



SELF STUDY REPORT

FOR

3rd CYCLE OF ACCREDITATION

B. P. CHALIHA COLLEGE

VILL- NAGARBERA, PO/PS- NAGARBERA, DIST- KAMRUP
781127

www.bpchalihacollege.org.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

August 2024

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

B. P. Chaliha College, Nagarbera, founded in 1972 under the guiding mission "Tomoso Maa Jyotirgamaya," is deeply committed to providing quality education. The college's commitment is reflected in its adherence to the 7 criteria mandated by the NAAC for quality assessment and its alignment with the NEP 2020 guidelines. Named in honor of the former Chief Minister of Assam, Late Bimala Prasad Chaliha, the college has played a pivotal role in fulfilling the higher education needs of young people across Northeast India. Over the years, it has continually adapted to the evolving challenges in higher education, ensuring that its students receive an education that is both relevant and forward-looking.

The college was integrated into the Grants-in-Aid system on 1st September 1979, marking a significant milestone in its development. Further expansion occurred introducing Science stream in 1996. In 1992, the College was recognized under Sections 2(f) and 12(B) of the UGC. Today, the college offers a diverse range of three- to four-year degree programs, including B.A., B.Sc., and B.Com, covering 17 subjects at the undergraduate level under the CBCS and are fully compliant with the NEP-2020. The college implemented NEP-2020 in 2023-24, following directives from Gauhati University.

The college boasts an infrastructure that supports a comprehensive and holistic learning experience. It houses a well-stocked library, a variety of reference materials, journals, and newspapers that are freely accessible to students. Additionally, three women's hostels with a total capacity of 120 students provide a safe and conducive living environment. Modern amenities, including digital classrooms, high-speed internet access, and Wi-Fi facilities, are available to both students and staff, ensuring that the college remains at the forefront of technological advancement in education.

B. P. Chaliha College is dedicated to providing value-based and skill-oriented education, fostering scientific temper, and cultivating a global perspective with a strong emphasis on local relevance. The IQAC serves as the central academic agency, playing a crucial role in monitoring and regulating the activities of various cells and committees. This ensures the continuous intellectual growth of students and upholds the institution's commitment to maintaining high academic standards and overall quality.

Vision

The vision of the B. P. Chaliha College, Nagarbera is to make it a plethoric centre of learning of higher education with the provision of scientific and systematic knowledge and skills for all traditional vis-à-vis modern courses of study required for social transformation and sustainable development which is characterised by social justice, inclusiveness and empowerment.

Mission

The mission statement of Bimala Prashad Chaliha College, Nagarbera '*Tomoso Ma JyotirGamaya*' reflects the quest of the college to remove the darkness of ignorance and spread the light of knowledge.

The college has been working with the mission to impart quality higher education to all sections of people of this greater region to create adequate opportunities for easy exposure to the national mainstream. The college will strive for integrated development of intellectual, moral and cultural upliftment of students. It cherishes fostering the spirit of discipline and self-reliance among the youths to face the challenges of time.

Objectives:

- Impart value-based education to promote humanism and self-reliance.
- Foster scientific temper and creativity among the students.
- To promote national integration and international understandings in global perspective.
- To develop all-round personality of the students.
- To serve the society for a prosperous, sustainable and peaceful coexistence in all possible ways.
- To provide quality higher education to the students within and beyond the periphery of greater Nagarbera.
- To provide vocational and skill-based education to the students to combat the challenges of future efficiency.
- Impart education through modern ICT to encourage entrepreneurial quality.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

1. B. P. Chaliha College's commitment to academic excellence begins with its recruitment of competent, qualified, and dedicated faculty members, all appointed in strict adherence to UGC standards for college teachers in India. This ensures that students receive high-quality education from professionals who are both knowledgeable and passionate about their fields.

2. The leadership of the college, including the principal and governing body, has cultivated an environment that is highly conducive to teaching, learning, research, and innovation. The campus itself is a lush, green, and eco-friendly haven, providing a serene and attractive setting that fosters both academic and personal growth.

3. The governing body comprises eminent academicians and experienced administrators who guide the institution with wisdom and foresight. Additionally, the college ensures uninterrupted power and water supply, which significantly enhances the productivity and efficiency of faculty, staff, and students. To further address any electricity issues, a newly installed alternate power supply system ensures that the campus remains fully operational at all times.

4. Sports and physical education are also given importance at B. P. Chaliha College. The campus boasts a well-equipped sports ground and an indoor hall, offering excellent facilities for a variety of sports activities. Beyond academics and sports, the college is deeply committed to societal impact through its NCC, NSS, Scouts and Guides, Innovation and Incubation Centre, Biotech Hub, Career Guidance and Information Centre, and numerous other clubs and cells. These entities work tirelessly to uplift students and extend their efforts to the broader community.

5. The college is also attentive to the needs of its students, providing freeships, scholarships, a book bank, and a library with extensive e-resources, all aimed at facilitating easy access to education and supporting holistic development. Hostel facilities are available on campus, particularly for economically disadvantaged

female students, ensuring that everyone has the opportunity to pursue their education in a supportive environment.

6. Moreover, the college maintains strong relationships with alumni, parents, industry, society, and nearby institutions, which are considered some of its greatest assets, further enhancing its role as a leading educational institution.

Institutional Weakness

1. There are an insufficient number of faculty members for sanctioned posts in various departments, and there are no government-sanctioned posts for Commerce, Computer Science, Sociology, and Environmental Studies.
2. Limited academic flexibility since the institution is implementing university curriculum. Undergraduate curriculum of the college provides less scope for skill development, internship or research work.
3. The college does not possess a Boys' Hostel of its own due to lack of adequate land in the college campus.
4. There is no auditorium to host and facilitate students for programmes.
5. Absence of proper drainage system for waste management is one of the key concerns.
6. The infrastructural facilities are to be augmented to accommodate the expanding number of students.
7. The number of smart classrooms is insufficient to adequately support effective Learning Management System (LMS) facilities.
8. The absence of a Day Care Centre or Crèche is a notable gap, significantly impacting the well-being and work-life balance of the College's female staff, highlighting a critical need for such a supportive facility.
9. Teachers' common room or leisure room is not available in the college.
10. There are no industries or factories in the nearby areas, limiting opportunities for students to gain practical exposure
11. There is no sanctioned post for Students Counsellor, sports instructor, music teacher and so on. Further no sanctioned post for Computer Lab. Technician, Gardener, Night Chowkidar, Hostel staffs etc. leads to depend on college funds only.

Institutional Opportunity

1. The very location of the college in a rural area entails the institution to introduce some courses in agriculture either at UG level or through add on courses.
2. The multi-ethnic composition of the locality offers rich opportunities for multiculturalism, fostering a habit of tolerance and encouraging research in language and culture.
3. The establishment of a Biotech Hub under the Department of Biotechnology, Government of India, provides significant opportunities to advance life sciences, not only from an educational perspective but also in terms of research development.
4. There is potential to upgrade several undergraduate departments to postgraduate departments and research centres. Additionally, partnerships with initiatives like Spoken Tutorials by IIT Bombay and the SWAYAM NPTEL Centre have broadened opportunities for students and local youth to engage in blended teaching-learning of national and international standards.
5. The gender inequality has been completely done away with in the college by its very nature of being co-educational institutions.
6. The college has the potential to serve as a skill development centre for students and local youth. Given

the industrious nature of the local youth, there is significant scope to foster entrepreneurship and start-ups, where the institution can play a pivotal role.

7. The College has initiated the signing of MoUs, MoAs and established linkages with nearby colleges and industries to facilitate faculty, student, and facility exchanges. These partnerships aim to share knowledge, resources, and infrastructure, thereby meeting the requirements of NEP-2020 while enhancing industry exposure, field trips, internships, and placement opportunities.
8. Integrated B.Ed. and more skill-oriented courses may start with the set up.

Institutional Challenge

1. The need for technologically advanced, modern classrooms, laboratories, and a skill development centre is critical. Addressing this requirement is one of the institution's major concerns as it strives to meet current and future challenges.
2. Retaining the qualified faculty members are one of the major challenges facing as the institution located in remote corner of three districts.
3. As an affiliated college, the institution faces limited autonomy in designing, modifying, and implementing the curriculum in a manner that fully aligns with the desired welfare of the students and the community as a whole.
4. The College's infrastructure and laboratory facilities require significant development and expansion, necessitating increased financial support from both the government and NGOs.
5. The number of government-sanctioned faculty members and support staff needs to be increased to enhance the College's efficiency and overall management.
6. An open-air mini stadium within the College campus is needed to significantly enhance sports and other extracurricular activities.
7. A complete guarded boundary wall to ensure security and safety of college property and employees as well.
8. As flood prone area, almost every year flood affects the normalcy of college working days and damages property as well.
9. Proper implementation of decentralization process to pace up the activities.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

B. P. Chaliha College, affiliated to Gauhati University, rigorously follows the guidelines set by its affiliating university to ensure the highest standards of education. The College operates with 17 departments, offering a wide range of 40 undergraduate programs across the Science, Arts, and Commerce streams. This diversity in academic offerings allows students to pursue their educational interests in various disciplines.

Additionally, the College extends its educational reach through 9 postgraduate programs available under distance education, catering to the needs of students who require flexible learning options. The College also provides Higher Secondary courses in Science and Arts, contributing to foundational education.

To enhance students' employability and practical skills, B. P. Chaliha College offers 15 skill-oriented certificate courses as add-on programs, developed by various departments. These programs are designed to complement the academic curriculum and provide students with practical knowledge and skills, relevant in

today's job market. Faculty members are actively engaged with Gauhati University's Academic Council, playing a key role in developing UG courses. In 2024, 5 Skill Enhancement Courses were developed by the College, available to all institutions affiliated with Gauhati University.

Academic planning and implementation at the College are meticulously managed by the Academic Council and Curricular Aspects Sub-Committee, in collaboration with the IQAC, and under the leadership of the Principal and Governing Body. Despite operating with limited resources, the College strives to offer academic flexibility to students through the CBCS and NEP2020 schemes. The Routine Preparation Committee, alongside the Academic Council, prepares the master timetable, ensuring compliance with UGC and government-mandated workloads.

Course and lesson plans are systematically managed by HoDs and individual faculty members, available on the College website. To keep pace with modern educational demands, the College has also introduced SWAYAM-NPTEL programs. Each department maintains detailed dossiers for all faculty members, documenting classes and activities, which are verified by the Principal.

Continuous Internal Assessment is integral to the academic process, supported by a robust grievance redressal mechanism. Regular feedback from stakeholders, including students, alumni, and parents, is collected, analyzed, and acted upon, ensuring that the College remains responsive to the needs of its community.

Teaching-learning and Evaluation

At B. P. Chaliha College, teaching and learning are at the core of its mission, embodying a strong commitment to providing value-based education that aligns with modern technological advancements and market demands. The College prioritizes student-centric approaches, emphasizing skill development, practical experiential learning, and industry exposure, all within an inclusive and accessible educational environment.

The academic calendar, meticulously developed by the IQAC in collaboration with the Academic Council, serves as the foundation for departmental academic plans. This ensures the delivery of high-quality education within the timeframe stipulated by the parent university. Since 2020, the College has implemented a transparent online admission process, simplifying the experience for prospective students and ensuring adherence to government and university-mandated reservation policies, which promote inclusive education.

To enhance the effectiveness of teaching and learning, the College has integrated various methods, including Information and Communication Technology (ICT) based approaches, into its educational practices. This incorporation of technology has made the College's educational framework more advanced and responsive to contemporary challenges. The introduction of Learning Management System (LMS) facilities has further enriched classroom engagement. During the COVID-19 pandemic, blended learning methods were particularly crucial in maintaining the continuity of education, with the College's online portal serving as the primary resource for students.

The IQAC and the Academic Monitoring Committee consistently monitor curriculum progress, ensuring that each department maintains a dossier documenting both curricular and extra-curricular activities. Special attention is given to advanced and slow learners through departmental seminars, webinars, presentations, and remedial classes. The College also organizes special invited lectures to break the routine and strengthen the relationship between academia and industry.

To equip students with essential skills, the College offers a variety of skill-based add-on courses designed to enhance communication and technical abilities. The College's infrastructure supports this focus on experiential learning, with well-equipped laboratories, a language lab, computer labs with internet connectivity, and free access to e-resources.

Continuous internal assessments, conducted through class tests, unit tests, and sessional examinations, tutorial and remedial classes for slow learners are integral to the College's approach, ensuring that student progress and course outcomes are effectively evaluated and addressed.

Research, Innovations and Extension

B. P. Chaliha College is deeply committed to fostering a research-oriented culture that promotes intellectual growth among students and attracts top-tier faculty members. This emphasis on research and innovation is central to the College's mission, as it consistently strives to motivate, support, and monitor the research activities of both faculty and students. Presently, 20 faculty members hold Ph.D. degrees, while many others possess M.Phil. qualifications, reflecting the institution's dedication to academic excellence.

To further encourage faculty engagement in research, the College provides financial support, necessary leave, and other essential resources. Over the years, research facilities at the College have been significantly upgraded, thanks to financial assistance from the UGC, DBT, and other funding agencies. In the last five years, B. P. Chaliha College has received research grants amounting to ₹31.5 lakhs from DBT and ICSSR. Currently, 10 faculty members are actively involved in research, including Ph.D. work and other projects like the Institutional Biotech Hub, in addition to regularly publishing research papers. Notably, a faculty member from the Chemistry department has achieved a significant milestone by securing a patent.

The College has also prioritized faculty development by hosting programmes in collaboration with the ICT Academy at IIT Guwahati and the Spoken Tutorials initiative at IIT Bombay in 2019 and 2024. Over the past five years, the College has organized 89 seminars, workshops, and webinars, focusing on contemporary academic developments, research methodologies, and Intellectual Property Rights (IPR).

To nurture scientific temper and innovation, B. P. Chaliha College has established an Innovation and Incubation Centre (IIC). This centre actively engages with adopted villages, local schools, and nearby communities, aligning with the College's mission to eradicate superstitions and dispel ignorance in the remote region it serves.

The College also regularly conducts extension activities through NSS, NCC, WEC, and various clubs under the supervision of the IQAC. These activities address critical issues such as science education, healthcare, soil conservation, agricultural and industrial development, and the conservation of wildlife and the environment. Additionally, the College has organized several collaborative programmes, including FDPs, in partnership with other reputable institutions, further enhancing its academic and research ecosystem.

Infrastructure and Learning Resources

B. P. Chaliha College campus, encompassing approximately 8,700 square-meters of built-up area, is meticulously designed to enhance both teaching and learning. It boasts 33 well-furnished, well-ventilated classrooms and 11 state-of-the-art laboratories, providing students with top-tier facilities for their academic

endeavours.

The seminar hall is equipped with ICT facilities, ideal for hosting academic discussions, presentations, and seminars etc. With 86 computers available for students connected to high-speed internet exceeding 50 Mbps ensuring students enabling to access the digital resources. The campus-wide internet connectivity extends to labs, offices, classrooms, library, hostels and canteen facilitates learning environment both inside and outside the classroom.

Beyond academics, the college offers a wide array of recreational and extracurricular opportunities. The campus spans 19,065 square-meters and includes a spacious outdoor playing area for sports like football, cricket, tennis, and athletics, particularly during the annual College Week. The recent addition of a modern indoor hall, complete with a badminton court, further enriches the college's sports infrastructure.

The college provides essential amenities that enhance student life through canteen, boys' and girls' common rooms, administrative office, principal's residence, warden's quarter, and three girls' hostels. Additionally, the campus features a greenhouse, vermicomposting unit, mushroom cultivation facility, demonstrating the institution's commitment to sustainability and experiential learning.

The Central Library serves as the cornerstone of the college's academic resources, housing around 20,000 print volumes covering a broad spectrum of subjects in science, arts, and commerce. The library also offers access to the Encyclopaedia Britannica, various reference materials, journals, magazines, and newspapers in both Assamese and English. Through its N-LIST subscription, the college provides access to over 6,000 journals and 97,000 books, enriching the academic experience. The library has embraced digital advancements with SOUL 2.0 ILMs for automation and offers NDLI memberships to students and faculty.

B. P. Chaliha College continually upgrades its IT infrastructure to meet evolving educational demands, promoting both administrative efficiency and an enhanced learning experience. The college maintains a user-friendly, regularly updated website (<https://bpcccollege.org.in>) that serves as a vital information hub, while modern office equipment and campus-wide security measures, including CCTV cameras, ensure a safe and efficient environment for all.

Student Support and Progression

B. P. Chaliha College has always been a student-centric institution. Student mentoring and support has been a primary focus of the college and the residential nature of the college has made it a reality. The students are mentored from the time of admission up to the completion of their programme at various levels. Every class has a teacher assigned to counsel and mentor the students. The institution provides necessary assistance to students to acquire meaningful experiences for learning thus leading to holistic development and progression.

Students of the College receive several scholarships from various schemes under the Government of Assam.

1. Ishan Uday special Scholarship Scheme for NER
2. Post matric scholarship schemes minorities CS
3. Post matric scholarship for SC students
4. Post matric scholarship for OBC students
5. Post matric scholarship for ST students as well as free ships provided by the Assam government and faculties of the college in the form of books and monetary aids.

Activities with an aim of developing students' abilities which focuses soft language and communication skills, life skills (such as yoga, physical fitness, health, and hygiene), and ICT/computing skills have been organized in these five years.

The institution has Career guidance and information centre which focuses on guiding students with information related to various career endeavours and takes special efforts to help student through various competitive examinations.

The college has a transparent mechanism for timely addressal of stress-related issues, student grievances including sexual harassment and ragging cases through Counselling Centre, Students' Welfare committee, Internal Complaint Committee, Ragging Prevention Committee and Grievance Redressal Cell in accordance with the ruling of Supreme Court and subsequent notification of UGC.

The college conducts on-campus drive through placement cell every year. The institution takes special efforts to improve student performance and large numbers of students have progressed to higher education and gainful employment.

The college takes various initiatives to promote an inclusive environment by organizing cultural programmes and Annual sports.

The registered Alumni association has contributed significantly in various form be it financial or non-financial in providing all-around support for the proper functioning of the College.

Governance, Leadership and Management

The leadership and governance of B. P. Chaliha College are firmly aligned with its mission to provide high-quality education, particularly to underserved and remote communities. The college prioritizes decentralized governance and participatory administration, ensuring that various committees and clubs are actively involved in fostering the intellectual, athletic, and cultural development of students. The implementation of the NEP 2020 is a key focus, with a dedicated Samarth Cell overseeing its execution.

Strategic planning at the college involves key stakeholders such as teachers, students, and alumni, particularly in areas of infrastructure development and the delivery of high-quality education. The college places significant emphasis on career counseling, seminars, and ICT-based education to prepare students for placements and competitive examinations.

A five-year perspective plan has been developed, aiming to enhance societal engagement and streamline administrative processes. The college also prioritizes the welfare of its employees, monitoring performance through established systems and supporting career development initiatives. The IQAC also organized the training programmes for skill development for the non-teaching staffs by the external agency during the assessment period. Although external funding for faculty participation in conferences or workshops has been lacking in the past five years, the college encourages involvement in professional development activities, providing minimal financial assistance when necessary.

The college operates with a set budget and a robust auditing system, receiving funding from both state and non-governmental sources. These funds are allocated toward salaries, campus upgrades, research promotion, and a variety of extracurricular and academic activities.

The IQAC plays a pivotal role in advancing best practices, coordinating development programs, and ensuring quality assurance across teaching and learning processes. The IQAC is actively engaged in preparing essential reports like the AQAR and SSR and participates in national rankings such as the NIRF. It also organizes capacity-building and faculty development programs for both teaching and non-teaching staff. Additionally, the IQAC oversees institutional policies, making necessary modifications to ensure continuous improvement.

Overall, B. P. Chaliha College remains committed to its Vision and Mission, consistently striving to deliver high-quality education, foster participatory management, and enhance both administrative and academic processes.

Institutional Values and Best Practices

B. P. Chaliha College embarks on a transformative journey that profoundly shapes its students' personal and professional lives. Guided by this vision, the college is dedicated to nurturing well-rounded individuals through a diverse array of seminars, workshops, activities, and campaigns. These initiatives emphasize gender equality, awareness of basic rights and duties, universal values, and a deep understanding of national identity, among other crucial topics.

The college places significant emphasis on celebrating national and international commemorative days, events, and festivals. Observances such as International Women's Day, Constitution Day, Republic Day, Independence Day, and World Environment Day are central to the institution's calendar to ensure unity and patriotism among students while also encouraging them to engage with global issues and cultural diversity.

To promote gender sensitivity, the college has implemented various sensitization programs and initiated a gender audit to enhance equity across the campus.

Recognizing its rural setting, the college acknowledges that many students may lack awareness of professional and career-oriented programs. To address this, the institution has established the Career Guidance and Information Centre (CGIC) that serves as a valuable resource, helping students explore various career paths and providing. By offering these opportunities, the college empowers students to make informed decisions about their futures and equips them with the tools necessary for success.

The College's commitment to community engagement extends beyond its campus. Organizations such as the NCC, NSS, Scouts and Guides, and various clubs and cells actively conduct outreach programs, fostering a sense of social responsibility among students and encouraging them to contribute positively to society.

Sustainability is a core value at the college, with significant efforts made to maintain a clean and green campus. These initiatives are well-documented through the institution's best practices and green audit, reflecting the college's dedication to environmental stewardship.

Inclusivity and unity in diversity are central to the college's cultural and social activities. The institution celebrates the rich diversity of its student body, fostering an environment where all voices are heard and respected. The student union body, composed of diverse individuals, actively organizes and participates in various celebrations, emphasizing the college's commitment to holistic development.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	B. P. CHALIHA COLLEGE
Address	VILL- NAGARBERA, PO/PS- NAGARBERA, DIST- KAMRUP
City	NAGARBERA
State	Assam
Pin	781127
Website	www.bpchalihacollege.org.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	KAMAL CHANDRA PATHAK	03623-245001	9613310707	-	bpcnagarbera1972@gmail.com
IQAC / CIQA coordinator	ARUN KUMAR SARKAR	-	9859931124	-	bpcde@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	
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State	University name	Document
Assam	Gauhati University	View Document

Details of UGC recognition		
Under Section	Date	View Document
2f of UGC	23-04-1992	View Document
12B of UGC	23-04-1992	View Document

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	VILL- NAGARBERA, PO/PS- NAGARBERA, DIST- KAMRUP	Rural	13.22	8700

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BA,English, General	36	HS	English	10	0
UG	BA,English, Major	36	HS	English	25	24
UG	BA,Assamese, Major	36	HS	Assamese	50	49
UG	BA,Assamese, MIL Assamese General	36	HS	Assamese	10	0
UG	BA,Arabic, General	36	HS	English + Assamese	10	3
UG	BA,Arabic, Major	36	HS	English + Assamese	15	12
UG	BA,History, General	36	HS	English + Assamese	15	11
UG	BA,History, Major	36	HS	English + Assamese	35	35
UG	BA,Economics, General	36	HS	English + Assamese	15	6
UG	BSc,Economics, Major	36	HS	English + Assamese	10	0
UG	BA,Economics, Major	36	HS	English + Assamese	15	12
UG	BSc,Economics, General	36	HS	English + Assamese	10	0
UG	BA,Education, General	36	HS	English + Assamese	100	226
UG	BA,Education, Major	36	HS	English + Assamese	50	44
UG	BA,Political Science, Major	36	HS	English + Assamese	60	57

UG	BA,Political Science,General	36	HS	English + Assamese	100	203
UG	BSc,Geography,General	36	HS	English + Assamese	10	0
UG	BA,Geography,Major	36	HS	English + Assamese	20	20
UG	BSc,Geography,Major	36	HS	English + Assamese	20	0
UG	BA,Geography,General	36	HS	English + Assamese	20	17
UG	BA,Sociology,General	36	HS	English + Assamese	60	16
UG	BSc,Mathematics,General	36	HS	English + Assamese	40	21
UG	BSc,Mathematics,Major	36	HS	English + Assamese	20	13
UG	BA,Mathematics,General	36	HS	English + Assamese	10	0
UG	BA,Mathematics,Major	36	HS	English + Assamese	10	0
UG	BA,Statistics,General	36	HS	English + Assamese	10	0
UG	BSc,Statistics,General	36	HS	English + Assamese	10	5
UG	BSc,Physics,Major	36	HS	English + Assamese	20	18
UG	BSc,Physics,General	36	HS	English + Assamese	25	25
UG	BSc,Chemistry,General	36	HS	English + Assamese	30	27
UG	BSc,Chemistry,Major	36	HS	English + Assamese	15	10
UG	BSc,Botany,Major	36	HS	English + Assamese	25	26
UG	BSc,Botany,	36	HS	English +	25	18

	General			Assamese		
UG	BSc,Zoology ,General	36	HS	English + Assamese	45	42
UG	BSc,Zoology ,Major	36	HS	English + Assamese	20	10
UG	BSc,Comput er Science,G eneral	36	HS	English + Assamese	10	2
UG	BCom,Com merce,Accou ntancy Major	36	HS	English + Assamese	15	11
UG	BCom,Com merce,Accou ntancy General	36	HS	English + Assamese	15	10
UG	BCom,Com merce,Financ e Major	36	HS	English + Assamese	15	12
UG	BCom,Com merce,Financ e General	36	HS	English + Assamese	15	10

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				30				26			
Recruited	0	0	0	0	25	5	0	30	15	9	0	24
Yet to Recruit	0				0				2			
Sanctioned by the Management/Soci ety or Other Authorized Bodies	0				0				10			
Recruited	0	0	0	0	0	0	0	0	2	7	0	9
Yet to Recruit	0				0				1			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				26
Recruited	21	3	0	24
Yet to Recruit				2
Sanctioned by the Management/Society or Other Authorized Bodies				13
Recruited	11	2	0	13
Yet to Recruit				0

Technical Staff				
	Male	Female	Others	Total
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				0
Recruited	0	0	0	0
Yet to Recruit				0

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	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	6	1	0	8	3	0	18
M.Phil.	0	0	0	2	0	0	2	1	0	5
PG	0	0	0	17	4	0	5	5	0	31
UG	0	0	0	0	0	0	0	0	0	0

Temporary Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	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	2	7	0	9
UG	0	0	0	0	0	0	0	0	0	0

Part Time Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	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	0	0	0	0
UG	0	0	0	0	0	0	0	0	0	0

Details of Visting/Guest Faculties					
Number of Visiting/Guest Faculty engaged with the college?	Male		Female		Total
	0	0	0	0	0

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	569	0	0	0	569
	Female	665	0	0	0	665
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years					
Category		Year 1	Year 2	Year 3	Year 4
SC	Male	61	51	70	62
	Female	54	43	51	41
	Others	0	0	0	0
ST	Male	31	29	25	20
	Female	26	25	27	21
	Others	0	0	0	0
OBC	Male	23	45	25	20
	Female	27	49	35	25
	Others	0	0	0	0
General	Male	584	598	562	467
	Female	465	450	439	578
	Others	0	0	0	0
Others	Male	0	3	2	0
	Female	0	1	1	0
	Others	0	0	0	0
Total		1271	1294	1237	1234

Institutional preparedness for NEP

<p>1. Multidisciplinary/interdisciplinary:</p>	<p>a. The college is located far from the state capital and district headquarters and strictly follows the prescribed syllabus of Gauhati University. Nevertheless, the institution envisions transforming itself into a holistic multidisciplinary institution in line with the NEP 2020. Offering three streams—Arts, Science, and Commerce—the college strives to produce well-rounded human capital to contribute to the development of rural society. To support this mission, the institution plans to offer add-on courses and training in areas such as Rural Development, Yoga, Languages, Health and Hygiene, and Culture and Society. b. In line with NEP 2020, the college envisions providing a multidisciplinary and</p>
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integrated education that combines Science, Technology, and Mathematics. All courses in science and technology will be integrated with courses like humanities and management, and vice versa. c. The college has been following and applying the CBCS courses prescribed by Gauhati University. As part of the CBCS curriculum, the college undertakes projects, field surveys, educational tours, and exposure visits in and around neighbouring areas, as well as to places of national importance.

Environmental education is already a compulsory course at the undergraduate level. Additionally, the college plans to implement various department-specific add-on and vocational courses in the coming days, in accordance with the prescribed norms of NEP 2020. d. The institution's course curriculum is provided by GU, which allows for flexibility in the entry and exit of students at different levels within the prescribed syllabus. In addition to the core courses, the institution plans to introduce short- and medium-term certificate and diploma courses. These courses will focus on areas such as computer skills, soft skills, managerial skills, entrepreneurial skills, and business skills. e. The institution is planning to create a systematic database, particularly on various economic dimensions such as employment, consumption, investment, and production of neighbouring rural areas. Based on the outcomes, the institution will proceed with research activities aimed at finding solutions to the problems faced by rural areas in the state. These research endeavours will also be applied to areas such as climate change and botanical and zoological aspects. f. Traditionally, the institution follows various good practices to inculcate values and humanity among the students and the neighbouring community. Students regularly participate in the college's plantation programs. Regardless of department or stream, it is a tradition to plant at least one tree in and around the campus for any program. As a result, the current campus is green with a variety of big and small plants. Students also practice this at home, and the positive impacts are becoming visible in the surrounding areas of the institution.

2. Academic bank of credits (ABC):

a. The National Education Policy (NEP) 2020 has brought significant changes to India's education sector. One of the innovative concepts introduced by

	<p>NEP 2020 is the Academic Bank of Credit (ABC). Following the announcement of NEP 2020, B.P. Chaliha College collected student data for ABC registration. Continuous awareness programmes are organized for students and faculty members to educate them about the benefits of ABC and other aspects of NEP 2020. The Academic Bank of Credit is a system that facilitates the transfer and accumulation of credit points earned by learners. These credits can be used toward completing a degree or diploma program. The government has provided implementation guidelines for ABC, which include setting up credit societies to facilitate exchanges between learners and educational institutions. b. The Academic Bank of Credit system is expected to offer several benefits, including providing learners with flexibility in choosing the content, pace, and duration of their education. B.P. Chaliha College, Nagarbera, is actively seeking collaborations with other institutions at both national and international levels. We are working towards establishing new partnerships in the near future. c. The role of teachers in NEP 2020 is to develop as comprehensive resource persons, equipping educators with the tools and strategies necessary to enhance their teaching skills, increase student engagement, and improve overall academic outcomes. NEP 2020 guidelines offer a range of practical tips and techniques for effective classroom management and for creating an inclusive learning environment that meets the needs of diverse student populations.</p>
3. Skill development:	<p>a. B.P. Chaliha College always works for the all-round development of students. Along with mainstream education, we provide training, workshops, field visits, practice in project writing, and short-term courses to strengthen both soft and hard skills as outlined in the NSQF. b. It is a regular practice of the institution to provide training in project report writing. We also conduct hands-on training in various fields of science and humanities. Additionally, we hold workshops on soft skills, inviting experts from different levels. English-speaking practice and education on human rights also run parallel to mainstream education. c. The college offers vocational courses for students. Information about these courses is provided through the prospectus, as well as notices on the website and</p>

	<p>other social media platforms, allowing students to enrol. Additionally, students are encouraged to earn credits from various open learning platforms. Considering feasibility and scheduling, we also invite experts from various fields such as culture, skills, agriculture, horticulture, and fisheries to share their specialized experiences with the students. The institution already has centres dedicated to expanding and overseeing ODL (Open and Distance Learning) and open learning activities. The college is also planning to collaborate with NSDC for effective planning and certification of vocational and skill development activities. Skill courses are also planned to be offered through both online and offline modes of learning. NEP 2020 has been implemented from the 2023-24 session, following government and GU guidelines. The institution offers hands-on training, experiences in project paper writing, field activities, and more to all students.</p>
<p>4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):</p>	<p>a. At B.P. Chaliha College, we are keen on providing teaching and learning in a blended mode. We have the expertise to deliver online teaching in addition to the traditional system. In alignment with the curriculum finalized by GU, we plan to implement courses in an integrated blended mode. b. The college is committed to deliver these services with the support of experienced faculty members. Our faculty members are proficient in at least three languages: Assamese, English, and Hindi. c. The mode of communication is designed to favour students. Except for language classes, communication and teaching are conducted bilingually. Students are also permitted to write their exams in either English or Assamese, according to their preference. d. Our institution is dedicated to preserving and promoting Indian languages. In addition to music, arts, and culture, we have established a Sanskrit language teaching centre on campus. We also have a well-equipped museum and language lab to promote the traditional and indigenous culture of the state and the country. It is a practice of the institution to organize cultural rallies during the annual sports week. Under the guidance of faculty members, students regularly showcase traditional knowledge and practices. Often, neighbouring communities also join in the rallies.</p>
<p>5. Focus on Outcome based education (OBE):</p>	<p>a. It is both a challenge and an opportunity for the institution to follow the curriculum prepared by the</p>

	<p>Gauhati University. Based on the roadmap provided by the parent university, we strive to make the course curriculum student- and community-friendly. The institution aims to relate course content to society as a whole and to make it outcome based. Extension activities such as field surveys, exposure visits, study tours, and data collection are regularly conducted in line with the course content. b. The institution embraces outcome-based teaching and learning practices and has a tradition of sharing experiences amongst stakeholders. We hold discussion forums, lecture series, and publish news bulletins. Additionally, we use photo galleries and notice boards to display and share learning experiences. c. A valuable practice at the institution is holding regular parent-teacher meetings at specific intervals. These meetings not only address problems but also discuss the prospects of teaching and learning practices, with active involvement from guardians and students.</p>
6. Distance education/online education:	<p>a. As the institution is situated far from the district and state headquarters, and due to transportation and communication challenges, students from neighbouring rural areas find it difficult to travel to urban locations. In this context, the institution has the opportunity to enhance knowledge sharing through online or distance education modes. It can offer vocational courses such as computer education, horticulture, fish farming, and language courses through accessible online or distance education formats. b. Our institution is committed to blended teaching and learning practices. In response to public demand, we have developed a college website as a platform for delivering lectures. Teachers conduct online classes through links provided on the website, and they also use digital devices available at the college. c. A beneficial practice at the institution is providing related information through the college website. It has been observed that the website is easily accessible for students from local areas. d. Currently, B.P. Chaliha College operates two distance education centres affiliated with different state universities, namely CDOE-GU and KKHSOU. This initiative aims to reach those who are otherwise underserved. e. In the near future, the institution plans to launch its own distance education programmes and collaborate with other reputed institutions to offer programmes for both students and</p>

teachers.

Institutional Initiatives for Electoral Literacy

<p>1. Whether Electoral Literacy Club (ELC) has been set up in the College?</p>	<p>B. P. Chaliha College has set up an Electoral Literacy Club in 2021. It has been functioning with the objective of sensitizing the student community about democratic systems which includes casting of votes.</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, B. P. Chaliha College has appointed Mr. Champak Deka, Assistant Professor, Department of Political Science as nodal officer of Electoral Literacy Club and the ELC is functional. Yes, ELC of B. P. Chaliha College is representative in Character.</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>The ELC of B. P. Chaliha College observes National Voters' Day to sensitize students of the electoral process and their voting rights. The ELC of B. P. Chaliha College organizes Voter awareness campaign programme guiding the local community, adopted village areas and underprivileged sections of the society, disabled persons and senior citizens to understand the importance of exercising their voting rights and ethical voting. "Awareness programme for the Lok Sabha Election 2024" "A voting awareness program was organized by the District Election Officer of Kamrup in collaboration with the Electoral Literacy Club of B. P. Chaliha College on April 29, 2024. The primary objective of this initiative was to raise awareness among new voters, drawing on the experiences of seasoned voters who had already participated in the 2021 Legislative Assembly Election of Assam. Introducing a novel concept termed "Buddy Voter," wherein experienced voters serve as mentors to newly registered voters, encouraging and inspiring them to exercise their voting rights." The ELC has also organized a speech competition to sensitize the young minds of the institute about the nuances of the democratic process and advancing democratic values. On 25/01/2024, National Voter's Day, 2024 was celebrated by Electoral Literacy Club in collaboration with Department of political Science, B. P. Chaliha College. In this programme Dr. Kamal Chandra Pathak, Principal of the college presented as Chairperson. Mr. Arun Kr. Sarkar, Co-ordinator of</p>

	IQAC also presented in the programme. An oath taking ceremony and a Speech Competition were organized among the students on the theme of 'Nothing like Voting, I vote for sure.'
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.	"Awareness programme for the Lok Sabha Election 2024" "A voting awareness program was organized by the District Election Officer of Kamrup in collaboration with the Electoral Literacy Club of B. P. Chaliha College on April 29, 2024. The primary objective of this initiative was to raise awareness among new voters, drawing on the experiences of seasoned voters who had already participated in the 2021 Legislative Assembly Election of Assam. Introducing a novel concept termed "Buddy Voter," wherein experienced voters serve as mentors to newly registered voters, encouraging and inspiring them to exercise their voting rights." "Voting Awareness Programme" (04/03/2024) The second session of the programme was held in Daspara, the adopted village of the college. The Convenor of the club and members and some students were presented in this session. Mr. Champak Deka, Convenor of the club and Safiqul Ali, a student of B. A. Fourth semester were explained the importance of voting in front of the local people of the village.
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.	"A voting awareness program was organized by the District Election Officer of Kamrup in collaboration with the Electoral Literacy Club of B. P. Chaliha College on April 29, 2024. The primary objective of this initiative was to raise awareness among new voters, drawing on the experiences of seasoned voters who had already participated in the 2021 Legislative Assembly Election of Assam. Introducing a novel concept termed "Buddy Voter," wherein experienced voters serve as mentors to newly registered voters, encouraging and inspiring them to exercise their voting rights."

Extended Profile

1 Students

1.1

Number of students year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
1234	1237	1294	1271	1282

File Description	Document
Upload Supporting Document	View Document
Institutional data in prescribed format	View Document

2 Teachers

2.1

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

Response: 73

File Description	Document
Upload Supporting Document	View Document
Institutional data in prescribed format	View Document

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
58	55	58	54	56

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
92.27	80.58	123.75	132.85	101.61

File Description	Document
Upload Supporting Document	View Document

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:

B. P. Chaliha College ensures effective curriculum delivery and documentation through well-organized and strategic mechanisms that are transparent and consistent. The college adheres strictly to the Academic Calendar issued by Gauhati University, implementing it rigorously across all departments. The heads of departments are responsible for distributing course materials and regularly reviewing the progress of the syllabus. Periodic assessments of curriculum delivery ensure that educational goals are being met.

The primary method of instruction at the college is the traditional chalk-and-board teaching, which effectively conveys information to students. This method is complemented by lecture-based instruction, where notes are provided when necessary. To enhance the curriculum delivery, faculty members employ a variety of instructional activities, including seminars, project work, tutorials, assignments, and group discussions. These activities not only reinforce theoretical knowledge but also provide students with practical insights into their respective subjects. Additionally, the institution arranges educational tours to offer students hands-on field knowledge, enriching their academic experience.

In the digital age, the college has embraced online platforms such as WhatsApp, Google Classroom, and Learning Management Systems (LMS) to facilitate effective teaching and learning. Faculty members upload ICT-based materials on the college's online portal, accessible through the official website, ensuring that students have easy access to educational resources. Each department also maintains a departmental library, stocked with the latest books relevant to the courses offered. These books are issued to students as needed, with meticulous records maintained by each department to track the usage.

Before the commencement of each new academic session and semester, Gauhati University releases an academic calendar for all programs. B. P. Chaliha College strictly follows this calendar, aligning all activities, including Continuous Internal Evaluation (CIE), with the university's schedule. The academic calendar is an essential tool for faculty members, enabling them to plan course delivery, research, and various academic and co-curricular activities effectively. The CIE process includes a range of assessments such as internal tests, group discussions, assignments, quizzes, and seminars. Faculty members design their own question papers for internal assessments based on the syllabus, ensuring that evaluations are closely aligned with the curriculum. The evaluation of answer scripts is conducted by the respective faculty members within each department.

In addition to written assessments, continuous evaluation is conducted for laboratory courses, project work, and seminars. The evaluation process for laboratory courses includes the conduction of experiments, viva voce examinations, and the submission of detailed lab reports. The Principal and the

Internal Quality Assurance Cell (IQAC) play a crucial role in maintaining the quality of education, regularly reviewing the semester's progress through academic committee meetings. These reviews often result in constructive suggestions at both the departmental and individual levels, aimed at improving curriculum delivery.

Through these structured processes and innovative approaches, B. P. Chaliha College not only prepares its students for academic success but also fosters their professional and personal development, equipping them with the skills and knowledge needed to thrive in a rapidly changing world.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

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: 07

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

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: 8.23

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
220	95	0	100	105

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

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:

At B. P. Chaliha College, we prioritize the integration of critical crosscutting issues such as Professional Ethics, Gender, Human Values, Environment, and Sustainability within our curriculum, aiming to foster holistic development and social responsibility among students.

Professional Ethics are deeply embedded in our academic programs through a combination of dedicated courses, workshops, and departmental seminars. We utilize case studies based on real-world scenarios to teach students about ethical decision-making, integrity, and professional conduct. To further enhance this learning, industry experts and guest lecturers regularly share their insights on maintaining ethical standards across various professions. This approach ensures that students grasp the significance of ethical behavior in their careers, preparing them to navigate complex moral dilemmas in their professional lives.

Gender sensitivity is another critical component of our educational approach. We integrate discussions on gender equality, women's rights, and gender-based issues across multiple courses. Through the efforts of our Women Empowerment Cell and Extension Education Center, we host gender sensitization programs, workshops, and campaigns that promote an inclusive and equitable environment. The college also provides support systems and counseling services specifically designed to address gender-related concerns. These initiatives collectively foster a campus culture that not only respects but actively values diversity, ensuring that all students feel supported and included.

Human values such as empathy, respect, and compassion are woven into the fabric of our curriculum. Courses in Education, Sociology, and Literature encourage students to explore the importance of these values in both personal and professional contexts. Beyond the classroom, we reinforce these principles through extracurricular activities, community service projects, and volunteer opportunities. These experiences encourage students to engage with society in meaningful ways, helping them develop a strong sense of social responsibility and a commitment to positive change.

Environmental education and sustainability are also key priorities at our institution. Our curriculum includes comprehensive courses on environmental science, climate change, and sustainable development, designed to equip students with the knowledge and skills needed to address global environmental challenges. In addition to theoretical learning, we implement practical initiatives such as cleanliness drives, waste management programs, and energy conservation practices on campus. These efforts emphasize the importance of sustainable living and responsible citizenship, instilling in students the values necessary for leading environmentally conscious lives.

By integrating these crosscutting issues into our curriculum, B. P. Chaliha College ensures that students receive a holistic education. This approach not only prepares them for successful professional careers but also shapes them into responsible, ethical, and environmentally aware members of society. Our commitment to these principles underscores our belief in the transformative power of education, equipping students to make meaningful contributions to both their communities and the broader world.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

1.3.2

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

Response: 14.18

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

Response: 175

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

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	View Document
At least 4 filled-in feedback form from different stake holders like Students, Teachers, Employers, Alumni etc.	View Document
Action taken report on the feedback analysis	View Document
Link of institution's website where comprehensive feedback, its analytics and action taken report are hosted	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

Enrolment percentage

Response: 93.07

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
508	526	535	528	509

2.1.1.2 Number of sanctioned seats year wise during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
560	560	560	560	560

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: 57.39

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
117	108	108	121	140

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
207	207	207	207	207

File Description	Document
Institutional data in the prescribed format	View Document
Final admission list indicating the category as published by the HEI and endorsed by the competent authority.	View Document
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)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

2.2 Student Teacher Ratio

2.2.1

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

Response: 21.28

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:

Information and Communication Technology (ICT) has become a critical component of modern education. It offers numerous benefits, enhancing the teaching and learning experience for both educators and students. Mastery of the latest technologies is crucial for students to be prepared for the corporate world. Recognizing this, B. P. Chaliha College has implemented several learner-centric and participative teaching methods, utilizing ICT-enabled tools to foster an effective teaching-learning process. Some of the initiatives undertaken are as follows:

Experiential learning is particularly emphasized, as it is a proven strategy for engaging first-generation and rural students. The college incorporates practical activities such as seminars, debates, and case studies into the curriculum. These methods allow students to apply theoretical knowledge to real-world scenarios, thereby deepening their understanding and enhancing their problem-solving abilities.

Excursions and field trips are integral to the curriculum in several departments. These educational outings include visits to national parks, designated sanctuaries, research institutes, biodiversity hotspots, and demographic field surveys of village communities. Historical and museum tours are also organized, providing students with a broader perspective on their studies and helping them connect classroom learning with real-world experiences.

Various **clubs and cells** within the college encourage student participation in activities like workshops, health checkup camps, and debate competitions. These opportunities allow students to express their thoughts, showcase their skills, and engage with peers in a collaborative environment. Additionally, students can participate in extracurricular activities that promote **institutional social responsibility**, such as cleanliness drives, tree plantations, and Swachh Bharat initiatives through the National Cadet Corps (NCC) and National Service Scheme (NSS) units. These activities instill a sense of civic duty and community involvement.

Students are also encouraged to engage in **departmental activities** like cultural rallies and wall magazine projects, which foster teamwork and collective creativity. Regular hands-on **practical classes** are conducted for science stream students in well-equipped laboratories, where they are encouraged to undertake various projects and research topics. This approach not only enhances their practical knowledge but also develops their problem-solving skills, preparing them for future challenges in their academic and professional lives.

The college strongly encourages teachers to leverage **ICT tools** to develop innovative, student-specific teaching methods. These tools support various teaching formats, including lectures, group discussions, PowerPoint presentations, problem-solving exercises, and group assignments. The ICT infrastructure at B. P. Chaliha College includes:

1. Five projectors and two smart boards.
2. A seminar hall and a digital classroom equipped with modern digital facilities.
3. Online classes, webinars, and lecture series conducted via Google Meet and Google Classroom.
4. Participation in the SWAYAM – NPTEL online education platform since June 22, 2023.
5. Access to digital library resources.

B. P. Chaliha College is committed to providing a well-rounded education that blends theoretical knowledge with practical experiences. By integrating these elements, the institution ensures that students

not only gain academic understanding but also develop the practical skills necessary to succeed in various facets of life and work.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

2.4 Teacher Profile and Quality

2.4.1

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

Response: 85.15

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
66	66	66	66	66

File Description	Document
Sanction letters indicating number of posts sanctioned by the competent authority (including Management sanctioned posts)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

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: 41.64

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
30	26	26	19	16

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.	View Document
Institution data in the prescribed format	View Document
Copies of Ph.D./D.Sc / D.Litt./ L.L.D awarded by UGC recognized universities	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

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:

A transparent and robust internal assessment mechanism is essential for ensuring fair and effective evaluation of students' performance. At B.P. Chaliha College, several key components are integrated into the internal assessment process, including clear criteria, regular assessment frequency, diverse modes of evaluation, transparency, a strong feedback mechanism, fairness and consistency, alignment with learning objectives, and adaptability.

Each department at B.P. Chaliha College continuously assesses and monitors students in both Honors (Major) and Regular (RC and HG) courses through systematic internal assessments, such as sessional examinations. Faculty members are actively involved in monitoring and evaluating various processes, including group discussions, assignments, individual projects, and presentations. Students are evaluated based on comprehensive reports prepared by the assigned teachers, ensuring a thorough and fair assessment process.

Internal assessments are conducted according to the guidelines provided by Gauhati University, within the prescribed time frames. The college's Examination Cell also provides specific guidelines for departments, overseen by a central examination committee, to ensure a consistent and transparent evaluation process. This structured approach helps maintain the integrity of the internal assessment system.

Evaluation of students is based on a combination of internal examination results, assignments, homework, group discussions, presentations, and other participatory activities. The Head of each department assigns teachers to manage the internal assessment process for their respective batches,

ensuring that the evaluation is conducted in a transparent manner. It is important to note that the college's academic programs follow a curriculum designed by Gauhati University, which sets the standards for internal assessments.

During the 2020-21 academic year, due to the COVID-19 pandemic, internal assessments were conducted online. This adaptation ensured the continuity of evaluation processes despite the challenging circumstances. The college took special care to maintain transparency and fairness in the online assessment process.

Addressing internal examination-related grievances in a transparent, efficient, and timely manner is crucial for maintaining trust and fairness within the institution. B.P. Chaliha College has implemented comprehensive measures to ensure that any grievances related to internal assessments are handled promptly. The Grievance Redressal Cell, along with a statutory examination board constituted by the Principal, oversees the internal assessment process and ensures transparency in resolving student concerns. This dual approach helps tackle any issues that may arise, although the number of grievances reported by students across departments has been minimal.

After internal examinations, teachers evaluate the answer scripts and discuss the results with students. Students are given the opportunity to review their assessments, verify their scores, and provide signatures on their answer scripts. Any grievances that arise during this process are personally supervised by the Head of the Department and addressed immediately. The college takes utmost care in managing internal assessment marks, which contribute to the final mark sheet, ensuring that students' academic records are accurate and reflective of their true performance.

In conclusion, B.P. Chaliha College's internal assessment mechanism is designed to be transparent, fair, and supportive of student learning. The institution's commitment to these principles ensures that students are evaluated in a manner that fosters academic growth and success.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

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:

In higher education, the systematic evaluation of Program Outcomes (POs) and Course Outcomes (COs) is essential for maintaining academic excellence and fostering continuous improvement. This process not only meets accreditation standards but also ensures that educational programs remain relevant to the

evolving demands of industry and society.

Defining Program and Course Outcomes

Program Outcomes are broad statements that describe the knowledge, skills, and attitudes students are expected to acquire by the time they complete a degree program. These outcomes reflect the competencies needed for graduates to succeed in their professional and personal lives. Course Outcomes, on the other hand, are more specific and detail the particular abilities students should develop through individual courses. Both POs and COs are critical in shaping a comprehensive educational experience.

Development of COs, POs, and PSOs

At B. P. Chaliha College, the development of Course Outcomes, Program Outcomes, and Program Specific Outcomes (PSOs) is a systematic process conducted by each department. This approach ensures that the outcomes are aligned with the syllabus and guidelines provided by the affiliating Gauhati University. The college emphasizes a careful and thoughtful formulation of these outcomes, taking into consideration the academic and professional requirements of the students.

Mechanism for Communicating COs, POs, and PSOs

Effective communication of COs, POs, and PSOs is critical to ensuring that both faculty and students are aware of the educational objectives and the metrics by which their attainment will be measured. At the beginning of each semester, the syllabus for each program is distributed to students either in hard copy or via WhatsApp groups created for each batch. The syllabus is also uploaded on the departmental pages of the college's website, making it accessible to all stakeholders.

Faculty members play a crucial role in this process by outlining the expected outcomes of their courses at the start of each semester. They explain how these outcomes contribute to the overall program objectives and describe the methods used to assess their attainment. This proactive approach helps students understand the relevance of their studies and the expectations placed upon them.

Measuring COs, POs, and PSOs

The evaluation of COs, POs, and PSOs is an ongoing process that involves both formative and summative assessments. Formative assessments include sessional exams, classroom engagement, assignments, and seminars, which provide continuous feedback on students' progress. Summative assessments, such as final semester examinations, offer a comprehensive evaluation of students' understanding and skills.

Additionally, the college tracks students' progression to higher education and their placement in the workforce as key indicators of the effectiveness of the program outcomes. This data helps the institution refine its educational strategies and improve the attainment levels of students.

For students identified as slow learners, remedial classes are provided to help them achieve the desired outcomes. This personalized support ensures that all students, regardless of their starting point, have the opportunity to succeed.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

2.6.2

Attainment of POs and COs are evaluated.

Explain with evidence in a maximum of 500 words

Response:

Defining Program Outcomes and Course Outcomes

Program Outcomes are broad statements that outline the knowledge, skills, and attitudes students are expected to acquire by the end of their degree program. These outcomes reflect the overall competencies that graduates should possess to succeed in their professional and personal lives. Course Outcomes, on the other hand, are more specific and detail the particular abilities that students should develop through individual courses.

Evaluation Mechanism at B. P. Chaliha College

To effectively evaluate the attainment of POs and COs, B. P. Chaliha College employs a range of methods:

1. **Direct Assessments:** These assessments include examinations, projects, and practicals that directly measure students' competencies against the COs and, by extension, the POs. These assessments provide concrete evidence of students' performance and achievement.
2. **Indirect Assessments:** Surveys, feedback, and alumni testimonials offer insights into the long-term impact of the education on students' careers and personal development. These assessments help gauge the effectiveness of the educational programs from a broader perspective.

The Process of Evaluation

1. **Articulation:** The COs and POs for each course are clearly articulated and made accessible on the college website. This transparency ensures that both students and faculty are aware of the educational objectives.
2. **Mapping:** Establishing a clear relationship between COs and POs is essential to ensure the curriculum remains relevant and aligned with the intended outcomes.
3. **Assessment Design:** The college creates specific tools and rubrics to objectively measure the attainment of outcomes. The results from end-of-semester exams are used to evaluate the COs and POs, following two primary rubrics: qualitative and quantitative.
4. **Data Collection:** Evidence of student work is gathered to assess how well students meet the defined outcomes. This includes collecting data from various assessments and evaluations.
5. **Analysis:** The collected data is analyzed to determine the level of attainment for both COs and POs. This analysis involves both quantitative and qualitative measures to provide a

comprehensive view of student performance.

PO and PSO Evaluation

The evaluation of POs and PSOs involves analyzing data using two rubrics:

- **Rubric 1:** Quantitative analysis measures the performance of Program Outcomes by categorizing student pass percentages.
- **Rubric 2:** Qualitative analysis assesses the percentage of marks obtained by students in their final examinations, categorized on a five-point scale from low to high.

CO Evaluation

The attainment of each Course Outcome is evaluated at two levels:

1. For each academic time period during which final examinations are conducted.
2. For each specific course within that time period.

The evaluation for the first level uses a five-point scale to assess CO attainment.

Conclusion

The analysis of data reveals that the institution has made continuous progress in achieving Program Outcomes (POs) and Program Specific Outcomes (PSOs) over the past five years. The qualitative rubric indicates that most programs have shown average performance. For Course Outcomes, targets were met in the first two semesters. However, additional measures are needed for later semesters to maintain or improve performance levels.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

2.6.3

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

Response: 86.35

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
273	318	211	279	248

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
339	344	239	319	298

File Description	Document
Institutional data in the prescribed format	View Document
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.	View Document
Annual report of controller of Examinations(COE) highlighting the pass percentage of final year students	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

2.7 Student Satisfaction Survey**2.7.1****Online student satisfaction survey regarding teaching learning process****Response:** 3.58

File Description	Document
Upload database of all students on roll as per data template	View Document

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: 32.7

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
31.5	1.2	0	0	0

File Description

Document

Upload supporting document

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

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:

B.P. Chaliha College, Nagarbera, celebrated its golden jubilee in 2021, marking over fifty years of dedication to educational excellence and community development. Since its inception, the college has strived to provide comprehensive knowledge and foster an environment conducive to the holistic growth of its students and the surrounding community. The institution has consistently created, promoted, and disseminated diverse knowledge and technologies, aiming to enhance both the Indian knowledge system and cultural heritage.

The college has been at the forefront of integrating traditional Indian knowledge and cultural values into its academic framework. It offers a range of fundamental courses alongside numerous add-on courses and has established various centers and cells to advance the Indian knowledge system, culture, science, and technology. Noteworthy initiatives include the establishment of the Non-Formal Sanskrit Education Centre, organization of Assamese poet meetings, participation in cultural events, and the celebration of

significant figures and occasions such as Bishnu Rabha Divas and Dr. Bhupen Hazarika's 97th birthday. The Folklore Study Centre and Assamese Cultural Museum play pivotal roles in promoting Indian and Northeastern literature and culture.

In addition to cultural enrichment, B.P. Chaliha College has developed a robust ecosystem for innovation. The college emphasizes awareness of Intellectual Property Rights (IPR) through the establishment of an IPR cell and an Incubation Centre. Before the construction of these centers, faculty members actively engaged in research with limited resources, collaborating with reputed institutions to drive innovation.

Current research projects at the college include:

- 1.Green synthesis of nanoparticles using medicinal plants from Nagarbera.
- 2.Production of oyster mushrooms.
- 3.Synthesis of activated carbon from areca nut husk for dye adsorption.
- 4.Development of fluorescent carbon nanoparticles from areca nut husk.
- 5.Ethnobotanical studies on traditional medicinal plant use in local char areas.
- 6.Toxicity evaluation of widely used pesticides.
- 7.ValORIZATION of organic waste and conversion of waste materials into value-added carbon materials.

The college has also been proactive in fostering innovation through various initiatives:

- 1.Workshops on mushroom cultivation and eco-friendly farming.
- 2.Poster competitions and hands-on training in microbial biotechnology.
- 3.Awareness programs on IPR and basic biotechnological tools.
- 4.Webinars on horticulture and entrepreneurship.
- 5.Celebration of World Soil Day and outreach activities to promote biotechnological knowledge.

In 2021, a faculty member from the Department of Chemistry was granted an Indian patent, highlighting the college's commitment to innovation and intellectual property.

Through these initiatives, B.P. Chaliha College continues to cultivate an environment that supports the innovation, incubation, and promotion of Indian and regional knowledge systems, culture, science, and technology. This approach not only benefits the students but also contributes to the broader societal and cultural landscape.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

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: 60

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
25	9	11	7	8

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

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: 0.27

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
06	06	06	01	01

File Description	Document
Link to the uploaded papers, the first page/full paper(with author and affiliation details)on the institutional website	View Document
Link to re-directing to journal source-cite website in case of digital journals	View Document
Links to the papers published in journals listed in UGC CARE list or	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

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: 0.74

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
13	16	12	8	5

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

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:

B. P. Chaliha College, Nagarbera, situated in Nagarbera in the southern part of Kamrup district, Assam, is located close to the river bank of 'Jaljali,' approximately 8 kilometers from the mighty Brahmaputra River. The college is around 18 kilometers from National Highway No. 17 (Dhupdhara, Goalpara). The surrounding community is predominantly engaged in agriculture and related activities, such as fishing and poultry farming, with about 86 percent of the local population depending on these trades for their livelihood. A smaller segment of the community is involved in commercial activities including motor vehicle and electronic repair, brick manufacturing, small-scale businesses, and vending.

Recognizing the significance of community engagement in this rural setting, our college has adopted the neighboring Daspara (Pijupara) village, where the average monthly family income is approximately Rs. 3,000. Our commitment to community service is reflected in the various programs and initiatives we regularly organize in this village and other nearby areas. These initiatives are designed to enhance the quality of life for local residents while providing our students with valuable hands-on experience and a deeper connection to their community.

Our key initiatives include:

- 1. Coaching for Competitive Examinations:** We offer guidance and support to students preparing for various competitive exams, aiming to improve their chances of securing higher education opportunities and employment. This program is designed to help students develop the skills and knowledge required to excel in these exams.
- 2. Plantation Drives:** In collaboration with students, faculty, and local community members, we conduct tree planting activities. These drives aim to promote environmental sustainability and enhance the ecological balance in the area.
- 3. Basic Medical Camps:** We organize health camps that provide essential medical services to the community. These camps also include the distribution of necessary medical supplies and medicines, addressing immediate health needs and improving overall well-being.
- 4. Awareness Camps:** These camps focus on critical issues such as health and hygiene, education, and agriculture. By offering educational sessions and distributing information, we aim to raise awareness and educate community members on these important topics.
- 5. Talks and Lectures:** We host various educational sessions to share knowledge and provide valuable insights on subjects relevant to the local needs and aspirations. These talks cover a range of topics and are intended to inform and empower community members.

In addition to these regular activities, our college is proactive in providing assistance during emergencies. We offer support to neighboring villages during floods and health epidemics, including outbreaks like Covid-19. These outreach efforts are not only appreciated by the villagers but also strengthen the bond between the college and the community.

These participatory activities offer our students practical experiences that contribute to their personal growth and development. By engaging in community service, students learn valuable life skills, develop a sense of social responsibility, and become more active and conscientious citizens. The college views these experiences as integral to the holistic development of students, preparing them to contribute positively to society and excel in their future endeavors.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

3.4.2

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

Response:

B.P. Chaliha College stands as a beacon of knowledge and community support for the surrounding districts, embodying its commitment to academic excellence and social responsibility. Over the years, the college has garnered recognition for its continuous efforts to uplift the community through a variety of initiatives. This unwavering dedication has earned the institution accolades from several organizations and community development agencies.

The Nagarbera Anchalik Mouza Committee has notably praised the college for its significant contributions to academic and socio-economic progress. The college's proactive role in conducting awareness programs and various developmental activities has been particularly acknowledged. During the Covid-19 pandemic, the college was commended for its critical role in disseminating information and providing essential support to the community, demonstrating its commitment to public health and safety.

In line with its commitment to sustainability, B.P. Chaliha College has championed the cause of a green campus. The Anchalik Mouza Committee recognized these efforts during the 2019-20 academic years, appreciating the college's initiatives aimed at fostering environmental responsibility. The college has consistently advocated for cleanliness and wellness, organizing numerous cleanliness drives and awareness programs in the local area. These efforts were acknowledged again by the Mouza Committee in 2023, highlighting the institution's dedication to improving local living conditions.

Extension activities form a crucial component of the college's teaching and learning framework. Faculty members regularly visit nearby schools to motivate students and support their academic endeavors through interactive classes and counseling sessions. Additionally, school students are welcomed to visit the college, where they have the opportunity to explore the institution's laboratories, computer center, indoor stadium, library, and other facilities. These interactions have been well-received and appreciated by the heads of the visiting schools.

The college's National Cadet Corps (NCC) program plays a vital role in promoting national integration

and communal harmony. The NCC offers students a range of activities, including drills, firing practice, rock climbing, trekking, and social service. One notable achievement includes Aynal Hoque, a student who was recognized as the best firer in the Combined Annual Training Camp (CATC) during the 2022-23 period.

The National Service Scheme (NSS) of Gauhati University has also acknowledged the college's active participation in community development and its efforts towards maintaining a clean and green campus. The institution's engagement in community development is further evidenced by its collaborative initiatives with Jan Shikshan Sansthan Kamrup, sponsored by the Ministry of Skill Development & Entrepreneurship, Government of India, and Amar Prayash Gosthi, an organization focused on sustainable development. These collaborations have received praise for their effectiveness in community development and the active involvement of the college.

Overall, B.P. Chaliha College continues to excel in fostering a supportive and enriching environment for both its students and the broader community. Its commitment to academic excellence, community service, and sustainability underscores its role as a pivotal institution in the region.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

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: 23

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
10	5	3	2	3

File Description	Document
Photographs and any other supporting document of relevance should have proper captions and dates.	View Document
Institutional data in the prescribed format	View Document
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	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

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: 31

File Description	Document
Summary of the functional MoUs/linkage/collaboration indicating start date, end date, nature of collaboration etc.	View Document
List of year wise activities and exchange should be provided	View Document
List and Copies of documents indicating the functional MoUs/linkage/collaborations activity-wise and year-wise	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

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:

B.P. Chaliha College, located on a picturesque 13.3-acre campus in Nagarbera, epitomizes a commitment to excellence in both educational and extracurricular domains. The college's extensive and meticulously maintained campus provides an optimal environment for academic pursuits while fostering a well-rounded student experience through robust infrastructure and diverse facilities.

Sports Facilities: The college boasts a significant outdoor playground covering 19,065 square meters, which serves as a cornerstone for its sports and recreational activities. This vast space is integral for a variety of sports including football, cricket, and athletics, and is prominently utilized during the college's annual sports week. The playground is not only a venue for regular practice but also hosts inter-college competitions and community sports events. The college's volleyball team, in particular, has achieved notable success, winning three inter-college. This achievement highlights the college's dedication to nurturing athletic talent and providing a supportive environment for physical development.

Indoor Hall: Complementing the outdoor sports facilities is a newly constructed indoor hall, measuring 80 feet in length, 68 feet in breadth, and 25 feet in height. This modern space features a badminton court and is designed to accommodate a range of indoor games such as carrom, chess, and ludo. The indoor hall is a key venue for various college events, including tournaments and recreational activities. Its spacious design allows for flexibility in hosting different types of events, contributing to the overall well-being and recreational engagement of students.

Cultural Activities: Cultural enrichment is a vital aspect of the college experience, fostering creativity and a sense of community among students. The college actively organizes and celebrates a variety of cultural events throughout the academic year. Noteworthy celebrations occur during college week and freshman socials, where students are encouraged to participate in youth festivals and related cultural programs. The college's cultural activities include traditional Assamese music and dance forms such as Bhupendra Sangeet, Bishnu Prasad Rabha Sangeet, Jyotiprasad Agarwala Sangeet, Loko Geet, Jikir-Jari, and Bihu Dance. Additionally, Assamese short dramas are performed, allowing students to showcase their artistic talents and deepen their connection to regional heritage.

Yoga Centre: While B.P. Chaliha College does not yet have a permanent yoga center, it underscores its commitment to holistic health by observing Yoga Day annually on June 21. During this event, the Indoor Hall is transformed into a temporary yoga space, where students and staff engage in various yoga

practices. This initiative reflects the college's dedication to promoting both physical and mental well-being. By integrating wellness activities into campus life, the college supports a balanced approach to health and personal development.

Overall, B.P. Chaliha College's infrastructure and facilities are thoughtfully designed to support a comprehensive educational experience. By prioritizing sports, cultural activities, and wellness programs, the college ensures that students achieve academic success while also developing physically, creatively, and personally. The robust facilities and dynamic campus environment contribute to the college's reputation as a nurturing and vibrant educational institution, blending academic rigor with a lively and supportive campus life.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

4.1.2

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

Response: 23.78

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
10.70	20.35	22.42	51.07	21.73

File Description	Document
Institutional data in the prescribed format	View Document
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)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

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 Central Library of B. P. Chaliha College, situated on the first floor of the main administrative building, offers a strategic and accessible location for both students and faculty. This well-organized library is a cornerstone of the college's academic resources, housing an extensive collection of over 20,000 print volumes across science, arts, and commerce disciplines. This diverse array of books supports the varied academic programs and research needs of the college community.

Beyond its substantial collection of print books, the library subscribes to a wide range of journals and magazines, essential for staying abreast of the latest research and developments across multiple fields. To keep the college community well-informed, the library provides access to several newspapers in both Assamese and English, covering regional, national, and international news.

The library is also home to several valuable reference collections, including:

- 1. Encyclopedia Britannica:** This comprehensive English-language encyclopedia offers extensive knowledge on a broad spectrum of topics, serving as a vital resource for in-depth research and study.
- 2. Dictionaries:** Both English and Assamese dictionaries are available, supporting students and faculty in their language and literature studies.
- 3. Asom Sishu Sahitya Kosh:** This collection focuses on Assamese children's literature, playing a crucial role in regional language and cultural studies.
- 4. ViswaKosh:** An extensive collection of knowledge resources that enhances academic research and learning.

To support the growing need for digital resources, the library is a subscriber to the N-LIST (National Library and Information Services Infrastructure for Scholarly Content) program, part of the e-

Shodhsindhu consortium. This subscription grants access to over 97,000 e-books and more than 6,000 e-journals, offering a vast repository of academic and research materials. Additionally, the library is working on providing individual memberships to the National Digital Library of India (NDLI) for students and faculty, further expanding access to a broad range of digital academic resources.

The library's operations are efficiently managed through the SOUL 2.0 Integrated Library Management Software (ILMS), which automates various library processes and enhances user experience. Key features of this system include:

1. **Data Entry:** Streamlined cataloging and organization of library materials for easier access and management.
2. **Issue and Return:** Simplified procedures for borrowing and returning books, facilitating smooth transactions.
3. **Renewal of Books:** Convenient renewal options for extending book loans, accommodating users' needs.

The ILMS setup includes one server and four client computers, all operating within the SOUL 2.0 environment. Implemented in 2012, this partial automation has significantly improved the efficiency of library services and resource management.

For more information about the library and its resources, you can visit the following links:

- Library Page
- Digital Library

These resources reflect the Central Library's commitment to providing comprehensive support for academic growth and research, ensuring that both students and faculty have access to essential information and tools for their educational endeavors.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

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:

B.P. Chaliha College exemplifies a strong commitment to advancing its IT infrastructure to effectively support both academic and administrative functions. The college has meticulously developed its IT facilities to enhance the educational experience and streamline operational processes. Here is an overview of the current IT infrastructure and recent updates:

Computers and Equipment: The college is well-equipped with 86 computers distributed across its various departments. This technological setup is complemented by modern educational tools, including LCD projectors and three smart boards, which significantly enhance the teaching and learning environment. The seminar room is fitted with state-of-the-art ICT facilities, including a projector, sound system, and internet connectivity, enabling effective multimedia presentations and interactive sessions.

Wi-Fi and Internet Connectivity: Wi-Fi access is broadly available across most departments, ensuring that students and staff can stay connected and engaged. The college benefits from high-speed internet connectivity provided by EPICENTER in collaboration with BSNL, delivered through optical fiber cables. The entire campus is equipped with Wi-Fi, reflecting the institution's commitment to providing comprehensive digital access.

IT Support: B.P. Chaliha College has partnered with S.S. Technology, Guwahati, to offer extensive IT support services. This partnership includes the provision of automation software for administrative tasks and examination-related activities. The collaboration ensures efficient management of IT resources and supports the smooth functioning of various operational aspects of the college.

Website and Digital Presence: The college maintains an updated, user-friendly website (<https://bpcccollege.org.in>), which serves as a central information hub for stakeholders. The website is regularly updated to ensure it meets the evolving needs of users and provides easy access to essential information.

Attendance System: The college has integrated a facial biometric attendance system for faculty members and staff, enhancing the accuracy and efficiency of attendance tracking. Additionally, students' attendance records are managed online through the college's website, further simplifying administrative processes.

Specialized Software: Various departments utilize specialized software tailored to their academic needs. For example, the Department of Mathematics employs Mathematica, Maxima, and Tex Studio, while the Department of Geography uses GIS software, including QGIS 3.2, SAGA GIS, and ILWIS. These tools offer students hands-on learning experiences and advanced analytical capabilities, enriching their educational journey.

Office Equipment: Administrative efficiency is bolstered by essential office equipment, including photocopy machines, a scanner, and CCTV cameras installed across the campus. These measures contribute to operational security and facilitate effective administrative workflows.

Library Automation: The Central Library is equipped with SOUL 2.0 Integrated Library Management Software (ILMS), which streamlines the management and access of library resources. The library's collection is further enhanced through access to the NLIST database, providing a wealth of open-access resources that support academic research and endeavors.

Bandwidth and Connectivity: The college enjoys high-speed internet connections through EPCINTRE in collaboration with BSNL. The maximum bandwidth allocated for individual connections ranges from 150 Mbps to 60 Mbps with a 1:1 download-upload ratio, facilitated by BSNL's FTTP/OFC connections.

Overall, B.P. Chaliha College's IT infrastructure is strategically designed to support a robust educational experience, enhance administrative efficiency, and promote continuous improvement in operational practices.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

4.3.2

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

Response: 14.35

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

Response: 86

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

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: 8.73

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
6.324	7.71	11.004	14.49	6.837

File Description	Document
Institutional data in the prescribed format	View Document
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)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

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: 88.86

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
1015	1187	1382	1015	1015

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)	View Document
Report with photographs on ICT/computing skills enhancement programs	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

5.1.3

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

Response: 4.24

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
177	72	0	10	9

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

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

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

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: 19.75

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
163	70	36	19	16

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
339	344	239	319	298

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)	View Document
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)	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

5.2.2

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

Response: 1.39

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
4	12	1	0	0

File Description	Document
List of students qualified year wise under each category and links to Qualifying Certificates of the students taking the examination	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

5.3 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: 0

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
0	0	0	0	0

File Description**Document**

Upload supporting document

[View Document](#)

list and links to e-copies of award letters and certificates

[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](#)

5.3.2

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: 8.6

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
11	07	05	09	11

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

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 registered Alumni Association of B.P. Chaliha College, established during the academic year 2003-04, stands as a pivotal element of the college's extended community. This association was created with the primary goal of strengthening the bond between the college and its graduates, thereby fostering a robust network that facilitates the exchange of ideas, resources, and mutual support.

Since its inception, the Alumni Association has played a crucial role in several initiatives aimed at enhancing both the infrastructure and the overall environment of the college. One of its most significant projects was the construction of a boundary wall on the right side of the college's entrance gate. This project, funded entirely through the generous contributions of alumni, stands as a testament to the association's dedication to improving campus facilities and ensuring a secure environment for students and faculty. The boundary wall has not only enhanced the safety of the college premises but also added to the aesthetic appeal of the campus.

The association's impact is especially notable during times of crisis. Alumni, particularly those residing in the vicinity, have consistently demonstrated exceptional support when the college has faced emergencies. Whether it is through providing financial assistance, donating essential supplies, or volunteering their time and services, alumni have played a crucial role in addressing crises and supporting the college community. Their readiness to contribute during challenging times underscores their deep commitment to the well-being of the college and its members.

In addition to their crisis management efforts, alumni actively participate in a variety of college events. These include foundation day celebrations, freshmen socials, prize distribution ceremonies, and inaugural functions. Their involvement in these events not only adds a sense of prestige but also serves as a source of inspiration for current students. By showcasing their achievements and sharing their experiences, alumni highlight the potential for success that lies beyond graduation, motivating students to aspire to similar accomplishments.

Another significant contribution of the Alumni Association is the donation of books, almirahs, and other essential resources to various departments within the college. These contributions reflect the alumni's appreciation for the institution that played a pivotal role in their own academic and professional development. By enriching the college's resource pool, alumni help to enhance the learning environment for current students, thereby supporting their educational journey.

Over the years, the Alumni Association has expanded its role and become an integral part of the college's ecosystem. Its efforts in building and maintaining strong ties between alumni and the institution have significantly contributed to the college's growth and development. The association has fostered a vibrant and engaged network of former students who are actively involved in supporting one another and the college, reflecting a shared commitment to the institution's continued success.

In summary, the Alumni Association of B.P. Chaliha College exemplifies the power of a strong, supportive network in advancing both institutional and individual goals.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

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:

Keeping in mind the Vision and Mission statements, the college is dedicated to providing quality education to economically underprivileged and geographically isolated persons with increased capacity for scientific temper, rational thinking, and democratic action in every spheres of life. The institution aims to attain its vision and mission with the combined efforts of all the stakeholders, including the Governing body, teaching and non-teaching staff, alumni, parents, and the students community. The principal is the executive authority over all concerns related to the academics and governance of the college. All the academic planning for the year such as curriculum, routine, and maintenance of classes discussed with the heads of the departments, and decisions are communicated to the respective faculty members through the heads of the department by the principal. The college offers a congenial environment to bring up students in academic excellence in various fields like sports, music, literature, and culture by constituting several committees or clubs under the leadership of the Principal. Proper authority and responsibility are also delegated to them by the appropriate authority for effective and timely implementation of the perspective plans of the college.

As instructed by Gauhati University, the Institution has embraced the National Education Policy (NEP) 2020. To carry out NEP, it has formed a Samarth Cell with teaching and non-teaching staff members. The practices of decentralization and participative management aim to ensure the best possible involvement and representation of all the college's stakeholders in its journey towards excellence. In this regard, we would like to mention some practices as follows:

- The principal constitutes an admission and examination committee involving both teaching and non-teaching staff. The committee takes charge of the entire process of admission and the conduction of the examination. The Principal arranged a meeting with both committees to discuss the general rules and regulations of admission and examination for smooth processing.
- Every year, the institution holds "College Week," which aims to provide students a platform to develop their ability and expertise in different fields like sports, music, literature, culture, etc. and students are encouraged to participate. The principal, being the Chairman of the Students-Teachers Recreation Cell, assigns one or more teachers as convener(s) to conduct the events. The convener(s) allot some teachers-in-charge in different fields to lead and control the events to be arranged. The teacher-in-charge along with the students union secretary designed the event and inspired the participating students to bring about the best.
- Decentralization, authority delegation, and group decision-making are reflected in committees such as the Academic Council, Admission Committee, Routine Committee, Examination Committee, Grievance Redressal Cell, Women's Cell, NSS, NCC, Scouts & Guides, Canteen Committee, Library Management Committee, Taskforce on NEP-2020 etc.

To ensure effective college administration, we adhere to the following:

- Committees having staff from various departments
- Decisions made by various committees are discussed at the principal's office level.
- Many employees participate in all functions, serving on numerous committees and contributing their unique creativity and expertise.
- Faculty Development Programmes are organized to improve faculty skills in cutting-edge fields.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

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:

B.P. Chaliha College, Nagarbera exemplifies a well-structured and efficiently managed educational institution, as evidenced by its comprehensive perspective plan and the effective functioning of its institutional bodies.

Perspective Plan Deployment

The college designed to guide the institution's development over a set period, typically spanning five to ten years. The plan encompasses various aspects, including academic excellence, infrastructure development, student support services, and community engagement. Key elements of the perspective plan include infrastructural upgrades, curriculum enrichment, and enhanced research facilities. The college has made significant strides in these areas, including the expansion of its physical infrastructure, the introduction of new academic programs, and the development of research centers.

Administrative Setup and Functioning

The college's administration is organized into various functional units, each responsible for specific areas such as academics, finance, student affairs, and infrastructure maintenance. This structured approach ensures that responsibilities are clearly defined and that the institution operates smoothly. The Principal plays a pivotal role in overseeing the implementation of policies and procedures. The Principal is supported by a team of administrative staff and faculty members who are assigned specific roles and

responsibilities.

Policies and Procedures

The college has established a comprehensive set of policies and procedures that govern its operations. These policies cover a wide range of areas, including academic standards, service rules, faculty appointments, and student discipline.

Appointment and Service Rules

The appointment process for faculty and staff is conducted in accordance with established norms and regulations. The college adheres to guidelines set forth by regulatory bodies and ensures that all appointments are made based on merit and qualifications. The service rules provide detailed guidelines on job responsibilities, performance evaluation, and career advancement, contributing to a motivated and dedicated workforce. The recruitment process has been carried out by B.P. Chaliha College as per the guidelines of UGC, Gauhati University, and the Government of Assam. The college strictly follows the service rules according to the UGC/ State Government/ University norms. The regular working hours are from 9 a.m. to 4 p.m. for Teaching staff and 8 a.m. to 5 p.m. for non-teaching staff.

Effective and Efficient Functioning

Regular reviews and audits of administrative processes ensure that the institution remains aligned with its goals and objectives. The Governing Body (GB) is the top Executive Body of the institution. The principal plays a vital role in executing all policy decisions and recommendations passed by the GB of the college both in academics and in governance. The principal plays a major role in developing a professional community of teachers who guide the students to improve themselves in every possible way. Meanwhile, IQAC is one of the institutional bodies formed by teaching and non-teaching staff, students, and some dignitaries from the locality who play an important role in devising and implementing quality initiatives of the college.

Several institutional and departmental committees have been established to ensure the college runs smoothly such as the Admission Committee, Examination Committee, NSS, NCC, Women's Cell, Grievance Redressal Cell, Anti-Ragging Committee, Career-Counseling etc.

File Description	Document
Upload Additional information	View Document
Institutional perspective Plan and deployment documents on the website	View Document
Provide Link for Additional information	View Document

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	View Document
Institutional expenditure statements for the budget heads of e-governance implementation ERP Document	View Document
Annual e-governance report approved by the Governing Council/ Board of Management/ Syndicate Policy document on e-governance	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

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:

B.P. Chaliha College, Nagarbera, rigorously adheres to the rules and regulations set forth by the Directorate of Higher Education, Government of Assam, in managing the performance appraisal and promotion of both teaching and non-teaching staff. The institution follows a systematic approach to evaluate and enhance staff performance, ensuring that both academic and administrative functions are carried out efficiently.

For teaching staff, the college employs the Performance-Based Appraisal System (PBAS) as part of the UGC Career Advancement Scheme (CAS). This system is intricately linked with the Academic Performance Indicator (API) score, which quantifies the faculty's academic and professional contributions. Teachers are required to submit a comprehensive self-evaluation report, designed by the IQAC, alongside the PBAS form when applying for promotions under the CAS. The Principal, in conjunction with the IQAC, is responsible for scrutinizing these reports. A Screening Committee, also known as the Departmental Promotion Committee (DPC), further reviews the submitted documents to ensure that all criteria are met before forwarding the recommendations to higher authorities for final action. In addition, the Principal conducts regular monthly reviews of each teacher's dossier and service book to monitor and evaluate their performance continuously. To gain additional insights into the effectiveness of teaching, the IQAC distributes feedback forms to students. These forms, designed as

questionnaires, gather valuable information regarding various aspects of the teaching-learning process. The collected feedback is then analyzed by the Principal through the IQAC, and necessary measures are adopted to address any concerns and improve the overall educational experience for students.

The college also emphasizes the welfare of its employees by implementing various supportive measures to ensure a conducive work environment. These measures include:

1. **Leave Provisions:** The college offers various types of leave for academic purposes, such as Ph.D. research, Faculty Development Programmes (FDPs), Refresher Courses, and attending seminars and workshops. Additionally, staff members are entitled to childcare leave, maternal and paternal leave, casual leave, earned leave, and medical leave, catering to different personal and professional needs.
2. **Emergency Support:** A Trust Fund, contributed by both teaching and non-teaching staff, provides financial assistance during emergencies, demonstrating the college's commitment to employee welfare.
3. **On-Campus Facilities:** The college features a canteen that serves hygienic food, an emergency first aid facility, and a healthcare center addressing primary medical needs. CCTV cameras are installed throughout the campus to enhance security, and free Wi-Fi is available for both staff and students.
4. **Attendance Monitoring:** Staff attendance is recorded through a biometric system and an attendance register, ensuring accuracy and accountability.
5. **Grievance Redressal:** A comprehensive grievance redressal mechanism, both online and offline, is in place to address and resolve any issues or complaints from teachers, staff, and students swiftly.

For career advancement, the college supports faculty members with regular promotions in line with UGC and state government regulations. It also facilitates the application process for higher positions by providing No Objection Certificates (NOCs). Non-teaching staff benefit from structured upgradation provisions, progressing from junior assistant to senior assistant roles as part of their career growth.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

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: 12.1

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
16	11	3	4	0

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

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: 35.43

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
44	27	23	13	45

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
29	30	30	30	29

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

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:

B.P. Chaliha College operates with a well-structured financial management system, receiving funds from various sources, including the State Government and non-governmental organizations. The financial framework of the college is overseen by a dedicated Budget Committee, which operates under the supervision of the Principal and the guidance of the Governing Body. The administrative and finance committees, along with the management board, play a crucial role in reviewing resource utilization, including audits, budgets, and accounts.

Sources of Funds

The college's primary funding sources include the State Government, the UGC, and the RUSA. These funds are instrumental in supporting a wide range of activities and necessities, from purchasing equipment and chemicals to organizing seminars, workshops, invited talks, and various academic and maintenance works. Additionally, the college generates revenue through students' admission fees, which are used to cover the salaries of contractual teaching and non-teaching staff.

Further financial support is provided by Krishna Kanta Handique State Open University and the Centre for Distance Education of Gauhati University. The college also benefits from funds generated by its girls' hostels utilized to hostel management. Additionally, the college has two well-maintained fisheries on campus that generate a modest income each year. Donations in kind from alumni, local community members, and faculty also contribute to the college's financial resources.

Utilization of Funds

The allocation and utilization of funds are meticulously planned to ensure comprehensive development and effective functioning of the college. Key areas of expenditure include:

1. **Infrastructure Development:** The college has invested in significant infrastructural improvements, including the renovation of boys' and girls' toilets, regular maintenance of college fields, and the construction of a spacious and well-equipped boys' common room. Rooms dedicated to academic purposes have been constructed and renovated, while the girls' common room has been developed and provided with modern amenities.
2. **Academic Enhancements:** Funds have been utilized to install smart boards to facilitate ICT-based teaching and learning. Computers have been allocated to various departments and the library to support academic activities.
3. **Faculty Support:** Financial assistance has been provided to faculty members for attending and participating in seminars, workshops, and Faculty Development Programs (FDPs), enhancing their professional development.
4. **Co-curricular and Extracurricular Activities:** Various programs, clubs, cells, and departments receive funding for organizing co-curricular and extracurricular activities, enriching the overall educational experience for students.
5. **Repairs and Maintenance:** A significant portion of funds is dedicated to repairs and maintenance, ensuring that the college infrastructure remains in excellent condition.
6. **Sustainability Initiatives:** Recently, the college has taken steps towards sustainability by installing solar panels, contributing to alternative energy solutions and reducing environmental impact.

Audit and Financial Oversight

The college employs a robust system for financial auditing to ensure transparency and accountability. Internal audits are conducted by a chartered accountant (CA) appointed by the Governing Body. Following the internal audit, the Governing Body recommends an external audit conducted by the State Government in accordance with state financial rules. Any minor errors identified during audits are promptly addressed, with corrective and preventive measures implemented to prevent recurrence.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

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, B.P. Chaliha College was constituted on August 8, 2002. Since then, the IQAC has been instrumental in upholding and improving the quality of the college and has provided recommendations for quality-improving initiatives in different aspects. Significant improvements in quality have been made by institutionalizing the following IQAC initiatives:

1. AQAR preparation and submission.
2. Preparation of Self Study Reports (SSR) of various accreditation bodies like NAAC and annual Institutional report submission of AISHE
3. IQAC conducts regular meeting and discusses the quality development and sustenance initiatives for allround development of the college in particular and the society of the neighbouring areas in general and submitted the observations to Governing Body for further courses of action.
4. With limited resources, successful in dealing with CBCS, NEP-2020 and skill oriented add on courses.
5. IQAC of the college has played a key role while dealing with COVID -19 pandemic, wherein 2106 nos of virtual classes and study materials were provided to students by developing the college portal and website.
6. The college conducts regular workshops, invited lectures, seminars, webinars to facilitate students and faculty members refreshing the knowledge base.
7. To develop the quality and capacity of teaching and non-teaching staffs it conducts every year FDP and capacity building programme respectively..
8. Optimization and integration of modern methods (the use of ICT, blended mode of teaching-learning, participative and experiential learning, etc.) of teaching and learning.
9. IQAC has played a key role in shifting governance from manual to e-governance though partially.
10. Monitoring of overall progress by conducting Academic and Administrative Audit.
11. IQAC has taken initiatives to conduct other quality audits like Green, Energy, Environment, Gender and Library audit.
12. Documentation of the various programs and activities leading to quality improvement.
13. Digitalization and automation of the central library.
14. IQAC takes feedback from different stakeholders to analyze and submit the same to the authority for further policy deployment.

As the college is affiliated with Gauhati University, it follows the Academic Calendar prepared by the university. The academic calendar is strictly followed during the academic year. Every year a joint meeting of parents, students, and teachers is convened by the IQAC of the college to discuss the teaching-learning process. Moreover, the IQAC advises the departments to find out the slow learners and advanced learners based on performance in the internal assessment, group discussions, and departmental seminars and accordingly to take proper methodology like remedial classes for the slow learners. Advanced learners are also guided by the departments for further improvement, entry into higher education, and career advancement. Furthermore, the college has collaborative partners with many other educational institutes and has consistently promoted student and faculty exchange programmes and seminar programmes. The cross-fertilization of ideas across the institutes contributes to widening the knowledge base and contributes to sustaining a cohesive mutual environment of learning. For the enhancement of quality teaching-learning, ICT classes are also conducted as per the IQAC recommendation. The teaching-learning process is reviewed periodically and improvements are implemented based on the recommendations made by the IQAC.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

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

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

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:

Promoting gender equity within an institution involves multifaceted efforts across curricular and co-curricular domains, facilities provision, and overall sensitization. Over the past five years, the Institution has taken significant steps aiming for inclusivity and empowerment across all facets of campus life.

Curricular Integration:

B.P. Chaliha College is affiliated with Gauhati University and as part of the academic curriculum, all disciplines incorporate gender perspectives. Courses in the Department of Assamese, English, Political Science, Sociology, Education, and History include papers on gender studies, exploring issues such as gender roles, stereotypes, and feminist theories. This integration enhances awareness and fosters critical thinking and empathy among students towards gender-related topics.

Facilities and Infrastructure:

Recognizing the importance of safety and inclusive spaces, the Institution has invested in gender-sensitive infrastructure. Campus facilities such as Girls common room, Girls hostels and separate toilet facilities for women faculty members are designed to accommodate the needs and ensure privacy, accessibility and comfort. Safety measures in the campus include well-lit pathways, CCTV surveillance cameras and a well-defined boundary wall that are structured to create a secure environment conducive to learning and to ensure the protection and well-being of students.

The college offers support services, including mentorship programs and counseling centers through the Career Guidance and Information Center (CGIC) and the Women Empowerment Cell. These services aim to address the unique needs and challenges faced by female students and staff.

B.P. Chaliha College administers a Ranger (Girl) Unit catered towards female students to enrich their physical, intellectual, social, and spiritual capabilities, both at an individual level and within their responsibilities as responsible contributors to society. The NCC Unit of B.P. Chaliha College allocates a portion of enrollment slots, specifically 33 percent, to female cadets as part of their inclusive approach to fostering gender equity and inclusivity.

Policy and Advocacy:

The Institution has implemented robust policies and practices aimed at promoting gender equity. These

include the Internal Complaints Committee which has implemented zero-tolerance policies against gender-based discrimination and harassment, backed by clear reporting mechanisms and support for victims. Regular audits and assessments ensure compliance and identify areas for improvement, reinforcing the institution's commitment to a safe and inclusive campus environment.

Community Engagement:

The institution beyond its campus borders also engages with the broader community. It organizes outreach programs to promote gender equity and collaborative initiatives with local organizations and partnerships with industry leaders to emphasize the institutions role in societal change. These efforts extend the impact of gender equity initiatives beyond campus boundaries, fostering a culture of equality and respect in the wider community.

The institution is dedicated to creating a gender-inclusive campus by organizing programs through the Cells and Committees such as:-

- Observing of International Women's Day
- Mental Health
- Self-defense training
- Bridal makeup workshops
- Lecture on gender sensitization and women's safety
- Entrepreneurship programs on self-reliance
- Health and Nutrition

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

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

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

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: B. Any 3 of the above

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

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 institution fosters a holistic environment for students, promoting tolerance for linguistic, cultural, regional, socioeconomic, and other forms of diversity. To support this inclusive atmosphere, various administrative and educational initiatives are implemented.

Cultural and Social Activities:

Several cultural activities, such as college week, cultural rallies, and freshmen socials, are organized to encourage tolerance and harmony among students. These activities provide students opportunities to engage and appreciate different cultures, breaking down barriers and fostering mutual respect. During college week, different sports activities are held to promote unity among students from diverse backgrounds. Additionally, NCC cadets participate in various camps that give them exposure to other linguistic and cultural environments, enhancing their sense of unity and nationalism.

Celebrations and Observances:

The institution also celebrates national festivals and special occasions to promote constructive relationships between individuals of various social, cultural, and religious backgrounds. Events such as Mother Language Day, Saraswati Puja, Biswa Nabi Divas, and Students' Day are observed to highlight and celebrate cultural diversity. These initiatives help students develop harmony and tolerance towards different cultural, regional, and linguistic diversities.

Core Values and Code of Conduct:

The college's core values are prominently displayed in front of the administrative building, and the college code of conduct is accessible on the college website. All students are required to adhere to these values and conduct guidelines, reinforcing a culture of respect and inclusivity within the institution.

Constitutional Awareness and Civic Responsibilities:

To sensitize students and employees about constitutional obligations, the institution integrates these themes into both the curriculum and extracurricular activities. Constitution Day is celebrated on 26th November to commemorate the Constitution of India's adoption, emphasizing citizens' rights and duties. Similarly, Republic Day on 26th January features activities that highlight the importance of the Indian Constitution, and Independence Day is celebrated annually to remind students of the freedom struggle and the Constitution's significance.

Democratic Participation and Environmental Initiatives:

The institution conducts elections involving staff participation to encourage democratic practices and civic engagement among students. Additionally, a plantation program is conducted by the college's Eco-club, NCC, and NSS units. These groups participate in community outreach programs, such as tree plantation and cleanliness drives, helping students understand their roles and responsibilities in

environmental conservation and community service.

Curriculum Integration:

Several subjects offered by the institution cover constitutional obligations to sensitize students. All first year students are required to take a course on Environmental Studies, that provides insight into environmental concerns, including the Wildlife Protection Act, the Forest Act, and global environmental concerns. This coursework aims to develop a sense of environmental responsibility among students.

Through a combination of cultural activities, celebrations, core values promotion, constitutional awareness initiatives, democratic participation, and environmental programs, the institution effectively fosters an inclusive environment. These efforts ensure that students develop tolerance and harmony towards diverse cultural, regional, and linguistic backgrounds while being sensitized to their constitutional rights and duties as citizens.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

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

Title: "Holistic development of the institution and its contribution to the society"

Objectives of the Practice

1. To instill ethical values, empathy, and compassion in students, promoting overall development as responsible students.
2. To provide students a comprehensive educational experience that encompasses academic knowledge, practical skills and personal development that fosters well-rounded individuals capable of thriving in diverse environments.
3. To raise awareness about the crucial role of the environment in human survival and to cultivate the idea of sustainable resource utilization among students.
4. To promote the utilization of creative thinking, foster a problem-solving mindset, and initiate entrepreneurial endeavors.

The Context

In today's rapidly evolving world, education must go beyond the mere transmission of information within classroom walls. Students require opportunities to engage with real-world challenges to develop critical thinking skills and cultivate holistic competencies such as communication, collaboration, creativity and adaptability. The holistic endeavor initiative recognizes the importance of integrating experiential learning, community engagement, and personal growth into the educational journey to prepare students for success in the present world.

The Practice

1. Field Visits: Arrange hands-on visits to relevant industries and cultural sites for practical learning.
2. Wall Magazines: Departments create dynamic wall displays showcasing student projects and creativity.
3. Book Fair: Collaborate with Sahitya Kanan for an annual book fair, promoting reading and intellectual exchange.
4. Poet Meets: Host regular events for poets to share their work and receive feedback, fostering creativity.
5. Webinars/Seminars: Organize talks by experts on contemporary topics, encouraging discussion and learning.
6. Hand-Written Magazine: Publish a handwritten magazine with creative submissions from students, promoting personal expression.
7. Educational Tours: Field visit to Delhi by Botany department to institutes such as IARI, Phytotron facility, and NBPGR to meet eminent scientists and educational tour to Rangsapara. The cleanest village of Assam and to attend Under the Sal Tree Theatre Festival, 2022 to study rural life, fostering community engagement and understanding.
8. Cultural Rally/Sports Week: Celebrate diversity and fitness with cultural events and sports competitions during the annual college week.
9. Workshops: Offer practical workshops providing skills for interested students.

Evidence of Success

The success of the "Holistic Endeavor" initiative is evidenced by students participating in holistic education programs demonstrating improved academic performance and academic achievement, as they are better able to apply theoretical knowledge to practical situations. The students have reported an increase in personal growth through confidence, self-awareness and resilience, leading to greater overall satisfaction and well-being. Community engagement activities have shown a positive impact on communities; students contribute meaningfully to societal issues and develop a sense of civic responsibility.

Problems Encountered

Despite its benefits, implementing a holistic education approach may encounter challenges such as:

1. Resistance to Change: Some stakeholders may be resistant to deviating from traditional educational practices, requiring support from faculty, administration, and the broader community.
2. Resource Constraints: Implementing experiential learning, community engagement, and personal development initiatives may require additional financial resources, staff, and infrastructure.

Resources Required

Financial Resources: Funding for faculty development, student scholarships, program coordination, and infrastructure enhancements. Physical Resources: Facilities and equipment to support hands-on learning experiences, community engagement activities, and interdisciplinary collaboration.

BEST PRACTICE – 2

Title: "Sustainable Horizons: Building a Clean and Green Campus Community"

The Context

Clean and green campus practices are essential in modern-day educational institutions to act as pioneers in the conservation of the environment and raise awareness in society. Institutions of higher education have a unique opportunity to lead by example in adopting green and clean practices. These practices are linked with the Sustainable development goals of the United Nations in response to pressing needs for addressing climate action and resource depletion. Promoting a clean green campus not only benefits the environment but encourages community involvement, promotes a healthy and vibrant community and pride among students, faculty and staff. Implementing these practices can foster a sense of ownership, instill environmental consciousness and reduce the ecological footprint which will inspire individuals to become stewards of the environment. Here, we delve into the strategies and initiatives that contribute to creating a green and clean campus environment.

Objectives

1. To promote awareness of the environment and encourage sustainable behaviors among students, staff, and society.
2. To minimize the campus's carbon footprint, energy consumption and waste generation to mitigate climate change.
3. To provide a clean and green atmosphere that positively influences mental and physical health.
4. To serve as a model for the broader community, showcasing the institution's commitment to environmental stewardship.

The Practice

1. The Eco Club, NSS, and NCC unit have organized several environmental awareness programs, plantation and cleanliness drives, and distribution of dustbins in the adopted village. The students

actively participate in the cleanliness drives on campus and in nearby areas.

2. The college celebrates important days associated with nature and the environment like World Environment Day, World Water Day and World Dolphin Day, etc. Students in large numbers actively participate in these celebrations.
3. The institution implements comprehensive waste management methods, including source separation, recycling, and composting. Landscaping practices, and awareness campaigns to reduce water consumption and encourage responsible use of energy resources.
4. The college tries to maintain a clean and green campus by minimizing the use of single-use plastics and disposable items in dining facilities and encouraging reusable containers and utensils etc. by students and teachers.
5. All the departments have a designated space for a garden, the department takes responsibility for the maintenance and beautification of the garden.

Evidence of Success

The number of trees inside the college campus has increased after regular landscaping activities and enhanced green spaces and biodiversity. Reduction in energy consumption by using Solar panels and LED bulbs throughout the college, reducing carbon emissions, and water usage. The Eco club, NCC and NSS volunteers regularly conduct programs based on environmental consciousness themes such as World Environment Day, Swachh Bharat Abhiyan, and Nadi Utsav where large numbers of student participation have been observed.

Problems Encountered

1. Sustaining green infrastructure and ensuring its longevity requires proper maintenance.
2. There is a lack of awareness among students and staff members regarding sustainability.

File Description	Document
Any other relevant information	View Document
Best practices as hosted on the Institutional website	View Document

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:

Championing Scientific Literacy through Inclusivity and Quality Education at B.P. Chaliha College

B.P. Chaliha College, established in 1972 and named in honor of the former Chief Minister Bimala Prasad Chaliha, stands as a pillar of academic excellence and community development in the picturesque region where the districts of Kamrup, Goalpara, and Barpeta converge. The college's commitment to fostering a diverse and inclusive learning environment is reflected in its mission to enhance scientific knowledge and community empowerment, making it a model institution in the region.

Academic Excellence and Inclusivity

At the heart of B.P. Chaliha College's educational philosophy is its dedication to scientific literacy. The college offers a comprehensive range of undergraduate programs across various disciplines, including science, arts, and commerce. The curriculum is designed to provide students with a deep understanding of their chosen fields, integrating both theoretical knowledge and practical skills. This approach ensures that students are well-prepared for the challenges of the modern world, equipped with the critical thinking and problem-solving abilities necessary for success.

The college's diverse student body is a testament to its inclusive approach. Students from various socio-economic backgrounds, ethnicities, and religions come together to form a vibrant academic community. This diversity enriches the learning experience, fostering an environment of cultural exchange and mutual respect. The college's commitment to inclusivity is evident in its efforts to bridge educational disparities and provide equal opportunities for all students. By addressing the unique needs of students from underprivileged backgrounds, B.P. Chaliha College ensures that every student has the chance to excel academically and contribute meaningfully to society.

Modern Facilities and Hands-On Learning

To support its mission of promoting scientific literacy, B.P. Chaliha College has invested significantly in modern facilities and resources. The college boasts state-of-the-art laboratories equipped with the latest technologies, providing students with hands-on experience in scientific research and experimentation. These facilities are complemented by a well-structured curriculum that incorporates cutting-edge scientific practices and research methodologies.

One of the key initiatives in this regard is the Institutional Biotech Hub, which is supported by the Department of Biotechnology, Government of India. This hub plays a pivotal role in advancing scientific knowledge and literacy among students and the local community. Through a range of outreach programs and hands-on training sessions, the Biotech Hub addresses critical topics such as microbial biotechnology, DNA isolation, bioinformatics, and mushroom cultivation. These programs not only enhance students' scientific understanding but also extend their benefits to local schools and underprivileged communities. By making scientific advancements accessible to a broader audience, the Biotech Hub reinforces the college's commitment to community empowerment and scientific education.

Empowering Women and Community Development

B.P. Chaliha College's commitment to inclusivity is further exemplified by the work of the Women Empowerment Cell (WEC). This cell is dedicated to promoting scientific literacy and leadership among women in a region facing various socio-economic challenges. The WEC organizes a variety of initiatives

designed to empower women with the knowledge and skills needed for personal and community development.

Among the WEC's initiatives are skill-enhancing workshops and health-related programs. These include training sessions on fruit and vegetable preservation, vocational skills, and health check-ups in collaboration with government hospitals. By providing women with practical skills and knowledge, the WEC helps improve their quality of life and fosters their active participation in community development. The cell's efforts not only contribute to women's empowerment but also promote a culture of scientific inquiry and leadership in the region.

Student Development and Extracurricular Activities

In addition to its academic and community-focused initiatives, B.P. Chaliha College places a strong emphasis on student development and extracurricular activities. Various clubs and cells within the college play a crucial role in fostering a culture of scientific inquiry and community engagement. These organizations regularly host events such as science fairs, research symposiums, and community outreach programs.

These activities provide students with opportunities to apply their scientific knowledge in real-world contexts, enhancing their educational experience and overall development. By participating in these events, students gain valuable experience and develop skills that complement their academic learning. The college's focus on extracurricular activities also helps students build a well-rounded profile, preparing them for future careers and leadership roles.

Infrastructure and Resources

B.P. Chaliha College's commitment to scientific literacy and inclusivity is also reflected in its investment in infrastructure and resources. The college has established well-equipped laboratories, modern classrooms, and comprehensive library facilities to support its educational mission. The integration of smartboards and other technological tools in the learning environment enhances the quality of education and facilitates innovative teaching methods.

The college also prioritizes the maintenance and upgrading of its facilities to ensure a conducive learning environment. Regular renovations and the construction of new facilities, such as the boys' common room and updated academic rooms, contribute to an improved campus experience for students. Additionally, the college's focus on sustainability is evident in its recent installation of solar panels, which reflect its commitment to environmental responsibility and resource efficiency.

Commitment to Holistic Development

B.P. Chaliha College's approach to education extends beyond academic excellence to encompass holistic development. The college's initiatives are designed to foster a scientifically literate and empowered community, addressing both educational and social needs. By integrating scientific inquiry with community engagement, the college creates a dynamic learning environment that prepares students to make meaningful contributions to society.

In conclusion, B.P. Chaliha College stands as a beacon of scientific literacy and inclusivity, demonstrating a commitment to providing quality education and empowering its community. Through its

comprehensive educational programs, state-of-the-art facilities, and community-focused initiatives, the college effectively bridges educational disparities and promotes a scientifically informed society. The institution's proactive measures, including the work of the Biotech Hub, the Women Empowerment Cell, and various student-led activities, underscore its role as a leader in promoting both academic excellence and social responsibility. As B.P. Chaliha College continues to champion scientific literacy and inclusivity, it reinforces its position as a catalyst for positive change, shaping a more informed, equitable, and empowered community.

File Description	Document
Any other relevant information	View Document
Appropriate web in the Institutional website	View Document

5. CONCLUSION

Additional Information :

In response to the recommendation of NAAC 2nd Cycle, the IQAC under the guidance of the college governing body, has diligently implemented these suggestions to maintain and elevate academic standards.

Since the 2nd Cycle of NAAC accreditation, a notable increase in the number of faculty members awarded Ph.D. degrees and research publications have been observed. During the assessment periods, 10 faculty members obtained the Ph.D. and produced 30 research publications.

In line with the ongoing digitization efforts, the college has successfully completed the automation of its library. Through resources like NList and INFLIBNET, e-resources are now accessible to all stakeholders. During the COVID-19 pandemic, the college adapted to the challenges by conducting 2,106 live classes via a structured college portal ensuring uninterrupted education.

The college has also made strides in expanding its academic offerings. The Folklore Study Centre was established in 2023, and a UG-level commerce program was introduced in 2018. Although the college has yet to offer postgraduate courses, it has embraced the NEP 2020 by launching FYUGP in all departments under the guidance of Gauhati University.

To foster academic growth and practical experience, the institution has initiated numerous MoUs, MoAs, and linkages with various academic institutions and industries to facilitate research, training, field trips, and student placements. Additionally, 30 skill-oriented add-on courses have been introduced under the IQAC's initiative, in alignment with NEP 2020, to bolster students' skill development and ethical values.

The college is committed to increasing consultancy and collaborative research efforts, maintaining standards in plagiarism and intellectual property rights. The Biotech Hub, Innovation and Incubation Centre, and various other cells are actively working towards these goals. The college's Perspective Plan 2017 has been updated with the Institutional Development Plan in 2022, guiding future growth.

Regarding infrastructure, a proposal for land requisition for a Boys' Hostel has been submitted to the Government of Assam, though the necessary land has yet to be sanctioned. Despite these challenges, the college continues to operate Higher Secondary programs for both Arts and Science streams, serving 700 students with a limited but dedicated faculty, underscoring its commitment to the local community.

Concluding Remarks :

B. P. Chaliha College remains deeply rooted in human values while emerging as a vibrant cultural hub that embodies the rich diversity of the region and the true spirit of India. The college is committed to empowering the younger generation through quality education and offers numerous opportunities for students to develop their extracurricular skills, fostering a strong sense of social responsibility.

Despite the challenges of its rural setting, the college has consistently upheld its vision of providing quality education and has successfully adapted to changing times. As part of its strategic plan and Institutional Development Plan (IDP), the college is poised to realize several ambitious future goals:

1. The College aims to fully implement the National Education Policy 2020 by initiating the FYUGP across its departments, ensuring that students receive a holistic and contemporary education.
2. The College plans to upgrade some of its departments from undergraduate to postgraduate levels, enhancing academic offerings and providing students with advanced educational opportunities.
3. Efforts are underway to transform the college's best undergraduate department into a high-quality research center, contributing to academic excellence and fostering a culture of inquiry.
4. The College intends to apply for additional undergraduate programs focused on vocational and skill development, aligning with the demands of the modern workforce.
5. Several key infrastructure projects are planned, including the completion of the boundary wall, the construction of a Boys' Hostel, and the creation of a swimming pool to enhance students' aquatic skills.
6. The college envisions the construction of a state-of-the-art Teachers-Students Recreation Centre, promoting a balanced and engaging campus life.
7. Plans are in place to publish a standard research journal, providing a platform for scholarly communication and contributing to the academic community.
8. The college aims to establish an Instrumentation Centre, equipped with advanced tools for scientific research and experimentation.
9. A multi-structured Skill Development Centre is planned to be set up on campus, offering students cutting-edge resources for skill enhancement.
10. The existing Innovation and Incubation Centre will be upgraded with state-of-the-art infrastructure to foster creativity, entrepreneurship, and technological advancements.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																				
1.2.1	<p>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)</p> <p>Answer before DVV Verification : 39 Answer After DVV Verification :07</p>																				
1.2.2	<p><i>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</i></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>252</td> <td>154</td> <td>0</td> <td>132</td> <td>127</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>220</td> <td>95</td> <td>0</td> <td>100</td> <td>105</td> </tr> </tbody> </table>	2022-23	2021-22	2020-21	2019-20	2018-19	252	154	0	132	127	2022-23	2021-22	2020-21	2019-20	2018-19	220	95	0	100	105
2022-23	2021-22	2020-21	2019-20	2018-19																	
252	154	0	132	127																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
220	95	0	100	105																	
1.3.2	<p>Percentage of students undertaking project work/field work/ internships (Data for the latest completed academic year)</p> <p>1.3.2.1. Number of students undertaking project work/field work / internships Answer before DVV Verification : 523 Answer after DVV Verification: 175</p>																				
1.4.1	<p><i>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</i></p> <p>Answer before DVV Verification : A. Feedback collected, analysed, action taken& communicated to the relevant bodies and feedback hosted on the institutional website Answer After DVV Verification: A. Feedback collected, analysed, action taken& communicated to the relevant bodies and feedback hosted on the institutional website</p>																				
2.1.2	<p><i>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</i></p> <p>2.1.2.1. Number of actual students admitted from the reserved categories year wise during last five years (Exclusive of supernumerary seats)</p>																				

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
117	118	146	133	140

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
117	108	108	121	140

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
204	204	204	204	204

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
207	207	207	207	207

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
66	66	66	66	66

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
66	66	66	66	66

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)

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
31	27	26	26	19

Answer After DVV Verification :

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2022-23	2021-22	2020-21	2019-20	2018-19
30	26	26	19	16

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
31.5	1.2	0	0	0

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
31.5	1.2	0	0	0

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
32	14	13	12	18

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
25	9	11	7	8

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
6	18	5	2	3

Answer After DVV Verification :

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

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
13	20	11	8	5

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
13	16	12	8	5

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
17	13	8	2	3

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
10	5	3	2	3

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.*

Answer before DVV Verification :

Answer After DVV Verification :31

Remark : During the last six months of the assessment period, HEI executed a total of fourteen MoUs. However, MoUs related to faculty or student exchange cannot be justified solely by hosting an invited or special lecture at the host institution. Nevertheless, HEI has produced publications as outcomes for most of the remaining MoUs, which have been duly recognized and appreciated during the review process.

4.1.2	<p><i>Percentage of expenditure for infrastructure development and augmentation excluding salary during the last five years</i></p> <p>4.1.2.1. Expenditure for infrastructure development and augmentation, excluding salary year wise during last five years (INR in lakhs)</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="304 389 1046 524"> <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>24.63</td> <td>45.70</td> <td>44.22</td> <td>43.66</td> <td>16.74</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="304 602 1046 736"> <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>10.70</td> <td>20.35</td> <td>22.42</td> <td>51.07</td> <td>21.73</td> </tr> </tbody> </table> <p>Remark : In EP 3.1, the HEI was asked to provide the audited financial sheets in Excel format with all categories and corresponding allocations. However, the HEI responded evasively, revising as per the Audited sheet.</p>	2022-23	2021-22	2020-21	2019-20	2018-19	24.63	45.70	44.22	43.66	16.74	2022-23	2021-22	2020-21	2019-20	2018-19	10.70	20.35	22.42	51.07	21.73
2022-23	2021-22	2020-21	2019-20	2018-19																	
24.63	45.70	44.22	43.66	16.74																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
10.70	20.35	22.42	51.07	21.73																	
4.4.1	<p><i>Percentage expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component, during the last five years (INR in Lakhs)</i></p> <p>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)</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="304 1214 1046 1348"> <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>26.75</td> <td>51.81</td> <td>60.18</td> <td>30.01</td> <td>21.46</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="304 1426 1046 1561"> <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>6.324</td> <td>7.71</td> <td>11.004</td> <td>14.49</td> <td>6.837</td> </tr> </tbody> </table> <p>Remark : In EP 3.1, the HEI was asked to provide the audited financial sheets in Excel format with all categories and corresponding allocations. However, the HEI responded evasively, revising as per the Audited sheet.</p>	2022-23	2021-22	2020-21	2019-20	2018-19	26.75	51.81	60.18	30.01	21.46	2022-23	2021-22	2020-21	2019-20	2018-19	6.324	7.71	11.004	14.49	6.837
2022-23	2021-22	2020-21	2019-20	2018-19																	
26.75	51.81	60.18	30.01	21.46																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
6.324	7.71	11.004	14.49	6.837																	
5.1.2	<p><i>Following capacity development and skills enhancement activities are organised for improving students' capability</i></p> <ol style="list-style-type: none"> <i>1. Soft skills</i> <i>2. Language and communication skills</i> <i>3. Life skills (Yoga, physical fitness, health and hygiene)</i> <i>4. ICT/computing skills</i> 																				

	<p>Answer before DVV Verification : A. All of the above Answer After DVV Verification: A. All of the above</p>																														
5.1.3	<p>Percentage of students benefitted by guidance for competitive examinations and career counseling offered by the Institution during the last five years</p> <p>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</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>974</td> <td>450</td> <td>0</td> <td>130</td> <td>40</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>177</td> <td>72</td> <td>0</td> <td>10</td> <td>9</td> </tr> </tbody> </table>	2022-23	2021-22	2020-21	2019-20	2018-19	974	450	0	130	40	2022-23	2021-22	2020-21	2019-20	2018-19	177	72	0	10	9										
2022-23	2021-22	2020-21	2019-20	2018-19																											
974	450	0	130	40																											
2022-23	2021-22	2020-21	2019-20	2018-19																											
177	72	0	10	9																											
5.1.4	<p><i>The institution adopts the following for redressal of student grievances including sexual harassment and ragging cases</i></p> <ol style="list-style-type: none"> 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 <p>Answer before DVV Verification : A. All of the above Answer After DVV Verification: A. All of the above</p>																														
5.2.1	<p>Percentage of placement of outgoing students and students progressing to higher education during the last five years</p> <p>5.2.1.1. Number of outgoing students placed and / or progressed to higher education year wise 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>170</td> <td>73</td> <td>37</td> <td>20</td> <td>16</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>163</td> <td>70</td> <td>36</td> <td>19</td> <td>16</td> </tr> </tbody> </table> <p>5.2.1.2. Number of outgoing students year wise 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></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	2022-23	2021-22	2020-21	2019-20	2018-19	170	73	37	20	16	2022-23	2021-22	2020-21	2019-20	2018-19	163	70	36	19	16	2022-23	2021-22	2020-21	2019-20	2018-19					
2022-23	2021-22	2020-21	2019-20	2018-19																											
170	73	37	20	16																											
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163	70	36	19	16																											
2022-23	2021-22	2020-21	2019-20	2018-19																											
5.3.1	<p>Number of awards/medals for outstanding performance in sports/ cultural activities at</p>																														

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
8	4	4	6	9

Answer After DVV Verification :

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

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
17	8	7	11	12

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
11	07	05	09	11

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
16	11	3	4	33

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
16	11	3	4	0

Remark : Revised as per the clarification documents provided.

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
78	27	23	13	46

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
44	27	23	13	45

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

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 : Revised as per the clarification 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 : A. All of the above

Answer After DVV Verification: B. Any 3 of the above

2.Extended Profile Deviations

ID	Extended Questions																				
1.1	<p>Number of teaching staff / full time teachers during the last five years (Without repeat count): Answer before DVV Verification : 77 Answer after DVV Verification : 73</p>																				
1.2	<p>Number of teaching staff / full time teachers year wise 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>63</td> <td>58</td> <td>60</td> <td>61</td> <td>55</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>58</td> <td>55</td> <td>58</td> <td>54</td> <td>56</td> </tr> </tbody> </table>	2022-23	2021-22	2020-21	2019-20	2018-19	63	58	60	61	55	2022-23	2021-22	2020-21	2019-20	2018-19	58	55	58	54	56
2022-23	2021-22	2020-21	2019-20	2018-19																	
63	58	60	61	55																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
58	55	58	54	56																	
2.1	<p>Expenditure excluding salary component year wise during the last five years (INR in lakhs)</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>116.46</td> <td>167.51</td> <td>165.55</td> <td>148.20</td> <td>113.62</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>92.27</td> <td>80.58</td> <td>123.75</td> <td>132.85</td> <td>101.61</td> </tr> </tbody> </table>	2022-23	2021-22	2020-21	2019-20	2018-19	116.46	167.51	165.55	148.20	113.62	2022-23	2021-22	2020-21	2019-20	2018-19	92.27	80.58	123.75	132.85	101.61
2022-23	2021-22	2020-21	2019-20	2018-19																	
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