

**The Annual Quality Assurance Report (AQAR) of the IQAC  
(For Affiliated/Constituent (UG) Institutions)**

Institutions Accredited by NAAC need to submit an Annual self-reviewed progress report i.e. Annual Quality Assurance Report (AQAR) to NAAC, through its IQAC. The report is to detail the tangible results achieved in key areas, specifically identified by the IQAC at the beginning of the Academic year. *The AQAR period would be the Academic Year. (For example, June 1, 2017 to May 31, 2018) (With effect from academic year 2021-2022)*

**Part – A**

**1. Data of the Institution**

*(Data may be captured from IIQA)*

1. Name of the Institution: Bengtol College

- Name of the Head of the institution: Dr. Ranjit Kr. Narzary
- Designation: Principal
- Does the institution function from own campus: yes
- Phone no./Alternate phone no.: 03661-264901
- Mobile no.: 9435326513
- Registered e-mail: bengtolcollege@gmail.com
- Alternate e-mail: iqacbc17@gmail.com
- Address : Bengtol
- City/Town : Bengtol
- State/UT : Assam
- Pin Code :783394

2. Institutional status:

- Affiliated /Constituent: Affiliated
- Type of Institution: Co-education/Men/Women: Co-Education
- Location :Rural/Semi-urban/Urban: Rural
- Financial Status: Grants-in aid/ UGC 2f and 12 (B)/ Self-financing (please specify): UGC 2f and 12(B)
- Name of the Affiliating University: Bodoland University
- Name of the IQAC Coordinator: Dr. Mallika Basumatary
- Phone no. :

- Alternate phone no.
- Mobile: 9954012339
- IQAC e-mail address: iqacbc17@gmail.com
- Alternate e-mail address: bengtolcollege@gmail.com

**3. Website address:**

Web-link of the AQAR: (Previous Academic Year):

[www.bengtolcollege.ac.in/bengtol-college-aqar-2020-2021/](http://www.bengtolcollege.ac.in/bengtol-college-aqar-2020-2021/)

**4. Whether Academic Calendar prepared during the year?**

Yes/No ...., if yes, whether it is uploaded in the Institutional website:

Weblink: [www.bengtolcollege.ac.in/academic-calendar-2022-jan-june/](http://www.bengtolcollege.ac.in/academic-calendar-2022-jan-june/)

**5. Accreditation Details:**

Cycle	Grade	CGPA	Year of Accreditation	Validity Period
1 <sup>st</sup>	C	1.80	2017	From: 12-09-2017 to 12-09-2022
2 <sup>nd</sup>				from: to:
3 <sup>rd</sup>				from: to:
4 <sup>th</sup>				from: to:
5 <sup>th</sup>				from: to:

**6. Date of Establishment of IQAC: DD/MM/YYYY: 13-03-2013**

**7. Provide the list of funds by Central/ State Government-**

UGC/CSIR/DST/DBT/ICMR/TEQIP/World Bank/CPE of UGC etc.

Institution/ Department/Faculty	Scheme	Funding agency	Year of award with duration	Amount

**8. Whether composition of IQAC as per latest NAAC guidelines: Yes/No: YES**

\*upload latest notification of formation of IQAC

**9. No. of IQAC meetings held during the year: 05**

Were the minutes of IQAC meeting(s) and compliance to the decisions have been

uploaded on the institutional website?

Yes/No: yes

(If No, please upload the minutes of the meeting(s) and Action Taken Report.)

**10.** Whether IQAC received funding from any of the funding agency to support its activities during the year? Yes/No: No

If yes, mention the amount:                      Year:

**11.** Significant contributions made by IQAC during the current year (maximum five bullets)

- Visited all the departments as part of the Internal Academic Audit and placed the report.
- Conducted several programmes in collaboration with NSS Unit and other Cells of IQAC.
- IQAC collects feedback forms from the students and analyzed, for an appropriate remedial measures in teaching learning process. The IQAC also seeks annual reports from the HOD to evaluate the progress of teaching learning-process.
- IQAC evaluate and recommend Performance based appraisal system (PBAS) for career advancement scheme (CAS) for faculties.

**12.** Plan of action chalked out by the IQAC in the beginning of the Academic year towards Quality Enhancement and the outcome achieved by the end of the Academic year

Plan of Action	Achievements/Outcomes
1.Tutorial classes	Conducted / achieved
2.College Website updating	Achieved more user friendly for easy access.
3. Encourages faculty to attend National level Seminar. Workshop, Conferences, FDP etc.	Faculty members attended / achieved.
4. ICT/ Digital class room.	8 Digital Class rooms.

**13.** Whether the AQAR was placed before statutory body? Yes /No:

Name of the statutory body:                      Date of meeting(s):

**14.** Whether institutional data submitted to AISHE: Yes /No: Yes,

Year: 2020-21    Date of Submission: 09-02-2022

## 2. Institutional Preparedness for NEP 2020

### (Description in maximum 500 words)

#### 1. Multidisciplinary / interdisciplinary:

- a) Delineate the vision/plan of institution to transform itself into a holistic multidisciplinary institution.
  - The Institution plans to include multidisciplinary courses as per the National Education Policy-2020. The institution aims to develop soft-skills and vocational Skill based courses so that the students will be able to generate self-employment and self-reliance and to enable the students' participation with determination to the face the challenges of the growing complexity of the world. The institute's objectives is to develop an all round development of students, intellectually and physically by preparing to have more multidisciplinary subjects and to identify the programme learning outcome with courses outcome to define a specific knowledge skills, moral values and professionalism.
- b) Delineate the Institutional approach towards the integration of humanities and science with STEM and provide the detail of programs with combinations.
  - The long term approaches of all the undergraduate programme of the institution must have an education policy as multidisciplinary approach to integrate Humanities and Arts with Science, Technology, Engineer and Mathematics (STEM) beside the traditional teaching-learning approach. The integration of humanity and science with STEM will create an opportunity for positive learning outcomes by inculcating the spirit of creativity and innovation, culminating to higher thinking capacity, problem solving abilities, improvement in communication skill and with increase in social and moral awareness to enhance greater responsibility towards the community. The institution proposed to set up to cultivate a culture of research, to enhance a holistic and multidisciplinary education approach by incorporating more vocational subjects and soft-skills.
- c) Does the institution offer flexible and innovative curricula that includes credit-based courses and projects in the areas of community engagement and service, environmental education, and value-based towards the attainment of a holistic and multidisciplinary education. Explain
  - The institution offers flexible and innovative curriculum that include credit-based

courses and projects in the areas of environmental education and community engagement and other services. Through a holistic and multidisciplinary education to develop capacities in human beings- intellectually, aesthetically, social, physical and Emotional and moral integration in the fields of arts, humanities, languages, social sciences and professional, technological and vocational fields. Environmental technology and management. Socially responsible behavioral skills, team work, collaboration Skills for meaningful participation in the family, neighborhood, institution, workplace, community, etc. Orientation and skills for service which promotes harmony in family, society at all levels Soft-skills, such as communication, discussion and debate, professional, technical and vocational subjects are to be incorporated as a holistic approach of the institution.

d) What is the institutional plan for offering a multidisciplinary flexible curriculum that enables multiple entry and exits at the end of 1st, 2nd and 3rd years of undergraduate education while maintaining the rigor of learning? Explain with examples.

➤ The institutional plan for offering multidisciplinary flexible curriculum that enables multiple entries and exists at the end of 1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> years of undergraduate education. The multidiscipline flexibility approach or the curricular structure will enhance creative combination of discipline in study with the liberty of multiple entry and exit. Thus, reviewing the prevalent curriculum and creating new possibilities for learning. The multidiscipline approaches will provide research culture and specializations in soft-skill as well as in vocational skills, freedom of traditional teaching-learning or coercive approach.

e) What are the institutional plans to engage in more multidisciplinary research Endeavour's to find solutions to society's most pressing issues and challenges?

➤ The institutional plans to engage in more multidisciplinary research endeavors to find a solution to society is most pressing issues and challenges. The institute aims for the attainment of such a holistic and multidisciplinary education with the curriculum of flexibility in credit based courses and allocation of projects in the areas of community engagement and service. Environmental education, projects in the areas of climate change, pollution, waste management, biodiversity, forest and wild life conservation, sustainable development and value-based education with relates to humanities, ethics and community services etc. is to be inculcated in the Institutional curriculum.

f) Describe any good practice/s of the institution to promote Multidisciplinary / interdisciplinary

approach in view of NEP 2020.

- The institution has to develop an institutional plan and adopt national higher education quality frame work as per the direction of the statutory regulatory agency. The curriculum and pedagogies developed by the institution to promote amongst the students a deep sense of bonding with one's country and its ethos. The institution accordingly prepares to offer vocational courses in due course of time and planning to implement multidisciplinary holistic education approaches at the undergraduate level to integrated exposure to environmental studies, arts, humanities and language with innovative and flexible curricular and the vocational education integrated in the Choice Based Credit System and the Project based learning and research. The institution had it numbers of digital class rooms and a language lab with adequate numbers of desktop computers with Wi-Fi facilities, to enable virtual or online short term vocational courses and digital learning. To initiate digital learning for the promotion of self-learning to inculcate constrictive public relation to encourage contribution towards the society, such approaches synonyms with the institutional vision for vibrant future to enable student for economic independent.

## **2. Academic bank of credits (ABC):**

- a) Describe the initiatives taken by the institution to fulfill the requirement of Academic bank of credits as proposed in NEP 2020.
  - The initiative taken by the institution to fulfill the requirement of Academic Bank of Credit as proposed in NEP-2020. For the Implementation of Academic Bank of Credit, for multiple entry and exit-points during the end of each year of CBCS with the provision towards relevant certification and carry forward the credit earned and stored in ABC, for ease of transfer of credits between other higher educational institution and award of degrees on complication of the stipulated regulations. The institution proposes to fulfill all the requirement of Academic Bank of Credit system in the near future within the administrative setup. The pedagogical approach of the institution is students centric where the faculties' pedagogical approaches are constructive inquiry-based, reflective, collaborative and integrative.
- b) Whether the institution has registered under the ABC to permit its learners to avail the benefit of multiple entries and exit during the chosen programme? Provide details. Not yet.
  - The institution has been not able to register for Academic Bank of Credit (ABC) for the session, the affiliating university; Bodoland University has not given the green signal to go ahead. But the concept of ABC a digital store house that contains the

information of the credits earned by individual student. The ABC is accountable for opening and validating the academic accounts of the student, through ABC will carry out task of credit accumulation, credit verification, credit transfer and credit of redemption of the student. The student can redeem the credit, rejoin the same or at any other institution in the future and continue their education as the credit can be redeemed and student can seek admission directly in the second year at any university.

c) Describe the efforts of the institution for seamless collaboration, internationalization of education, joint degrees between Indian and foreign institutions, and to enable credit transfer. Not yet.

➤ The institution had cultural exchange programme with BIFA (Bhutan India Friendship Association) of Gelempu Local Chapter. With the objectives striving to promote relations and interact with neighboring country through cultural programmes. But due to corona virus or covid-19 pandemic and extended lockdown and sealing of the Bhutan International border the cultural exchange programme has been halt. The institution will seek the approval from the affiliating university and the institution preparedness for the establishment for institutional cultural studies. The institution proposed to establish Indo-Bhutan socio-cultural research centre.

d) How faculties are encouraged to design their own curricular and pedagogical approaches within the approved framework, including textbook, reading material selections, assignments, and assessments etc.

➤ The faculties need to design their own curriculum or lesson plan to meet the needs of the students by ensuring to meet the required studies materials which are prescribed in the syllabus. This process helps identifying resources and experiences to meet the objectives of curriculum process. To build curriculum on their own the faculties must choose supportive computer software, online programme. This encouraged the teachers to access curriculum anytime, and makes modifications for future use. The assessment of class test papers, assignment and feedback are indispensable aspects of curriculum. The feedback reflects the students in conversation about the presentation of the material and the students' ability to understand retain and practice.

e) Describe any good practice/s of the institution pertaining to the implementation of Academic bank of credits (ABC) in the institution in view of NEP 2020.

➤ The institution has to introduce the "Academic Bank of Credit" (ABC). It helps the faculty to manage and check the credit earned by the students. The Academic Bank

is an account of opening, closing and validating the academic account of the students, credit accumulation, credit verification, credit transfer of the students.

### **3. Skill development:**

- a) Describe the efforts made by the institution to strengthen the vocational education and soft skills of students in alignment with National Skills Qualifications Framework.
- The NEP-2020 is a comprehensive policy document that extensively discusses the revamping of vocational education. The policy focuses on bringing vocational education in mainstream education. The NEP-2020 suggests that integration of vocational education into mainstream education in all educational institutions. It proposes the revision and revamping of all aspects of education, including the educational structure, regulation and governance to a new system which is aligned with the aspiration goals of 21<sup>st</sup> century students. The aim of NEP-2020 is generated at least 100 percent of the learners to have vocational exposure through educational institute through the programme to integrate vocational education system under National Skill Qualification Framework (NSQF) for providing training to the dropouts, Bachelor in vocational (B.Voc). The institution has been focusing on locally available raw materials such as bamboo and silk worms for handloom and handicraft. For implementation of vocational courses, The Institution will induct local trained weavers and Master-craftsmen on contract basis for the vocational courses.
- b) Provide the details of the programmes offered to promote vocational education and its integration into mainstream education.
- The vocational education that the institution integrated for institutional vocational courses, the computer lab has been utilized for the PGDCA (Post Graduate Diploma in Computer Application) Course. The institution had been giving training to students and pass-out students to generate Self-employment in Computer Application related works. The institution is planning to incorporate various vocational courses in the future and language lab in the institution had been utilized for development of soft skill by various departments in the form of power point presentation and seminar. A One day (short-term courses) networking orientation course was held. The Language lab had the facilities for learning foreign and other related facilities are on the pipeline for future implication of vocational courses.



- c) How the institution is providing Value-based education to inculcate positivity amongst the learner that include the development of humanistic, ethical, Constitutional, and universal human values of truth (satya), righteous conduct (dharma), peace (shanti), love (prem), nonviolence (ahimsa), scientific temper, citizenship values, and also life-skills etc.
- The institution is trying to incorporate a scientific manner in the institution curriculum in Indian knowledge system, including tribal, indigenous and traditional way of learning along with the prescribed syllabus. The institution strives to sensitize the student on human values, empathy, tolerance, human rights, gender equity, non-violence, global citizenship, and equity with aims to impart knowledge of various cultures, religions, language, gender identities etc. To sensitize and development for diversity with an objectives in enabling students to embrace moral ethical values, traditional values such as ahimsa, swachhata, satya, nishkam, karma, shanti, sacrifice, tolerance, diversity, respect for all people, regardless of background, respect for environment, helpless, patience, empathy and responsibilities.
- d) Enlist the institution's efforts to:
- i. Design a credit structure to ensure that all students take at least one vocational course before graduating.
    - As per the needs of the credit framework 2020 give impetus to credit based courses for multidisciplinary the credit based courses for vocational courses for undergraduate in which the institution envisages on the principles of learning by doing value based through encouraging towards building entrepreneurship through Vocational courses, research, and through community engagement etc. the focuses of vocational courses is to equip its workforce with employable skills for their future career, the institution credit frame work must facilitate multiple entry and exit for accumulating credit across various forms to ensure seamless mobility across academic and vocational education. The institution had plan for various short term courses like, the make-up beauticians, traditional dress designing and tailoring, handicraft for local utilities, computer application, plumber apprentice, electrical apprentice, farming for seasonal vegetables etc.
  - ii. Engaging the services of Industry veterans and Master Craft's persons to provide vocational skills and overcome gaps vis-à-vis trained faculty provisions.
    - The institution have started raving about the implementation the outcome based education and as per the NEP 2020 the institution must shift from traditional to a clarity of focus in designing learning management that would directly impact on goal

or focus on the impact or the outcome based learning and its expanded opportunities. The institution has a well defined programme and policies for engaging service person with masters in weaving and handicraft and agriculture. The vocational courses for the weaving courses for girls students, and after successful completion of the course, the student could starts to sell the finished products to the institution itself like Bodo dakhana which are used as Institutional uniform for girls. The significant of cane and bamboo handicraft products are not only necessary for kitchen wares and also in the traditional everyday usage for fishing and other related artifact in the cultural activities of the areas. The institution would give vocational courses in the cane and bamboo and agriculture for commercialized products such as banana plantations, watermelon cultivation, strawberry cultivation etc. Pickle or preservation of seasonal fruits by the Women Cell and girls students for income generation.

iii. To offer vocational education in ODL/blended/on-campus modular modes to Learners.

- The institution had been facilitating the student learning through digital class rooms and also through traditional face- face learning. Through exploration of technology in the form of power point presentation, virtual class rooms, video lectures, Google meet, zoom etc. Blended learning creates opportunities for improvement in quality of education, information, assimilation and at the same time makes teaching more efficient and productive resulting in safer environments, by increasing student autonomy over their learning efficient by utilizing optimal used of instructor times. Thus, a teacher is not just facilitator of knowledge but also mentor, guides, a friend and a role model for the student. Blended learning helps improve in various factors, in classroom for teachers resulting in more engage student time and reliable feedback on teaching method and adapts new teaching methods also by collaborative learning and had time management are maintained.

iv. NSDC association to facilitate all this by creating a unified platform to manage learner enrolment (students and workers), skill mapping, and certification.

- The institution's primary goal is to incorporate the National Development Corporation India (NSDC) to promote skill development to empower the student with skill and to make them more productive and employable. The institution so far had no such courses. The Institution will be form a committee for NSDC affiliation, for various skill certificate courses, where the availability of the resources such as computer labs can be utilized for short term course or diploma on computer

application, computer hardware's programming, Diploma in Beauty culture, diploma in Motor Mechanics and Electric. The institution language lab can be used for public speaking skills, video editing etc. and the institution has the potential for fashion designing, tailoring, and weaving traditional dress and Diploma in Cane and Bamboo handicrafts, and the Institution's library for Diploma in Archive, considering the needs to dropout's rates amongst the students. NSDC courses will creates interest for the student for various skills, vocational skills, the Institution aims to provide infrastructural support to facilitate in promoting vocational courses through affiliation with NSDL.

- v. Skilling courses are planned to be offered to students through online and/or distance mode.
- The institution had been planning to offer vocational courses through Open Distance Learning Mode (ODL) for innovation in open and distance learning to create an open access to education and training, to make the learner free from constraints of time and place, by offering flexible learning opportunities to individual learners with the objective to include greater dimensions of open and flexible, whether in terms of curriculum assessment. The target is to older student who have consistent technology access at home and will work responsibly on their own. The ODL mode will significantly contribute in the increment in enrollment ratio and it reach out to the unreached and satisfy the requirement of continuous learning.
- e) Describe any good practice/s of the institution pertaining to the Skill development in view of NEP 2020.
- The institutions good practices pertaining to the skill development in view of NEP-2020. The institution offer PGDCA course for the pass-out and 6<sup>th</sup> semester students. This computer application course having duration of one year, thereafter the examination conducted as per the guidelines of the affiliated university. Diploma Certificate is issued for those who successfully completed the course. The students after the completion of the course are ready for employment in various fields where computer skills are required. The Institution aims to implement linkage with National Skill Development Corporation India (NSDC) for registration with NSDC. The institutional priority thrust for various Vocational courses. The institution has an obligation for the community based learning by offering courses for general and personal development with adequate knowledge and vocational skills.

**4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course)**

a) Delineate the strategy and details regarding the integration of the Indian Knowledge system (teaching in Indian Language, culture etc.) into the curriculum using both offline and online courses.

- The NEP-2020 calls for value based learning along with significant curriculum and pedagogical changes. To make the higher education more progressive, response to art and design thinking or thoughts is essential to improved students creativity, in problem-solving ability etc. Indian languages and cultures: Language is inextricably linked to art and culture. Culture is encase in own language. Language must also have consistent official updates to the vocabularies and dictionary. The Institution aims to inculcate Indian culture with respect to believes in harmony, allowing student to gain a better understanding of the interaction with other student from various backgrounds. The culture is make-up of traditional beliefs and way of life. From the most spiritual to the most materialists, the moral values of traditional beliefs are upheld to increase tolerance and opportunities to come together with others. Culture enhances our quality of life and increases overall well-being for individual and communities.

b) What are the institutions plans to train its faculties to provide the classroom delivery in bilingual mode (English and vernacular)? Provide the details.

- Bilingual education helps limited English proficient students develop language skills in their native language. Skills in students' native language may facilitate their development of skills in English. Teaching and learning of Indian language must be improved to be more experiential and focus on the ability to converse and interact in the language and also on the literature, vocabulary and grammar of the language. The affiliating university also grants bilingual namely English and Assamese. The institution practice bilingual education in class room delivery and in future this mode will be expanded through orientation and workshop for the faculty members to acclimatize with the bilingual education mode.

c) Provide the details of the degree courses taught in Indian languages and bilingually in the institution.

- The institution is situated in the rural and backward areas, majority of the students are either from Bodo Medium or Assamese medium background. The institution being affiliated to Bodoland University, the medium of instruction and

medium of assessment are either English or Assamese. The faculties are delivering bilingual that is Assamese and English and multilingual along with the regional language Bodo in class room delivery. Through promotion of multilingual helps improved learning, increases class participation and encourage learning and enhanced communication skills. It is necessary to promote native language but students must have a good command over the English language as well.

d) Describe the efforts of the institution to preserve and promote the following:

- The Institution efforts to preserve and promote Indian Language, Indian art, Indian ancient traditional knowledge and Indian culture and tradition. The institution initiates to frame curriculum and pedagogy focusing on a strongly rooted in the Indian culture, regional culture and tradition through promotion of Indian languages, arts and culture and tradition. The Institution had being upholding the Bodo Culture and Cultures of other communities, such as Assamese, Santhali, Uroa, Nepali, Rajbongshi and Bengali. The cultural ethos and cultural values are upheld. The Institution organizes Cultural Rally annually to showcase the cultural diversities and unity adherence among the student communities. The cultural events are held regularly through Institutional cultural competitions.

i. Indian languages (Sanskrit, Pali, Prakrit and classical, tribal and endangered etc.)

- The curriculum of the institution prescribed by the affiliating university Bodoland University, prescribed Bodo as honour course and Assamese, Nepali as MIL course. Language is inextricably link to art and culture. The institution motivates in the used of the mother language or local language as a medium of instruction. Teaching in regional language will help in an equitable education. In order to preserve and promote culture one must preserved and promote a cultural language. Language is a reflection and record of culture in the form of literature, music, dance, etc. The Institution practices the bilingual form of class delivery system.

ii. Indian ancient traditional knowledge:

- The institution initiatives various courses and programmes to be inculcated in the future. AYUSH system of ancient medicine, yoga, arts, music, history, culture,

internationally relevant curriculum in the social sciences, to attain the goal of global quality standard.

iii. Indian Arts:

- The institution gives much priority in art and culture of all the communities and organizes cultural rally annually on the occasion of college week, with an objective to create harmony, tolerance and integrity. The institution also initiated various social welfares activities through respective cells, various social out-reach programmes such as School adaptation, Village adaptation, Medical Camp and Optical camp etc. The Institutional objective for strengthening cultural identity to enhance cognitive and creative abilities, along with cultural identity of individuals is given many priorities. The institute initiates to safeguard the traditional arts, culture and values to inculcate through various awareness programmes by means of taking measures for preservation and promotion of Indian arts.

iv. Indian Culture and traditions.

- The institution has been continuously trying to enrich the cultural and traditional heritage at regional communities' level, as well as Indian traditional cultures. Cultural awareness is essential in providing a sense of identity and belongingness, through appreciation of other cultures and identities. The institution had initiated various measure for upliftment of the culture and tradition of Bodo community by organizing Bagurumba dance competition and Adibasi traditional Sadri dance competition and folk song competition etc. the Indian culture of the practical yoga and the practice sessions are observed. The international yoga day was observed by practice session of yoga for the entire month of June 2022, with the theme of 'Yoga for Humanity' in connection with Azadi ka Amrit Mahotsav.

e) Describe any good practice/s of the institution pertaining to the appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course) in view of NEP 2020.

- b) The NEP-2020 calls for value based learning along with significant curriculum and pedagogical changes. To make the higher education more progressive, response to art and design thinking or thought is essential to improved students creativity, in problem-solving etc. Indian languages and cultures. Language is inextricably linked to art and culture. Culture is encase in own language. Language must also have consistent official

updates to the vocabularies and dictionary. The Institution aims to inculcate Indian culture with respect to believes in harmony, allowing student to gain a better understanding of the interaction with other student from various backgrounds. The cultural is make-up of traditional beliefs and way of life. From the most spiritual to the most materialists, the moral values of traditional beliefs are upheld to increased tolerance and opportunities to come together with others. Culture enhances the quality of life and increases overall well-being for individual and communities.

**5. Focus on Outcome based education (OBE):**

- i. Describe the institutional initiatives to transform its curriculum towards Outcome based Education (OBE)?
  - The institution adopt OBE is an approach focusing and organizing the entire academic programmes and curriculum strategies to enable students to achieved their learning outcomes. The approached is a student centric of the instruction models that focused on measuring student's performance through outcomes. The institution initiates to reform the curriculum faces hindrance, as the syllabus is prescribed by the affiliated university. The institution will implement outcome based education system where all the parts and aspects of education are focused on the outcome of the course. The main aim of the course and curriculum is to improve the outcome based education. In OBE the student can learn as per their choice and the courses with a certain goal of developing skills or knowledge. The faculty members are moderators, instructor and guide to the students based on target outcomes.
- ii. Explain the efforts made by the institution to capture the Outcome based education in teaching and learning practices.
  - The outcome based education or the OBE system which the institution aims to implement in its curriculum for developing student knowledge and skills to prepare them for employability. The curriculum will be designed in such a way that outcome to be achieved by the end of the session or semester end are decided in the first place. Faculty members need to give inputs that may include various activities that support students to reach the desired targets. Teachers need to decide what skills are required to master of a particular subject and as per that the faculties design the curriculum while keeping in mind of students' caliber for complete envelopment of student, taking responsibility for their outcome with the

focus on measuring student performance through outcomes.

iii. Describe any good practice/s of the institution pertaining to the Outcome based education (OBE) in view of NEP 2020.

- The outcome based educational pedagogy where each output of education is organized around a set of goals (outcome). The OBE model aims to maximize student learning outcome by developing their knowledge and skills. The institution had being giving computer application course for the last four years. The course is post graduate diploma in computer application (PGDCA) course for all interested passed out student of the institution. The institution computer centre had the capacity of 12<sup>th</sup> student's intake capacity annually. This OBC model aims to maximize student learning outcomes. The affiliating university should frame the curriculum, student assessing system and teaching pedagogy in such a way that the student should realized the importance of OBE.

#### **6. Distance education/online education:**

- a) Delineate the possibilities of offering vocational courses through ODL mode in the institution.
- The institution had most reliable option for open distance learning course (ODL) for vocational course on weaving (loom) and the trainer as local craftsmen and an expert weavers.. The girls student will be train on loom and after completion of the course the institute will give them yarn for weaving and the finish product could be sold in the institution, for institutional uniform for girls namely dokhana, sadri etc. the institution initiate a vocational course in small scale agricultural farming where the interested student can enroll for the vocational course and got training on plantation and other technical know-how along with hand-on practice by visiting to various farms, like strawberry cultivation, banana cultivation, water melon etc. the institution will instructional design or curriculum to make the learning much more interesting in learning various skills development.
- b) Describe about the development and use of technological tools for teaching learning activities. Provide the details about the institutional efforts towards the blended learning.
- The institution adaptations of blended learning through the existing it equipments access to whatever current learning, management system that had already be in place. The teacher can integrate online resources as the new technologies develop, that can be added to make the learning more focusing and engaging.



While the blended learning which is a non-formal system needs various integrated technology to boost learning and class delivery the combination of in-personal activities and digital tools and resources design to deliver the best possibility learning experience. The teacher lead online module and self pace learning for learning centre, labs, and flipped classroom. In flipped classrooms learners practice lesson before attending the face to face training the students explore technology and use different tools on technique for learning in the form of power point, virtual classroom, video lectures etc. The institution had prepared for all the virtual classroom facilities, like each department are allotted with digital tools and language lab fully air conditioned and Wi-Fi enable along with computer lab.

### 3. Extended Profile of the Institution

#### 1. Programme:

1.1 Number of courses offered by the Institution across all programs during the year

<b>Year</b>	2021-22
<b>Number</b>	05

#### 2. Student:

2.1 Number of students during the year.

<b>Year</b>	2021-22
<b>Number</b>	936

2.2 Number of seats earmarked for reserved category as per GOI/ State Govt. rule during the year

<b>Year</b>	2021-22
<b>Number</b>	

2.3 Number of outgoing/ final year students during the year

<b>Year</b>	2021-22
<b>Number</b>	242

#### 3. Academic:

3.1 Number of full time teachers during the year

<b>Year</b>	2021-22
<b>Number</b>	32

3.2 Number of Sanctioned posts during the year

<b>Year</b>	2021-22
<b>Number</b>	00

**4. Institution:**

4.1 Total number of Classrooms and Seminar halls: 30

4.2 Total expenditure excluding salary during the year(INR in lakhs)

<b>Year</b>	2021-22
<b>Expenditure</b>	5970000

4.3 Total number of computers on campus for academic purposes: 73

## PART B

### Criterion 1 – Curricular Aspects

#### Key Indicator – 1.1 Curricular Planning and Implementation

Metric No.	
<p><b>1.1.1.</b> QM</p>	<p><i>The Institution ensures effective curriculum delivery through a well planned and documented process</i></p> <p>Write description of initiatives in not more than 200 words <b>File Description.</b></p> <p>The Institution assures effective curriculum delivery through a well planned process; the institution is affiliated to Bodoland University, Kokrajhar. And follows the curriculum designed by it. The institution prepares the academic calendar which consist of Curricular, Co-curricular and Extracurricular activities for effective implementation and delivery for curriculum. The Academic Cell prepares the time table for each academic session. The Principal, the Vice Principal and the HODs of every department address the newly admitted students in Induction Programmes. This facilitates various scheme available, such as code of conduct, discipline and extra co-curricular activities. Unit Tests are conducted periodically and the results are discussed with the students in the classroom. Various meeting of HODs are held with the Principal to review and discuss the curriculum delivery and timing for conduct of class test, group discussion, seminar, project and sessional examination and also review on the teaching plans, remedial classes, seminars etc. Assignments, seminars, project work and dissertations are given to students under the supervision of faculties. ICT are used for effective teaching by the teachers. The departmental study tours and field projects are arranged for students' exposures to practical knowledge.</p> <ul style="list-style-type: none"> <li>• Upload relevant supporting document</li> <li>• Link for Additional information</li> </ul>
<p><b>1.1.2.</b> QM</p>	<p><i>The institution adheres to the academic calendar including for the conduct of Continuous Internal Evaluation (CIE)</i></p> <p>Write description in maximum of 200 words</p> <p>The institution prepares the academic calendar every year. The academic calendar consists of the list of class test, group discussion and sessional examination, seminars, conference, workshop, field works, vocation dates and festivals. The academic in charge of the institutions prepared time tables by correlating the working days available for coverage of curriculum. Preparation and adherence of teaching Plans: The review of internal assessment is taken by the principal and academic cell regularly for the implementation of internal assessment process. Examination cell monitors overall internal assessment process and also responsible for sending information to the University about the students' internal assessment marks for the final examination. Each department has to submit the compliance of the academic calendar as per of their annual submissions. The teachers plan consist the teaching and evaluation schedule for assigned papers. The type and schedule of internal evaluation is planned in consultation with the head of the departments. The continuous evaluation system as well as university level the academic calendar are</p>

	<p>followed. The IQAC compiles the input received for various departments and comprehensive plan is prepared and uploaded in institution website. Various stakeholders are aware of the continuous internal evaluation of every department of the institution.</p> <p><b>File Description</b></p> <ul style="list-style-type: none"> <li>• Upload relevant supporting document</li> <li>• Link for Additional information</li> </ul>				
<p><b>1.1.3.</b> <b>Q<sub>n</sub>M</b></p>	<p><i>Teachers of the Institution participate in following activities related to curriculum development and assessment of the affiliating University and/are represented on the following academic bodies during the year</i></p> <table border="1" data-bbox="363 656 778 741"> <tr> <td><b>Year</b></td> <td>2021-2022</td> </tr> <tr> <td><b>Number</b></td> <td>40</td> </tr> </table> <ol style="list-style-type: none"> <li>1. Academic council/BoS of Affiliating University</li> <li>2. Setting of question papers for UG/PG programs</li> <li>3. Design and Development of Curriculum for Add on/ certificate/ Diploma Courses</li> <li>4. Assessment /evaluation process of the affiliating University</li> </ol> <p><b>Options</b></p> <ol style="list-style-type: none"> <li>1. All of the above</li> <li>2. Any 3 of the above</li> <li>3. Any 2 of the above</li> <li>4. Any 1 of the above</li> <li>5. None of the above</li> </ol>	<b>Year</b>	2021-2022	<b>Number</b>	40
<b>Year</b>	2021-2022				
<b>Number</b>	40				

	<p>Data requirement: (As per Data Template)</p> <ul style="list-style-type: none"> <li>• Number of teachers participated</li> <li>• Name of the body in which full time teacher participated</li> <li>• Total number of teachers</li> </ul> <p>Documents: Upload the scanned copies of the letters issued by the affiliating university / institutions w.r.t the activity in which the teachers are involved.</p> <p><b>File Description:</b></p> <ul style="list-style-type: none"> <li>• Details of participation of teachers in various bodies/activities provided as a response to the metric</li> <li>• Any additional information</li> </ul>
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### Key Indicator- 1.2 Academic Flexibility

Metric No.					
1.2.1. QnM	<p><b><i>Number of Programmes in which Choice Based Credit System (CBCS)/ elective course system has been implemented</i></b></p> <p>1.2.1.1. Number of Programmes in which CBCS/ Elective course system implemented.</p> <table border="1"> <tr> <td><b>Year</b></td> <td>2021-22</td> </tr> <tr> <td><b>Number</b></td> <td>03</td> </tr> </table> <p>Data Requirement: (As per Data Template)</p> <ul style="list-style-type: none"> <li>• Name of all Programmers adopting CBCS</li> <li>• Name of all Programmes adopting elective course system</li> </ul> <p><b>File Description (Upload)</b></p> <ul style="list-style-type: none"> <li>• Any additional information</li> <li>• Minutes of relevant Academic Council/ BOS meetings</li> <li>• Institutional data in prescribed format (DataTemplate)</li> </ul>	<b>Year</b>	2021-22	<b>Number</b>	03
<b>Year</b>	2021-22				
<b>Number</b>	03				
1.2.2. QnM	<p><b><i>Number of Add on /Certificate programs offered during the year</i></b></p> <p><b><i>1.2.2.1: How many Add on /Certificate programs are added during the year.</i></b></p> <p><b><i>Data requirement for year: (As per Data Template)</i></b></p> <p><b><i>The template is combined with 1.2.3</i></b></p> <table border="1"> <tr> <td><b>Year</b></td> <td>2021-2022</td> </tr> <tr> <td><b>Number</b></td> <td>01</td> </tr> </table> <ul style="list-style-type: none"> <li>• Names of the Add on /Certificate programs with 30 or more contact hours</li> <li>• No. of times offered during the same year</li> <li>• Total no. of students completing the course in the year</li> </ul> <p><b>File Description (Upload)</b></p> <ul style="list-style-type: none"> <li>• Any additional information</li> <li>• Brochure or any other document relating to Add on /Certificate programs</li> <li>• List of Add on /Certificate programs (Data Template )</li> </ul>	<b>Year</b>	2021-2022	<b>Number</b>	01
<b>Year</b>	2021-2022				
<b>Number</b>	01				

<p><b>1.2.3</b> <b>Q<sub>n</sub>M</b></p>	<p><b><i>Number of students enrolled in Certificate/ Add-on programs as against the total number of students during the year</i></b></p> <p>1.2.3.1. Number of students enrolled in subject related Certificate or Add-on programs during the year</p> <table border="1"> <tr> <td><b>Year</b></td> <td>2021-2022</td> </tr> <tr> <td><b>Number</b></td> <td>24</td> </tr> </table> <p>Data Requirement: (As per Data Template)</p> <ul style="list-style-type: none"> <li>• Total number of students enrolled in certificate / Add –on programs</li> <li>• Total number of students across all the programs</li> </ul> <p><b>File Description(Upload)</b></p> <ul style="list-style-type: none"> <li>• Any additional information</li> <li>• Details of the students enrolled in Subjects related to certificate/Add-on programs</li> </ul>	<b>Year</b>	2021-2022	<b>Number</b>	24
<b>Year</b>	2021-2022				
<b>Number</b>	24				

### Key Indicator- 1.3 Curriculum Enrichment

<p><b>Metric No.</b></p>	
<p><b>1.3.1.</b> <b>Q<sub>1</sub>M</b></p>	<p><b><i>Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability into the Curriculum</i></b></p> <p>Upload a description in maximum of 200 words.</p> <p>The institution affiliating to the university which prescribes the syllabus and curriculum. The institution emphasizes all the issues and takes the following steps:</p> <ol style="list-style-type: none"> <li>1. Gender: Various programmes are conducted for women and girls students such as dance competition, health awareness programmes, women empowerment, laws for women’s rights, celebration of women’s day under the flagship of women cell. The NSS Unit conducts different extension activities not only in institution premises but also in adopted villages with the theme of major gender issues are focused and addressed through the activities like save girl child campaign, Anti-trafficking etc. Women Cell organizes awareness programmes on the topic- ‘Legal Rights of Girl Child’ by inviting senior advocate, Ms. Indira Basumatary and Ms. Jaishree Owary.</li> <li>2. Environmental and Sustainability: NSS promotes environmental protection through tree plantation and other sustainable development programmes. NSS organizes various activities in the nearby villages during the special drives such tree plantation, cleanliness, adaptation of village, organized to create awareness about nature, biodiversity and environment sustainability. Such activities are initiated by the institution to safe environment such programme as cleanliness campaigns in around Bengtol area and other public places. In this way the institution implements Swachh Bharat and tree plantation programme contentiously.</li> <li>3. Integration of Ethical and Human values: Programmes conducted under</li> </ol>

	<p>NSS, Social service and Green Audit Cell, and some departments helps to inculcate human values amongst students. National festivals like Independence Day, Republic Day serve as a platform to inculcate patriotic and moral values. Various social activities initiated by institution like Health and Hygiene awareness programme, Eye Check up camp and Mask distribution etc.</p> <p><b>File Description (Upload)</b></p> <ul style="list-style-type: none"> <li>Any additional information</li> <li>Upload the list and description of courses which address the Professional Ethics, Gender, Human Values, Environment and Sustainability into the Curriculum.</li> </ul>				
<p><b>1.3.2.</b></p> <p><b>Q<sub>n</sub>M</b></p>	<p><b><i>Number of courses that include experiential learning through project work/field work/internship during the year</i></b></p> <p>1.3.2.1 : Number of courses that include experiential learning through project work/field work/internship during the year</p> <table border="1"> <tr> <td><b>Year</b></td> <td></td> </tr> <tr> <td><b>Number</b></td> <td></td> </tr> </table> <p>Data requirement for year: (As per Data Template)</p> <ul style="list-style-type: none"> <li>Name of the Course</li> <li>Details of experiential learning through project work/field work/internship</li> <li>Name of the Programme</li> </ul> <p><b>File Description:</b></p> <ul style="list-style-type: none"> <li>Any additional information</li> <li>Programme / Curriculum/ Syllabus of the courses</li> <li>Minutes of the Boards of Studies/ Academic Council meetings with approvals for these courses</li> <li>MoU's with relevant organizations for these courses, if any</li> <li>Number of courses that include experiential learning through project work/field work/internship (Data Template)</li> </ul>	<b>Year</b>		<b>Number</b>	
<b>Year</b>					
<b>Number</b>					
<p><b>1.3.3.</b></p> <p><b>Q<sub>n</sub>M</b></p>	<p><b><i>Number of students undertaking project work/field work/ internships</i></b></p> <p>1.3.3.1. Number of students undertaking project work/field work/ internships</p> <table border="1"> <tr> <td><b>Year</b></td> <td>2021-2022</td> </tr> <tr> <td><b>Number</b></td> <td>99</td> </tr> </table> <p>Data Requirement : ( As per Data Template)</p> <ul style="list-style-type: none"> <li>Name of the programme</li> <li>No. of students undertaking project work/field work /internships</li> </ul> <p><b>File Description:(Upload)</b></p> <ul style="list-style-type: none"> <li>Any additional information</li> <li>List of programmes and number of students undertaking project work/field work/ /internships (DataTemplate)</li> </ul>	<b>Year</b>	2021-2022	<b>Number</b>	99
<b>Year</b>	2021-2022				
<b>Number</b>	99				

### Key Indicator- 1.4 Feedback System

Metric No.	
1.4.1. QnM	<p><b><i>Institution obtains feedback on the syllabus and its transaction at the institution from the following stakeholders</i></b>  <b><i>1) Students 2)Teachers 3)Employers 4)Alumni</i></b></p> <p><b>Options:</b>                      A. All of the above                      B. Any 3 of the above                      C. Any 2 of the above                      D. Any 1 of the above                      E. None of the above</p> <p style="text-align: right;"><b>Choose any one</b></p> <p>Data Requirement:                      Report of analysis of feedback received from different stakeholders</p> <p><b>File Description</b></p> <ul style="list-style-type: none"> <li>• URL for stakeholder feedback report</li> <li>• Action taken report of the Institution on feedback report as stated in the minutes of the Governing Council, Syndicate, Board of Management (Upload)</li> <li>• Any additional information(Upload)</li> </ul> <p><b>(Note: Data template is not applicable to this metric)</b></p>
1.4.2 QnM	<p><b><i>Feedback process of the Institution may be classified as follows:</i></b></p> <p><b>Options:</b>                      A. Feedback collected, analyzed and action taken and feedback available on website                      B. Feedback collected, analyzed and action has been taken                      C. Feedback collected and analyzed                      D. Feedback collected                      E. Feedback not collected</p> <p>Documents:                      Upload Stakeholders feedback report, Action taken report of the institute on it as stated in the minutes of the Governing Council, Syndicate, Board of Management</p> <p><b>File Description</b></p> <ul style="list-style-type: none"> <li>• Upload any additional information</li> <li>• URL for feedback report</li> </ul> <p><b>(Note: Data template is not applicable to this metric)</b></p>

### Criterion 2- Teaching- Learning and Evaluation

#### Key Indicator- 2.1 Student Enrolment and Profile

Metric No.					
2.1.1. QnM	<p><b>Enrolment Number</b></p> <p>Number of students admitted during the year</p> <table border="1" style="margin-left: 20px;"> <tr> <td><b>Year</b></td> <td>2021-22</td> </tr> <tr> <td><b>Number</b></td> <td>936</td> </tr> </table> <p>2.1.1.1. Number of sanctioned seats during the year</p>	<b>Year</b>	2021-22	<b>Number</b>	936
<b>Year</b>	2021-22				
<b>Number</b>	936				



	<table border="1"> <tr> <td><b>Year</b></td> <td>2021-22</td> </tr> <tr> <td><b>Number</b></td> <td>400</td> </tr> </table> <p>Data Requirement last completed academic year.</p> <ul style="list-style-type: none"> <li>• Total number of Students admitted</li> <li>• Total number of Sanctioned seats</li> </ul> <p>File Description:</p> <ul style="list-style-type: none"> <li>• Any additional information</li> <li>• Institutional data in prescribed format</li> </ul>	<b>Year</b>	2021-22	<b>Number</b>	400
<b>Year</b>	2021-22				
<b>Number</b>	400				
<p><b>2.1.2.</b> <b>Q<sub>n</sub>M</b></p>	<p><b><i>Number of seats filled against seats reserved for various categories (SC, ST, OBC, Divyangjan, etc. as per applicable reservation policy during the year (exclusive of supernumerary seats)</i></b></p> <p>2.1.2.1. Number of actual students admitted from the reserved categories during the year</p> <table border="1"> <tr> <td><b>Year</b></td> <td></td> </tr> <tr> <td><b>Number</b></td> <td></td> </tr> </table> <p>Data requirement for year: (As per Data Template)</p> <ul style="list-style-type: none"> <li>• Number of Students admitted from the reserved category</li> <li>• Total number of seats earmarked for reserved category as per GOI or State government rule</li> </ul> <p><b>File Description: (Upload)</b></p> <ul style="list-style-type: none"> <li>• Any additional information</li> <li>• Number of seats filled against seats reserved (Data Template)</li> </ul>	<b>Year</b>		<b>Number</b>	
<b>Year</b>					
<b>Number</b>					

## Key Indicator-2.2. Catering to Student Diversity

Metric No.							
2.2.1. Q <sub>1</sub> M	<p><b><i>The institution assesses the learning levels of the students and organizes special Programmes for advanced learners and slow learners</i></b> Write description in maximum of 200 words</p> <p>The institution assesses the learning levels of the students and organizes special programmes for advanced learners and slow learners. The institution assesses the learning levels of the students in two ways at the time of the commencement of the classes. Students enrolled in various disciplines are identified as slow and advanced learners based on test conducted by each department. This helps to identify the slow learners and to design special coaching sessions or tutorial sessions to bridge the gap between the slow learners and the advanced learners.</p> <p><b>Strategies adopted for slow learners:</b></p> <ol style="list-style-type: none"> <li>1. Tutorial Classes are conducted with an aim to improve the academic performance of the slow learners. This practice helps the struggling learners to improve subject knowledge.</li> <li>2. Academic and personal counseling is given to the slow learners.</li> <li>3. Bilingual explanation and discussions are imparted to the slow learners after the class hours for better understanding.</li> </ol> <p><b>Strategies adopted for advanced learners:</b></p> <ol style="list-style-type: none"> <li>1. Provision of simple and standard lecture notes for the advanced learners.</li> <li>2. Coaching is also given in Skill Development Programme like Communicative English, Aptitude and Placement.</li> <li>3. Assignment and Student Seminars on contemporary topics to enable them for development of the soft skill.</li> <li>4. Participation by the students in Debate, Group Discussion, Problem Solving, Decision Making Exercises and Quiz Programmes are also encouraged.</li> <li>5. Students are motivated to participate in extra-curricular activities and cultural competitions.</li> </ol>						
2.2.2. Q <sub>n</sub> M	<p><b><i>Student- Full time teacher ratio (Data for the latest completed academic year)</i></b></p> <table border="1"> <tbody> <tr> <td><b>Year</b></td> <td>2021-22</td> </tr> <tr> <td><b>Number of Students</b></td> <td>936</td> </tr> <tr> <td><b>Number of teachers</b></td> <td>32</td> </tr> </tbody> </table> <p>Data requirement:</p> <ul style="list-style-type: none"> <li>• Total number of Students enrolled in the Institution</li> <li>• Total number of full time teachers in the Institution</li> </ul> <p>Formula: Students: teachers</p> <p><b>File Description (Upload)</b></p> <ul style="list-style-type: none"> <li>• Any additional information</li> </ul> <p><b>(Note: Data template is not applicable to this metric)</b></p>	<b>Year</b>	2021-22	<b>Number of Students</b>	936	<b>Number of teachers</b>	32
<b>Year</b>	2021-22						
<b>Number of Students</b>	936						
<b>Number of teachers</b>	32						

**Key Indicator- 2.3. Teaching- Learning Process**

Metric No.	
2.3.1.  Q1M	<p><b><i>Student centric methods, such as experiential learning, participative learning and problem solving methodologies are used for enhancing learning experiences.</i></b> Upload a description in maximum of 200 words.</p> <p>The Institution provides an effective platform for students to develop latest skills, knowledge, attitude, values to shape their behavior in correct manners. All the departments conduct innovative programs which stimulate the creative abilities among the students and provide them a suitable environment to nurture their problem-solving skills and ensure participative learning. Most of the teachers use power point presentations. The use the ICT makes learning interesting besides the conventional oral teaching methods.</p> <p>Student Centric Methods Practiced are:</p> <ol style="list-style-type: none"> <li>1. Project methods: The project work motivates student’s interest on the subject and provides student an opportunity to develop new ideas and thoughts with free exchange of views. As per the syllabus, the project work is done. For example, the Projects for Bodo honours course and Education departments.</li> <li>2. Interactive methods: The faculty members make learning interactive with students by motivating student participation in group discussion, seminar, discussion on questions and answers pattern etc. The interaction in the class definitely encourages students for active participation in the classroom delivery.</li> <li>3. ICT Enabled Teaching: ICT enabled teaching includes Wi-Fi enabled class rooms with LCD, Language Lab, Smart Class rooms, etc. The institution adopts modern pedagogy to enhance teaching-learning process. The institution has the essential equipments to IT support the faculty members and students. The teacher purposefully engage with the student in direct experience and focused reflection in order to increase knowledge, develop skill “learn by doing”.</li> <li>4. The Department organizes Student seminars where the students present papers on various topics relating to concerned subjects to enrich the learning experiences.</li> <li>5. Summer Internship Program: The NSS Swachch Bharat Summer Internship is organized for NSS volunteers. All the NSS volunteers participate in this program, where they learn about the importance of cleanliness etc.</li> </ol> <p><b>File Description:</b></p> <ul style="list-style-type: none"> <li>• Upload any additional information</li> <li>• Link for additional information</li> </ul>

<p>2.3.2.</p> <p>Q<sub>1</sub>M</p>	<p><b>Teachers use ICT enabled tools for effective teaching-learning process.</b> Write description in maximum of 200 words</p> <p>ICT enabled tools for effective teaching-learning process. The institutions faculties follow ICT enabled teaching along with the traditional classroom teaching. There are 7 ICT enabled classrooms and a language lab with projectors and the campus is enabled with Wi-Fi connection.</p> <p>The faculty used various ICT enabled tools to enhance the quality of teaching-learning. The faculty members used Google meet or Zoom to conduct tests and for lecture delivery. Also used many interactive methods for effective teaching through PPT and Video clippings, use of online resources, YouTube links, and language lab (virtual) online assessment. What's-App group is used as platforms to communicate, make announcements, address queries, and share information.</p> <p>To enhance problem solving abilities the faculty have used various online tools like- whiteboard in Microsoft teams, Jam board in Google meet, etc for solving problems.</p> <p>Other important activities such as Project paper presentation, Debates, Group discussions, Mentoring, PTA meet, AAC meet also conducted online through Google meet or Zoom platforms for quality teaching learning process.</p> <p>The research journals and e-books are available on e-library for the faculty and students.</p> <p>All the departments conduct seminar, webinars, workshops and faculty exchange programme in the core subjects for effective teaching and learning.</p> <p>PowerPoint presentations- Faculties are encouraged to use power-point presentations in their teaching by using LCD's and projectors. The Library is digitalized library, online search engines and websites to prepare effective presentations.</p> <p><b>File Description</b></p> <ul style="list-style-type: none"> <li>• Upload any additional information</li> <li>• Provide link for webpage describing the ICT enabled tools for effective teaching-learning process.</li> </ul>
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<p>2.3.3. Q<sub>n</sub>M</p>	<p><b>Ratio of mentor to students for academic and other related issues (Data for the latest completed academic year )</b></p> <p>2.3.3.1. Number of mentors Number of students assigned to each Mentor</p> <table border="1" data-bbox="344 315 839 427"> <tr> <td><b>Year</b></td> <td>2021-22</td> </tr> <tr> <td><b>Number of mentors</b></td> <td>1:29.25</td> </tr> </table> <p>Formula: Mentor : Mentee</p> <p><b>File Description</b></p> <ul style="list-style-type: none"> <li>• Upload, number of students enrolled and full time teachers on roll.</li> <li>• Circulars pertaining to assigning mentors to mentees</li> <li>• mentor/mentee ratio</li> </ul> <p><b>(Note: Data template is not applicable to this metric)</b></p>	<b>Year</b>	2021-22	<b>Number of mentors</b>	1:29.25
<b>Year</b>	2021-22				
<b>Number of mentors</b>	1:29.25				

### Key Indicator- 2.4 Teacher Profile and Quality

Metric No.					
2.4.1. Q <sub>n</sub> M	<p><b>Number of full time teachers against sanctioned posts during the year</b></p> <table border="1"> <tr> <td>Year</td> <td>2021-2022</td> </tr> <tr> <td>Number</td> <td>25</td> </tr> </table> <p>Data requirement for year (As per Data Template)</p> <ul style="list-style-type: none"> <li>Number of full time teachers</li> <li>Number of sanctioned posts</li> </ul> <p><b>File Description (Upload)</b></p> <ul style="list-style-type: none"> <li>full time teachers and sanctioned posts for year(DataTemplate)</li> <li>Any additional information</li> <li>List of the faculty members authenticated by the Head of HEI</li> </ul>	Year	2021-2022	Number	25
Year	2021-2022				
Number	25				
2.4.2. Q <sub>n</sub> M	<p><b>Number of full time teachers with Ph. D. / D.M. / M.Ch. / D.N.B Super speciality / D.Sc. / D.Litt. during the year(consider only highest degree for count)</b></p> <p><b>D.N.B 2.4.2.1. Number of full time teachers with Ph. D. / D.M. / M.Ch. / D.N.C Super speciality / D.Sc. / D.Litt. during the year</b></p> <table border="1"> <tr> <td>Year</td> <td></td> </tr> <tr> <td>Number</td> <td></td> </tr> </table> <p>Data requirement for year: (As per Data Template)</p> <ul style="list-style-type: none"> <li>Number of full time teachers with PhD./ D.M. / M.Ch. / D.N.B Super speciality / D.Sc. /D.Litt.</li> <li>Total number of full time teachers</li> </ul> <p><b>File Description (Upload)</b></p> <ul style="list-style-type: none"> <li>Any additional information</li> <li>List of number of full time teachers with <b>Ph. D. / D.M. / M.Ch./ D.N.B Super specialty / D.Sc. / D.Litt.</b> and number of full time teachers for year(Data Template)</li> </ul>	Year		Number	
Year					
Number					
2.4.3. Q <sub>n</sub> M	<p><b>Number of years of teaching experience of full time teachers in the same institution (Data for the latest completed academic year)</b></p> <p>2.4.3.1 : Total experience of full-time teachers</p> <table border="1"> <tr> <td>Year</td> <td>2021-22</td> </tr> <tr> <td>Number</td> <td>32</td> </tr> </table> <p>Data requirement for year (As per Data Template)</p> <ul style="list-style-type: none"> <li>Name and Number of full time teachers with years of teaching experiences</li> </ul> <p><b>File Description: (Upload)</b></p> <ul style="list-style-type: none"> <li>Any additional information</li> <li>List of Teachers including their PAN, designation, dept. and experience details(Data Template)</li> </ul>	Year	2021-22	Number	32
Year	2021-22				
Number	32				

## Key Indicator- 2.5. Evaluation Process and Reforms

Metric No.	
<p><b>2.5.1.</b> <b>Q1M</b></p>	<p><b><i>Mechanism of internal assessment is transparent and robust in terms of frequency and mode.</i></b></p> <p>Upload a description not more than 200 words.</p> <p>The institution has transparent and robust process in terms of frequency and modes. The institution ensures transparency in internal assessment; the internal assessment marks are communicated with the students. The Principal and the faculties hold meeting to ensured effective implementation of the evaluation process. Admissions are given on merit basis and the merit list of the students is displayed at notice board. The courses are assessed continuously through various evaluation processes at the institution and university level. Continuous evaluation is made through group discussion, assignment submission. Unit Test, Field work report and Seminar presentation. The performances of students are communicated to the students. For transparent and Robust for internal assessment the following mechanism are conducted by examination committee.</p> <ol style="list-style-type: none"> <li>1. Question Paper Setting</li> <li>2. Conduct of Examination</li> <li>3. Result Display</li> <li>4. Communication to the Students regarding their Internal Assessment Performance</li> </ol> <p>The Internal Assessment creates interest among students towards learning and attending the classes and the attendance has been increased, active participation in various co-curricular and extracurricular activities for the development personality. Through seminar presentation the communication skills improved. In this way mechanism of internal assessment is transparent and robust.</p> <p><b>File Description:</b></p> <ul style="list-style-type: none"> <li>• Any additional information</li> <li>• Link for additional information</li> </ul>
<p><b>2.5.2.</b> <b>Q1M</b></p>	<p><b><i>Mechanism to deal with internal examination related grievances is transparent, time- bound and efficient.</i></b></p> <p>Upload a description not more than 200 words.</p> <p>The institution initiated a complete transparency in the internal assessment. The faculty members inform the students about the various process of assessment during the semester. The institutions academic calendar defined the internal assessment test schedules and they are also communicated with the student, the department faculty member ensures proper conduct of the test and evaluation is done by the concurred faculty members within a week from the day examination. The corrected answer papers of the students are distributed to them for them for the verification by the students and any grievances are redressed immediately. The marks obtained by the students in internal assessment tests are displaced on the department notice board. The examination cells collects the internal tests marks</p>

	<p>obtain by the student and upload on the university web portal along with the enrollment numbers. The institution appoints two assistant officers in charge (AOC) for smooth conduct of final examination. If any grievances are faced by any student they are solved by the institution's principal who is the centre officer in charge. The grievances such as revaluation etc. are forwarded by the principal to the university examination section.</p> <p><b>File Description:</b></p> <ul style="list-style-type: none"> <li>• Any additional information</li> <li>• Link for additional information</li> </ul>
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### **Key Indicator- 2.6 Student Performance and Learning Outcome**

Metric No.	
<p><b>2.6.1.</b></p> <p><b>Q<sub>1</sub>M</b></p>	<p><i>Teachers and students are aware of the stated Programme and course outcomes of the Programmes offered by the institution.</i></p> <p>Describe Course Outcomes (COs) for all courses and mechanism of communication within a minimum of 200 characters and maximum of 200 words.</p> <p>The course outcomes of the programme offer by the institution as well as learning outcome depend upon the nature of course and the subject concern. They are defined by the university in the syllabus of particular class and subject. The programme specific outcomes are closely related to the content. They are syllabus oriented may vary as pr the subject. All these outcomes are explained to the students in classroom directly. Every department plans and conducts all activities light programme outcomes, course outcomes. For the assessment of students summative and formative approaches are followed to get indented learning outcomes. The outcomes are usually express in terms of mixer of knowledge, skills, abilities, attitudes and understanding that a student will attend result of the students' engagement in a particular set of higher education experience.</p> <p><b>File Description:</b></p> <ul style="list-style-type: none"> <li>• Upload any additional information</li> <li>• Past link for Additional information</li> <li>• Upload COs for all courses (exemplars from Glossary)</li> </ul>
<p><b>2.6.2.</b></p> <p><b>Q<sub>1</sub>M</b></p>	<p><i>Attainment of Programme outcomes and course outcomes are evaluated by the institution.</i></p> <p>Describe the method of measuring the level of attainment of POs , PSOs and COs in not more than 200 words</p> <p><b>File Description:</b></p> <ul style="list-style-type: none"> <li>• Upload any additional information</li> <li>• Paste link for Additional information</li> </ul>



<b>2.6.3.</b>	<b>Pass percentage of Students during the year</b>						
<b>Q<sub>n</sub>M</b>	<p>2.6.3.1. Total number of final year students who passed the university examination during the year</p> <p>2.6.3.2. Total number of final year students who appeared for the university examination during the year</p> <table border="1"> <tr> <td colspan="2"><b>Previous completed academic year</b></td> </tr> <tr> <td><b>Number of students appeared</b></td> <td><b>194</b></td> </tr> <tr> <td><b>Number of students passed</b></td> <td><b>164</b></td> </tr> </table> <p>Data Requirement (As per Data Template)</p> <ul style="list-style-type: none"> <li>• Programme code</li> <li>• Name of the Programme</li> <li>• Number of Students appeared</li> <li>• Number of Students passed</li> <li>• Pass percentage</li> </ul> <p><b>File Description</b></p> <ul style="list-style-type: none"> <li>• Upload list of Programmes and number of students passed and appeared in the final year examination (Data Template)</li> <li>• Upload any additional information</li> <li>• Paste link for the annual report</li> </ul>	<b>Previous completed academic year</b>		<b>Number of students appeared</b>	<b>194</b>	<b>Number of students passed</b>	<b>164</b>
<b>Previous completed academic year</b>							
<b>Number of students appeared</b>	<b>194</b>						
<b>Number of students passed</b>	<b>164</b>						

### Key Indicator- 2.7 Student Satisfaction Survey

<b>Metric No.</b>	
<b>2.7.1</b>	<b>Student Satisfaction Survey (SSS) on overall institutional performance (Institution may design its own questionnaire) (results and details need to be provided as a weblink)</b>
<b>Q<sub>n</sub>M</b>	

### Criterion3- Research, Innovations and Extension

#### Key Indicator 3.1- Resource Mobilization for Research

<b>Metric No.</b>					
<b>3.1.1.</b>	<b>Grants received from Government and non-governmental agencies for research projects / endowments in the institution during the year (INR in Lakhs)</b>				
<b>Q<sub>n</sub>M</b>	<p>3.1.1.1: Total Grants from Government and non-governmental agencies for research projects / endowments in the institution during the year (INR in Lakhs)</p> <table border="1"> <tr> <td><b>Year</b></td> <td>2021-2022</td> </tr> <tr> <td><b>(INR in Lakhs):</b></td> <td>00</td> </tr> </table> <p>Data requirement for year: (As per Data Template)</p> <ul style="list-style-type: none"> <li>• Name of the Project/Endowments</li> <li>• Name of the Principal Investigator</li> <li>• Department of Principal Investigator</li> </ul>	<b>Year</b>	2021-2022	<b>(INR in Lakhs):</b>	00
<b>Year</b>	2021-2022				
<b>(INR in Lakhs):</b>	00				

	<ul style="list-style-type: none"> <li>• Year of Award</li> <li>• Funds provided</li> <li>• Duration of the project</li> <li>• Name of the Project/Endowments</li> </ul> <p><b>File Description(Upload)</b></p> <ul style="list-style-type: none"> <li>• Any additional information</li> <li>• e-copies of the grant award letters for sponsored research projects /endowments</li> <li>• List of endowments / projects with details of grants(Data Template)</li> </ul>				
<p><b>3.1.2</b></p> <p><b>Q<sub>n</sub>M</b></p>	<p><b>Number of departments having Research projects funded by government and non government agencies during the year</b></p> <p>3.1.2.1: Number of departments having Research projects funded by government and non-government agencies during the year</p> <table border="1"> <tr> <td><b>Year</b></td> <td>2021-2022</td> </tr> <tr> <td><b>(INR in Lakhs):</b></td> <td>00</td> </tr> </table> <p>Data requirement for year: (As per Data Template)</p> <ul style="list-style-type: none"> <li>• Name of Principal Investigator</li> <li>• Duration of project</li> <li>• Name of the research project</li> <li>• Amount / Fund received</li> <li>• Name of funding agency</li> <li>• Year of sanction</li> <li>• Department of recipient</li> </ul> <p><b>File Description(Upload)</b></p> <ul style="list-style-type: none"> <li>• List of research projects and funding details(DataTemplate)</li> <li>• Any additional information</li> <li>• Supporting document from Funding Agency</li> <li>• Paste link to funding agency website</li> </ul>	<b>Year</b>	2021-2022	<b>(INR in Lakhs):</b>	00
<b>Year</b>	2021-2022				
<b>(INR in Lakhs):</b>	00				
<p><b>3.1.3</b></p> <p><b>Q<sub>n</sub>M</b></p>	<p><b>Number of Seminars/conferences/workshops conducted by the institution during the year</b></p> <p>3.1.3.1: Total number of Seminars/conferences/workshops conducted by the institution during the year</p> <table border="1"> <tr> <td><b>Year</b></td> <td>2021-2022</td> </tr> <tr> <td><b>Number of teachers</b></td> <td>04</td> </tr> </table> <p>Data Requirements: (As per Data Template)</p> <ul style="list-style-type: none"> <li>• Name of the workshops /seminars</li> <li>• Number of Participants</li> <li>• Date (From-to)</li> <li>• Link to the activity report on the website</li> </ul> <p><b>File Description(Upload)</b></p> <ul style="list-style-type: none"> <li>• Report of the event</li> <li>• Any additional information</li> <li>• List of workshops/seminars during last 5 years (DataTemplate)</li> </ul>	<b>Year</b>	2021-2022	<b>Number of teachers</b>	04
<b>Year</b>	2021-2022				
<b>Number of teachers</b>	04				

### Key Indicator 3.2- Research Publication and Awards

Metric No.					
3.2.1. QnM	<p><b><i>Number of papers published per teacher in the Journals notified on UGC website during the year</i></b></p> <p>3.2.1.1. Number of research papers in the Journals notified on UGC website during the year</p> <table border="1"> <tr> <td><b>Year</b></td> <td>2021-2022</td> </tr> <tr> <td><b>Number</b></td> <td>01</td> </tr> </table> <p>Data Requirement: (As per Data Template)</p> <ul style="list-style-type: none"> <li>• Title of paper</li> <li>• Name of the author/s</li> <li>• Department of the teacher</li> <li>• Name of journal</li> <li>• Year of publication</li> <li>• ISBN/ISS Number</li> </ul> <p><b>File Description (Upload)</b></p> <ul style="list-style-type: none"> <li>• Any additional information</li> <li>• List of research papers by title, author, department, name and year of publication (Data Template)</li> </ul>	<b>Year</b>	2021-2022	<b>Number</b>	01
<b>Year</b>	2021-2022				
<b>Number</b>	01				
3.2.2. QnM	<p><b><i>Number of books and chapters in edited volumes/books published and papers published in national/ international conference proceedings per teacher during the year</i></b></p> <p>3.2.2.1. Total number of books and chapters in edited volumes/books published and papers in national/ international conference proceedings during the year</p> <table border="1"> <tr> <td><b>Year</b></td> <td>2021-2022</td> </tr> <tr> <td><b>Number</b></td> <td>06</td> </tr> </table> <p>Data requirement for year: (As per Data Template)</p> <ul style="list-style-type: none"> <li>• Name of the teacher: Title of the paper Title of the book published: Name of the author/s : Title of the proceedings of the conference</li> <li>• Name of the publisher: National/International</li> <li>• National/international : ISBN/ISSN number of the proceedings</li> <li>• Year of publication:</li> </ul> <p><b>File Description: (Upload)</b></p> <ul style="list-style-type: none"> <li>• Any additional information</li> <li>• List books and chapters edited volumes/ books published (Data Template)</li> </ul>	<b>Year</b>	2021-2022	<b>Number</b>	06
<b>Year</b>	2021-2022				
<b>Number</b>	06				

### Key Indicator 3.3- Extension Activities

Metric No.					
3.3.1. Q <sub>1</sub> M	<p><b><i>Extension activities are carried out in the neighborhood community, sensitizing students to social issues, for their holistic development, and impact thereof during the year</i></b></p> <p>Describe the impact of extension activities in sensitizing students to social issues and holistic development within a maximum of 200 words.</p> <p>The institution organizes a number of extension activities to promote community and students to sensitize the students towards community needs. The students participate in social service activities leading to their overall development. Through NSS unit, the institution undertakes various extension activities in the neighborhood community. NSS organizes various activities at the adopted village, addressing social issues which include cleanliness ,tree plantation , through construction of temporary culvert ,road construction ,Social interaction, Eradication of superstition, Beti Bacho Beti Padhao, Environmental awareness, Women empowerment, National Integrity, Aids awareness, Blood donation camp, Health check up camp, Veterinary guidance ,Farmers meet, Awareness about farmer’s suicide etc.</p> <p>The NSS unit of the institution organizes various extension activities as tree plantation, Road safety awareness, Ekta daud for health, Save fuel save country programme, Swachhta Abhiyan, National equality awareness.</p> <p>Other than NSS unit the various departments of the institution is conscious about its responsibilities for shaping students into responsible citizens of the country by making students aware of social issues through various programmes like Environmental Awareness, Personal Health and Hygiene, Diet awareness, Road Safety, Tree Plantation, Plastic eradication, Voters awareness, Blood group detection, Health check -up camps, Blood donation camps, eye check up camp, etc. All these mentioned activities have positive impact on the students and it developed student community relationship, leadership skill and self confidence of students. It also helped in cultivating and development of personality of students</p> <p><b>File Description:</b></p> <ul style="list-style-type: none"> <li>• Paste link for additional information</li> <li>• Upload any additional information</li> </ul>				
3.3.2. Q <sub>n</sub> M	<p><b><i>Number of awards and recognitions received for extension activities from government / government recognized bodies during the year</i></b></p> <p>3.3.2.1. Total number of awards and recognition received for extension activities from Government/ government recognized bodies during the year.</p> <table border="1"> <tr> <td><b>Year</b></td> <td>2021-2022</td> </tr> <tr> <td><b>Number</b></td> <td>00</td> </tr> </table> <p>Data requirement for year: (As per Data Template)</p> <ul style="list-style-type: none"> <li>• Name of the activity</li> <li>• Name of the Award/recognition</li> <li>• Name of the Awarding government/ government recognized bodies</li> <li>• Year of the Award</li> </ul> <p><b>File Description: (Upload)</b></p> <ul style="list-style-type: none"> <li>• Any additional information</li> <li>• Number of awards for extension activities during the year(Data</li> </ul>	<b>Year</b>	2021-2022	<b>Number</b>	00
<b>Year</b>	2021-2022				
<b>Number</b>	00				

	<p>Template)</p> <ul style="list-style-type: none"> <li>e-copy of the award letters</li> </ul>				
<p><b>3.3.3.</b> <b>QnM</b></p>	<p><b><i>Number of extension and outreach programs conducted by the institution through NSS/NCC/Government and Government recognized bodies during the year</i></b></p> <p>3.3.3.1. <b>Total Number of extension and outreach programs conducted by the institution through NSS/NCC/Government and Government recognized bodies during the year :</b></p> <table border="1"> <tr> <td><b>Year</b></td> <td>2021-2022</td> </tr> <tr> <td><b>Number</b></td> <td>26</td> </tr> </table> <p>Data Requirements (during the year)(As per Data Template)</p> <ul style="list-style-type: none"> <li>Name and number of the extension and outreach Programmes</li> <li>Name of the collaborating agency: Non-government, industry, community with contact details</li> </ul> <p><b>File Description (Upload)</b></p> <ul style="list-style-type: none"> <li>Reports of the event organized</li> <li>Any additional information</li> <li>Number of extension and outreach Programmes conducted with industry, community etc for the last year (Data Template)</li> </ul>	<b>Year</b>	2021-2022	<b>Number</b>	26
<b>Year</b>	2021-2022				
<b>Number</b>	26				
<p><b>3.3.4.</b> <b>QnM</b></p>	<p><b><i>Number of students participating in extension activities at 3.3.3. above during the year</i></b></p> <p>3.4.4.1. Total number of Students participating in extension activities conducted in collaboration with industry, community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., during the year</p> <table border="1"> <tr> <td><b>Year</b></td> <td>2021-2022</td> </tr> <tr> <td><b>Number</b></td> <td></td> </tr> </table> <p>Data Requirements for last (during the year)(As per Data Template)</p> <ul style="list-style-type: none"> <li>Name of the activity</li> <li>Name of the scheme</li> <li>Year of the activity</li> <li>Number of teachers participating in such activities</li> <li>Number of students participating in such activities</li> </ul> <p><b>File Description:</b></p> <ul style="list-style-type: none"> <li>Report of the event</li> <li>Any additional information</li> <li>Number of students participating in extension activities with Govt. or NGO etc (Data Template)</li> </ul>	<b>Year</b>	2021-2022	<b>Number</b>	
<b>Year</b>	2021-2022				
<b>Number</b>					

**Key Indicators 3.4 – Collaboration (20)**

Metric No.					
<p><b>3.4.1.</b> <b>QnM</b></p>	<p><b>The Institution has several collaborations/linkages for Faculty exchange, Student exchange, Internship, Field trip, On-the- job training, research etc during the year</b></p> <table border="1" data-bbox="344 461 724 535"> <tr> <td><b>Year</b></td> <td>2021-2022</td> </tr> <tr> <td><b>Number</b></td> <td>00</td> </tr> </table> <ul style="list-style-type: none"> <li>• Number of linkages for faculty exchange, student exchange, internship, field trip, on-the- job training, research etc during the year</li> </ul> <p>Data Requirements:(during the year)(As per Data Template)</p> <ul style="list-style-type: none"> <li>• Title of the linkage</li> <li>• Name of the partnering institution /industry/research lab with contact details</li> <li>• Year of commencement</li> <li>• Duration(From-To)</li> <li>• Nature of linkage</li> </ul> <p><b>File Description: (Upload)</b></p> <ul style="list-style-type: none"> <li>• e-copies of linkage related Document</li> <li>• Any additional information</li> </ul> <p>Details of linkages with institutions/industries for internship (DataTemplate)</p>	<b>Year</b>	2021-2022	<b>Number</b>	00
<b>Year</b>	2021-2022				
<b>Number</b>	00				
<p><b>3.4.2.</b> <b>QnM</b></p>	<p><b>Number of functional MoUs with national and international institutions, universities, industries, corporate houses etc. during the year</b></p> <p>3.4.2.1. Number of functional MoUs with Institutions of national, international importance, other universities, industries, corporate houses etc. during the year</p> <table border="1" data-bbox="325 1211 687 1285"> <tr> <td><b>Year</b></td> <td>2021-2022</td> </tr> <tr> <td><b>Number</b></td> <td>02</td> </tr> </table> <p>Data requirement for year : (As per Data Template)</p> <ul style="list-style-type: none"> <li>• Organization with which MoU’s signed</li> <li>• Name of the institution/industry/corporate house</li> <li>• Year of signing MoU</li> <li>• Duration</li> <li>• List the actual activities under each MoU</li> <li>• Number of students/teachers participating under MoUs</li> </ul> <p><b>File Description:</b></p> <ul style="list-style-type: none"> <li>• e-Copies of the MoUs with institution./ industry/corporate houses</li> <li>• Any additional information</li> <li>• Details of functional MoUs with institutions of national, international importance, other universities etc during the year</li> </ul>	<b>Year</b>	2021-2022	<b>Number</b>	02
<b>Year</b>	2021-2022				
<b>Number</b>	02				

## Criterion 4 - Infrastructure and Learning Resources

### Key Indicator – 4.1 Physical Facilities

Metric No.	
<p><b>4.1.1.</b> <b>QIM</b></p>	<p><b><i>The Institution has adequate infrastructure and physical facilities for teaching-learning. viz., classrooms, laboratories, computing equipment etc.</i></b></p> <p>Describe the adequacy of infrastructure and physical facilities for teaching –learning as per the minimum specified requirement by statutory bodies within a maximum 200 words</p> <p>The institution has adequate physical for an academic requirement for facilitating teaching- learning process; the institution had campus areas is 19 acres or 30 Bigha. The institution had 31 class-rooms, out of which seven are ICT enable classrooms and one ICT language Lab. These classrooms and conference hall are well equipped along with computing system and internet facilities. The institution also has football ground with gallery, volleyball and kabbadi fields/court, besides these there is indoor stadium for Badminton and institutional gymnasium and a auditorium. Thus the institution has an adequate infrastructure to garner all the requirements to facilitate teaching learning process. The institution provides sufficient infrastructure for providing the importance of Extra-curriculum and the support system. The NSS Unit along with the Social Service Cell helps in maintaining the campus clean. The institution campus is maintained neat and clean campus. The institution has well equipped physical and technology enabled infrastructure. ICT enabled classrooms and one ICT enabled Language lab. The class rooms have spacious seating arrangement with cleanliness, light and ventilated furnish with Black Boards, White Boards. Apart from this an auditorium and Conference Hall with ICT facilities and Gymnasium and Indoor stadium and football field with open Gallery.</p> <p><b>File Description:</b></p> <ul style="list-style-type: none"> <li>• Upload any additional information</li> <li>• Paste link for additional information</li> </ul>
<p><b>4.1.2.</b> <b>QIM</b></p>	<p><b><i>The Institution has adequate facilities for cultural activities, sports, games (indoor, outdoor), gymnasium, yoga centre etc.</i></b></p> <p>Describe the adequacy of facilities for sports, games and cultural activities which include specification about area/size, year of establishment and user rate within a maximum of 200 words</p> <p>The institution has adequate facilities for Games and sport, gymnasium and indoor stadium and cultural activities. The total areas of the institution comprised of 10 acres. The institution has large playgrounds with the provision for multiple games such as Athletics, Football, volley ball, table tennis, Kabbadi, and Badminton indoor stadium and Gymnasium and auditorium for cultural activities. Inter-department games and sport competitions are organized regularly every year for students. Special classes for self defense are organized particularly for female/girls students. Students’ present cultural programme in the annual College week and cultural rally comprising of all communities with full traditional attires rally cum competitions are held in the college week. The institute celebrates Independence Day, Republic Day, Gandhi Joyanti and Teacher Day by unfurling National Flag and flower tributes and also by observing social service to honour such occasion. Thus, the institution, with its compulsory courses and the continuous evaluation</p>

	<p>scheme, integrates sports and extra-curricular activities as essential components in the curriculum. This is done not only for participation but also for assessment of students.</p> <p><b>File Description</b></p> <ul style="list-style-type: none"> <li>• Upload any additional information</li> <li>• Paste link for additional information</li> </ul>				
<p><b>4.1.3.</b> <b>QnM</b></p>	<p><b><i>Number of classrooms and seminar halls with ICT- enabled facilities such as smart class, LMS, etc.</i></b></p> <p>4.1.3.1 : Number of classrooms and seminar halls with ICT facilities</p> <table border="1" data-bbox="325 600 971 678"> <tr> <td><b>Year</b></td> <td>2021-22</td> </tr> <tr> <td><b>Number of Classrooms</b></td> <td>30, ICT- 08</td> </tr> </table> <p>Data Requirements: (As per Data Template)</p> <ul style="list-style-type: none"> <li>• Number of classrooms with LCD facilities</li> <li>• Number of classrooms with Wi-Fi/LAN facilities</li> <li>• Number of smart classrooms</li> <li>• Number of classrooms with LMS facilities</li> <li>• Number of seminar halls with ICT facilities</li> </ul> <p><b>File Description</b></p> <ul style="list-style-type: none"> <li>• Upload any additional information</li> <li>• Paste link for additional information</li> <li>• Upload Number of classrooms and seminar halls with ICT enabled facilities (DataTemplate)</li> </ul>	<b>Year</b>	2021-22	<b>Number of Classrooms</b>	30, ICT- 08
<b>Year</b>	2021-22				
<b>Number of Classrooms</b>	30, ICT- 08				



<b>4.1.4.</b>	<b><i>Expenditure, excluding salary for infrastructure augmentation during the year(INR in Lakhs)</i></b>				
<b>Q<sub>n</sub>M</b>	4.1.4.1.Expenditure for infrastructure augmentation, excluding salary during the year (INR in lakhs)				
	<table border="1"> <tr> <td><b>Year</b></td> <td>2021-22</td> </tr> <tr> <td><b>(INR in Lakhs)</b></td> <td>3510000/-</td> </tr> </table>	<b>Year</b>	2021-22	<b>(INR in Lakhs)</b>	3510000/-
<b>Year</b>	2021-22				
<b>(INR in Lakhs)</b>	3510000/-				
	Data Requirements : (during the year)(As per Data Template)				
	<ul style="list-style-type: none"> <li>• Expenditure for infrastructure augmentation</li> <li>• Total expenditure excluding salary</li> </ul>				
	<b>File Description:</b>				
	<ul style="list-style-type: none"> <li>• Upload any additional information</li> <li>• Upload audited utilization statements</li> <li>• Upload Details of budget allocation, excluding salary during the</li> </ul>				

### Key Indicator – 4.2 Library as a learning Resource

<b>Metric No.</b>	
<b>4.2.1.</b>	<b>Library is automated using Integrated Library Management System (ILMS)</b>
<b>Q<sub>1</sub>M</b>	<p>Data requirement for year: Upload a description of library with</p> <ul style="list-style-type: none"> <li>• Name of ILMS software</li> <li>• Nature of automation (fully or partially)</li> <li>• Version</li> <li>• Year of Automation.</li> </ul> <p>Dr. APJ Abdul Kalam, the Central Library of the college is rich enough with adequate number of textbooks, journal and magazines, e-resources with reading rooms for students as well as for faculty members separately. There is also spacious reading room in it with the capacity of 90 persons at the first floor. The library is registered with INFLIBNET and is fully Automated. It has reprographic facility which renders service at subsided rate for the students and the staff. The library has been digitalized. In each new academic session, the librarian and assistant librarian conducts the library orientation programme to respective students, specially the new comers. The Library is equipped with the following software:</p> <ul style="list-style-type: none"> <li>• Name of ILMS software: SOUL</li> <li>• Nature of automation (fully or partially): Fully Automated</li> <li>• Version: 2.0</li> <li>• Year of Automation: 2017</li> </ul> <p><b>File Description:</b></p> <ul style="list-style-type: none"> <li>• Upload any additional information</li> <li>• Paste link for Additional Information</li> </ul>

<p><b>4.2.2.</b> <b>QnM</b></p>	<p><b>The institution has subscription for the following e-resources</b></p> <ol style="list-style-type: none"> <li>1. e-journals</li> <li>2. e-Shodh Sindhu</li> <li>3. Shodhganga Membership</li> <li>4. e-books</li> <li>5. Databases</li> <li>6. Remote access toe-resources</li> </ol> <p><b>Options:</b></p> <ol style="list-style-type: none"> <li>A. Any 4 or more of the above</li> <li>B. Any 3 of the above</li> <li>C. Any 2 of the above</li> <li>D. Any 1 of the above</li> <li>E. None of the above</li> </ol> <p>Data requirement for year: (As per Data Template)</p> <ul style="list-style-type: none"> <li>• Details of membership:</li> <li>• Details of subscription:</li> </ul> <p><b>File Description:</b></p> <ul style="list-style-type: none"> <li>• Upload any additional information</li> <li>• Details of subscriptions like e-journals,e-ShodhSindhu, Shodhganga Membership etc (Data Template)</li> </ul>				
<p><b>4.2.3</b> <b>QnM</b></p>	<p><b>Expenditure for purchase of books/e-books and subscription to journals/e-journals during the year (INR in Lakhs)</b></p> <p>4.2.3.1 Annual expenditure of purchase of books/e-books and subscription to journals/e- journals during the year (INR in Lakhs)</p> <table border="1" data-bbox="347 1126 839 1205"> <tr> <td><b>Year</b></td> <td>2021-2022</td> </tr> <tr> <td><b>(INR in Lakhs)</b></td> <td>205900/-</td> </tr> </table> <p>Data requirement for year: (As per Data Template)</p> <ul style="list-style-type: none"> <li>• Expenditure on the purchase of books/e-books</li> <li>• Expenditure on the purchase of journals/e-journals in during the year</li> <li>• Year of Expenditure:</li> </ul> <p><b>File Description (Upload)</b></p> <ul style="list-style-type: none"> <li>• Any additional information</li> <li>• Audited statements of accounts</li> <li>• Details of annual expenditure for purchase of books/e-books and journals/e- journals during the year (Data Template)</li> </ul>	<b>Year</b>	2021-2022	<b>(INR in Lakhs)</b>	205900/-
<b>Year</b>	2021-2022				
<b>(INR in Lakhs)</b>	205900/-				
<p><b>4.2.4</b> <b>QnM</b></p>	<p><b>Number per day usage of library by teachers and students ( foot falls and login data for online access)(Data for the latest completed academic year)</b></p> <p>4.2.4.1 Number of teachers and students using library per day over last one year</p> <p>Data Requirement</p> <ul style="list-style-type: none"> <li>• Upload last page of accession register details</li> <li>• Method of computing per day usage of library</li> <li>• Number of users using library through e-access</li> <li>• Number of physical users accessing library</li> </ul> <p><b>File Description(Upload)</b></p> <ul style="list-style-type: none"> <li>• Any additional information</li> <li>• Details of library usage by teachers and students</li> </ul> <p>The HEI is requested to calculate the teachers and students usage library per day. <b>Average usage of the library by the institution</b> = Total no. of teachers &amp; students</p>				

	<p>in each day for all working days / Total no. of working days  <b>(Note: Data template is not applicable to this metric)</b></p>
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**Key Indicator- 4.3 IT Infrastructure**

Metric No.	
<p><b>4.3.1.</b></p> <p><b>Q<sub>i</sub>M</b></p>	<p><i>Institution frequently updates its IT facilities including Wi-Fi</i></p> <p>Describe IT facilities including Wi-Fi with date and nature of updating within a maximum of 200 words</p> <p>The Institution IT facilities include Wi-Fi. There are digital technological facilities available in the institution. There are 7 smart classrooms, 1 language Lab. A well equipped computer lab is also functioning in the institution. The institution building and the library are facilitated with the Wi-Fi connectivity. The institution had well equipped computer lab where the student can access to the lab facilities. The institution is planning for Wi-Fi connection to the newly constructed building. The institution provides free Wi-Fi inside the institution campus. There is an open access of Wi-Fi connectivity to all students and staffs members of the institution. Each and every departments of institution are provided with computer and other accessories such Digital devices, Projector, Bluetooth enable Speakers. Each department ICT classes are regularly maintains the IT facilities to help students for effective learning. The institution IT facilities are formatted in regular basis and Anti-virus is regularly installed in the entire computer. All computers have Wi-Fi connectivity (WISTECH) including the principal office, administrative office room, IQAC and Library. The Institution has 14 CCTV installations in every statistics areas and some corridor and classrooms.</p> <p><b>File Description</b></p> <ul style="list-style-type: none"> <li>• Upload any additional information</li> <li>• Paste link for additional information</li> </ul>

<p><b>4.3.2.</b> <b>QnM</b></p>	<p><b><i>Student – Computer ratio</i></b>                  Number of students : Number of Computers Data                  Requirements:  <ul style="list-style-type: none"> <li>• Number of computers in working condition</li> <li>• Total Number of students</li> </ul> <b>File Description</b>  <ul style="list-style-type: none"> <li>• Upload any additional information</li> <li>• Student – computer ratio</li> </ul> <b>(Note: Data template is not applicable to this metric)</b></p>
<p><b>4.3.3.</b> <b>QnM</b></p>	<p><b><i>Bandwidth of internet connection in the Institution</i></b>                  Options:                  A. <math>\geq</math> 50MBPS                  B. 30 - 50MBPS                  C. 10 - 30MBPS                  D. 10 - 5MBPS                  E. <math>&lt;</math> 5MBPS                  Data Requirement:  <ul style="list-style-type: none"> <li>• Available internet band width</li> </ul> <b>File Description</b>  <ul style="list-style-type: none"> <li>• Upload any additional Information</li> <li>• Details of available bandwidth of internet connection in the Institution</li> </ul> <b>(Note: Data template is not applicable to this metric)</b></p>

**Key Indicator – 4.4 Maintenance of Campus Infrastructure**

Metric No.					
<p><b>4.4.1</b> <b>QnM</b></p>	<p><i>Expenditure incurred on maintenance of infrastructure (physical and academic support facilities) excluding salary component during the year(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 during the year (INR in lakhs)</p> <table border="1" data-bbox="325 533 783 611"> <tr> <td><b>Year</b></td> <td>2021-2022</td> </tr> <tr> <td><b>(INR in Lakhs)</b></td> <td>5970000/-</td> </tr> </table> <p>Data Requirement : (As per Data Template in Section B)</p> <ul style="list-style-type: none"> <li>• Non salary expenditure incurred</li> <li>• Expenditure incurred on maintenance of campus infrastructure</li> </ul> <p><b>File Description:</b></p> <ul style="list-style-type: none"> <li>• Upload any additional information</li> <li>• Audited statements of accounts.</li> <li>• Details about assigned budget and expenditure on physical facilities and academic support facilities (DataTemplates)</li> </ul>	<b>Year</b>	2021-2022	<b>(INR in Lakhs)</b>	5970000/-
<b>Year</b>	2021-2022				
<b>(INR in Lakhs)</b>	5970000/-				
<p><b>4.4.2.</b> <b>Q<sub>i</sub>M</b></p>	<p><i>There are established systems and procedures for maintaining and utilizing physical, academic and support facilities - laboratory, library, sports complex, computers, classrooms etc.</i></p> <p>Describe policy details of systems and procedures for maintaining and utilizing physical, academic and support facilities on the website within a maximum of 200 words</p> <p>The institution has well established system and procedures for maintain and utilizing physical, academic and support facilities - laboratory, library, sports complex, computers, classrooms etc. The institution formed different cells such as construction &amp; Building cells, Literary committee, Sport cell, Cultural cell etc. Each cell has to shoulder its responsibility. The class rooms are revamped periodically to keep up with and to meet the demands for technologies. Some class rooms are ITC enabled and a Gallery class room which can accommodation for 80 students. There are wireless internet connection that enable an optimize delivery of content from the web online using real time data. Some of the classrooms are equipped with white board and high resolution projectors to facilitate students learning and enhanced teaching methods. Computers with Wi-Fi connection are provided to all departments. Each department has well managed LCD projectors to facilitate students to conduct group discussion, seminars, interaction session with an aims to provide and meet the challenges in the highly competitive global world. The institution library provides access to various kinds of information sources like academic books, reference books, catering to the needs of every semester as per the latest syllabus. The institution has auditorium hall houses 350 accommodations, all institution activities and programmes like cultural and literary events are held. The institution has football, volleyball, Kabbadi and athletic ground for all outdoor games. For indoor games there is an indoor stadium, gym etc. are under the responsibility of sport cell.</p> <p><b>File Description:</b></p> <ul style="list-style-type: none"> <li>• Upload any additional information</li> <li>• Paste link for additional information</li> </ul>				

## Criterion 5- Student Support and Progression

### Key Indicator- 5.1 Student Support

Metric No.					
5.1.1 Q <sub>n</sub> M	<p><i>Number of students benefited by scholarships and free ships provided by the Government during the year</i></p> <p>5.1.1.1. Number of students benefited by scholarships and free ships provided by the Government during the year</p> <table border="1"> <tr> <td><b>Year</b></td> <td>2021-22</td> </tr> <tr> <td><b>Number</b></td> <td>367</td> </tr> </table> <p>Data Requirement : (As per Data Template)</p> <ul style="list-style-type: none"> <li>Name of the Scheme</li> <li>Number of students benefiting</li> </ul> <p><b>File Description:</b></p> <ul style="list-style-type: none"> <li>Upload self attested letter with the list of students sanctioned scholarship</li> <li>Upload any additional information</li> <li>Number of students benefited by scholarships and freeships provided by the Government during the year (Data Template)</li> </ul>	<b>Year</b>	2021-22	<b>Number</b>	367
<b>Year</b>	2021-22				
<b>Number</b>	367				
5.1.2. Q <sub>n</sub> M	<p><i>Number of students benefitted by scholarships, freeships etc. provided by the institution / non- government bodies, industries, individuals, philanthropists during the year</i></p> <p>5.1.2.1 Total number of students benefited by scholarships, freeships, etc provided by the institution / non- government bodies, industries, individuals, philanthropists during the year</p> <table border="1"> <tr> <td><b>Year</b></td> <td>2021-2022</td> </tr> <tr> <td><b>Number</b></td> <td>367</td> </tr> </table> <p>Data requirement for year: (As per Data Template)</p> <ul style="list-style-type: none"> <li>Name of the Scheme with contact information</li> <li>Number of students benefiting</li> </ul> <p><b>File Description:</b></p> <ul style="list-style-type: none"> <li>Upload any additional information</li> <li>Number of students benefited by scholarships and freeships institution / non- government bodies, industries, individuals, philanthropists during the year (Date Template)</li> </ul>	<b>Year</b>	2021-2022	<b>Number</b>	367
<b>Year</b>	2021-2022				
<b>Number</b>	367				

<p><b>5.1.3.</b> <b>QnM</b></p>	<p><b>Capacity building and skills enhancement initiatives taken by the institution include the following</b></p> <ol style="list-style-type: none"> <li>1. <i>Soft skills</i></li> <li>2. <i>Language and communication skills</i></li> <li>3. <i>Life skills (Yoga, physical fitness, health and hygiene)</i></li> <li>4. <i>ICT/computing skills</i></li> </ol> <p><b>Options:</b></p> <ol style="list-style-type: none"> <li>A. All of the above</li> <li>B. 3 of the above</li> <li>C. 2 of the above</li> <li>D. 1 of the above</li> <li>E. none of the above</li> </ol> <p>Data Requirement: (As per Data Template)</p> <ul style="list-style-type: none"> <li>• Name of the capability building and skills enhancement initiatives</li> <li>• Year of implementation</li> <li>• Number of students enrolled</li> <li>• Name of the agencies involved with contact details</li> </ul> <p><b>File Description (Upload)</b></p> <ul style="list-style-type: none"> <li>• Link to Institutional website</li> <li>• Any additional information</li> <li>• Details of capability building and skills enhancement initiatives (DataTemplate)</li> </ul>				
<p><b>5.1.4.</b> <b>QnM</b></p>	<p><b>Number of students benefitted by guidance for competitive examinations and career counseling offered by the Institution during the year</b></p> <p>5.1.4.1. Number of students benefitted by guidance for competitive examinations and career counseling offered by the institution during the year</p> <table border="1" data-bbox="325 1238 687 1317"> <tr> <td><b>Year</b></td> <td>2021-2022</td> </tr> <tr> <td><b>Number</b></td> <td>00</td> </tr> </table> <p>Data requirement for year:(As per Data Template)</p> <ul style="list-style-type: none"> <li>• Name of the scheme</li> <li>• Number of students who have passed in the competitive exam</li> <li>• Number of students placed</li> </ul> <p><b>File Description (Upload)</b></p> <ul style="list-style-type: none"> <li>• Any additional information</li> <li>• Number of students benefitted by guidance for competitive examinations and career counseling during the year (Data Template)</li> </ul>	<b>Year</b>	2021-2022	<b>Number</b>	00
<b>Year</b>	2021-2022				
<b>Number</b>	00				

<p><b>5.1.5.</b> <b>QnM</b></p>	<p><b><i>The Institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases</i></b></p> <ol style="list-style-type: none"> <li>1. Implementation of guidelines of statutory/regulatory bodies</li> <li>2. Organization wide awareness and undertakings on policies with zero tolerance</li> <li>3. Mechanisms for submission of online/offline students' grievances</li> <li>4. Timely redressal of the grievances through appropriate committees</li> </ol> <p><b>Options:</b></p> <ol style="list-style-type: none"> <li>A. All of the above</li> <li>B. Any 3 of the above</li> <li>C. Any 2 of the above</li> <li>D. Any 1 of the above</li> <li>E. None of the above</li> </ol> <p>Data Requirement: Upload the grievance redressal policy document with reference to prevention of sexual harassment committee and anti-ragging committee, constitution of various committees for addressing the issues, minutes of the meetings of the committees, number of cases received and redressed.</p> <p><b>File Description (Upload)</b></p> <ul style="list-style-type: none"> <li>• Minutes of the meetings of student redressal committee, prevention of sexual harassment committee and Anti Ragging committee</li> <li>• Upload any additional information</li> <li>• Details of student grievances including sexual harassment and ragging cases</li> </ul> <p><b>(Note: Data template is not applicable to this metric)</b></p>
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### Key Indicator- 5.2 Student Progression

<p><b>Metric No.</b></p>					
<p><b>5.2.1</b> <b>QnM</b></p>	<p><b><i>Number of placement of outgoing students during the year</i></b></p> <p>5.2.1.1: Number of outgoing students placed during the year</p> <table border="1" style="margin-left: 20px;"> <tr> <td><b>Year</b></td> <td>2021-2022</td> </tr> <tr> <td><b>Number</b></td> <td>10</td> </tr> </table> <p>Data requirement for year (As per Data Template)</p> <ul style="list-style-type: none"> <li>• Name of the employer with contact details</li> <li>• Number of students placed</li> </ul> <p><b>File Description (Upload)</b></p> <ul style="list-style-type: none"> <li>• Self-attested list of students placed</li> <li>• Upload any additional information</li> </ul> <p>Details of student placement during the year (Data Template)</p>	<b>Year</b>	2021-2022	<b>Number</b>	10
<b>Year</b>	2021-2022				
<b>Number</b>	10				



<p><b>5.2.2.</b> <b>QnM</b></p>	<p><b>Number of students progressing to higher education during the year</b> 5.2.2.1. Number of outgoing student progression to higher education</p> <table border="1" data-bbox="363 300 745 378"> <tr> <td><b>Year</b></td> <td>2021-2022</td> </tr> <tr> <td><b>Number</b></td> <td>56</td> </tr> </table> <p>Data Requirement: (As per Data Template) Number of outgoing students progressing to higher education</p> <p><b>File Description (Upload)</b></p> <ul style="list-style-type: none"> <li>• Upload supporting data for student/alumni</li> <li>• Any additional information</li> <li>• Details of student progression to higher education</li> </ul>	<b>Year</b>	2021-2022	<b>Number</b>	56				
<b>Year</b>	2021-2022								
<b>Number</b>	56								
<p><b>5.2.3.</b> <b>QnM</b></p>	<p><b>Number of students qualifying in state/national/ international level examinations during the year (eg: JAM/CLAT/GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/State government examinations)</b></p> <p>5.2.3.1. Number of students qualifying in state/ national/ international level examinations (eg: JAM/CLAT/NET/ SLET/ GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/ State government examinations) during the year</p> <table border="1" data-bbox="344 981 655 1059"> <tr> <td><b>Year</b></td> <td></td> </tr> <tr> <td><b>Number</b></td> <td></td> </tr> </table> <p>5.2.3.2 Number of students appearing in state/ national/ international level examinations (eg: JAM/CLAT/NET/ SLET/ GATE/ GMAT/CAT,GRE/ TOFEL/ Civil Services/ State government examinations) during the year</p> <table border="1" data-bbox="344 1218 655 1296"> <tr> <td><b>Year</b></td> <td></td> </tr> <tr> <td><b>Number</b></td> <td></td> </tr> </table> <p>Data requirement for year: (As per Data Template) Number of students selected to</p> <ul style="list-style-type: none"> <li>• JAM</li> <li>• CLAT</li> <li>• NET</li> <li>• SLET</li> <li>• GATE</li> <li>• GMAT</li> <li>• CAT</li> <li>• GRE</li> <li>• TOEFL</li> <li>• Civil Services</li> <li>• State government examinations</li> </ul> <p><b>File Description (Upload)</b></p> <ul style="list-style-type: none"> <li>• Upload supporting data for the same</li> <li>• Any additional information</li> </ul> <p><b>Number of students qualifying in state/ national/ international level examinations during the year (DataTemplate)</b></p>	<b>Year</b>		<b>Number</b>		<b>Year</b>		<b>Number</b>	
<b>Year</b>									
<b>Number</b>									
<b>Year</b>									
<b>Number</b>									

### Key Indicator- 5.3 Student Participation and Activities

Metric No.					
5.3.1 QnM	<p><i>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 year.</i></p> <p>5.3.1.1 : 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 year.</p> <table border="1"> <tr> <td>Year</td> <td>2021-2022</td> </tr> <tr> <td>Number</td> <td>00</td> </tr> </table> <p>Data requirement for year: (As per Data Template)</p> <ul style="list-style-type: none"> <li>• Name of the award/medal</li> <li>• University /State/National/International</li> <li>• Sports/Culture</li> </ul> <p><b>File Description (Upload)</b></p> <ul style="list-style-type: none"> <li>• e-copies of award letters and certificates</li> <li>• Any additional information</li> <li>• Number of awards/medals for outstanding performance in sports/cultural activities at university/state/national/international level (During the year)(Data Template)</li> </ul>	Year	2021-2022	Number	00
Year	2021-2022				
Number	00				
5.3.2 QIM	<p><i>Institution facilitates students’ representation and engagement in various administrative, co-curricular and extracurricular activities (student council/ students representation on various bodies as per established processes and norms )</i></p> <p>Describe the students’ representation and engagement in various administrative, co-curricular and extracurricular activities within a maximum of 200 words</p> <p>The institution facilitates students’ representation and engagement in various administrative, co-curricular and extracurricular activities in the institution. Students are represented in almost all the cells of the institution. The institution students Body organizes various programmes such as lecture series and seminars conducted in every semester. The academic and administrative bodies have the student’s representations enhances in decision making and culmination of leadership among the student communities.</p> <ol style="list-style-type: none"> <li>1. The Student Unions are also involved in the process of admission. It coordinates in the induction cum orientation programme in collaboration with admission cell during the admission process. It involves in taking major decision of the institution on teaching, learning, administrative and governances in collaboration with faculty members.</li> <li>2. National Service Scheme: (NSS) The student volunteers of the NSS help in developing students’ personality through community services. NSS programme officer motivates the volunteers to serve the society through various activities such as awareness programmes, plantation drive, cleanliness programme etc.</li> <li>3. Students; Welfare Cell: The Students Union representative provides suggestions on various issues with regards to students’ grievances of the</li> </ol>				

	<p>institution including an active participation in curricular, co-curricular and extracurricular activities.</p> <p>4. Library Committee: The library committee has student’s representatives and they provide important suggestions on the functioning of the library and additional books needed.</p> <p>5. Anti- Ragging Cell: The students’ representative actively participates in maintaining a ragging free environment in the campus.</p> <p>6. Women Cell: The students’ representative of the women cell to understand various issues related to women and to make the institution campus safe place for women, with the aim of intellectual and social upliftment of girls’ students.</p> <p><b>File Description</b></p> <ul style="list-style-type: none"> <li>• Paste link for additional information</li> <li>• Upload any additional information</li> </ul>				
<p><b>5.3.3.</b> <b>QnM</b></p>	<p><i>Number of sports and cultural events/competitions in which students of the Institution participated during the year (organized by the institution/other institutions)</i></p> <p>5.3.3.1. Number of sports and cultural events/competitions in which students of the Institution participated during the year</p> <table border="1" data-bbox="344 929 745 1008"> <tr> <td><b>Year</b></td> <td>2021-2022</td> </tr> <tr> <td><b>Number</b></td> <td>08</td> </tr> </table> <p>Data requirement for year: (As per Data Template)</p> <ul style="list-style-type: none"> <li>• List of events/competitions</li> </ul> <p><b>File Description</b></p> <ul style="list-style-type: none"> <li>• Report of the event</li> <li>• Upload any additional information</li> <li>• Number of sports and cultural events/competitions in which students of the Institution participated during the year (organized by the institution/other institutions (DataTemplate)</li> </ul>	<b>Year</b>	2021-2022	<b>Number</b>	08
<b>Year</b>	2021-2022				
<b>Number</b>	08				

**Key Indicator- 5.4 Alumni Engagement**

<p><b>Met ric No.</b></p>	
<p><b>5.4.1 QIM</b></p>	<p><i>There is a registered Alumni Association that contributes significantly to the development of the institution through financial and/or other support services.</i></p> <p>Describe contribution of alumni association to the institution within a maximum of 200 words.</p> <p>The Bengtol College Alumni Association (BCAA) was formed in the year 2013 with different Aims and objectives:-</p> <p>(i) To develop and maintain links among members of the alumni and enhance the image of Bengtol College through Self-enrichment, career development and role modelling in the wider society.</p> <p>(ii) To assist needy students of Institution by contributing to their academic requirement such as book allowances and financial contribution to the most necessary circumstances and</p> <p>(iii) To provide incentives such as rewards and prizes to the best alumni models with proven record of significant contribution to society. Since from its inception the Association has been rendering services by organizing various types of programmes and activities to the institution as well as in the society. However, the BCAA was registered in 2021 under the Society Registration Act, 1860. Since the Registration, the Bengtol College Alumni Association has been actively working out in helping out the students in various activities like- Books distribution to the poor students, awarding to the meritorious students of the institution, counselling programme, etc. On 10<sup>th</sup> December, 2021, the Alumni Association has organized Career Counselling Cum Motivation Programme at Subhajibhar High School. A huge number of students from class IX and X actively participated in the session and made the programme a grand success. The Alumni Association provides information about job opportunities available in their fields. The association also motivates the students for research activities by arranging motivational lectures. The institution’s Alumni Association play a very supporting and constructive role in the overall development of the institution through suggestion and encouragement towards the working the Institution.</p> <p><b>File Description:</b></p> <ul style="list-style-type: none"> <li>• Paste link for additional information</li> <li>• Upload any additional information</li> </ul>

<b>5.4.2</b> <b>QnM</b>	<b>Alumni contribution during the year (INR in Lakhs)</b> <b>Options:</b> A. $\geq 5$ Lakhs B. 4 Lakhs - 5Lakhs C. 3 Lakhs - 4Lakhs D. 1 Lakhs - 3Lakhs E. $<1$ Lakhs Data requirement for year (): <ul style="list-style-type: none"><li>• Alumni association / Name of the alumnus</li><li>• Quantum of contribution</li><li>• Audited Statement of account of the institution reflecting the receipts.</li></ul> <b>File Description</b> <ul style="list-style-type: none"><li>• Upload any additional information</li></ul> <b>(Note: Data template is not applicable to this metric)</b>
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**Criterion 6- Governance, Leadership and Management**  
**Key Indicator- 6.1 Institutional Vision and Leadership**

Metric No.	
<p><b>6.1.1</b></p> <p><b>QIM</b></p>	<p><i>The governance of the institution is reflective of and in tune with the vision and mission of the institution</i></p> <p>Describe the vision and mission statement of the institution on the nature of governance, perspective plans and participation of the teachers in the decision making bodies of the institution within a maximum of 200 words</p> <p>The institution on the nature of governance, perspective plan and participation of teachers in the decision making bodies:            Vision: To impart quality education for generation.            Mission:</p> <ol style="list-style-type: none"> <li>1. To generate quality students with positive attitude and tolerance.</li> <li>2. To sensitize against the blind belief, faith and evil practices of the society.</li> <li>3. To maintain academic excellence for generations.</li> <li>4. To provide easy access to higher education to the people of rural and backward areas.</li> </ol> <p>The vision and mission of the institution defined distinctive characteristics in terms of addressing the need of the society with the vision for future generations and objectives for providing platform in nurturing the students in building up leadership qualities for the future generations. The vision and missions are tuned with the objectives of higher education. The formal and informal arrangements in the institute to coordinate the administrative and academic planning along with the implementations signified the efforts in achieving the institutions vision and mission by providing quality education to underprivileged and rural areas students. The action plans are formulated in lined with policies under leadership of principal and the same are incorporated into strategic plans for effective implementations. The Principal along with G.B members insures policies and action plans for attaining mission of the institute. The principal makes action plans in consultation with faculty members to review outcomes from the implementations of action plans through meetings with various cells and committees. Through participative management, the faculties are involved in various decisions making bodies of the institution.</p> <p><b>File Description</b></p> <ul style="list-style-type: none"> <li>• Paste link for additional information</li> <li>• Upload any additional information</li> </ul>

<p><b>6.1.2</b></p> <p><b>QIM</b></p>	<p><i>The effective leadership is visible in various institutional practices such as decentralization and participative management.</i></p> <p>Describe a case study showing decentralization and participative management in the institution in practice within a maximum of 200 words</p> <p>The effective leadership is visible in the institutional practices such as decentralization and participative management. The institution follows the</p>
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	<p>academic calendar provided by the university which described about admission, internal assessment, extra-curricular activities and various events. The Principal of the institution leads the faculty members and HODs in all academic matters. He encourages HODs and faculty members in ensuring a proper academic environment for the benefit of students. The plans and policies for the fulfillment of the mission of the institution are executed by the faculty members. For this purpose different cells and committees had been constituted in the institute with the objectives of implementing various programmes and policies. The institution promotes participative management and runs on a decentralized management process, where different cells of the institute are given responsible for the governance of the institute. Such decentralized and participative management brings about harmony and congenial atmosphere in the institute for the overall development of the students. The principal along with the faculty members and staffs are involved in the process of decision making and its implementation. Principal welcomes the suggestions and proposal from the faculty members and cell coordinators and transforms them to applicative practices in the institution. The institution has successful and effective decentralized and participative management that are clearly evident.</p> <p><b>File Description</b></p> <ul style="list-style-type: none"> <li>• Paste link for additional information</li> <li>• Upload any additional information</li> </ul>
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### **Key Indicator- 6.2 Strategy Development and Deployment**

<b>Metric No.</b>	
<b>6.2.1</b>	<b><i>The institutional Strategic/ perspective plan is effectively deployed</i></b>
<b>QIM</b>	<p>Describe one activity successfully implemented based on the strategic plan within a maximum of 200 words</p> <p>The institutional strategic and perspective plans are effectively deployed by focusing on current trend in the higher education. The strategic plans to makes an assessment for students, faculty members, employers and plan for social outreach programmes for the people of the region in the vicinity of the institution. The institute has students' centric approach, plans are projected for considering the short term, medium term and long term development plans. The university approved curriculum is strictly adhered and faculty members and students are encouraged to take up short term courses to enhance the technical abilities, encouraging research and entrepreneurship. Alumni engagement and social outreach programme targeted in helping people of the region. The activities are planned at the beginning of the every academic year through academic calendar and suggestions from faculty members. Institution develops multidisciplinary innovation ecosystem, project based learning for students. Publishing papers by the institution encourages publishing paper to faculty members and encouraging students to do the same, project paper presentation and encourage participation conferences, organize workshop, training for faculty and organizing conferences. Introduce certificate and value added courses, guest lecturer and various activities of respective department. Industry and field survey, alumni interaction, purchase of lab equipment, software purchase etc. Periodically training of non teaching staffs are provided.</p>

	<p>Number of paper published in ISBN and ISSN has increased and students' involvement in institution magazine has also improved. More students from socially deprived section of society were exempted with minimal admission fees. Regular interaction with alumni helps students to decide on their future course of education and profession. Number of faculty members pursuing doctoral programme has increased. The implementations of plans are then discussed in the HODs meeting with the principal, followed by approval from the management.</p> <p><b>File Description</b></p> <ul style="list-style-type: none"> <li>• Strategic Plan and deployment documents on the website</li> <li>• Paste link for additional information</li> <li>• Upload any additional information</li> </ul>
<p><b>6.2.2</b> <b>QIM</b></p>	<p><i>The functioning of the institutional bodies is effective and efficient as visible from policies, administrative setup, appointment and service rules, procedures, etc.</i></p> <p>Describe the Organogram of the Institution within a maximum 200 words</p> <p>The university formulated the corporate policies for higher education to be followed by institution. The principal is the academic head, ensuring the proper conduct of all academic, extension activities and responsible for all financial matters. The GB members of the institution nominate faculty members in the bodies of Board of Management to strengthen the functioning of the institution. The programmes courses and activities are periodically evaluated by the institution for proper implementation.</p> <p>There are various cells focusing on specific task and roles in the institution. The executive leadership has shared with the Vice Principal, HODs, students Union, and IQAC Coordinator. The Vice Principal is an academic in-charge and help in academic affairs. The examination cell adheres to the rules and regulations of the evaluation system. The management encourages the faculty to participate as coordinators with various cells; this enhances leadership quality and skills. The Grievances and Redressal cell have been formed for both staffs and students. The power delegation and decentralization of authority improve the effective and efficient functioning of the institution in all each planning, decision making and implementation.</p> <p><b>File Description</b></p> <ul style="list-style-type: none"> <li>• Paste link for additional information</li> <li>• Link to Organogram of the Institution webpage</li> <li>• Upload any additional information</li> </ul>



<p><b>6.2.3.</b></p> <p><b>QnM</b></p>	<p><b>Implementation of e-governance in areas of operation</b></p> <ol style="list-style-type: none"> <li>1. Administration</li> <li>2. Finance and Accounts</li> <li>3. Student Admission and Support</li> <li>4. Examination</li> </ol> <p><b>Options:</b></p> <ol style="list-style-type: none"> <li>A. All of the above</li> <li>B. Any 3 of the above</li> <li>C. Any 2 of the above</li> <li>D. Any 1 of the above</li> <li>E. None of the above</li> </ol> <p>Data Requirements: (As per Data Template)</p> <ul style="list-style-type: none"> <li>• Areas of e-governance Administration Finance and Accounts Student Admission and Support Examination</li> <li>• Name of the Vendor with contact details</li> <li>• Year of implementation</li> </ul> <p><b>File Description (Upload)</b></p> <ul style="list-style-type: none"> <li>• ERP (Enterprise Resource Planning) Document</li> <li>• Screen shots of user interfaces</li> <li>• Any additional information</li> <li>• Details of implementation of e-governance in areas of operation, Administration etc(Data Template)</li> </ul>
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**Key Indicator- 6.3 Faculty Empowerment Strategies**

Metric No.	
<p><b>6.3.1</b></p> <p><b>QIM</b></p>	<p><b><i>The institution has effective welfare measures for teaching and non- teaching staff</i></b></p> <p>Provide the list of existing welfare measures for teaching and non- teaching staff within a maximum of 200 words</p> <p>The institution effectively implements the welfare schemes for teaching and non teaching staffs. The institution makes arrangement for availing all the government schemes such as gratuity, NPS, Earned leave, maternity leave, medical leave, leave for pursuance of Ph.D, Project or Conference, permission to attend FDP such as orientation programme, refresher courses and short term courses etc. for the career development and progression of the teaching staffs.</p> <p>Financial support for organizing workshops and seminars both at the national and International level. Wi-Fi facilities for the staffs and students inside the institution campus. Indoor game facilities for staffs to relax physically and mentally. Various other training programme such as research project and publications for teaching paternity and periodical training Ms-Office for non teaching staffs and operating fire extinguisher training for non teaching staffs.</p> <p><b>File Description</b></p>

	<ul style="list-style-type: none"> <li>• Paste link for additional information</li> <li>• Upload any additional information</li> </ul>				
<p><b>6.3.2</b> <b>QnM</b></p>	<p><b><i>Number of teachers provided with financial support to attend conferences/workshops and towards membership fee of professional bodies during the year</i></b></p> <p>6.3.2.1. Number of teachers provided with financial support to attend conferences/workshops and towards membership fee of professional bodies during the year</p> <table border="1"> <tr> <td><b>Year</b></td> <td>2021-2022</td> </tr> <tr> <td><b>Number</b></td> <td>02</td> </tr> </table> <p>Data requirement for year: (As per Data Template)</p> <ul style="list-style-type: none"> <li>• Name of the teacher</li> <li>• Name of conference/ workshop attended for which financial support provided</li> <li>• Name of the professional body for which membership fee is provided</li> </ul> <p><b>File Description:</b></p> <ul style="list-style-type: none"> <li>• Upload any additional information</li> <li>• Details of teachers provided with financial support to attend conference, workshops etc during the year (DataTemplate)</li> </ul>	<b>Year</b>	2021-2022	<b>Number</b>	02
<b>Year</b>	2021-2022				
<b>Number</b>	02				
<p><b>6.3.3</b> <b>QnM</b></p>	<p><b><i>Number of professional development /administrative training programs organized by the institution for teaching and non-teaching staff during the year</i></b></p> <p>6.3.3.1. Total number of professional development /administrative training Programmes organized by the institution for teaching and non teaching staff during the year</p> <table border="1"> <tr> <td><b>Year</b></td> <td>2021-2022</td> </tr> <tr> <td><b>Number</b></td> <td>02</td> </tr> </table> <p>Data requirement for year: (As per Data Template)</p> <ul style="list-style-type: none"> <li>• Title of the professional development Programme organized for teaching staff</li> <li>• Title of the administrative raining Programme organized for non- teaching staff</li> <li>• Dates (From-to)</li> </ul> <p><b>File Description (Upload):</b></p> <ul style="list-style-type: none"> <li>• Reports of the Human Resource Development Centres (UGCASC or other relevant centres).</li> <li>• Reports of Academic Staff Institution or similar centers</li> <li>• Upload any additional information</li> <li>• Details of professional development / administrative training Programmes organized by the University for teaching and non teaching staff (DataTemplate)</li> </ul>	<b>Year</b>	2021-2022	<b>Number</b>	02
<b>Year</b>	2021-2022				
<b>Number</b>	02				

<p><b>6.3.4</b> <b>QnM</b></p>	<p><b>Number of teachers undergoing online/face-to-face Faculty development Programmes (FDP) during the year</b> <b>(Professional Development Programmes, Orientation / Induction Programmes, Refresher Course, Short Term Course etc.)</b></p> <p>6.3.4.1. Total number of teachers attending professional development Programmes viz., Orientation / Induction Programme, Refresher Course, Short Term Course during the year</p> <table border="1" data-bbox="411 472 772 546"> <tr> <td><b>Year</b></td> <td>2021-2022</td> </tr> <tr> <td><b>Number</b></td> <td>26</td> </tr> </table> <p>Data requirement for year: (As per Data Template)</p> <ul style="list-style-type: none"> <li>• Number of teachers</li> <li>• Title of the Programme</li> </ul> <p>6.3.4.2. Duration (From-to)</p> <p><b>File Description</b></p> <ul style="list-style-type: none"> <li>• IQAC report summary</li> <li>• Reports of the Human Resource Development Centres (UGCASC or other relevant centers).</li> <li>• Upload any additional information</li> <li>• Details of teachers attending professional development programmes during the year (DataTemplate)</li> </ul>	<b>Year</b>	2021-2022	<b>Number</b>	26
<b>Year</b>	2021-2022				
<b>Number</b>	26				
<p><b>6.3.5</b> <b>QIM</b></p>	<p><b>Institutions Performance Appraisal System for teaching and non- teaching staff</b> Describe the functioning status of the Performance Appraisal System for teaching and non-teaching staff within a maximum of 200 words</p> <p>The institution has performance based appraisal system for the assessment of teaching staffs which is called PBAS (Performance Based Appraisal System). The appraisal report is based on the annual performance of the employee on the basis of their academic, research and other extra co curricular activities. All the teaching faculty members filled the prescribed format PBAS for self-Appraisal. This system encourages them to make excellent performance in teaching and learning. The institution has PBAS for an assessment of teaching staffs. This format (ABAS) is filled by the employee in a given contains for main parts. Part-1 general instruction, Part-11 Academic performance, Part-111 other related information and Part-1V commends on the self-assessment by higher category includes teaching-learning and evaluation activities. Category-2 Co-curricular, extracurricular and professional development related activities. Category-3 includes research and academic contribution Category-4 summery of API to be filled by teaching faculty. HODs revised the prescribed format to assess the altitude, behavioral and professional aspects of the faculty concerned. In the last part is the evaluation by the principal. IQAC takes up the task as per the requirement and sent it the higher authority for the conduct of DPC.</p> <p><b>File Description</b></p> <ul style="list-style-type: none"> <li>• Paste link for additional information</li> <li>• Upload any additional information</li> </ul>				

**Key Indicator- 6.4 Financial Management and Resource Mobilization**

Metric No.					
<p><b>6.4.1</b></p> <p><b>QIM</b></p>	<p><b><i>Institution conducts internal and external financial audits regularly</i></b></p> <p>Enumerate the various internal and external financial audits carried out during the year with the mechanism for settling audit objections within a maximum of 200 words</p> <p>The institution has a mechanism for conducting Internal and External audits on the financial transaction to ensure financial compliance. The institution ‘Planning and Audit Cell, conduct yearly internal financial transaction. The Cell thoroughly the income and expenditure details and the compliance report of internal audit is submitted to the management of the institution through principal. The external audit is conducted once in every year by an external agency. Chartered accountant Ajoy Deep Das (CA) a reputed firm and proprietor, Guwahati. The mechanism used to monitor effective and efficient use of finance resources before the commencement of every financial year, principal submit proposal on budget allocation by considering recommendations made by various quarters, to the management. Institution budget includes expenses such as salary, current, internet charges, maintenance cost, stationery other consumable charges etc., and non-recurring expenses like equipment purchases, furniture and other development expenses. The expenses will be monitored by the account department as per the budget allocation made by the management. In the process of internal audit, all vouchers are audited by planning and audit cell on yearly basis. The expenses incurred under different heads are thoroughly checked by verifying the bills and vouchers. If any discrepancy is found, the same is brought to the notice of the principal. The process for external audit is that the account of the institution is audited by chartered accountant regularly as per the norms of the government rules and regulations. The institution did not come across with any major audit objections during the preceding years. All this mechanisms shows transparency is maintained in financial matters. The audited statements are duly signed by the authorities of the management and chartered accountant.</p> <ul style="list-style-type: none"> <li>• Paste link for additional information</li> <li>• Upload any additional information</li> </ul>				
<p><b>6.4.2</b></p> <p><b>QnM</b></p>	<p><b><i>Funds / Grants received from non-government bodies, individuals, philanthropers during the year (not covered in Criterion III)</i></b></p> <p>6.4.2.1: Total Grants received from non-government bodies, individuals, Philanthropers during the year (INR in Lakhs)</p> <table border="1" data-bbox="373 1621 810 1697"> <tr> <td><b>Year</b></td> <td>2021-2022</td> </tr> <tr> <td><b>INR in Lakhs</b></td> <td>100000/-</td> </tr> </table> <p>Data requirement for year (As per Data Template)</p> <ul style="list-style-type: none"> <li>• Name of the non-government bodies, individuals, Philanthropers</li> <li>• Funds / Grants received</li> </ul> <p><b>File Description</b></p> <ul style="list-style-type: none"> <li>• Annual statements of accounts</li> <li>• Any additional information</li> <li>• Details of Funds / Grants received from of the non-government bodies, individuals, Philanthropers during the year (Data Template)</li> </ul>	<b>Year</b>	2021-2022	<b>INR in Lakhs</b>	100000/-
<b>Year</b>	2021-2022				
<b>INR in Lakhs</b>	100000/-				

<p><b>6.4.3</b> <b>QIM</b></p>	<p><b><i>Institutional strategies for mobilization of funds and the optimal utilization of resources</i></b></p> <p>Describe the resource mobilization policy and procedures of the Institution within a maximum of 200 words</p> <p>The institution has designed some specific rules for the fund uses and recourse utilization.</p> <ol style="list-style-type: none"> <li>1. Mobilization of funds: The students’ tuition fees are the major sources of income for the institution. Fees charged as per the university and government norms from the students.</li> <li>2. Salary Grant: The Institution receives salary grant from the government. Grant includes salaries for the full time teachers and non teaching staffs. For this, institution prepares an annual budget of the estimated salary grant required to the government.</li> <li>3. UGC Grant: Under 2F and 12B. UGC Act and permanent affiliation to the university. The institution receives grants from the RUSA for the development and maintenance of infrastructures like classroom, new buildings, extension of library buildings etc.</li> <li>4. Fund from Stakeholders: The Institution receives funds from individuals and alumni and also from library annual membership.</li> <li>5. Government and Non government agencies: Various government and non government agencies sponsored events like seminars, workshops etc.</li> </ol> <p>Institution resource mobilization policy and procedures are like Sponsorships sought from individual and corporate for skills development. The UGC cell in close coordination with the GB and the IQAC monitors the mobilization of fund and make sure that the funds are spent for the purpose for which it has been allotted. The institution GB takes a review of the mobilization of fund and utilization of funds and utilization of the sources periodically. Regular internal audit and external audit from the chartered accountant to assure that mobilization of resources are being implemented respectively.</p> <p><b>File Description</b></p> <ul style="list-style-type: none"> <li>• Paste link for additional information</li> <li>• Upload any additional information</li> </ul>
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**Key Indicator- 6.5 Internal Quality Assurance System**

<p><b>Metric No.</b></p>	<p><b><i>Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes</i></b></p> <p><b>QIM</b></p> <p>Describe two practices institutionalized as a result of IQAC initiatives within a maximum of 200 words</p> <p>Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes. The IQAC attempts persistently to bring out the total quality and persistent focus on imparting quality education through its innovative, comprehensive and flexible education policy. The Internal Quality Assurance Cell comprehends all aspects of the institutes’ functioning. IQAC of Bengtol institution was constituted on 13<sup>th</sup> March, 2013. It has been performing the following tasks:</p>
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	<ol style="list-style-type: none"> <li>1. Improvement in quality of teaching and research by regular inputs based on students' feedback.</li> <li>2. Provides various inputs towards administration for efficient resource utilization and provides best practices.</li> <li>3. The IQAC has immensely contributed towards the implementation of quality assurance strategies and processes at all levels. Gives suggestions on teaching and administrative performances on the basis of feedback analysis. The IQAC regularly meets every two months.</li> </ol> <p>The IQAC prepares and evaluates and recommends' the following approval by the institute and government secretary authorities.</p> <ol style="list-style-type: none"> <li>a. Annual Quality Assurance Report (AQAR)</li> <li>b. Self Study Report</li> <li>c. Performance Based Appraisal System (PBAS) for Career Advancement scheme (CAS)</li> <li>d. Feedback Analysis</li> </ol> <p>The IQAC planned, organized and executes the steps to include the preparation of quality manuals, in the areas of key performance indicators and consulting in the process of the entire functioning of the Institution. Through the suggestion of the IQAC the up gradation of ICT enable classroom and various reforms are being initiated. The IQAC in coordination with the administration and have been contributing towards enhanced teaching-learning process.</p> <p><b>File Description</b></p> <ul style="list-style-type: none"> <li>• Paste link for additional information</li> <li>• Upload any additional information</li> </ul>
<p><b>6.5.2</b> <b>QIM</b></p>	<p><i>The institution reviews its teaching learning process, structures &amp; methodologies of operations and learning outcomes at periodic intervals through IQAC set up as per norms and recorded the incremental improvement in various activities</i></p> <p>( For first cycle - Incremental improvements made for the preceding year with regard to quality For second and subsequent cycles - Incremental improvements made for the preceding year with regard to quality and post accreditation quality initiatives)</p> <p>Describe any two examples of institutional reviews and implementation of teaching learning reforms facilitated by the IQAC within a maximum of 200 word each</p> <p>The institution reviews its teaching learning process, structures &amp; methodologies of operations and learning outcomes at periodic intervals through IQAC set up as per norms. The IQAC contentiously reviews and takes steps to improve the quality of a teaching learning process. The institution prepares academic calendar and circulated mentioning about the admission summer, winter vacations, examination schedules, declaration of results etc. All newly admitted students have to attend orientation programme compulsorily, the student learning outcome are reviews through tutorial, seminars, field works/project and internal assessment test, continuous evaluation in the teaching learning process, and various co-curricular activities. Students are appraising of the time table, programme structures and syllabus before the commencement of semester classes. The departmental What's-App group for each semester is mandatory to keep the students updated. The Principal makes random visit to ensure smooth functioning of the classes. IQAC regularly prepares feedback forms for the students to take feedback. Appropriate</p>

	<p>steps are taken to enhance teaching learning process. Feedback is properly analyzed through IQAC and improvement on the basis of feedback is implemented under the initiative of IQAC recommendations. The use of ICT tools has become an integral part in teaching learning process. IQAC initiated and encouraged teachers to utilize ITC tools in academic. Each department are allotted with one projector and audio system (Bluetooth enabled sound system). To enrich ITC infrastructures the administration has purchased, Broadband internet Wi-Fi facilities. The teachers use ITC by arranging different workshops, group discussions, and Google apps and also arrange for handling ITC instruments for students seminar presentation. Through IQAC initiatives faculty exchange programmes are conducted. In the teaching learning process the intensity of ITC classes is held regularly at the ICT enabled rooms and language lab. The institution installed two suggestion boxes where students and other stakeholders can drop suggestions. This are analyzed and appropriate actions are inculcated in the teaching learning process for improvement.</p> <p><b>File Description</b></p> <ul style="list-style-type: none"> <li>• Paste link for additional information</li> <li>• Upload any additional information</li> </ul>
<p><b>6.5.3</b> <b>QnM</b></p>	<p><b>Quality assurance initiatives of the institution include:</b></p> <ol style="list-style-type: none"> <li>1. Regular meeting of Internal Quality Assurance Cell (IQAC); Feedback collected, analyzed and used for improvements</li> <li>2. <i>Collaborative quality initiatives with other institution(s)</i></li> <li>3. Participation in NIRF</li> <li>4. <i>any other quality audit recognized by state, national or international agencies (ISO Certification, NBA)</i></li> </ol> <p><b>Options:</b></p> <ol style="list-style-type: none"> <li>A. All of the above</li> <li>B. Any 3 of the above</li> <li>C. Any 2 of the above</li> <li>D. Any 1 of the above</li> <li>E. None of the above</li> </ol> <p>Data requirement for year: (As per Data Template)</p> <p><b>Quality initiatives</b></p> <ul style="list-style-type: none"> <li>• AQARs prepared/submitted</li> <li>• Collaborative quality initiatives with other institution(s)</li> <li>• Participation in NIRF</li> <li>• Any other quality audit recognized by state, national or international agencies (ISO Certification, NBA)</li> </ul> <p><b>File Description</b></p> <ul style="list-style-type: none"> <li>• Paste web link of Annual reports of Institution</li> <li>• Upload e-copies of the accreditations and certifications</li> <li>• Upload any additional information</li> <li>• Upload details of Quality assurance initiatives of the institution(Data Template)</li> </ul>

**Criterion 7 – Institutional Values and Best Practices**

**Key Indicator - 7.1 Institutional Values and Social Responsibilities**

Metric No.	Gender Equity
<p><b>7.1.1</b></p> <p><b>QIM</b></p>	<p><b><i>Measures initiated by the Institution for the promotion of gender equity during the year.</i></b></p> <p>Describe gender equity &amp; sensitization in curricular and co-curricular activities, facilities for women on campus etc., within 200 words.</p> <p>Measure initiated by the Institution for the promotion of gender equity during the year. Institution has a strong ethical work culture and observed high ethical standards in administrative set up of the institution. Equal opportunities are provided for all individuals irrespective of religion, race, caste, creed etc. Safety and security along with gender equity in the working atmosphere at the institution. Gender sensitivity is inherent values in the cultural ethos of the institution. Security check post at the campus entries. Anti-ragging measures are strictly implemented, awareness campaigns on women safety and gender sensitivity through awareness lectures series organized by Women cell. Institution has hostels for both boys and girls with appropriate security. The institution campus is under surveillance with CC Cameras (13) installed at prominent locations. A complaint-Suggestion box is arranged to receive grievances for suggestions from the students. The institution has common rooms allocated for boys and girls with required facilities. The Doctor chamber is available with a qualified physician. The institution promotes sensitization through co-curricular activities like workshops, seminars, guest lectures, counseling etc. The Institution organized ‘Self- defense (Karate) training for the girl’s students.</p> <p><b><i>Provide Web link to:</i></b></p> <ul style="list-style-type: none"> <li>• Annual gender sensitization action plan</li> <li>• Specific facilities provided for women in terms of:             <ol style="list-style-type: none"> <li>a. Safety and security</li> <li>b. Counseling</li> <li>c. Common Rooms</li> <li>d. Day care center for young children</li> <li>e. Any other relevant information</li> </ol> </li> </ul>
	<p><b>Environmental Consciousness and Sustainability</b></p>



<p><b>7.1.2</b></p> <p><b>QnM</b></p>	<p><b><i>The Institution has facilities for alternate sources of energy and energy conservation measures</i></b></p> <ol style="list-style-type: none"> <li>1. Solar energy</li> <li>2. Biogas plant</li> <li>3. Wheeling to the Grid</li> <li>4. Sensor-based energy conservation</li> <li>5. Use of LED bulbs/ power efficient equipment</li> </ol> <p><b>Options:</b></p> <ol style="list-style-type: none"> <li>A. 4 or All of the above</li> <li>B. Any 3 of the above</li> <li>C. Any 2 of the above</li> <li>D. Any 1 of the above</li> <li>E. None of the above</li> </ol> <p><b>Upload:</b></p> <ul style="list-style-type: none"> <li>• Geo tagged Photographs</li> <li>• Any other relevant information</li> </ul> <p><b>(Note: Data template is not applicable to this metric)</b></p>
<p><b>7.1.3</b></p> <p><b>QIM</b></p>	<p><b><i>Describe the facilities in the Institution for the management of the following types of degradable and non-degradable waste (within 200 words)</i></b></p> <ul style="list-style-type: none"> <li>• Solid waste management: The Institution takes initiatives for solid waste management by providing dustbin at every classroom, teacher’s common rooms and departmental rooms. For collection of solid waste from the dustbins, on the eastern side of institution porch at large commercial size dustbins is used for accumulation of daily solid waste. There are different types of waste disposed in the institution for which there is proper system management system. The waste are disposed after due segregation of biodegradable and non-degradable waste. Food waste dustbins are kept in the canteen and girls and boys hostels for collection of food waste. They are collected for the piggery at the girls’ hostel.</li> <li>• Liquid waste management: Waste water is carried out through pipeline where an open tap in front of the institution office is channeled in such a way that it watered the flower garden in front of the departmental block.</li> <li>• Biomedical waste management: The Institution has adequate provision for biomedical waste management. An Incinerator is installed at girls’ hostel for proper disposal of female sanitarium waste. The institution does not have other biomedical waste materials apart from mentioned above.</li> <li>• E-waste management: The institution E-waste generated in the institution that of electronic wastes, devices used electronic parts, burned electric bulbs, wires broken, computer etc., such wastes are segregated for either reuse, resell, salvage, recycling or appropriately disposed through local hawkers for proper disposal of e-waste at the Bongaigaon.</li> <li>• Waste recycling system: The institution does not have any recycling facilities, so there is no waste management recycling system.</li> <li>• Hazardous chemicals and radioactive waste management: There is no hazardous chemical and radioactive waste management system in the institution.</li> </ul> <p><b>Provide web link to</b></p> <ul style="list-style-type: none"> <li>• Relevant documents like agreements/MoUs with</li> <li>• Government and other approved agencies</li> <li>• Geo tagged photographs of the facilities</li> </ul>

	<ul style="list-style-type: none"> <li>Any other relevant information</li> </ul>
<p><b>7.1.4</b></p> <p><b>QnM</b></p>	<p><b><i>Water conservation facilities available in the Institution:</i></b></p> <ol style="list-style-type: none"> <li>Rain water harvesting</li> <li>Bore well /Open well recharge</li> <li>Construction of tanks and bunds</li> <li>Waste water recycling</li> <li>Maintenance of water bodies and distribution system in the campus</li> </ol> <p><b>Options:</b></p> <ol style="list-style-type: none"> <li>Any 4 or all of the above</li> <li>Any 3 of the above</li> <li>Any 2 of the above</li> <li>Any 1 of the above</li> <li>None of the above</li> </ol> <p>Upload :</p> <ul style="list-style-type: none"> <li>Geo tagged photographs / videos of the facilities</li> <li>Any other relevant information</li> </ul> <p><b>(Note: Data template is not applicable to this metric)</b></p>
<p><b>7.1.5</b></p> <p><b>QnM</b></p>	<p><b><i>Green campus initiatives include</i></b></p> <p>7.1.5.1. The institutional initiatives for greening the campus are as follows:</p> <ol style="list-style-type: none"> <li>Restricted entry of automobiles</li> <li>Use of Bicycles/ Battery powered vehicles</li> <li>Pedestrian Friendly pathways</li> <li>Ban on use of Plastic</li> <li>landscaping with trees and plants</li> </ol> <p><b>Options:</b></p> <ol style="list-style-type: none"> <li>Any 4 or All of the above</li> <li>Any 3 of the above</li> <li>Any 2 of the above</li> <li>Any 1 of the above</li> <li>None of the above</li> </ol> <p><b>Upload</b></p> <ul style="list-style-type: none"> <li>Geo tagged photos / videos of the facilities</li> <li>Any other relevant documents</li> </ul> <p><b>(Note: Data template is not applicable to this metric)</b></p>
<p><b>7.1.6</b></p> <p><b>QnM</b></p>	<p><b><i>Quality audits on environment and energy are regularly undertaken by the institution</i></b></p> <p>7.1.6.1. The institutional environment and energy initiatives are confirmed through the following</p> <ol style="list-style-type: none"> <li>Green audit</li> <li>Energy audit</li> <li>Environment audit</li> <li>Clean and green campus recognitions/awards</li> <li>Beyond the campus environmental promotional activities</li> </ol> <p><b>Options:</b></p> <ol style="list-style-type: none"> <li>Any 4 or all of the above</li> <li>Any 3 of the above</li> <li>Any 2 of the above</li> </ol>

	<p>D. Any 1 of the above E. None of the above</p> <p>Upload:</p> <ul style="list-style-type: none"> <li>• Reports on environment and energy audits submitted by the auditing agency</li> <li>• Certification by the auditing agency</li> <li>• Certificates of the awards received</li> <li>• Any other relevant information</li> </ul> <p><b>(Note: Data template is not applicable to this metric)</b></p>
<p><b>7.1.7</b> <b>Q<sub>n</sub>M</b></p>	<p><b><i>The Institution has Divyangjan-friendly, barrier free environment</i></b></p> <ol style="list-style-type: none"> <li>1. Built environment with ramps/lifts for easy access to classrooms.</li> <li>2. <b><i>Divyangjan</i></b> -friendly washrooms</li> <li>3. Signage including tactile path, lights, display boards and signposts</li> <li>4. Assistive technology and facilities for persons with <b><i>Divyangjan</i></b> accessible website, screen-reading software, mechanized equipment</li> <li>5. Provision for enquiry and information : Human assistance, reader, scribe, soft copies of reading material, screen reading</li> </ol> <p><b>Options:</b></p> <p>A. Any 4 or all of the above B. Any 3 of the above C. Any 2 of the above D. Any 1 of the above E. None of the above</p> <p>Upload:</p> <ul style="list-style-type: none"> <li>• Geo tagged photographs / videos of the facilities</li> <li>• Policy documents and information brochures on the support to be provided</li> <li>• Details of the Software procured for providing the assistance</li> <li>• Any other relevant information</li> </ul> <p><b>(Note: Data template is not applicable to this metric)</b></p>
	<p><b>Inclusion and Situatedness</b></p>
<p><b>7.1.8</b> <b>Q<sub>1</sub>M</b></p>	<p><b><i>Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and other diversities (within 200 words).</i></b></p> <p>The institution had initiated an effort in providing an inclusive environment to promote better education, economics, social awareness and sense of communal harmony. The institution under the mission Unnat Bharat Abhiyaan (under Ministry of HRD). Two villages in Bengtol area have been adopted, to conduct activities for the socio-economic development. The institution has conducted lectures in these villages for increasing their environmental and ethical awareness such as degradations of environment through deforestation. The institution adopted two primary schools Durgapur Sudempuri LP School and Salbari Bathabari LP school. In this villages institution organized extension activities through NSS as part of education social responsibilities. The extensions activities are targeted on a holistic environment for students' development. The NSS Unit of the institution organized special camp at Durgapur Sudempuri addressing various needs and problems in the adopted village through economics survey, education awareness, and plantation programmes and provides fencing in the adopted school. The approach road repairing, cleanliness and sanitization and health awareness have been conducted in the area to raise socio-economic awareness. The</p>

	<p>students participation in all the Extension Activities created an awareness in social responsibilities and uplift the feelings of unity, leadership by acquainting with the different cultural, regional, linguistic, communal socio-economic. This had created an inclusive environment in the institution and towards the society. The Institution celebrated cultural Rally and College week, Constitution day, etc. to teach tolerance and harmony to the student.</p> <p><b>Provide Web link to:</b></p> <ul style="list-style-type: none"> <li>• Supporting documents on the information provided (as reflected in the administrative and academic activities of the Institution)</li> <li>• Any other relevant information.</li> </ul>
	<p><b>Human Values and Professional Ethics</b></p>
<p><b>7.1.9</b>  <b>QIM</b></p>	<p><b><i>Sensitization of students and employees of the Institution to the constitutional obligations: values, rights, duties and responsibilities of citizens</i></b></p> <p>Describe the various activities in the Institution for inculcating values for being responsible citizens as reflected in the Constitution of India within 200 words.</p> <p>The institution is committed to promote ethics and values amongst students and faculty members. The institution organizes national festivals, anniversaries of great Indian personalities and local as well.</p> <ol style="list-style-type: none"> <li>1. The Constitution days is celebrated on 26<sup>th</sup> November. Political Science department HOD and Vice Principal delivered lectures on Constitution’</li> <li>2. The Institution inculcates a feeling of oneness among the student community through various practices and programme.</li> <li>3. International Women’s’ Day is observed on 8<sup>th</sup> March. Women Cell organized symposium on the topic of gender Equality Today for the Sustainable Tomorrow and was also held on the topic Legal Rights of women’s by inviting various expertise and advocates.</li> <li>4. World Environment day is also observed on 5<sup>th</sup>, June.</li> <li>5. Teacher’s day is observed birth anniversary of Dr. Sarvepalli Radhakrishnan.</li> <li>6. International Yoga day is observe on 21<sup>st</sup>. June. By hosting Yoga session as initiated by Government of India on the theme-Azadi Ka Amrit Mahotsav to celebrate and commemorate 75<sup>th</sup> years of Independence and glorious history of its culture and achievements.</li> <li>7. Gandhi Jayanti is observed on 2<sup>nd</sup> October to mark birth anniversary of Mahatma Gandhi to spread the message of truth, peace, and trust amongst the students.</li> <li>8. Rashtriya Ekta Diwas is celebrated on birth anniversary of Sardar Patel as National Unity Day.</li> <li>9. Bodo Literary Day is observed (Bodo Thunlai Jwnwm San) on 16<sup>th</sup> November as birth day of Bodo Literary Day.</li> </ol> <p><b>Provide we blink to :</b></p> <ul style="list-style-type: none"> <li>• Details of activities that inculcate values; necessary to render students in to responsible citizens</li> <li>• Any other relevant information</li> </ul>

<b>7.1.10</b>  <b>QnM</b>	<p><b><i>The Institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic programmes in this regard.</i></b></p> <ol style="list-style-type: none"><li>1. The Code of Conduct is displayed on the website</li><li>2. There is a committee to monitor adherence to the Code of Conduct</li><li>3. Institution organizes professional ethics programmes for students, teachers, administrators and other staff</li><li>4. Annual awareness programmes on Code of Conduct are organized</li></ol> <p>The Institution has a well defined code of conduct for the Students, teachers, administrators and other staff and conducts periodic programmes they are as follows respectively;-</p> <p>Code of conduct for student:</p> <ol style="list-style-type: none"><li>a). students are to maintain the highest standards of discipline and good manner and discipline by following the rules and regulations of the Institution.</li><li>b) The student must be punctual and regular in their attendance. The student must attend the class within time and the Institution has regulation that the student must have at least 75% of the class attendance.</li><li>c) No student shall enter or leave the class room without the permission of the teacher in session.</li><li>d) Student seminar, group discussion, project presentation, interaction session etc., it is compulsory that all the students concerned class be present for the entire session.</li><li>e) All kinds of tattooing hair styling etc. which is against the existing academic norms and values of the institution.</li><li>F) As per the government order, students shall not bring for wheel vehicles inside the campus.</li><li>G) Hooting, whistling, loitering etc. is treated as indiscipline.</li><li>h) Students must take prior permission from the authority for organizing any discussion, campaign for forum inside the campus.</li><li>i) Banned on any addictive substances tobacco, cigarette, alcohol, drugs etc.</li></ol> <p>Code of Ethics for faculties:</p> <ol style="list-style-type: none"><li>1. Teachers must regard themselves as learners and engage in continual professional development.</li><li>2. Interest in their profession through responsible ethical practiced.</li><li>3. Contribute to the development and promotion of sound education.</li><li>4. Teachers must contribute to development and reflective professional culture.</li><li>5. Treat colleagues with respect and create congenial work place.</li><li>6. Respect confidential information on official information on colleagues and official secrets.</li><li>7. Indiscipline or misbehavior such as subordination shall be dealt by teacher councils or departmental heads or the principal.</li></ol> <p><b>Options:</b></p> <ol style="list-style-type: none"><li>A. All of the above</li><li>B. Any 3 of the above</li><li>C. Any 2 of the above</li><li>D. Any 1 of the above</li><li>E. None of the above</li></ol> <p><b>Upload:</b></p> <ul style="list-style-type: none"><li>• Code of ethics policy document</li><li>• Details of the monitoring committee composition and minutes of the committee meeting, number of programmes organized, reports on the various</li></ul>
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	<p>programs etc., in support of the claims.</p> <ul style="list-style-type: none"> <li>Any other relevant information</li> </ul> <p><b>(Note: Data template is not applicable to this metric)</b></p>
<p><b>7.1.11</b> <b>QIM</b></p>	<p><b><i>Institution celebrates / organizes national and international commemorative days, events and festivals</i></b></p> <p>Describe the efforts of the Institution in celebrating /organizing national and international commemorative days, events and festivals during the year within 200 words</p> <p>The institution is committed to promote ethics and values amongst students and faculty members. The institution organizes national festivals, anniversaries of great Indian personalities and local as well.</p> <ol style="list-style-type: none"> <li>International Women’s’ Day is observed on 8<sup>th</sup> March. Women Cell organized symposium on the topic of gender Equality Today for the Sustainable Tomorrow and was also held on the topic Legal Rights of women’s by inviting various expertise and advocates.</li> <li>Dr. B.R Ambedkar 14<sup>th</sup> April, birth anniversary.</li> <li>World Environment day is also observed on 5<sup>th</sup>. June ‘</li> <li>Teacher’s day is observed birth anniversary of Dr. Sarvepalli Radhakrishnan.</li> <li>International Yoga day is observe on 21<sup>st</sup>. June. By hosting Yoga session as initiated by Government of India on the theme-Azadi Ka Amrit Mahotsav to celebrate and commemorate 75<sup>th</sup> years of Independence and glorious history of its culture and achievements.</li> <li>Gandhi Jayanti is observed on 2<sup>nd</sup> October to mark birth anniversary of Mahatma Gandhi to spread the message of truth, peace, and trust amongst the students.</li> <li>NSS Day is observed on 24<sup>th</sup> September with their theme “the best way to find yourself to lose yourself in the service of others”.</li> <li>Rashyriya Ekta Diwas is celebrated on birth anniversary of Sardar Patel as National Unity Day.</li> <li>Constitution day is celebrated on 26<sup>th</sup> November. By organizing lectures.</li> </ol> <p><b>Provide we blink to :</b></p> <ul style="list-style-type: none"> <li>Annual report of the celebrations and commemorative events for the last (During the year)</li> <li>Geo tagged photographs of some of the events</li> <li>Any other relevant information</li> </ul>

**Key Indicator - 7.2 Best Practices**

<b>Metric No.</b>	
<p><b>7.2.1</b> <b>QIM</b></p>	<p><b>Describe two best practices successfully implemented by the Institution as per NAAC format provided in the Manual.</b></p> <p><b>I)</b></p> <ol style="list-style-type: none"> <li>Title of the Practice: Improvement of Teaching through Digital Mode of Teaching</li> </ol>

2. Objectives of Practices:

Adaptation of ICT and innovative method in teaching-learning process. Ensuring completion of syllabus courses through ICT adoption in class room teaching and changing the traditional mode of teaching-learning inculcates the student's participation increase in the process of learning.

3. Context:

Sluggish and hurried coverage of syllabus at the end of the semester are done away through the utilization of ICT facilities. The attention and attendance of the class had increased and the teachers also have enough time for early coverage of syllabus and students becomes more aware of the syllabus context and comprehensive from this teaching and learning process.

4. The Practice:

This is to make use of the resources available with the institution digital content. The practice of Academic Calendar of events and holidays are prepared and uploaded in institution Website for information of the students and the staffs. In time syllabus coverage with enough time to comprehend the topic and assimilation of the facts through power point presentation, assignment, test, and evaluation are improved, uses of Google docs for information sharing through ICT classes. The institution has eight class rooms with ICT ready and all the department are provided with projector and Bluetooth sound system to enable for ICT classes. The teacher under this prepared digital content through video lectures, PPTs, study material, through such platforms the teaching and learning is improved.

5. Evidence of Success:

This practice has become essentially for the teacher to adapt to the latest pedagogic technique in view with ICT in classroom teaching. The students are motivated for extensive interaction and participation in the process of proper guidance and practical knowledge acquired by the students is increased.

6. Problem interfered and resource required:

All teachers adapting to new technology, the know-how to create of digital content which is the most challenging task for the faculty members. These arises the need of training from the expert in the new technology, practical knowledge need to be acquired with constantly practice for familiarizing in creating digital content are to be inculcated among the faculty members.

II)

1. Title of the Practice:

The implication for Eco-friendly Theme Campaign and Practice:

In to make sustainable life style for the students and society.

2. Objectives of the Practice:

A noble initiative to make plan for safer generation to inculcate greater responsibilities on mitigation towards the effects of drastic climate change in the last few decades and efforts make by the institution in the surrounding areas to make green zone by adopting plantation and awareness programme etc.

3. The Practices: The institution under the guidelines of the affiliating university and administration initiative for new students who got admitted are made mandatory for each one of them to plant one sapling of their choice at the institution campus., the institution own Solar energy produce 10 kilowatt of power for own consumes of energy. The institution also used LED light bulbs, and provides refrigerated water machine at the strategic place for in the institution, used of electronics instead of paper in most of the official process.

4. Evidence of Success:

	<p>The self-reliance energy through solar energy which is enough for run the institution, power grid, used of renewable energy. The institution evolves students towards the protection of ecology. Through tree plantation drives for the new students and NSS Unit has been able to organize various plantation drive and celebrated World Environmental Day to create awareness among the students o protect the environment. The students have fresh ideas of go green and this could bring a bright future of the generation to come.</p> <p><b>5. Problem Encountered and Resources Required:</b></p> <p>The solar energy which is renewable energy installed in the institution can generate 10 kilowatt of electrical energy which is not only sufficient but rather surplus. The maintenance required is tremendous since the institution do not have any expert in this field. Therefore the frequent break down of the storage batteries and to bring the mechanics expertise in this regards. Therefore, the institution supplemented energy requirement in the absent of solar power, by diesel generator with capacity of power generation of 30 KVA, with huge drain, huge exchequer on fossil fuels.</p> <p><b>Provide web link to:</b></p> <ul style="list-style-type: none"><li>• Best practices in the Institutional web site</li><li>• Any other relevant information</li></ul>
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**Note:**

**Format for Presentation of Best Practices  
(Institution should submit the Best Practices in this format only)**

**1. Title of the Practice**

This title should capture the keywords that describe the practice.

**2. Objectives of the Practice**

What are the objectives / intended outcomes of this “best practice” and what are the underlying principles or concepts of this practice? (In about 20 words)

**3. The Context**

What were the contextual features or challenging issues that needed to be addressed in designing and implementing this practice? (in about 30 words)

**4. The Practice**

Describe the best practice and its uniqueness in the context of India higher education. What were the constraints / limitations, if any, faced? (in about 50 words)

**5. Evidence of Success**

Provide evidence of success such as performance against targets and benchmarks, review/results. What do these results indicate? Describe in about 40 words.

**6. Problems Encountered and Resources Required**

Please identify the problems encountered and resources required to implement the practice (in about 30 words).

**7. Notes (Optional)**

Please add any other information that may be relevant for adopting/ implementing the



Best Practice in other institutions (in about 30 words).

Any other information regarding Institutional Values and Best Practices which the institution would like to include.

**Key Indicator - 7.3. Institutional Distinctiveness**

<b>Metric No.</b>	
<b>7.3.1</b>  <b>Q1M</b>	<p><b><i>Portray the performance of the Institution in one area distinctive to its priority and thrust within 200 words</i></b></p> <p>The institution is focusing on overall development of all the students especially girl students to make them aware of the importance of education and enabling them for confident building and self-reliant. Even though our students are from rural area of Bodoland Territory Region (BTR) of Assam, belonging from illiterate families, economically and socially backward classes (Plain Schedule Tribe). Some of our students are first generation learner in higher education. The institution is the platform to motivating their confidence by providing proper guidance and awareness on social, environmental and gender issues and opportunities. To make the society a better place. It is very much importance in the overall progress and development of the institution. With this view our college has its own mission accordingly we always try to function uniquely, innovatively and distinctively from the other institutions. An importance thrust towards girl's students to make them confident, special programmes such as karate coaching class, yoga and various programmes relating to Beti bachao Beti Padao by conducting lectures series, and on the importance of hygiene, and girl trafficking issues etc. The girls participation in competitions specially girls football, Kabadi, etc. The girl students are not only given in personal safety and growth but they are given organizational skills. It is also noticed that girls' enrolment percentage is more or else same and sometimes more than boy students.</p> <p><b>Provide web link to:</b></p> <ul style="list-style-type: none"><li>• Appropriate web in the Institutional website</li><li>• Any other relevant information</li></ul>

**Future Plans of action for next academic year (200 words)**

**Future Plans of action for next academic year**

Internal Quality Assurance Cell (IQAC) has been continuously planning for betterment for the institution and identified. The objectives of the institution should try to achieve during the period. These are as follows:

- 1) To facilitate continuous up-gradation and use of ICT by faculty members and students.
- 2) To create awareness and initiate measures for protection and promotion of environment.
- 3) To fulfill social obligations through NSS Unit, extension services by organizing various programmes and activities for the community.
- 4) To initiate creation towards awareness and promotion of environmental protection.
- 5) To monitor Quality Assurance and enhancement activities and to obtain ISO certificate.
- 6) Automation of office administration process.
- 7) To make available all information online on the institution website.
- 8) To provide staff benefit and welfare measures.
- 9) Plan to upgrade library resources to include digital content for easy access.
- 10) To facilitate faculty exchange programmes with other institutions.
- 11) To inter into MOU's with corporate and other associate.
- 12) To strengthen relation with Alumni.
- 13) To implement technique to enable improvements in the teaching and learning, evaluation process and measurement of learning outcomes.
- 14) To organize extension activities with the objective towards the better society and to create awareness on various social issues.
- 15) To introduce Job-Oriented and skill courses like traditional handicraft, electric mechanics plumber for boys and handloom, tailoring, beautician for girls etc.
- 16) The Women Cell had initiated for the production of pickle production for generation of funds.
- 17) The institution also has the plan for introduction of PG courses for various departments.
- 18) The government of Assam has plan for opening of Science stream under graduate (B.Sc.) at the institution.
- 19) There is plan for introduction of Agriculture cultivation, for Banana plantation, seasonal fruits and vegetables, a plan for manure production through decomposition of bio-degradable waste.

**Name: Dr. Mallika Basumatary**

**Name: Dr. Ranjit Kr. Narzary**

  
Co-ordinator, IQAC  
Bengtol College, Bengtol

  
Principai,  
Bengtol College  
Bengtol.

\_\_\_\_\_  
**Signature of the Coordinator, IQAC**

\_\_\_\_\_  
**Signature of the Chairperson, IQAC**

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**Abbreviations:**

CAS	-	Career Advancement Scheme
CAT	-	Common Admission Test
CBCS	-	Choice Based Credit System
CE	-	Centre for Excellence
COP	-	Career Oriented Programme
CPE	-	Institution with Potential for Excellence
DPE	-	Department with Potential for Excellence
GATE	-	Graduate Aptitude Test
NET	-	National Eligibility Test
PEI	-	Physical Education Institution
SAP	-	Special Assistance Programme
SF	-	Self Financing
SLET	-	State Level Eligibility Test
TEI	-	Teacher Education Institution
UPE	-	University with Potential Excellence

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