor, 70 Desktops

7 printer scanner, 6 copiers

Water cooler-4 Water filter-10

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

**4.1.2**

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

**Response:** 9.68

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 13.96   | 2.72    | 9.75    | 0.46    | 0.30    |

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

**4.2 Library as a Learning Resource****4.2.1**

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

**Response:**

The library plays an important role in enhancing the quality of the academic and research environments in every educational institution. BHB College has a central library and 14 departmental libraries. The Central library is partially automated using SOUL 2.0 integrated library management software since

2016. The central library has a collection of more than 20,000 printed books (textbook and reference) comprising Arts and Commerce subjects . The books were classified using the Dewey Decimal Classification (DDC) scheme. All the text books available in the central library are pasted with barcode label. Barcode provides a simple and inexpensive method of encoding text information that is easily read by inexpensive electronic readers (barcode reader). It facilitates library circulation functions such as faster check-in and check-out, easily sorted books, reduced staff workload, increased accuracy and efficiency, and improved circulation capabilities.

The library has been subscribing 9 journals, 4 magazines, and 4 newspapers.

The library membership is compulsory for all the students and teachers of BHB College and it provides open access facilities to all. The library has been maintaining footfall record in both online and offline mode. The central library has various sections like processing, circulation, periodicals, reference, reprography, reading room, e-resource centre, newspaper reading section etc. It also comprises a museum and a special section which is a collection of different books and journals containing information of the locality. The library also provides Community Information service to the local people and organize programme for them. It has a manuscript and rare book section and special section for competitive exam too to guide the students for their higher studies and employment. This section is also opened for ex-students.

The total seating capacity of the central library is almost 100.

The library performs cataloguing and circulation modules through the library management software. The central library provides an OPAC (Online Public Access Catalogue) facility for the user community.

The library has membership of the National Library and Information Services Infrastructure for Scholarly Content (N-LIST), INFLIBNET Centre, Gandhinagar, Gujarat [<http://nlist.inflibnet.ac.in>] and NDLI Club membership. The N-LIST provides facilities to access 6,150 ejournals and 31, 64, 309 e-books for member institutions and NDLI provides almost 10 million e-resources.

The central library has implemented a digital library section in the year 2022. The BHB College digital library includes collection like Class notes, question papers, college magazines, newsletters, faculty publication and manuscripts etc.

There are total 12 computers in the Library from which 4 are used for administrative work and 8 for students use. All the computers are connected with LAN facility.

Students and teachers can request or suggest book purchases using email service or may fill in and submit book requisition form. The Central library has a Facebook page to share notices and library related events.

There are total 8 CCTV cameras installed in the library with a monitor.

The library conducted Library Audit by external auditor and the report of which has been uploaded in the college website.

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

### 4.3 IT Infrastructure

#### 4.3.1

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

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

**Response:**

The College gives students, teachers, and office staff the highest priority when it comes to equipping them with IT facilities. According to the needs, the college's IT facilities are continuously upgraded. Continuous upgrading of facilities including installation of adequate number of wi-fi routers for maximizing the internet accessible area, increase of the internet bandwidth, setting up of ICT enable class rooms, seminar halls, and smart class room, online admission portal, etc is efficiently taken up. The college has 70 computers out of which 55 computers are enabled with internet facilities for the student community.

The college reviews and upgrades its IT facilities to enhance the teaching-learning and administrative processes. The College is equipped with facilities like interactive smartboards, printer scanner, ERP software. Internet connection from Bharat fibre. Office-2.5Ghz, Computer lab-2.5Ghz, Departments-5Ghz. Internet speed in the range of <5mbps. Wi-Fi facility and LAN facility available in Computer Lab, office, laboratory, departments and in 17 classrooms.

Four desktops and a printer cum scanner provided to the IQAC. Total 33 computers are in Computer Lab for students. There are 12 computers in Library of which 8 are for students to use. Desktops have been provided to all 14 Departments.

The college is facilitated with 04 Internet connections consisting of Broadband and Wi-Fi from BSNL. Two of them are with internet bandwidth of 300 MBPS and other two of them is 100 mbps. 04 numbers of Wi-Fi routers have been installed in the college campus.

There are 2 nos. of class rooms having projectors with screen, 5 smart class room with interactive smart board and 10 classrooms with smart TVs and all these classrooms have access to internet.

One 25 KV Generator and two investors have been installed to ensure uninterrupted power supply. A Transformer has been installed.

The college campus is fully under CCTV surveillance: 37 nos of CCTVs have been installed throughout the campus.

Licensed Software includes: SOUL 2.0 Software in library, Ramdhenu, ERP software installed.

#### Total Security Antivirus

The new ERP system collects college data. For the staff: Entry of attendance, Marks, Lesson plans, Academic reports, reports of activities, Daily Progress Report, research details, leave management are done in online mode. It Helps in disseminating reading materials, lesson plan, assignments submission, and provide feedback to students.

For the students: Attendance management. Marks management, receive reading materials are done in online mode. Important information is relayed through sms and website.

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

#### 4.3.2

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

**Response:** 15.15

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

Response: 40

| File Description  | Document                      |
|---|-------------------------------|
| Purchased Bills/Copies highlighting the number of computers purchased                                     | <a href="#">View Document</a> |
| Extracts stock register/ highlighting the computers issued to respective departments for student's usage. | <a href="#">View Document</a> |
| Provide Links for any other relevant document to support the claim (if any)                               | <a href="#">View Document</a> |

## 4.4 Maintenance of Campus Infrastructure

#### 4.4.1

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



**Response: 7.2****4.4.1.1 Expenditure incurred on maintenance of infrastructure (physical facilities and academic support facilities) excluding salary component year wise during the last five years (INR in lakhs)**

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 9.87    | 4.23    | 1.58    | 3.57    | 0.97    |

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

## Criterion 5 - Student Support and Progression

### 5.1 Student Support

#### 5.1.1

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

**Response:** 78.36

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 445     | 494     | 524     | 308     | 565     |

#### File Description

#### Document

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

[View Document](#)

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

[View Document](#)

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

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

Provide Links for any other relevant document to support the claim (if any)

[View Document](#)

#### 5.1.2

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

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

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

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

### 5.1.3

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

**Response:** 43.04

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 417     | 500     | 210     | 124     | 32      |

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

### 5.1.4

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

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

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

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

## 5.2 Student Progression

### 5.2.1

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

**Response:** 31.85

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 109     | 48      | 33      | 23      | 23      |

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 160     | 126     | 115     | 116     | 224     |

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

### 5.2.2

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

**Response:** 9.5

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 32      | 11      | 02      | 02      | 01      |

| File Description   | Document                      |
|--|-------------------------------|
| List of students qualified year wise under each category and links to Qualifying Certificates of the students taking the examination | <a href="#">View Document</a> |
| Institutional data in the prescribed format  | <a href="#">View Document</a> |
| Provide Links for any other relevant document to support the claim (if any)  | <a href="#">View Document</a> |

## 5.3 Student Participation and Activities

**5.3.1**

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

**Response: 9**

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 06      | 0       | 01      | 01      | 01      |

| File Description  | Document                      |
|---|-------------------------------|
| Upload supporting document  | <a href="#">View Document</a> |
| list and links to e-copies of award letters and certificates                | <a href="#">View Document</a> |
| Institutional data in the prescribed format                                 | <a href="#">View Document</a> |
| Provide Links for any other relevant document to support the claim (if any) | <a href="#">View Document</a> |

**5.3.2**

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

**Response: 4.2**

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 0       | 03      | 06      | 07      | 05      |

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

## 5.4 Alumni Engagement

### 5.4.1

**There is a registered Alumni Association that contributes significantly to the development of the institution through financial and/or other support services**

**Response:**

The Alumni Association of BHB College, Sarupeta has been registered under Registration of Society's Act XXI of 1860 with registration No RS/BAR-3/237/185 of 2022-23.

The alumni association has actively involved for the betterment of the college. A WhatsApp group is formed for effective communication. Periodic annual meetings are conducted in the vibrant mood with the college authority to discuss the prospective plan for the development. The following are the major areas through the Alumni Association joins hands with the college administration:

- **Financial Support and Donation:** The alumni of BHB College, Sarupeta contributed six lakh rupees to the college during 2021-2022 to organise its Golden Jubilee ceremony. A water filter was donated by an Alumni. The vermicomposting pit is looked after by the Alumni.
- **Academic Support:** BHB College has produced a good number alumni who after completing their higher studies offer their voluntary services in the college. This initiative of the alumni definitely helps in the improvement of the academic environment of the institution. The Alumni Association provides necessary information regarding job and career opportunities to the students of the college.
- An Alumni Book bank exists where books are donated by Alumni.
- **Games and Sports:** Some alumni train existing sports talent in various field of sports like cricket, karate, badminton.
- **Cultural Support:** The college has produced a number of alumni who are connected in the field of film & theatre. The association utilize their talent in training the students of the college in the fields like dance, drama and singing, etc.
- **Social Support:** The Alumni Association has undertaken many extensions programme. The association undertakes programme like plantation with the NSS. They provide rewards to meritorious students during Freshers' programme.

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



## Criterion 6 - Governance, Leadership and Management

### 6.1 Institutional Vision and Leadership

#### 6.1.1

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

#### **Response:**

The college has worked diligently to earn the designation of Centre of Excellence in Higher Education and is committed to fulfilling its purpose of developing youths who are creative, socially engaged, morally upright, temperamentally scientific, technologically current, and globally competent.

To materialize the vision and mission, the institute decentralizes its power and functions. The G.B. entrusts the power of decision-making to principal, who operates after consultation with the teachers. The principal delegates authority through the Vice-Principal, IQAC, HoDs, Cells/Committees, and stakeholders. The action plans are formulated by the authority with IQAC. There are two teacher representatives on the Governing Body of BHB College to influence the institutional plan and policy.

The college with the involvement of all teaching and non-teaching staff, students, and other stakeholders dedicatedly takes up plans which are reflected in its perspective plans. The college authority decentralizes its administrative and academic activities through IQAC and heads of the departments.

Different Committees are constituted with the teacher members by the principal according to the approval of the Governing Body of the college for smooth conduct of various academic/finance/extension/examination/research activities. Various Subcommittees are constituted by the governing body for the better participatory management such as Grievance Redressal Cell, Women Cell, Internal Complaint Committee, Admission Committee, Prospectus Committee, Library Committee, Hostel Management and Welfare Committee, Mentoring Committee, Anti Ragging Committee, Publication Cell, Purchase Committee, Code of Conduct Committee, Career Counselling Cell, Add on Courses Implementation Committee, Academic Committee, Anti-Tobacco Cell, Sports Management Committee, Research and Extension Cell, Planning and Budget Committee, Health and Medical Cell, Equal Opportunity Cell, NSS, NCC, etc.

The annual academic plans, opening of Add on courses, skill-based certificate courses, etc., aimed to foster global competency, are decided with due discussion with the College Academic Council, concerned departmental faculty members, and subsequent approval of the Governing Body.

To remain technologically up-to-date, the college has formed an ICT cell that looks after software and hardware up-gradation and takes up measures to implement e-governance in all areas of operation in the institution.

The various outreach, extension, and innovative activities carried out by Women Cell, Research and Extension Cell, NSS, and NCC Unit stand for the institution's commitment to society/community as well

as its whole-hearted practice of grooming the youth as a dedicated humanist servant for the world community.

**Regarding NEP Implementation:** The college has implemented the multidisciplinary subjects in accordance with National Educational Policy 2020 in order to develop students' all-round abilities - intellectual, aesthetic, social, physical, emotional, and moral - in an integrated manner from this academic session.

BHB College is located in a rural setting and has been working on the development of skills. Understanding the need for imparting skill education to the young generation, the college has been running 16 Add-ons and 9 Skill Based Certificate Courses.

BHB College has the facility of distance education and provides UG and PG programs through Gauhati University Institute of Distance and Open Learning (GUIDOL) and Krishna Kanta Handiqui State Open University (KKHSOU) for meeting their aspiration in higher education.

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

## 6.2 Strategy Development and Deployment

### 6.2.1

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

#### Response:

The Strategic/Perspective Plan of the college is prepared after analysis of the NAAC Peer Team Report, consideration of vision and mission of the college and suggestion from stakeholders. The plans are prepared for five years. Every year, the IQAC forms its plan of action and the action taken. The plans are both short-term and long-term. A stipulated time is allotted for the execution of plans.

Add-on Courses like Spoken English, Child Care, Basic Computer Hardware and Networking, are revived after the pandemic and new Add-on courses like Teaching Methodology, Basics of Library Management, Cultural Heritage of Lower Assam, Creative Writing in Assamese, Human Rights, Research Methodology, Tally, Application of Statistical Test in Research, Anchoring in Sanskrit, Value Based Education, Entrepreneurship Development, Speaking and Writing in Bodo, Script Writing Skill of Play and Skill of Dramatization, Recitation and Dialogue Delivery are introduced with proper approval from academic council and GB of the college.

Solar Power Installation, Operation and Maintenance (NIELIT) and Electrical Installation and Houses

Wiring (NIELIT), Office Automation and Yoga Self Defense under UGCNSQF are initiated into the curriculum.

Skill-development courses: Cutting & Knitting, Solar Power Installation, Operation and Maintenance, Vermicompost, Yoga and Self Defence, Office Automation, Mushroom Cultivation, Beauty Parlour, Basics of Web Technologies and Programming Concepts, Basics of Electrification and Solar Power Technologies are introduced to skill the students and increase the potentiality of self-employment and also with regards to the Village Livelihood Generation Mission adopted by the college to skill the people of the locality.

MoUs are signed with various institutions to conduct activities in a planned manner. Brochures, flaxes, advertisement in newspapers and notices in websites are used for advertising news.

Governing Body is the main decision-taking body of the institution.

Principal acts as head of institution, executes decisions taken by GB.

Academic In-charge is delegated partial administrative power, monitors academic activities.

Academic Committee Plans, monitors academic activities.

IQAC prepares, implements policy, conducts various activities.

Admission Committee conducts entire admission process following Government reservation policy. Examination Committee conducts internal, end semester examinations.

Code of Conduct Committee designs code of ethics for staff, students, stakeholders.

Purchase Committee takes decisions for purchase of goods.

Construction Committee executes, monitors construction-related work.

Project Monitoring Unit monitors all developmental works under RUSA grant.

Library Committee decides, executes library related work.

Career Guidance Cell organizes career-related programmes.

Women Cell organises programmes on women issues.

NSS

NCC

Mentoring Committee mentors students on matters apart from academics.

Sports Management Committee conducts sports-related activities, maintains sports-items.

Eco Club conducts environmental activities.

Anti-Tobacco Squad keeps campus tobacco-free

IT Cell manages IT instruments and fosters IT knowledge

Grievance Redressal Cell: redresses grievances of staff, students.

Internal Complaint Committee: redresses complaints of sexual harassment.

Anti-Ragging Committee: ensures ragging free campus

Red Ribbon Club: promotes awareness about AIDS.

Students' Union Body: conducts/represents students related activities/issues. Cells/Committees have their own designed policies.

The Governing Body selects candidates as per direction of Govt. of Assam. Service condition is governed by existing Service Rules of the State Government

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

## 6.2.2

*Institution implements e-governance in its operations*

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

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

| File Description   | Document                      |
|--|-------------------------------|
| Screen shots of user interfaces of each module reflecting the name of the HEI  | <a href="#">View Document</a> |
| Institutional expenditure statements for the budget heads of e-governance implementation ERP Document                        | <a href="#">View Document</a> |
| Annual e-governance report approved by the Governing Council/ Board of Management/ Syndicate Policy document on e-governance | <a href="#">View Document</a> |
| Provide Links for any other relevant document to support the claim (if any)  | <a href="#">View Document</a> |

## 6.3 Faculty Empowerment Strategies

### 6.3.1

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

**Response:**

#### **Performance Appraisal System**

The college has a formal Annual Performance Appraisal system for teaching staff and provision of maintaining Annual Confidential Report for the non-teaching staff. For the Teaching staff it follows the proforma suggested by the UGC and is conducted every year. The faculties are required to submit the recommended filled-in proforma of Self Appraisal to the Principal.

For assessing performance related to teaching, the indicators are academic excellence gained by the students, learning outcome of the students and the API scores of the faculty.

#### **Performance Appraisal System for Teaching Staff**

The principal along with the IQAC analyses the report and takes the following measures:

- Performance of each faculty members and departments are assessed.
- Motivates the faculty members to participate in research related activities.
- Analyses the performance of faculty members in promotion of cocurricular activities.
- Analyses if the work allotted to the faculty is completed on time.
- The proforma reflects the API score.
- Necessary suggestions are given to the faculty members.
- Students feedback is taken and discussed.

#### **Performance Appraisal System for Non- Teaching Staff**

- Their ability to complete the allotted work.
- Their response to work and orders.
- Their efficiency in completing time-bound tasks.

### **welfare measures for teaching and non-teaching staff**

#### **Financial:**

- Saharjya Nidhi: The fund is created out of monthly contribution of the staff and ex-employees. The individuals can avail loan at 1% interest rate per month.
- Student Aid Fund: The fund is created to help students in time of their distress.
- BHB College Welfare Fund: This fund is created for the benefit of the non-sanctioned and contractual faculties.
- Group Link Saving Insurance (GLSI) On behalf of the members, the college authority deposit premium in LIC.
- Group Insurance Scheme (GIS) scheme of Govt of Assam to guarantee insurance cover to employee. Salary Saving Scheme of LIC: institution provides the facility of depositing insurance premium of its staff
- Provident-Fund: Govt. managed retirement savings scheme.
- Pension & NPS: Those who joined prior to 2005 get old pension & others get the benefit of NPS. Gratuity: It is one-time payment given to staff as per Govt rules.

#### **Supportive:**

Teaching staff encouraged to conduct research activities. Funds from the college resources are provided for research.

Casual Leave

Encashment of Earned Leave at the end of services of the employees

Provision of 180 days of Maternity leave with full pay to the female employees.

Timely disbursal of salary to all employees.

Provision of Child Care Leave to the women employee during their children's examination, sickness etc.

Duty Leave for attending seminars/workshops/conferences

Pedestrian pathways/Gymnasium/Sports facilities/ CCTV surveillance Separate toilets for Male and Female staff.

Parking arrangement for teaching and non-teaching staff.

Free Wi-Fi facilities for the teaching and non-teaching staff.

Separate Departmental Common Rooms for the teachers.

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

**6.3.2**

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

**Response:** 45.28

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 22      | 22      | 0       | 03      | 01      |

| File Description   | Document                      |
|--|-------------------------------|
| Policy document on providing financial support to teachers   | <a href="#">View Document</a> |
| Institutional data in the prescribed format  | <a href="#">View Document</a> |
| Copy of letter/s indicating financial assistance to teachers and list of teachers receiving financial support year-wise under each head.                         | <a href="#">View Document</a> |
| Audited statement of account highlighting the financial support to teachers to attend conferences / workshops and towards membership fee for professional bodies | <a href="#">View Document</a> |
| Provide Links for any other relevant document to support the claim (if any)  | <a href="#">View Document</a> |

**6.3.3**

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

**Response:** 18.28

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

|         |         |         |         |         |
|---------|---------|---------|---------|---------|
| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
| 09      | 08      | 08      | 06      | 03      |

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

|         |         |         |         |         |
|---------|---------|---------|---------|---------|
| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
| 16      | 16      | 16      | 16      | 16      |

| File Description   | Document                      |
|--|-------------------------------|
| Refresher course/Faculty Orientation or other programmes as per UGC/AICTE stipulated periods, as participated by teachers year-wise. | <a href="#">View Document</a> |
| Institutional data in the prescribed format  | <a href="#">View Document</a> |
| Copy of the certificates of the program attended by teachers.  | <a href="#">View Document</a> |
| Annual reports highlighting the programmes undertaken by the teachers  | <a href="#">View Document</a> |
| Provide Links for any other relevant document to support the claim (if any)  | <a href="#">View Document</a> |

## 6.4 Financial Management and Resource Mobilization

### 6.4.1

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

#### Response:

The college mobilizes fund from two sources external sources & internal sources.

External sources: RUSA, NSS and NCC, philanthropic contribution, scholarship from Central Govt. & Government of Assam.



Internal: Fees from students such as Tuition Fee, Library Fee, Hostel Fee, Examination Fee, Centre Fee, Self-Financing Courses Fee etc. Revenue received from the sale of college assets.

Internal and external financial audits are carried out depending the sources of fund.

Internal Audit is conducted each financial year by a Chartered Accountant appointed by BHB College Governing Body. The Chartered Accountant verifies all the original documents of Receipts, Payments, Voucher of all transactions, Ledgers, Cash Book, Bank Passbooks in respect of all the accounts maintained by the college in presence of the Principal and the Accountant. Income and expenditure statement along with supporting documents are submitted to a registered CA, who prepares Utilization Certificate/Income/Expenditure Statement. Necessary clarification, if required, is made by the Principal & UDA associated with the account. The report is placed before the GB. Report is sent to the sanctioning authority. Besides CA, RUSA appoint auditor to verify income/expenditure statement of fund.

Funds received from internal sources are audited on regular basis. Financial transactions are approved by the principal. Funds raised from the public to celebrate some important occasion is audited by auditor. Report is placed in the GB for consideration.

External Audit refers to which means the Government Audit conducted by the Office of the Accountant General, Govt. of Assam. This office appoints government auditors to audit once in two or three years. Govt. appointed auditors ensures proper maintenance of the following: original Grants release letters, original Receipts, Payment details, Voucher of all transactions, Ledgers, Cash Book, Bank Passbooks, etc.

A Fund Mobilization Policy has been formulated by the college to ensure accountability and transparency of fund mobilization/utilization. The college tries to identify the sources from which funds can be procured. Some of the sources of fund are Students' Fee, Self-Financing Courses Fee, UGC, RUSA, Assam, Government of Assam, Government organization like ICSSR, NAAC, NSS, Gauhati University, donation from Philanthropes, Alumni etc.

The college has received funds for infrastructural development from RUSA. The Construction Committee carries out construction work from funds supplied by UGC.

The college has signed an MoU with Swacch Campus Initiative Cell of Bijni College to dispose of waste. The said party provides a reasonable payment. A fair amount is received from farmers who take the college land on lease for seasonal farming and piggery. The college pond also provides funds for resource utilization and mobilization.

The college carries internal and external audit to maintain transparency of fund utilization. The college uses Online Software of Affiliating University at the time of admission & in respect of fund received from RUSA, UGC, ICSSR, NSS etc the college uses PFMS Portal & in salary FINASSAM of Govt of Assam. For maintaining detail of its asset, the college has installed ERP software.

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

## 6.5 Internal Quality Assurance System

### 6.5.1

**Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes. It reviews teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals and records the incremental improvement in various activities**

#### Response:

The IQAC creates well-planned strategies and processes for the smooth functioning of the college. The IQAC works towards improving the quality of education, improving teaching-learning mechanism, developing infrastructure and offering skill-based courses. The IQAC employs an effective coordinating and monitoring mechanism that suggests the measures the institution needs to adopt for enhancing its quality. The IQAC initiates strategic planning and assigns responsibilities.

- Discusses academic results
- Takes Appraisal report from teaching and non-teaching staff
- Develops skill-based training courses for students
- Professional Development Programmes
- Research and Development
- Inspires the proficient use of ICT

The IQAC helps to monitor and carry out academic and administrative inspections

- Review of departmental works and facilities
- Teaching-learning facilities
- Feedback report from students and analysis
- Implements innovative methods
- Strategies mechanism to improve academic practices like introducing mentoring system, Add-on courses etc.

The IQAC continuously reviews and takes steps to improve the quality of the teaching-learning process. At the beginning of every academic session IQAC arranges orientation programme to let the newly admitted students aware of the design and structure of their syllabi especially focussing on the internal assessments, experiential learning, importance of attendance as well as the functioning of the library both the central library and the departmental ones. The students are also intimated about the mentoring system that turns out to be one of the major criteria, which helps the students immensely in carrying out their study.

- The Academic Calendar is developed before the onset of the session and circulated for the

convenience of the teachers and the students.

- Orientation programme is held for the Freshers' where they are oriented about the uniqueness about the educational system.
- Teachers maintain the Teachers' Diary and the lesson plan. The principal reviews them.
- Code of Conduct Committee members look after the attendance of the student and the conduction of classes on time.
- Important notices are put up in the notice board and the website

### **Academic Audit:**

Academic Audit is done in two levels Internal Academic Audit and External Academic Audit. Internal audit is done in departmental level and all the department annually need to submit the data in the prescribed format in IQAC. The IQAC organizes external academic audits to ensure effective implementation of teaching learning process and maintenance of course files by inviting noted academicians from the affiliating university.

### **Feedback mechanism:**

The institutional practice of feedback management system influences the growth of teaching learning process immensely. IQAC has taken the initiation to carry out feedback from all the stakeholders especially from students on curriculum and teaching -learning. IQAC has started taking online feedback that helps to reduce the time duration and it also fosters an objective analysis. The college also maintains self-appraisal method for the teachers.

Initiatives taken by the IQAC in the last five years:

- Automation of the Admission process. Online fee payment available.
- Opening of Add-on and Skill-based courses
- Conduction of webinars/ workshops on professional development courses.
- Introduction of ERP system
- Signing of various MoUs with institutes and Govt. agencies.
- Green campus initiatives.
- Village Livelihood Generation Mission

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

## **6.5.2**

**Quality assurance initiatives of the institution include:**

- 1.Regular meeting of Internal Quality Assurance Cell (IQAC); quality improvement initiatives identified and implemented**

- 2. Academic and Administrative Audit (AAA) and follow-up action taken**
- 3. Collaborative quality initiatives with other institution(s)**
- 4. Participation in NIRF and other recognized rankings**
- 5. Any other quality audit/accreditation recognized by state, national or international agencies such as NAAC, NBA etc.**

**Response:** A. Any 4 or more of the above

| <b>File Description</b>   | <b>Document</b>               |
|---|-------------------------------|
| Quality audit reports/certificate as applicable and valid for the assessment period.  | <a href="#">View Document</a> |
| NIRF report, AAA report and details on follow up actions  | <a href="#">View Document</a> |
| List of Collaborative quality initiatives with other institution(s) along with brochures and geo-tagged photos with caption and date. | <a href="#">View Document</a> |
| Provide Links for any other relevant document to support the claim (if any)   | <a href="#">View Document</a> |
| Link to Minute of IQAC meetings, hosted on HEI website  | <a href="#">View Document</a> |

## Criterion 7 - Institutional Values and Best Practices

### 7.1 Institutional Values and Social Responsibilities

#### 7.1.1

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

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

#### **Response:**

BHB College has a duty to uphold the rights of female students and staff as well as to advance gender equity on campus as one of premier education institutions (HEIs). The college consistently encourages women to participate in decision-making. Women faculty members are actively involved in all key bodies, including the Governing Body, Academic Committee, IQAC, etc.

The enrolment of girl students is significantly higher than the boys and therefore, the college tries to provide the necessary facilities to the girl students. The college has conducted programmes on gender related issues in the college and nearby areas to raise gender sensitization. The college takes responsibility for providing a safe space for its girl students to learn and grow.

#### **Gender Equity and Sensitization in Curricular Activities**

- The courses offered in the college have papers that specifically deal with gender issues.
- There are specific papers and texts in BA English that deal with gender issues and theories. Some units of Philosophy also deal with Feminism and paper of Education named 'Women and Society' deals with similar topics.
- Special Skill Based Certificate Courses like Beautician, Knitting Cutting etc. are implemented in the curriculum for girls students to empower them and make them skilful.
- Women are appointed in administrative positions such as HoD, Convenors of Committees, in IQAC etc.
- The minimum reservation for girls is fulfilled and the numbers of students remain over and above the minimum reservation.

#### **In Co-curricular activities**

- The College has constituted major committees like Women's Cell (WC) to create awareness amongst the students and work for the upliftment of the women of the neighbouring rural and tribal community
- Internal Complaints Committee to respond to complaints regarding harassment and to undertake formal proceedings to resolve them, etc. that focus on gender issues and gender sensitivity.
- The College orientation programme held at the beginning of every session lays emphasis on gender awareness, anti-ragging and anti-sexual harassment practices of the college.
- Awareness programmes on women health and sanitation.
- The Women's Cell organizes International Women's Day on 8th March of every year to

highlight women issues. The Women's Cell also reaches out to the women of the locality and outside the locality by organizing events in women old age homes.

- NCC and NSS has both girl and boy students and participation of girls and boys in extension activities
- Organised STC course on Self Defence for girls by NSS.
- Separate time slot allotted for girls to use the gymnasium
- Health Check-up and distribution of folic acid for girl students

### Facilities for Women:

Girls' common room renovated with modern washroom and hygiene facilities with installation of Sanitary Napkin Vending Machine and Incinerator apart from the Ladies' Staff washroom and library.

CCTV cameras have been installed in the college premises at all vantage points for providing a safe and secure environment.

Girls' hostel is available in the college.

The constitutional norms of women reservation and gender-neutral norms are followed for appointment of faculties, providing responsibilities.

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

### 7.1.2

**The Institution has facilities and initiatives for**

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

**Response:** B. 3 of the above

| <b>File Description</b>   | <b>Document</b>               |
|---|-------------------------------|
| Policy document on the green campus/plastic free campus.                              | <a href="#">View Document</a> |
| Geo-tagged photographs/videos of the facilities.                                      | <a href="#">View Document</a> |
| Circulars and report of activities for the implementation of the initiatives document | <a href="#">View Document</a> |
| Bills for the purchase of equipment's for the facilities created under this metric    | <a href="#">View Document</a> |
| Provide Links for any other relevant document to support the claim (if any)           | <a href="#">View Document</a> |

**7.1.3**

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

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

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

| <b>File Description</b>  | <b>Document</b>               |
|--|-------------------------------|
| Report on Environmental Promotional activities conducted beyond the campus with geo tagged photographs with caption and date | <a href="#">View Document</a> |
| Policy document on environment and energy usage Certificate from the auditing agency   | <a href="#">View Document</a> |
| Green audit/environmental audit report from recognized bodies  | <a href="#">View Document</a> |
| Certificates of the awards received from recognized agency (if any).   | <a href="#">View Document</a> |
| Provide Links for any other relevant document to support the claim (if any)  | <a href="#">View Document</a> |

**7.1.4**

**Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and Sensitization of**

## **students and employees to the constitutional obligations: values, rights, duties and responsibilities of citizens (Within 500 words)**

### **Response:**

The tradition of educating students about the socioeconomic, cultural, and linguistic diversity of the state and the country has long been fostered at BHB College. The college always supports students who plan and take part in various events.

An inclusive environment is provided with tolerance towards cultural, regional, linguistic, regional, communal, socio-economic and other diversities.

Celebration of National Festivals and important occasions such as International Women Day, Unity Day, Mother Tongue Day, World Population Day, Yoga Day etc provide for an inclusive environment for all with diverse background. Such activities increase positive interactions among the people coming from different social, cultural and religious backgrounds. Students are acquainted with different culture of our nation through such programs that helps developing tolerance and harmony towards different cultural, regional, linguistic diversities.

Add-on courses and Skill Based Certificate Courses on Soft-Skill, Life-skills and capacity building programmes are organized to help the students from different background.

### **Administrative activities:**

- Core Values of the institution are displayed.
- Code of Conduct uploaded in institutional website.
- Orientation programme promote the feeling of unity and integrity.
- Different sports activities organized by the institution also play an important role in creating harmony.
- Grievance Redressal Cell takes care of grievances related to breach of religious and cultural sentiment.

### **Cultural Approaches in College Week:**

Every year, BHB College organizes a week-long College Week program during which a variety of activities are planned for the benefit of the entire student body. The College Week cultural rally has been showcasing the region's cultural diversity each year. The students from many departments exhibit the vivid customs of the local tribes. In addition, the institution hosts a variety of cultural events during college week, such as interdepartmental cultural procession, competition for traditional attire, and classical dance competition. By holding contests like Borgeet, Bisnu-Jyoti Sangeet, Bhupendra Sangeet, Folksong, etc., the regional features are also covered. The college ran online competitions like literary quizzes during lockdown to encourage intellectual activity among the pupils.

### **BHB College Magazine and Departmental Wall Magazine:**

An annual college magazine that the college publishes encourages writing among the aspiring brains. Every year during College Week, each department participates in the interdepartmental wall magazine competition by creating a visually appealing and thematic wall magazine.



**Participation in Youth Festival every year:**

Students of BHB College has regularly participated in Gauhati University Youth Festival and other Youth festival of The University of Science and Technology, Meghalaya etc. and have thus enriched their cultural practice.

**Encouraging Students for Yoga**

By focussing on the mental health of the students BHB College, Sarupeta has been offering a course on yoga and self-defence. The institution also organises 25 days yoga training from 28th June to 21st May, 2023 in collaboration with Patanjali Yoga Samiti of Barpeta District, Assam.

**Workshop on Acting, Recitation, Borgeet:**

- Seven days workshop on Acting and Recitation held from 11th to 17th June, 2022
- Ten Days long workshop on Borgeet, Satriya Nritya and Baidya Khol organised by Asom Satra Mahasabha and BHB College, Sarupeta from 19.07.2023 to 28.07.2023

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

**7.2 Best Practices****7.2.1**

**Describe two best practices successfully implemented by the Institution as per NAAC format provided in the Manual**

**Response:**

**Best Practice:1 Empowering Women through Collaborative Solutions and Extension Programmes**

B.H.B. College, Sarupeta addresses the pressing challenges that women in a rural set up face. Apart from strengthening women voices and perspectives, the college has essentially invested in development of the girl students and the women community in its nearby villages by forging solutions that are economically sustainable and effective. The college has set up a cross sector partnership with women self-help groups, signed MoUs with organisations that provide skill-based training.

**Objectives:**

- To generate employability and entrepreneurship skills among girl students and women of adopted villages.
- To sensitize women on health and hygiene.

- To conduct workshops on livelihood generation skills for women.
- To provide self defence training especially for women
- To produce economically and socially empowered women

### Context:

The college is situated in a rural agro-based area and some of its adopted villages have poor communication accessibility and are situated in flood prone areas. Lack of proper health care facilities, veterinary facilities and other support have made situation of women in adopted villages immensely difficult. The college has conducted several extension programmes to empower women and help them lead a productive life by transmitting ideas on agriculture, bee-keeping and animal husbandry. The Covid 19 pandemic brought economic hardships for women who work as wage earners in the adopted villages. Hence, it became imperative for the college to empower the women of its locality economically, culturally and socially.

### Practice:

The following practices are adopted to orient the concept of women empowerment:

- **Sensitization regarding women health and hygiene:** Programmes on health and hygiene are organised in the adopted villages. Blood testing camps are organised in the college where a medical team tests blood at a lower price. Doctors and pharmacists are invited to talk about health issues.
- **Opening of skill-centres:** Skill-based courses with the intent of skilling women like Knitting-cutting & embroidery, Beautician, Diploma in Self Defence by NSOF, Vermicompost and Mushroom Cultivation are opened. These skills take into regard women security, economic empowerment and empower women through environmentally friendly sustainable measures like promoting organic farming.
- **Organising Workshops/Training Programmes:** Agro-themed workshops, workshops on digital connectivity, Awareness on mobile digitization are organised.
- **Awareness Programmes:** Awareness programmes on women health and eradicating superstitious practices that suppress women are conducted by the college in nearby villages.

### Evidence of Success:

- **Formation of Voluntary Association for empowering Women:** a cross-sector linkage is formed with Jeuti Self Help Group to teach pickle making to women and girl students and sell the pickles with the packing bearing the name of the college. The raw materials are provided by the college. Anurupa Pathak an ex-student works in the college beauty parlour and has learned the course from the college. Collaboration with Asian Mission Institute, Pahumara Farmer-Producer, Govt. Livestock Farm is done .
- **Workshops on Digital Learning:** Three-day training on digital learning was done by NIELIT and certificates were given to 391 women from adopted villages participated. 2 programmes on scientific outlook conducted in adopted villages.
- **Field Survey and Minor Project** submitted on “Problems of Women Education in Puran Bhawanipur Village” and “Women Participation in PanchayatiRaj System in the Chauliabari Gaon Panchayat of Bhabanipur Development Block”

- STC on Self defence Training for girls organised from 25-11-2022 to 01-12-2022. Workshops on Animal husbandry and Bee-keeping conducted.

### **Problems Encountered:**

- No funding for certificate courses from the Government and private sponsors.
- Inhibition of women to engage in workshops and certificate courses.
- General misconceptions regarding women health and lifestyle.

### **Best Practice 2: Skilling the Youths**

B.H.B. College has opened 9 skill-development, 16 Add-on courses to meet the demands of the government to make India the skill capital of the world. The college attempts to enhance the entrepreneurship abilities and competencies of the students.

### **Objectives:**

- To introduce the students to short-term and long-term skill-based courses.
- To provide the pupils with technical and soft skills that can improve their personality.
- To boost student's confidence by preparing them for workforce through internships/entrepreneurship opportunities.
- To increase students' potential for entrepreneurship with limited resources.

**Context:** The courses effectively counters the 5 problems – high dropouts, unemployment, exploitation under the name of internship/apprenticeship, depression and social problems such as substance abuse, discrimination. Through its skill courses, the college has managed to integrate social responsibility and entrepreneurship skills in the youths of the rural area.

### **Practice:**

The college has a long-standing tradition of improving students' skills both inside and beyond the parameters of the course curriculum. Of the nine skill-based courses, three are offered by NIELIT and two by UGC NSQF. The Assam Skill Development Mission under Assam Government, has offered two new courses in the college. Additionally, the college has a number of procedures that essentially provide talent growth and the much-needed boost to the students. The key characteristics of such practices are:

### **Improvement of Speaking and Writing Skills**

Speaking /writing abilities are emphasized to build confidence in their language, communication skills and become better public speakers.

**Skill-courses emphasising Women empowerment:** Capacity building courses for women- beautician, knitting-cutting, Yoga & Self Defence (UGCNSQF) are available.

**Courses encouraging sustainability:** Mushroom cultivation, Vermicomposting, Solar Power Installation, Electric Vehicle Technician.

**Building Entrepreneurship:**

Career counselling sessions are held to enhance students' entrepreneurship skills. Mushroom Cultivation is been adopted as Mushroom-Grower by ASDM(StateGovt.) **Rural Employment Generation Scheme** is an initiative undertaken by the college to generate employability by skilling the daily wage earning youths and BPL youths. The scheme provides cost free LED bulb making, pickle, copy and pen making for youths.

**Employability:**

Courses on Tally, Hardware&Networking, Web Technologies, Electrification increases employability.

**Evidence of Success:**

- Successful implementation of Rural Livelihood Mission scheme. Copies made by youths bought by students.
- 554 students have successfully passed from skill/add-on courses from 2018-2023.
- Alumni like Priyabrat Talukdar have incorporated mushroom cultivation and vermicomposting as methods of generating income.
- Students have been placed in organisations with whom Mou is signed.

**Obstacles:**

- Students' lack of knowledge of skill-building programs.
- Lack of student motivation on the value of skill development.
- Reluctance of corporations to hire these course graduates.
- Lack of financing from the government or sponsors.

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

**7.3 Institutional Distinctiveness****7.3.1**

**Portray the performance of the Institution in one area distinctive to its priority and thrust within 1000 words**

**Response:**

- **'Institutionalising Natural Heritage and Aiming for Environmental Sustainability'**

B.H.B. College, Sarupeta was established by the initiation of the local community and is located in a region populated by ethnically and culturally varied people. This gives it a distinct identity. The impact of modernisation is leading to diminution of cultural heritage and natural resources. The need to conserve nature and natural heritage has risen as a result of the intense strain being placed on nature and natural resources. The protection of various objects as historical relics at the College "Rural Museum" is just the beginning of the college's many varied endeavours to preserve cultural heritage. Along with cultural heritage, the conservation of natural heritage has been added to the concept of Conservation which is further prompted by the deteriorating environmental conditions in and around the region, which is likewise rich in biodiversity.

### **Conserving Natural Heritage:**

The college initiates cleanliness drives in and around the college, especially the Palla River which was a significant port during Sankardeva's time as Vaishnavites came to meet the Vaishnavit Saint through this port. In the present times, the river has undergone threat to its sustainability due to human meddling. The students are guided to take up research projects on the Palla River, also a site of ecological significance, focusing on the depleting river basin and pollution. The NCC unit of the college conducted a cleanliness drive in the Palla river on the occasion of World Rivers' Day. In-depth research project "Green Growth: A Study of Flora, Fauna and Agricultural Resources of B.H.B. College, Sarupeta", have been taken by the English Department to study the natural resources available in the college campus. The research showed that the college has 18 varieties of timber yielding trees, 21 varieties of medicinal plants, 24 varieties of ornamental plants, 13 varieties fruit bearing trees and plants, apart from flowering plants.

**Institutional efforts for reducing environmental depletion:** The institution minimises the use of single-use plastics and uses bamboo baskets made by villages from nearby areas. Plantation programmes are conducted often in the college and efforts are taken to maintain the planted plants. The college has 6 gardens, one medicinal garden, one fruit and vegetable garden and four flower gardens. Some old trees are properly maintained by the college and they enhance the beauty of the college.

**Sustainable development initiative taken by the college:** Two skill-based courses by NIELIT, namely 'Basics of Electrification and Solar Power Technologies' and Solar Power Installation, Operation and Maintenance', offered in the college promotes the use of alternative source of energy. Mushroom Cultivation course is adopted by the ASDM under Assam State Government as Mushroom Growers in 2023 and Vermicomposting course offers the concept of organic farming and entrepreneurship.

**NSS Special Camp:** The NSS unit conducted a special camp in the adopted village of Puran Bhawanipur in 2022. The volunteers planted several trees that are maintained with the help of the villagers. Cleanliness drives, levelling of the roads and construction of makeshift public toilets were done by the NSS volunteers for the community.

### **Institutionalising Cultural Conservation**

The college endeavours to conserve the fading consciousness of the cultural heritage of its nearby areas by focusing on conducting field trips. A field trip to Boiragi Than and Gopal Ata Than was undertaken by the Assamese Department to encourage the students to understand the cultural and religious sentiments of the local people who are associated with these cultural heritage sites. The Library of the college has undertaken the significant project of preserving the Shansi paat manuscripts of Sankardev

and Madhavdev of Bishnupur Satra by digitising some of the manuscripts. The manuscripts are more than 550 years old and are rare relics of cultural heritage and only a copy of these manuscripts exists. Through the library, the college has extended its purpose of preserving culture heritage of not just its nearby areas but also of the areas of cultural significance in neighbouring districts. Traditional elements like Assamese gamocha, Bodo arnai, Xorai, japi etc. are used to felicitate guests.

### **Workshops and Seminars on Culturally significant topics:**

The college conducts workshops and seminars on culturally relevant topics. Seminar on 'The Doul Festival and Holigeets of Barpeta' was organised on 28/02/2020 to promote the globally-famed doul festival of Barpeta. Departmental seminar on 'Folk Songs of Assam: with special reference to Bihu Geet' was conducted on 07/09/2018. Workshop on Importance of Library for Social Life on 12/08/2021 focused on the impact of books in contributing to community development. Departmental Seminar on Folk Culture of Assam on 11/02/2022 concentrated on promoting the Assamese folk culture. The Seminar on Patriotic Songs of Bhupen Hazarika on 08/02/2023 was conducted to appreciate the works of Dr. Bhupen Hazarika in the field of Art and Culture. Workshop on Asamiya Bhaxat Arjyabhinna Upadan on 26/09/2021 focused on understanding the influence of other languages on the Assamese language other than Aryan language.

### **Influence of Theatre and Art:**

National Webinar on 'Historical and Cultural Perspectives of Indian Theatre: Focusing on Assamese Theatre' on 19/08/2020 and National Webinar on 'The Heritage of Assamese Drama and its Evolution' on 26/09/2020 were conducted during the Covid19 pandemic to promote Assamese and Indian theatre. The college has an Add-on course on Script Writing Skill of Play and Skill of Dramatization, Recitation for Dialogue Delivery is provided by the college for students who are theatre enthusiasts. Workshop on Acting and Recitation was conducted in 2022 under the course. Prominent theatre artists like Rabijita Gogoi and Dharmendra Nath are invited by the college to conduct workshops for theatre enthusiasts. These workshops are open for the participation of community members and some of them are conducted online for a wide range audience. 'Nukkad Natak' on prohibition of single use plastics and preservation of environment by the NCC unit was conducted on 24-04-2023 to raise environmental consciousness in the Sarupeta Bazaar where people use single-use plastics. A play 'Swarna Mriga' was done by the alumni on 07-04-2023 to 08-04-2023. The play attempted to promote the disappearing practice of deudhanis of Assam.

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

## 5. CONCLUSION

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### Additional Information :

- The institution has been constantly working to preserve and uphold the culture and heritage of the land by organising training, workshop and an initiative to preserve the rare manuscript of Assam.
- The teacher community of BHB College morally and financially supported the people during the pandemic. They also organised awareness drive on it.
- A quarantine centre was set up in the college campus during the pandemic and two faculty members were appointed as the in-charge of that camp.
- During the covid pandemic the coordination of teachers and students in the online teaching learning process resulted in a commendable outcome that is reflected in the final result of the semesters
- As the college is located in flood prone zone, the college allows its infrastructure to be used in every year by the nearby community.
- The principal of the college is the member of academic council of Bodoland University.
- For the upliftment of the nearby youths the college authority has been trying to provide the sports facilities in its playground.
- The digital hall and other facilities of the institution are used by nearby people and govt. departments to hold meetings and other programmes.
- Training camps for farmers nearby community are organised.
- Apart from self-financed skill development courses, the assam govt. has sanctioned two more skill development courses “Mushroom Grower” and “Electric Vehicle Technician” to the institution from this current session.
- Besides the publication in Scopus and UGC recognized journals, a number of faculty in the college have published articles and research papers in both national and international books and journals.
- Many teachers are involved as office bearers and active members of social and community bodies. College pass-outs are also involved in community service.
- Alumni of this college are doing commendable work in different sectors in district, state and national level.
- Many teachers of the institution participated in the evaluation and assessment process of the affiliating university.
- Combined Annual Training Camp (CATC)-33 is organised by 48 Assam Naval Unit NCC, Ghy where 700 NCC cadets participated and became one of the largest camps ever organised by NCC in NE region.

### Concluding Remarks :

The foundation of an institute for higher education's future development is its support of high-quality analysis. Due to the necessity of the quality assessment, the SSR has been created while taking into account the documentation for each criterion. This SSR was created while taking into consideration the initiatives from the academic year 2018–19. AQARs were regularly submitted during the course of the five years. The authority and IQAC work with all the stakeholders to gather the necessary data and documentation to demonstrate the activities and accomplishments during the course of the assessment in order to raise the Caliber of the assessment and accreditation process. As a result, feedback from all parties involved was gathered, examined, and provided to the appropriate authorities for action. It aids the IQAC in developing the strategies to be used for the college's quality assurance.

The report makes an effort to group all of the college's regular and unique activities under various headings. The various QnM and QIM activities made sure that the authority, teachers, and students were all actively involved. The procedure aids the institute in understanding its potential and challenges and fostering its growth. The information provided in the QnMs is based on documents that were taken from the office and other departments. The college's IQAC authenticates and verifies the data.

By highlighting the college's strengths, weaknesses, possibilities, and challenges during the SSR preparation process, specific programs and efforts for gradually meeting these needs in the upcoming years have been conceptualized. Additionally, it has made it easier to comprehend how well the College's policies and initiatives support the achievement of its mission and vision.



## 6.ANNEXURE

### 1.Metrics Level Deviations

| Metric ID | Sub Questions and Answers before and after DVV Verification   |         |         |         |         |         |     |    |    |    |     |         |         |         |         |         |     |    |    |    |     |
|-----------|---|---------|---------|---------|---------|---------|-----|----|----|----|-----|---------|---------|---------|---------|---------|-----|----|----|----|-----|
| 1.2.2     | <p><b>Percentage of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years</b></p> <p>1.2.2.1. Number of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>421</td> <td>55</td> <td>00</td> <td>70</td> <td>101</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>444</td> <td>55</td> <td>00</td> <td>70</td> <td>101</td> </tr> </tbody> </table> <p>Remark : Input edited from data template provided for clarification.</p> | 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 | 421 | 55 | 00 | 70 | 101 | 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 | 444 | 55 | 00 | 70 | 101 |
| 2022-23   | 2021-22   | 2020-21 | 2019-20 | 2018-19 |         |         |     |    |    |    |     |         |         |         |         |         |     |    |    |    |     |
| 421       | 55  | 00      | 70      | 101     |         |         |     |    |    |    |     |         |         |         |         |         |     |    |    |    |     |
| 2022-23   | 2021-22   | 2020-21 | 2019-20 | 2018-19 |         |         |     |    |    |    |     |         |         |         |         |         |     |    |    |    |     |
| 444       | 55  | 00      | 70      | 101     |         |         |     |    |    |    |     |         |         |         |         |         |     |    |    |    |     |
| 1.3.2     | <p><b>Percentage of students undertaking project work/field work/ internships (Data for the latest completed academic year)</b></p> <p>1.3.2.1. <b>Number of students undertaking project work/field work / internships</b><br/>           Answer before DVV Verification : 546<br/>           Answer after DVV Verification: 246</p> <p>Remark : Only latest completed academic year students will be considered. Hence input edited accordingly.</p>  |         |         |         |         |         |     |    |    |    |     |         |         |         |         |         |     |    |    |    |     |
| 2.4.2     | <p><b>Percentage of full time teachers with NET/SET/SLET/ Ph. D./D.Sc. / D.Litt./L.L.D. during the last five years (consider only highest degree for count)</b></p> <p>2.4.2.1. <b>Number of full time teachers with NET/SET/SLET/Ph. D./ D.Sc. / D.Litt./L.L.D year wise during the last five years</b></p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>20</td> <td>19</td> <td>19</td> <td>18</td> <td>17</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>12</td> <td>11</td> <td>11</td> <td>10</td> <td>11</td> </tr> </tbody> </table>  | 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 | 20  | 19 | 19 | 18 | 17  | 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 | 12  | 11 | 11 | 10 | 11  |
| 2022-23   | 2021-22   | 2020-21 | 2019-20 | 2018-19 |         |         |     |    |    |    |     |         |         |         |         |         |     |    |    |    |     |
| 20        | 19  | 19      | 18      | 17      |         |         |     |    |    |    |     |         |         |         |         |         |     |    |    |    |     |
| 2022-23   | 2021-22   | 2020-21 | 2019-20 | 2018-19 |         |         |     |    |    |    |     |         |         |         |         |         |     |    |    |    |     |
| 12        | 11  | 11      | 10      | 11      |         |         |     |    |    |    |     |         |         |         |         |         |     |    |    |    |     |

Remark : M.Phil degree will not be considered, Hence input edited accordingly.

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

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

Answer before DVV Verification:

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 9       | 0       | 2       | 0       | 0       |

Answer After DVV Verification :

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 0.18    | 3.25    | 0       | 0       | 0       |

Remark : Input edited from supporting documents provided for clarification.

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

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

Answer before DVV Verification:

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 19      | 19      | 10      | 6       | 3       |

Answer After DVV Verification :

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 19      | 18      | 12      | 03      | 03      |

Remark : Input edited from supporting documents provided for clarification.

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

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

Answer before DVV Verification:

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 1       | 12      | 5       | 4       | 0       |

Answer After DVV Verification :

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 02      | 09      | 01      | 05      | 0       |

Remark : Input edited as per the research papers published per teacher in the Journals notified on UGC care list, Scopus and Web of Science.

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

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

Answer before DVV Verification:

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 20      | 31      | 6       | 4       | 6       |

Answer After DVV Verification :

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 15      | 28      | 03      | 03      | 05      |

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

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

Answer before DVV Verification:

| 2022-23  | 2021-22  | 2020-21  | 2019-20  | 2018-19 |
|----------|----------|----------|----------|---------|
| 16.35267 | 26.92657 | 64.65371 | 28.53825 | 0.38000 |

Answer After DVV Verification :

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 13.96   | 2.72    | 9.75    | 0.46    | 0.30    |

Remark : Input edited from supporting documents provided for clarification.

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

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

Answer before DVV Verification : 55

Answer after DVV Verification: 40

Remark : Input edited as per the computers available for students usage only.

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

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

Answer before DVV Verification:

| 2022-23  | 2021-22  | 2020-21  | 2019-20  | 2018-19  |
|----------|----------|----------|----------|----------|
| 55.14220 | 13.66418 | 21.18162 | 27.36867 | 26.93020 |

Answer After DVV Verification :

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 9.87    | 4.23    | 1.58    | 3.57    | 0.97    |

Remark : Input edited from supporting documents provided for clarification.

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

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

Answer before DVV Verification:

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 36      | 18      | 8       | 3       | 2       |

Answer After DVV Verification :

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 32      | 11      | 02      | 02      | 01      |

Remark : In absence of certificate, the claim will not be considered. Hence input edited accordingly.

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

5.3.1.1. **Number of awards/medals for outstanding performance in sports/cultural activities at**

***national/international level (award for a team event should be counted as one) year wise during the last five years***

Answer before DVV Verification:

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 6       | 36      | 8       | 15      | 13      |

Answer After DVV Verification :

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 06      | 0       | 01      | 01      | 01      |

Remark : Only University /state/ national or international achievements within assessment period will be considered. Hence input edited accordingly.

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

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

Answer before DVV Verification:

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 37      | 37      | 10      | 35      | 34      |

Answer After DVV Verification :

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 0       | 03      | 06      | 07      | 05      |

Remark : Events cannot be split into activities, Multiple activities on the relatively closer dates will be considered as one only. Hence input edited accordingly.

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

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

Answer before DVV Verification:

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 22      | 22      | 1       | 4       | 9       |

Answer After DVV Verification :

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
|         |         |         |         |         |

|    |    |   |    |    |
|----|----|---|----|----|
| 22 | 22 | 0 | 03 | 01 |
|----|----|---|----|----|

Remark : Multiple financial supports provided to teacher in a year will be considered once only. Hence input edited accordingly.

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

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

Answer before DVV Verification:

|         |         |         |         |         |
|---------|---------|---------|---------|---------|
| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
| 14      | 11      | 08      | 06      | 09      |

Answer After DVV Verification :

|         |         |         |         |         |
|---------|---------|---------|---------|---------|
| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
| 09      | 08      | 08      | 06      | 03      |

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

Answer before DVV Verification:

|         |         |         |         |         |
|---------|---------|---------|---------|---------|
| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
| 04      | 07      | 07      | 07      | 07      |

Answer After DVV Verification :

|         |         |         |         |         |
|---------|---------|---------|---------|---------|
| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
| 16      | 16      | 16      | 16      | 16      |

Remark : 6.3.3.1-Multiple participation of the faculty in the same academic year will be considered as one only and Less than 5 days FDPs will not be considered. Hence input edited accordingly. 6.3.3.2- Input edited from IIQA.

7.1.2 **The Institution has facilities and initiatives for**

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

Answer before DVV Verification : A. 4 or All of the above

Answer After DVV Verification: B. 3 of the above

Remark : Input edited from supporting documents.

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

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

Answer before DVV Verification : E. None of the above

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

Remark : Internal Audit done by the same HEI will not be considered. Hence input edited accordingly.

## 2.Extended Profile Deviations

| ID      | Extended Questions  |         |         |         |         |         |     |     |     |     |     |         |         |         |         |         |     |     |     |     |     |
|---------|---|---------|---------|---------|---------|---------|-----|-----|-----|-----|-----|---------|---------|---------|---------|---------|-----|-----|-----|-----|-----|
| 1.1     | <p><b>Number of students year wise during the last five years</b></p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>606</td> <td>567</td> <td>542</td> <td>527</td> <td>739</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>606</td> <td>567</td> <td>542</td> <td>527</td> <td>739</td> </tr> </tbody> </table>                  | 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 | 606 | 567 | 542 | 527 | 739 | 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 | 606 | 567 | 542 | 527 | 739 |
| 2022-23 | 2021-22   | 2020-21 | 2019-20 | 2018-19 |         |         |     |     |     |     |     |         |         |         |         |         |     |     |     |     |     |
| 606     | 567   | 542     | 527     | 739     |         |         |     |     |     |     |     |         |         |         |         |         |     |     |     |     |     |
| 2022-23 | 2021-22   | 2020-21 | 2019-20 | 2018-19 |         |         |     |     |     |     |     |         |         |         |         |         |     |     |     |     |     |
| 606     | 567   | 542     | 527     | 739     |         |         |     |     |     |     |     |         |         |         |         |         |     |     |     |     |     |
| 2.1     | <p><b>Number of teaching staff / full time teachers during the last five years (Without repeat count):</b></p> <p>Answer before DVV Verification : 24</p> <p>Answer after DVV Verification : 23</p>   |         |         |         |         |         |     |     |     |     |     |         |         |         |         |         |     |     |     |     |     |
| 2.2     | <p><b>Number of teaching staff / full time teachers year wise during the last five years</b></p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>21</td> <td>21</td> <td>23</td> <td>22</td> <td>21</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>21</td> <td>22</td> <td>22</td> <td>21</td> <td>20</td> </tr> </tbody> </table> | 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 | 21  | 21  | 23  | 22  | 21  | 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 | 21  | 22  | 22  | 21  | 20  |
| 2022-23 | 2021-22   | 2020-21 | 2019-20 | 2018-19 |         |         |     |     |     |     |     |         |         |         |         |         |     |     |     |     |     |
| 21      | 21  | 23      | 22      | 21      |         |         |     |     |     |     |     |         |         |         |         |         |     |     |     |     |     |
| 2022-23 | 2021-22   | 2020-21 | 2019-20 | 2018-19 |         |         |     |     |     |     |     |         |         |         |         |         |     |     |     |     |     |
| 21      | 22  | 22      | 21      | 20      |         |         |     |     |     |     |     |         |         |         |         |         |     |     |     |     |     |
| 3.1     | <p><b>Expenditure excluding salary component year wise during the last five years (INR in lakhs)</b></p> <p>Answer before DVV Verification:</p>   |         |         |         |         |         |     |     |     |     |     |         |         |         |         |         |     |     |     |     |     |

|          |          |          |          |          |
|----------|----------|----------|----------|----------|
| 2022-23  | 2021-22  | 2020-21  | 2019-20  | 2018-19  |
| 71.49487 | 40.49075 | 85.83533 | 55.90692 | 27.31020 |

Answer After DVV Verification:

|         |         |         |         |         |
|---------|---------|---------|---------|---------|
| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
| 71.49   | 40.49   | 85.83   | 55.90   | 27.31   |