



SELF STUDY REPORT

FOR

3rd CYCLE OF ACCREDITATION

BARNAGAR COLLEGE

VILL NIZ-DAMAHA, PO BARNAGAR COLLEGE VIA SORBHOG DIST BARPETA
781317

www.barnagarcollege.ac.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

July 2023

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

As a result of the rigorous and incessant labour of a group of socially responsible and educationally conscious individuals under the able and dynamic leadership of **Late Ghanashyam Talukdar**, *Barnagar College* found its existence. Barnagar College, Sorbhog, standing with pride in a pollution-free and idyllic setting and disseminating Higher Education among the rural and economically marginalised population of the greater Barnagar Area is one of the leading HEIs in *Barpeta* district of Assam. Situated near the *National Highway No. 31*, the college is easily accessible both by road and rail. The college campus covers 30 bighas of land.

The college was established on the 3rd September 1962 and it entered into the deficit system of Grants-in-aid in December 1972 under the Govt. of Assam. The college has the affiliation under Section 2(f) since 1969 and 12(B) since 2015. The college has so far faced **two** cycles of **NAAC A&A-** in 2004 and 2016. In both A&A, the college was awarded a **B grade** by NAAC. The College celebrated 50 years of its profound existence in the year 2012.

Barnagar College is marching ahead with pride in its journey towards educational accomplishments illuminating society with knowledge and is motivated enough to continue its journey in future as well. The college Started as a single Stream Arts College, later the Commerce Stream was added in 2008 as a self-financed stream, and in 2017 the Stream was added to the college with due approval of Assam Govt. with the post creation of *21 Teaching* and *6 Non-teaching Staff*. College at present is offering Post Graduate (PG) courses in Political Science, Assamese and History that started in 2017, 2018 and 2020, respectively. The college is now planning to introduce PG courses in Economics and Zoology Departments.

At present, the college is offering 16 Undergraduate and 3 Post-Graduate Programmes, and various Add-on Certificated courses. It has a faculty strength of 67 Full-time Teachers (out of 69 Sanctioned Posts) and 27 Non-teaching Staff (out of 28 Sanctioned posts). It has signed MoUs/Linkages with other Institutes in order spread the canvas of knowledge sharing and transfer.

Vision

The vision of the college is to enlighten society with the light of Higher Education, disseminate quality education, instill moral and ethical values, and foster amity and mutual camaraderie among different sections of society. The college aspires to provide much-deserved exposure of Higher Education to the prospective youths of the society so that they get the opportunity to explore their potential best.

Mission

In conformity with its vision, Barangar College, Sorbhog undertakes the following mission:

1. To create an atmosphere of objective and unbiased exchange of knowledge
2. To establish an educational environment where students get the freedom to interact with quality teachers and resource persons.

3. To include new vistas of knowledge and study into the list of programmes or courses offered by the college so that aspiring youths get more options in programme selection.
4. To nurture students joining the college to grow into accountable individuals and responsible citizens of the world.
5. To incorporate the latest technology of teaching-learning with an intention to provide the best and the most up-to-date experience to the teachers and learners.
6. To bring higher education closer to the society which is, for the most part, marginalised on the economic and education front.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

1. Adequate infrastructure
2. Young and energetic faculty
3. ICT Facility
4. Add-on courses
5. Friendly Student-Teacher relation
6. Eco-Friendly Campus
7. MOUs/ Linkages
8. NCC and NSS wings of the college train students to be disciplined and
9. oriented towards nation building
10. Easily accessible of Members of the Governing Body to convey messages regarding important decisions related to the administration of the college which is one of the important instruments for growth and development
11. As it is situated in a rural setting the evil and anti-academic forces have little impact on the academic atmosphere of the college.
12. Ragging-free environment
13. Transparent Examination System

Institutional Weakness

1. Lack of funds for research
2. Lack of Boys' Hostel
3. Lesser number of publications
4. A high percentage of students drop-out
5. Absence of fully automated digital library.
6. As the college is located in a rural area, the students lack the opportunity to purchase books and other essentials locally.
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Institutional Opportunity

1. Scope of introducing PG courses in more departments.

2. Scope of opening vocational courses
3. More MoUs/Linkages can be formed
4. Scope to introduce more career-oriented courses.
5. The college has vast land resources lying vacant which can be used for agricultural purposes.
6. The college has a large campus for future academic expansion and infrastructural growth.
7. Students can study with minimal expenditure in comparison with the city colleges.
8. Students have easy access to the college authority.

Institutional Challenge

1. As a pioneer Higher Education institute, the College has been facing challenges as far as developing linkage with industry and NGOs are concerned.
2. Slow expansion and diversification in higher education in the context of the present-day globalized situation.
3. Growing competition from private institutions of higher education.
4. High enrolment of students in the context of the semester system and enhancement of quality education.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

Barnagar College, Sorbhog is affiliated with Gauhati University, Guwahati and as such, the effective implementation of the curriculum (both undergraduate and post-graduate) prescribed by the university is implemented by the college with utmost sincerity. The College has developed a structured mechanism for effective curriculum delivery and documentation. In the college, Academic Calendar and Class Timetable are made by the Academic Committee and the Routine Committee, respectively.

As part of documentation of various curricular activities *Teacher diaries*, *Teacher Log Books*, *HoD's Diaries*, and *Mentor-Mentee Record Book* are maintained in the department and reported by respected HoD in meetings with the IQAC.

The college further undertakes Faculty exchange programmes to provide students with newer learning experience.

CIE is done sincerely in terms of various academic activities such as quizzes, class tests, etc.

There are **smart classrooms** and **video conference** facilities in the college that enable teachers to use ICT tools on the campus. The college has a registered **Google Workspace** Account for Educational purposes which has enabled the teachers of the college to conduct classes, assign homework, and assess students online.

Apart from instructing teachers to incorporate issues relevant to Professional ethics, Gender, Human Values, Environment and Sustainability, the college undertakes various awareness programmes on them.

Further, the college offers Add-on Certificate and Diploma courses that are either career oriented or based on

inculcating human and ethical values.

More than 70% of students enrolled undertake Project or Field Work. They need to submit Project or Field Reports as part of partial fulfilment of the course.

The college takes feedback from 5 stakeholder: Students, Teachers, Employers, Alumni and Parents. The collected Feedback is analysed by IQAC and submitted to appropriate bodies. The Action Taken Report is uploaded on the college website.

Teaching-learning and Evaluation

The College believes in the ideology that for teaching-learning to be successful learners must be provided with an environment which demands their active participation, where they may experience what they learn, and where they may get the opportunity to solve problems while learning. As such, students are involved in student centric, experiential, participative and problem-solving learning. In last five years more than 70% of students underwent at least one course which required a Project Submission or a Field Visit.

In the college, **92.2%** posts of teachers are filled with more than **75%** teachers are **NET/SET/SLET/ PhD** qualified that lends the college a vibrant enlightening atmosphere.

The **evaluation mechanism** of the college is transparent and robust. Starting from informing students about sessional examination well in advance, setting of question papers, to evaluation and declaration of result and marks among students, the college maintains transparency. There is a time bound grievance redressal mechanism managed by the **Examination Committee** and the **Grievance Redressal Cell**, which is efficient in redressing grievances, if any. Further, if any student fails to appear in the internal examination on some genuine ground, for such students, on receiving applications supported by valid documentary evidence, special sessional examinations are held with freshly set question papers.

The college explicitly displays the **Outcomes** of the **Programmes** and **Courses** taught at Barnagar College, Sorbhog are specified by the affiliating University on the college website and informs students about the syllabus or Credit and Grading System Guidelines issued by the university.

The college undertakes various measures to assess the attainment of POs and COs every year. Apart from assessing the internal/external examination results of students, departments conduct quizzes, presentations, etc. to check how far the projected POs and COs have been attained. Further, feedback is collected from different stakeholders and AAA is conducted to get an overall sample of POs and COs attainment. The average of pass percentage during last five years is more than 70% highlighting the extent of outcomes fulfilled.

Research, Innovations and Extension

The college takes initiatives for the **creation** and **transfer of knowledge** like the creation of the **Research and Publication Cell**, **Career Counselling Cell** and offering **Career Oriented Add-on** certificate courses.

The **Research and Publication Cell** takes initiatives to encourage teachers and students to undertake more research-oriented studies. It further encourages faculty members to publish as many Books, articles in UGC Recognised Journals, and book chapters as possible. Dr Pallabi Goswami, Assistant Professor, Department of Zoology received an MRP grant of ₹2.9Lacs from DBT.

The college has established the **Centre for Innovation and Incubation** under Govt of India in the year 2022. It has been functioning since then. The **Career Counselling Cell** of the college arranges programmes for *personality development*, *soft skill* development, and *training* for competitive examinations. The cell invites resource persons for delivering motivational talks to encourage students to innovate and developing newer ideas.

Skill Enhancement Courses offer the students the opportunity to apply the knowledge they gather in the classroom environment when they go on a field visit or prepare the field report.

Google Workspace has given the college the opportunity to create an online teaching-learning environment. It has created a whole new **ICT-friendly atmosphere** on the campus.

Smart classrooms with the facility of interactive panels have enabled teachers and students to **share knowledge** and **information** at a faster speed.

Department of Zoology involved students in **Developing Hand Sanitisers** at the College lab during the COVID-Pandemic.

The college organised 53 Workshops/ Seminars during last five assessment years.

The number of research paper and book chapter publication per teacher is not a very promising one.

The college, with the help of NCC and NSS Units, Extension Education Cell, Career Counselling Cell, and other Cells, Centres, and Departments conduct various Extension Activities. These activities provide students an opportunity to develop communication skills, managerial skills, leadership skills, and analytic and perceptual skills.

The college and many students and teachers received recognitions for their involvement in extension activities.

The college had 23 functional MoUs/Linkages during the period.

Infrastructure and Learning Resources

The infrastructure of Barnagar College and the physical facilities available on the campus are adequate to fulfil the needs of students and teachers.

The total built-up area of the college is 14309 sq mtr. The college is facilitated with adequate classrooms (38), laboratories (6), a Conference Room, two Seminar Halls, and an auditorium for teaching and learning purposes.

7 Academic buildings on the campus accommodate 14 UG (Arts, Science, Commerce) and 3 PG (Arts)

Departments.

The permanent Women's Hostel on the campus accommodates 71 female boarders. Further, the Principal and the Hostel Warden have their residential quarters inside the campus. The college has 38 designated classrooms and 5 laboratories.

There are five smart classrooms that are facilitated with either Smart Interactive Panels or Smart Over Head Projectors.

The college has a mobile projector which is used by various departments as per need. There is a Language Lab situated on the second floor of the library building with 11 computers and *Wordsworth* Language Lab software.

The Central Library, equipped with 11 computers and a spacious Study Room, augments the effectiveness of the teaching-learning process on the campus.

The **Google Workspace** registered by the college has created a whole new **ICT-friendly atmosphere** on the campus.

The college has a playground measuring 9000 sq. ft., an indoor stadium with 588.15 sq. metres, a Yoga Centre, and an auditorium. The college also possesses musical instruments, such as harmonium, *tabla*, musical keyboard, flute, mouth organ, *khol*, guitar, violin, *ditora*, *dogor (khunjuri)*, etc.

The college has Day-care facility for the employees of the college who have infants.

Ghanashyam Talukdar Central Library, Barnagar College, Sorbhog was established to cater for the needs of around 4000 readers. The Library is equipped with KOHA (cloud hosting), an Integrated Library Management System with a range of features including a Web Online Public Access Catalogue (Web OPAC) module, and Computer Facility. The library also has a question paper repository.

The regularly updates its IT facilities and provides sufficient bandwidth for internet connection.

The college has 3 FTTH connections with >100mbps speed.

The college has whole campus CCTV Surveillance.

Student Support and Progression

The college has an effective student support and progression system. In the assessment period, 6,541 students Government Scholarship/ Free ship which constitutes 70.14% of the total number of students. Workshops and sessions are regularly arranged in the college for enhancing Soft Sills, Language and Communication Skills, Life Skills and ICT/computing Skills. Ample number of students were benefitted by the guidance and training programmes organised by the Career Counselling Cell, Extension Education Cell, and other cells and departments.

There are cells in the college like the Internal Complaint Committee, Anti-ragging Committee, Code of Conduct Committee, Grievance Redressal Cell, Divyangjan Cell that are actively vigilant towards any kind of student grievance.

The departments keep track of students' progression to higher education and their placement. As per records, more than 25% of outgoing students either progressed to higher education or got placement.

A few of the students qualify NET/SLET/CTET/TET. A few others received awards at University and State level sports and cultural competitions. Although the college is culturally rich and vibrant, only a few students participate in sports and cultural programmes.

There is an Alumni Association functional in the college. However, its registration under Society Act is under process.

Governance, Leadership and Management

In this college, the mechanism of governance is guided by a policy of inclusion of different stakeholders of the institution. Placing the Governing Body at the apex position, the principal being the executive-head of this institution, administers the affairs of both the Academic and the Non-Academic domains of the college. For its smooth governance, he consults regularly with different organizations of the college like the Teachers' Unit, Non-Teaching Unit, IQAC, Students' Union etc. The principal welcomes their views and suggestions while taking any major decisions. Such a practice ensures the active participation of the stakeholders by creating a sense of belongingness in their minds.

The organizational structure of the College consists of the Governing body (GB), the Principal, the employees and the students. Both the GB and the Principal keep in touch with the affiliating University and the Director of Higher Education (DHE), Govt. of Assam. The DHE formulates all important policies and programs in connection with the administration, service rules, promotions, and recruitments etc. The University looks into all academic matters like curriculum designing, registration, examination, affiliation etc.

The institution has effective welfare measures and Performance Appraisal System for teaching and non-teaching staff.

The institution has a transparent and well-planned financial management system for the generation and proper utilization of the generated funds.

The IQAC continuously plays a key role in the improvement of the quality of the college with a healthy academic atmosphere. It takes the initiative for institutionalizing all the quality assurance strategies and processes.

Institutional Values and Best Practices

In the institution, promoting **gender equity** and ensuring a **safe and supportive environment for women** is a top priority. Various measures have been implemented to address the specific needs and concerns of women employees and students of the college.

In the institution, fostering an inclusive environment that promotes tolerance, harmony, and sensitivity towards cultural, regional, linguistic, communal, and socioeconomic diversity is a core value. The college firmly believes in the principle of *unity in diversity* and strives to create a space where every individual feels respected, valued, and welcomed. To achieve this, various efforts and initiatives have been undertaken.

The College has two best practices

1. Friendly student-teacher relationship
2. Eco-friendly campus

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	BARNAGAR COLLEGE
Address	Vill Niz-Damaka, PO Barnagar College via Sorbhog Dist Barpeta
City	Sorbhog
State	Assam
Pin	781317
Website	www.barnagarcollege.ac.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	Biren Kumar Chakravorty	03666-8811817692	8811817692	-	barnagarcollege@y ahoo.in
IQAC / CIQA coordinator	Asim Ul Islam Twaha	03666-9435328868	9435328868	-	iqac@barnagarcolle ge.ac.in

Status of the Institution	
Institution Status	Grant-in-aid

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details	

State	University name	Document
Assam	Gauhati University	View Document

Details of UGC recognition		
Under Section	Date	View Document
2f of UGC	21-02-1969	View Document
12B of UGC	23-06-2015	View Document

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

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

Location and Area of Campus				
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	Vill Niz-Damaka, PO Barnagar College via Sorbhog Dist Barpeta	Rural	21.728	14309

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BA,Assamese	36	HS PASS	Assamese	63	63
UG	BSc,Botany	36	HS SCIENCE PASS	English,Assamese	12	12
UG	BSc,Chemistry	36	HS SCIENCE PASS	English	21	21
UG	BCom,Commerce	36	HS PASS	English,Assamese	42	42
UG	BA,Economics	36	HS PASS	English,Assamese	17	17
UG	BA,Education	36	HS PASS	English,Assamese	58	58
UG	BA,English	36	HS PASS	English	28	28
UG	BA,History	36	HS PASS	English,Assamese	64	64
UG	BSc,Mathematics	36	HS SCIENCE PASS	English,Assamese	14	14
UG	BA,Philosophy	36	HS PASS	English,Assamese	23	23
UG	BSc,Physics	36	HS SCIENCE PASS	English,Assamese	10	10
UG	BA,Political Science	36	HS PASS	English,Assamese	50	50
UG	BSc,Zoology	36	HS SCIENCE PASS	English,Assamese	22	22
UG	BA,Arts Regular	36	HS PASS	English,Assamese	267	267
UG	BSc,Science	36	HS	English,Assamese	25	25

	Regular		SCIENCE PASS	mese		
UG	BCom,Com merce Regular	36	HS PASS	English,Assa mese	1	1
PG	MA,Assamese	24	BA ASSAMESE	Assamese	20	20
PG	MA,History	24	BA HISTORY	English,Assa mese	30	27
PG	MA,Political Science	24	BA POLITICAL SCIENCE	English,Assa mese	30	30

Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	0				7				40			
Recruited	0	0	0	0	3	4	0	7	22	16	0	38
Yet to Recruit	0				0				2			
Sanctioned by the Management/Soci ety or Other Authorized Bodies	0				0				12			
Recruited	0	0	0	0	0	0	0	0	6	6	0	12
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				16
Recruited	13	2	0	15
Yet to Recruit				1
Sanctioned by the Management/Society or Other Authorized Bodies				12
Recruited	11	1	0	12
Yet to Recruit				0

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

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/ LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	1	0	0	13	11	0	25
M.Phil.	0	0	0	3	0	0	2	1	0	6
PG	0	0	0	0	3	0	7	4	0	14
UG	0	0	0	0	0	0	0	0	0	0

Temporary Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/ LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	1	0	1
M.Phil.	0	0	0	0	0	0	1	0	0	1
PG	0	0	0	0	0	0	5	5	0	10
UG	0	0	0	0	0	0	0	0	0	0

Part Time Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/ LLD/DM/M CH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	0	0	0
UG	0	0	0	0	0	0	0	0	0	0

Details of Visting/Guest Faculties					
Number of Visiting/Guest Faculty engaged with the college?	Male		Female		Total
	1	0	0	0	
	1	0	0	0	1

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	383	0	0	0	383
	Female	334	0	0	0	334
	Others	0	0	0	0	0
PG	Male	17	0	0	0	17
	Female	50	0	0	0	50
	Others	0	0	0	0	0
Diploma	Male	0	0	0	0	0
	Female	0	0	0	0	0
	Others	0	0	0	0	0
Certificate / Awareness	Male	226	0	0	0	226
	Female	286	0	0	0	286
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years					
Category		Year 1	Year 2	Year 3	Year 4
SC	Male	33	37	17	32
	Female	26	17	22	19
	Others	0	0	0	0
ST	Male	16	14	14	16
	Female	11	8	8	17
	Others	0	0	0	0
OBC	Male	213	159	158	155
	Female	236	167	160	159
	Others	0	0	0	0
General	Male	228	212	201	221
	Female	207	192	148	143
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		970	806	728	762

Institutional preparedness for NEP

<p>1. Multidisciplinary/interdisciplinary:</p>	<p>Following the affiliating University's instructions, students of undergraduate first Semester in the Arts stream are given the freedom to choose any one subject as a multidisciplinary or inter-disciplinary subject of three credits from a pool of subjects mentioned below. And each and every student continues to study the particular multidisciplinary subject chosen in the first semester in successive two semesters. It needs to mention that the syllabuses of multidisciplinary subjects are of class XII standard. Hence, students need to choose such subjects as their multidisciplinary subjects that are neither their core subjects nor the subjects studied at the HS level. Natural Science, Basic Mathematics, Business</p>
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	<p>Mathematics, and Basic Commerce. The students in the Science stream are free to choose any one of the following subjects as their multidisciplinary/interdisciplinary subjects. Likewise in the Arts stream, BSc students need to study the specific multidisciplinary subject chosen in the first semester not only in 2nd semester but also in 3rd semester. Humanities and Social Sciences, Business Mathematics, and Basic Commerce. But, Business Mathematics is a compulsory multidisciplinary subject for all commerce students in the first three semesters. The college, with adequate faculty members and the required infrastructure, is in a position to enroll students in all streams with the above-mentioned subjects as their multidisciplinary subjects.</p>
<p>2. Academic bank of credits (ABC):</p>	<p>During the time of admission into the undergraduate first-semester program, applicants were encouraged to register with ABC. As a response, a large number of students were found to have submitted the document relating to ABC along with the admission application form. The students who could not submit the said document at the time of admission are also instructed to submit it prior to the process of registration starting.</p>
<p>3. Skill development:</p>	<p>All the students need to study one Skill Enhancement Course (SEC) of three credits from a pool of courses prescribed by Gauhati University in the first three semesters (i.e. first, second, and third semesters). A detailed syllabus of Skilled Development subjects is not provided by the University. However, the college with sufficient infrastructure and faculty members can provide all kinds of teaching-learning, evaluation and other provisions relating to skilled development courses.</p>
<p>4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):</p>	<p>The college has departments of Assamese and Bengali which have several courses of study that incorporate the Indian knowledge system. These courses are taught in Indian languages. Besides, the Departments of English, History, Philosophy, and Economics have been providing education to the students on Indian culture and knowledge system. Apart from the syllabus prescribed by the affiliating University, these departments are ready to provide certificate or diploma courses by designing a syllabus incorporating the Indian language, cultural heritage,</p>

	and knowledge system. The college has a number of smart classrooms, a language lab, and a digital conference room with equipped ICT tools to provide such teaching and learning facilities through both offline and online modes. In addition to that the college has the Centre for Distance and Online Education (CDOE) and erstwhile Institute of Distance and Open Learning (IDOL) to cater to the need of aspirant students who which to take education through the online dome.
5. Focus on Outcome based education (OBE):	We have prescribed syllabi of different courses designed with specific learning outcomes. Our faculty members are dedicated to facilitating the learning of the students with a deep understanding of the subject matter, critical thinking, problem-solving, and communication skills. Throughout the course of study, they are ready to engage the students in hands-on projects, case studies, and experiential learning opportunities, enabling them to bridge the gap between theory and practice. Students always will be encouraged to explore and embrace new ideas, fostering a spirit of curiosity and innovation.
6. Distance education/online education:	The college has a Centre for Distance and Online Education (CDOE) and erstwhile Institute of Distance and Open Learning (IDOL) under Gauhati University to cater to the need of aspirant students who which to take education through online mode. Besides, with the help of available infrastructure for online education like smart classrooms, conference rooms, and other ICT tools the college is ready to provide a different course of study to the students who wish to take online education.

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	Yes, the Electoral Literacy Club (ELC) was set up on 6th February 2021
2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?	The ELC was formed with the following designated members. Nodal Officer, SVEEP 1) Dr. Asim. I. Twaha - Assistant Professor Co-ordinating Faculty member 1) Dr. Rupan Boro - Assistant Professor 2) Dr Rita Das - Assistant Professor 3) Mr Swapan Das, CTO, NCC 3) Mr Keshabanada Borah - Assistant

	Professor Student Co-ordinators: 1) President, Students' Union 2) Secretary, Students' Union All members of ELC are functional and they are representative in character
3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.	Election Quiz Competition among students on 6th February 2021 Intra-college Extempore Speech Competition was held on 8th February 2021 Participation of College students in the District Level Election Quiz Competition on 10th November 2021
4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.	An awareness drive among students was conducted on the occasion of Saraswati Puja on 16th February 2021. On the occasion of Saraswati Puja thousands of students from the neighbouring areas thronged to the college campus. This occasion was availed by the ELC team members of the college.
5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.	Information handouts on Voter Registration/ Enrollment are hung on the notice boards. Under ECL's recommendation, the college authority provides students with every necessary facility required in order to get information regarding registering themselves as a voter. ELC team members' contact numbers are shared in the notice board so that interested students may contact any one of them.

Extended Profile

1 Students

1.1

Number of students year wise during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
2322	1953	1835	1695	1520

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

2 Teachers

2.1

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

Response: 65

2.2

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

2021-22	2020-21	2019-20	2018-19	2017-18
55	54	55	50	50

3 Institution

3.1

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

2021-22	2020-21	2019-20	2018-19	2017-18
74.66	126.55	94.86	110.72	114.252

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

1.1.1

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

Response:

Barnagar College, Sorbhog is affiliated with Gauhati University, Guwahati and as such, the effective implementation of the curriculum (both undergraduate and post-graduate) prescribed by the university is implemented by the college with utmost sincerity. The College has developed a structured mechanism for effective curriculum delivery and documentation. The strategies adopted and stages followed for proper curriculum delivery and documentation are mentioned below:

1. At the beginning of every new session, taking the Gauhati University Academic Calendar as a reference, the *Academic Committee* comprising the *Principal*, *IQAC* coordinator, and *HoDs* of all departments formulate an **Academic Calendar** to ensure the effective delivery of the curriculum.
2. The **Routine Committee** with a *Senior Faculty Member* as its Convener designs the master routine keeping in mind the curricular weightage. The routine is then distributed among the *HoDs* of respective departments.
3. With the help of **departmental meetings** and **discussions**, *HoDs* prepare departmental routines synchronizing with the master timetable. Further, **discussions** regarding *syllabus distribution*, *course-wise teaching plan*, *methodologies* to be adopted, selection of *teaching-learning material*, *evaluation process*, etc. are also conducted departmentally for effective and smooth teaching learning to take place.
4. Meticulous implementation of curriculum, regularity of teachers, etc., are well **documented** through *Teacher diaries*, *Teacher Log Books*, and *HoD's Diaries*.
5. Periodic review meetings are organized by the *Principal* for fruitful implementation of curricula.
6. In synchronization with the Gauhati University curriculum, both theory and practical courses are conducted by adopting suitable methods ranging from traditional chalk & talk method to those adopting ICT systems.
7. In pursuit of effective implementation of the objectives set by the curriculum, students are encouraged to participate in *seminars*, *quizzes*, *project presentations*, etc.
8. **Faculty Exchange Programmes** and various other Extension Programmes are encouraged in the college to facilitate the student's learning experience.
9. Students are also encouraged to avail the library facility of the college. Ghanashyam Talukdar Central Library is enriched with a wide variety of text and reference books and provides access to various national and international journals, as well as e-resources.
10. Continuous Internal Evaluation (CIE) system is inherent in the evaluation process espoused by the college. Apart from conducting sessional examinations and assignments to students as per guidelines prescribed by Gauhati University, all departments arrange various academic activities such as quizzes, class tests, etc in order to evaluate students' progress. Allotment of home assignments is a regular practice among departments which enables monitoring and evaluating

students' progress.

11. For effective teaching-learning to take place, teachers (especially after the COVID-19 pandemic) take advantage of virtual teaching-learning platforms and materials, such as Google Meet, Google Classroom, Skype, YouTube, WhatsApp, etc.
12. There are **smart classrooms** and **video conference** facilities in the college that enable teachers to use ICT tools on the campus
13. The college has a registered **Google Workspace** Account for Educational purposes. Faculty members, Departments, Cells, and Committees have accounts with the extension @barnagarcollege.ac.in. Using this platform teachers conduct classes, assign homework, and assess students online. The Workspace has made Teaching, Learning, and CIE convenient both for the teachers and the students of the college.

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

1.2 Academic Flexibility

1.2.1

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

Response: 26

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

Other Upload Files

1	View Document
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1.2.2

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

Response: 23.43

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

2021-22	2020-21	2019-20	2018-19	2017-18
646	14	445	674	406

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

1.3 Curriculum Enrichment**1.3.1**

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

Response:

Barnagar College was launched with the vision of instilling amity and brotherhood among different sections of society through education. Providing value-based education and socially uplifting them in order to keep pace with the changing world constitute our vision. Keeping its vision upright, the college concentrates on enriching the curriculum prescribed by the affiliating University by integrating the virtues like Professional Ethics, Gender, Human Values Environment and Sustainability in its manifestation.

Environment and Sustainability:

The College has an eco-friendly green campus and takes steps to create awareness among students to preserve the environment and the importance of sustainability. Apart from the course *Environmental Science* that is offered under the Gauhati University curriculum, various other programmes are frequently conducted on the college campus, such as

1. Observation of World Environment Day each year on 5th June. On the day various awareness programmes are arranged within and beyond the campus.

- 2.Promotion of environmental consciousness among students by involving them in plantation drives on and off campus
- 3.Arrangement of cleanliness drives, and plog runs by involving the NCC and NSS Units
- 4.The use of single-use plastic is banned on the college campus by order of the College authority that makes the students alert towards the cons of using single-use plastics.
- 5.Movement of vehicles is restricted beyond the parking area which makes the students aware of the importance of curtailing down pollution.

Gender Sensitivity

In conformity with the vision of the college, all the policies of the college are gender sensitive. Gender neutrality is in the very essence the way the college plans and executes. The college instils gender consciousness among students by various means a few of which have been listed below.

- 1.Arrangement of surveys like Gender Disparity in Higher Education, Gender in voting behaviour, etc.
- 2.Arrangement of programmes such as awareness programmes for the eradication of taboos relating to menstruation
- 3.Arrangement of awareness programmes under ICC (Internal Complaint Committee) regarding gender discrimination.
- 4.On International Women's Day, the college either arranges awareness programmes on gender sensitivity or takes students to nearby institutions to spread awareness among the population working there.

Human values and professional ethics

The college inculcates human values and professional ethics by the following means:

- 1.The college arranges wall magazine competitions among the Academic departments of the college. In the competition, students are made to work in groups. Such programmes where all students in a group work together with the same goal teach the students to respect one another. This in turn helps them to understand human values and develops a sense of professional ethics among the students.
- 2.The Career Counselling Cell, ICC, and the Anti-Ragging Cell arrange awareness programmes and talks for instilling the virtues of human values and professional ethics
- 3.National days of importance, such as Independence Day, Republic Day, and Lachit Borphukan Divas are celebrated with full vigour igniting the spirit of nationality, brotherhood and unity among students and teachers alike.
- 4.The college through blood donation camps, and cancer and covid-19 awareness programmes makes students better human beings.

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

1.3.2

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

Response: 73.77

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

Response: 1713

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

1.4 Feedback System**1.4.1**

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

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

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

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

Enrolment percentage

Response: 95.3

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

2021-22	2020-21	2019-20	2018-19	2017-18
970	806	728	762	689

2.1.1.2 Number of sanctioned seats year wise during last five years

2021-22	2020-21	2019-20	2018-19	2017-18
1015	870	775	785	705

File Description

Document

Institutional data in the prescribed format

[View Document](#)

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

[View Document](#)

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

[View Document](#)

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

[View Document](#)

2.1.2

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

Response: 60.08

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

2021-22	2020-21	2019-20	2018-19	2017-18
238	206	179	200	172

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

2021-22	2020-21	2019-20	2018-19	2017-18
405	344	310	317	280

File Description	Document
Institutional data in the prescribed format	View Document
Copy of communication issued by state govt. or Central Government indicating the reserved categories(SC,ST,OBC,Divyangjan,etc.) to be considered as per the state rule (Translated copy in English to be provided as applicable)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

2.2 Student Teacher Ratio

2.2.1

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

Response: 42.22

2.3 Teaching- Learning Process

2.3.1

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

Response:

The College believes in the ideology that in order for teaching-learning to be successful learners must be provided with an environment which demands their active participation, where they may experience what they learn, and where they may get the opportunity to solve problems while learning.

Experiential Learning:

- As per the curriculum prescribed by the affiliating university, more than twenty (20) courses are taught in the college that include experiential learning through **project work** or **fieldwork**. In these courses, the students must undertake either **field trips** and prepare **field reports** or **project works** and submit the project reports at the end of the courses.
- Social science departments make arrangements to take students on surveys or field trips where students get the opportunity to gather firsthand knowledge.
- Science departments make students gather samples for projects from nearby areas that make the students involved in the learning process. Departments also arrange lab visits to neighbouring colleges.
- Humanities departments also assign projects where students get the scope to experience the process of acquiring knowledge.

Participative Learning:

The college provides scope for students to participate in various activities that may help them learn and groom.

- Each department in the college has a Wall Magazine which is imagined, designed and created solely by the students. They take active and enthusiastic participation in making their wall magazine the best one in the entire college. The college encourages such active participation with prizes every year.
- The college arranges a Freshers' Social ceremony every year where the students make arrangements for greeting the new members of the college. At the departmental level also, senior students arrange events to welcome newcomers. Likewise, farewell programmes are arranged.
- Some Departments arrange debates, quizzes, and presentations that require students to study and research the various topics on their own.
- Departments and cells and committees arrange programmes like Science Model Competitions, Poster Making Competitions, Drawing Competitions, that demand students' active participation.

Problem Solving:

Most of the events and activities described above demand problem-solving aptitude from the students. In **project reports** and **field reports**, students need to explicitly mention the Objectives and outcomes of the course which is the first step towards successful research.

Teachers use ICT- enabled tools:

- For effective teaching-learning to take place, teachers (especially after the COVID-19 pandemic) take advantage of virtual teaching-learning platforms and materials, such as Google Meet, Google Classroom, Skype, YouTube, WhatsApp, etc.
- There are **smart classrooms** and **video conference** facilities in the college that enable teachers to use ICT tools on campus and share online resources for effective teaching and learning process.

- The college has a registered **Google Workspace** Account for Educational purposes. Faculty members, Departments, Cells, and Committees have accounts with the extension @barnagarcollege.ac.in. Using this platform teachers conduct classes, assign homework, and assess students online. Many teachers have **Google Classrooms** dedicated to the courses that teach.

Apart from the above, the college also organises extension education programmes where students take an active part in the organisation and arrangement of the programmes.

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

2.4 Teacher Profile and Quality

2.4.1

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

Response: 89.49

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

2021-22	2020-21	2019-20	2018-19	2017-18
59	59	59	59	59

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

2.4.2

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

Response: 75

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

2021-22	2020-21	2019-20	2018-19	2017-18
43	41	42	37	35

File Description	Document
List of faculties having Ph. D. / D.Sc. / D.Litt./ L.L.D along with particulars of degree awarding university, subject and the year of award per academic year.	View Document
Institution data in the prescribed format	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

2.5 Evaluation Process and Reforms

2.5.1

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

Response:

The college maintains a transparent and robust internal assessment system. Each semester, the college conducts sessional examinations as per the guidelines set by Gauhati University.

Transparency and robustness of internal assessment:

- Students are informed about the inception of the Session Examination well in advance with the help of a notice issued by the Principal of the college. This notice is displayed on the college notice board, website and social media platforms. The date is recommended by the **Examination Committee** headed by a senior teacher.
- A common timetable of the **Internal Examination** is prepared by the Examination Committee and is circulated on various platforms like the examination notice.
- All teachers in the college are assigned the task of preparing question papers for the sessional examination in their respective subjects/courses as per the guidelines given by the affiliating university. After they submit question papers to the HoD of the concerned department, the latter, after verification, submits all the question papers to the examination committee.
- The syllabus and the question pattern of the sessional examination are communicated to the students by the teachers of the concerned departments.
- Examinations are held as per the rules set by the university, such as maintaining **attendance**

sheets, prohibition of smart devices, etc.

- **Evaluated answer scripts are shown to the students** so that they may clarify their doubts and queries regarding evaluation.
- The college makes arrangements for **uploading the marks** of students obtained in the sessional examination on the university portal.
- For the evaluation of **Skill Enhancement Courses**, the department informs concerned students on various platforms about **Projects/Field Visits**. Though Project report submission is an offline affair, some departments accommodate **online submission** of the same.

Further, all academic departments regularly arrange various academic competitions and activities such as quiz competitions, class tests, etc. in order to assess students' progress. Allotment of home assignments is a regular practice among departments through which teachers get a scope of assessing their students' real-time progress.

The grievance redressal system is time-bound and efficient

The college has a transparent, time-bound, and efficient mechanism for addressing grievances related to the system of internal examinations.

- After within two weeks of completion of internal examinations, the **marks** secured by students in different courses are displayed on the notice boards by respective departments. In case, there arise any grievances related to evaluation, students are encouraged to approach **concerned teachers (departments)**.
- If any grievance cannot be redressed by the department, students may approach the **Examination Committee** or the **Grievance Redressal Cell**. Issues may be resolved as such at the college level.
- At times, there are grievances relating to the wrong entry of internal marks in the final university mark sheets. In such cases, the Principal of the college forwards the applications of students to the university.

Further, if any student fails to appear in the internal examination on some genuine ground, for such students, on receiving applications supported by valid documentary evidence, special sessional examinations are held with freshly set question papers.

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

2.6 Student Performance and Learning Outcomes

2.6.1

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

Response:

Outcomes of the **Programmes** and **Courses** taught at Barnagar College, Sorbhog are specified by the affiliating University and are mentioned in the syllabus or Credit and Grading System Guidelines issued by the university.

However, for the **easy accessibility** and **information** of the **students** and **teachers** at the College, and other **visitors** of the **college website**, Programme Outcomes (**POs**), Course Outcomes (**COs**) and Programme Specific Outcomes (**PSOs**) of all the Programmes and Courses are explicitly outlined on the college website.

Programme and Course Outcomes play a very crucial role in the teaching and learning process. They draw the line of **expectation** for each Programme and Course. They guide students to make decisions at the time of choosing a particular programme or course by narrowing down their options. When a student or parents go through the POs and COs as displayed on the website or given in the prospectus, they get a sample of the expected goals, objectives, and outcomes of the course of their choice.

Apart from being displayed on the website, hard copies of POs and COs are available with each academic department. In case of requirement, students may be explained about them by the teachers of the concerned department.

Besides, at the inception of each programme or course, teachers explain in detail about the projected outcomes of the Programme and Course concerned.

Further, during the central induction programme arranged by the college, lectures are arranged on POs of various Programmes.

File Description	Document
Provide Link for Additional information	View Document

2.6.2

Attainment of POs and COs are evaluated.

Explain with evidence in a maximum of 500 words

Response:

At the institution, the evaluation of POs and COs is an ongoing and systematic process that involves various stakeholders, including faculty members, students, and external experts. This comprehensive approach allows us to gain a holistic understanding of the effectiveness of our curriculum.

PO Evaluation:

- POs are broad statements that define what we expect our students to know and be capable of upon

completing their respective programs. To evaluate the attainment of POs, we take the following steps:

- **Direct and Indirect Assessment:** Both direct and indirect assessment methods are used to evaluate POs. Direct assessments involve assignments, projects, and presentations, where students demonstrate their competencies in various areas. Indirect assessments include surveys and feedback from alumni and employers to gauge the relevance and effectiveness of our POs in real-world scenarios.
- **Rubrics and Assessment Metrics:** For each PO, we develop detailed rubrics and assessment metrics that define the criteria for evaluation. These tools provide clear guidelines for faculties, ensuring consistent and fair assessment of student performance.
- **Student Performance Data:** We regularly analyze performance data collected from direct assessments and examinations. These data help us track students' progress and identify areas that may require improvement.

CO Evaluation:

Cos are specific and measurable statements that describe what we expect students to achieve by the end of each course. To evaluate the attainment of COs, we follow these steps:

- **Continuous Assessment:** Continuous assessment occurs through quizzes, tests, assignments, and projects throughout the course duration. This allows for timely feedback, helping students stay on track with their learning progress.
- **Examinations and Grading:** Summative assessments, including end-of-semester examinations, are conducted to evaluate the overall attainment of COs. Grading is done based on the rubrics developed for each CO.
- **Feedback Mechanism:** We actively encourage students to provide feedback on courses. This feedback helps our faculty members gauge the effectiveness of the COs and make necessary adjustments to enhance the learning experience.

Evidence of Attainment:

To support the evaluation of POs and COs, we collect and analyze various forms of evidence:

- **Student Portfolios:** Student portfolios are maintained by the concerned Mentors that showcase their work, assignments, and projects, demonstrating their progress and achievements related to POs and COs.
- **Assessment Reports:** Faculty members prepare assessment reports after each evaluation cycle. These reports summarize the results and identify areas of strengths and weaknesses.
- **Alumni Surveys:** Alumni feedback is collected on how well our programs prepared them for their careers and whether they could apply acquired skills in their professional lives.
- **Employer Feedback:** Employers' perspectives are sought to assess graduates' performance in the workplace and their alignment with industry requirements.
- **External Expert Review:** Periodically, external experts in relevant fields are invited to review our curriculum, instructional methodologies, and assessment practices. AAA is conducted.

The evidence collected from these sources is analysed by the IQAC. This analysis helps us identify areas for improvement. Regular curriculum review meetings ensure that the teaching, learning, and assessment activities align with the POs and COs set in the curriculum.

2.6.3**Pass percentage of Students during last five years (excluding backlog students)****Response:** 70.57**2.6.3.1 Number of final year students who passed the university examination year wise during the last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
377	316	249	277	246

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

2021-22	2020-21	2019-20	2018-19	2017-18
543	483	353	380	317

File Description**Document**

Institutional data in the prescribed format

[View Document](#)**2.7 Student Satisfaction Survey****2.7.1****Online student satisfaction survey regarding teaching learning process****Response:** 3.95**File Description****Document**

Upload database of all students on roll as per data template

[View Document](#)

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

3.1.1

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

Response: 2.9

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

2021-22	2020-21	2019-20	2018-19	2017-18
0	.40	2.5	0	0

File Description

Document

Upload supporting document

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

3.2 Innovation Ecosystem

3.2.1

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

Response:

The college takes initiatives for the **creation and transfer of knowledge** like the creation of the **Research and Publication Cell, Career Counselling Cell** and offering **Career Oriented Add-on** certificate courses.

The **Research and Publication Cell** takes initiatives to encourage teachers and students to undertake more research-oriented studies. It further encourages faculty members to publish as many Books, articles, and book chapters as possible.

The **Career Counselling Cell** of the college arranges programmes for *personality development, soft skill* development, and *training* for competitive examinations. The cell invites resource persons for delivering motivational talks to encourage students to innovate and developing newer ideas.

With the help of the **Skill Enhancement Courses**, the students are given the opportunity to apply the knowledge they gather in the classroom environment when they go on a field visit or prepare the field report.

The college offers **Add-on certificate courses** as a measure to incorporate more areas of knowledge into the curriculum.

The College organises **Health Check-up Camps** regularly.

The college has registered an account with **Google Workspace** which has given the college the opportunity to create an online teaching-learning environment. It has created a whole new **ICT-friendly atmosphere** on the campus. The Workspace has provided the college with ample online space for **e-content sharing**.

Smart classrooms with the facility of interactive panels have enabled teachers and students to **share knowledge and information** at a faster speed.

Besides, the college regularly invites Guest speakers and Resource Persons to share knowledge of their respective fields with the college fraternity.

Some faculty members participated in different programmes organised by other institutes as Resource Persons and Judges.

The college organised **Book Fairs, Science Exhibitions**, etc.

Department of Zoology involved students in **Developing Hand Sanitisers** at the College lab during the COVID-Pandemic.

3.2.2

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

Response: 53

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

2021-22	2020-21	2019-20	2018-19	2017-18
16	8	12	14	3

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

3.3 Research Publications and Awards

3.3.1

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

Response: 0.71

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

2021-22	2020-21	2019-20	2018-19	2017-18
21	11	07	06	01

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

3.3.2

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

Response: 0.86

3.3.2.1 Total number of books and chapters in edited volumes/books published and papers in

national/ international conference proceedings year wise during last five years

2021-22	2020-21	2019-20	2018-19	2017-18
12	27	11	04	02

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

3.4 Extension Activities**3.4.1****Outcomes of Extension activities in the neighborhood community in terms of impact and sensitizing the students to social issues for their holistic development during the last five years.****Response:**

In **2017-18**, under the aegis of the NCC and NSS units, an awareness programme on Personal Hygiene was arranged in the adopted village Niz-domoka. The units also conducted anti-tobacco programmes in the neighbouring areas. Further, on World Aids Day awareness programmes were arranged in surrounding areas of the college. Another programme on prevention of child marriage was also held in the adopted village. Extension Education Cell collaborated with NCC and NSS to celebrate World Environment Day and International Yoga Day. The Career Counselling Cell conducted a career counselling programme for students.

In **2018-19**, A mock-drill session was organised by the Disaster Management Cell in collaboration with the Fire Services Sorbhog. A talk on value education was arranged in Niz-domoka LP School. An awareness programme on the prevention of drug abuse was organised by the NSS and the NCC units of the college. During Road Safety Week, an awareness programme on Road Safety was conducted in the neighbouring area. Further, World Environment Day, International Yoga Day, World Aids Day and Surgical Strike Day were observed in the college.

In **2019-20**, NSS youth parliament was held in the college, and the Women Cell (Teachers Unit) in collaboration with Assam Science Society arranged an awareness programme on Personal Hygiene and Keeping Surrounding Clean in Niz-Domoka LP School. World Environment Day, International Yoga

Day, and World Aids Day are observed in the year.

In **2020-21**, due to the COVID-19 pandemic, the college could not undertake many programmes. World Environment Day was conducted observed all the COVID protocols. The college under the initiative of North Easter Space Application Centre organised an exhibition on Space Science and Technology. To this programme, the students of all the neighbouring areas were invited and they eagerly participated in it.

In **2021-22**, NCC Unit conducted various programmes such as Statue Cleaning, and FIT India Run. A 3-day Yoga Training Programme was conducted by NSS and NCC. NCC further arranged a Voluntary Blood Donation Camp. Plog run was also conducted by NCC to spread awareness among the people of the neighbouring against pollution. The Women Cell in collaboration with IQAC and GlobalHunt Foundation arranged a talk on Menstrual Hygiene. A workshop on Yoga (*Yog Vigyan Yaatra*) was conducted by IQAC. Like every year, World Environment Day and International Yoga Day were observed.

Outcomes:

Students, when they participate in extension activities, they come to develop a sense of responsibility. When they become part of an Awareness campaign come to know about the consequences of environmental pollution, various diseases, violating traffic rules, drug abuse, and violence against girls. These help students to grow as better human beings who are responsible. Further, being a part of extension activities, students get an opportunity to develop communication skills, managerial skills, leadership skills, and analytic and perceptual skills.

File Description	Document
Upload Additional information	View Document

3.4.2

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

Response:

The College along with several cells has received recognition for the various activities conducted by the college. A few of them have been mentioned below.

Students:

- *Monirul Islam* (2022) for Participating in *North East Level Plogging Challenge 2.0 By Gauhati University NSS Cell*
- *Arupa Das* (2022)
 - for participating in *Clean India Campaign North East Level Plogging Challenge 2.0 By Gauhati University NSS Cell*

- for participating in *Youth Leadership Conclave* By Pragya Foundation
- *Sonmani Nath* (2021) for participating in FIT INDIA Freedom Run 2.0
- Bhubaneshwar Prasad (2021) for participating in FIT INDIA Freedom Run 2.0
- Gautam Kalita (2021) for participating in *Rashtragaan* (an initiative by the Ministry of Culture)

College:

- Among the Top 100 Arts Colleges of India in India Today Survey in June 2018
- Among the Top 4 Best Colleges of Assam in the survey conducted by OPEN in 2022
- Barnagar College, Sorbhog for Successfully organising *Fit India Run 2.0* by Govt of India
- Appreciation Letter by the Director, Assam Power Generation Corporation Ltd for extension activities
- Appreciation Letter by the MLA, Sorbhog, Assam for extension activities
- Appreciation Letter by Mr. Ranjeet Kumar Dass, Minister, Govt of Assam for extension activities

Teachers:

- Dr. Biren Kumar Chakravorty, Principal, Barnagar College, Sorbhog for World Environment Day Celebrations June 2022 by Mahatma Gandhi National Council of Rural Education
- Dr. Asim. I. Twaha, Co-ordinator, IQAC for World Environment Day Celebrations June 2022 by Mahatma Gandhi National Council of Rural Education
- Mr. Rezaul Karim Ahmedfor, HoD, Political Science for World Environment Day Celebrations June 2022 by Mahatma Gandhi National Council of Rural Education
- Mr. Swapan Das, Assistant Professor for World Environment Day Celebrations June 2022 by Mahatma Gandhi National Council of Rural Education
- Mr. Rahul Gupta, Assistant Professor for World Environment Day Celebrations June 2022 by Mahatma Gandhi National Council of Rural Education
- Dr. Nayan Mani Nath, Assistant Professor for World Environment Day Celebrations June 2022 by Mahatma Gandhi National Council of Rural Education

NCC:

- NCC for organising Voluntary Blood Donation Camp on 28-12-2021 by Blood Bank SMK Civil Hospital, Nalbari

File Description	Document
Upload Additional information	View Document

3.4.3

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

Response: 40

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

2021-22	2020-21	2019-20	2018-19	2017-18
16	10	7	2	5

File Description	Document
Photographs and any other supporting document of relevance should have proper captions and dates.	View Document
Institutional data in the prescribed format	View Document
Detailed report for each extension and outreach program to be made available, with specific mention of number of students participated and the details of the collaborating agency	View Document

3.5 Collaboration

3.5.1

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

Response: 17

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

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1

The Institution has adequate infrastructure and other facilities for,

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

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

Response:

The infrastructure of Barnagar College and the physical facilities available on the campus are adequate to fulfil the needs of students and teachers. On the Ground Floor of the Administrative building, are located the Principal's chamber, Visitors Room, Conference Room and College Office. The office is equipped with 6 computers, two printer scanners, two i-card printers and 1 xerox machine for different office purposes. On the first floor of the administrative block, the IQAC office is located in which there is a computer and a Xerox cum printer machine.

For Teaching-learning:

The total built-up area of the college is 14309 sq mtr. The college is facilitated with adequate classrooms(38), laboratories (6), a Conference Room, two Seminar Halls one on the 2nd floor of the library building and the other in the Ambedkar Bhawan, and an auditorium for teaching and learning purposes.

7 Academic buildings on the campus accommodate 14 UG (Arts, Science, Commerce) and 3 PG (Arts) Departments.

The permanent Women's Hostel on the campus accommodates 71 female boarders. Further, the Principal and the Hostel Warden have their residential quarters inside the campus. The college has 38 designated classrooms and 5 laboratories

For ICT

There are five smart classrooms in the Administrative block that are facilitated with either Smart Interactive Panels or Smart Over Head Projectors

The college has a mobile projector which is used by various departments as per need. There is a Language Lab situated on the second floor of the library building with 11 computers and *Wordsworth* Language Lab software.

The Central Library, equipped with 11 computers and a spacious Study Room, augments the effectiveness of the teaching-learning process on the campus. The computer room is used by students to

look for the availability of books in the library and online study materials as well as by departments as a Computer Lab.

The college has a registered account on **Google Workspace** with a cloud space of 100 TB which has given the college the opportunity to create an online teaching-learning environment. It has created a whole new **ICT-friendly atmosphere** on the campus. The Workspace has provided the college with ample online space for **e-content sharing**. It has further enabled the teachers to use LMS (Google Classroom) without any constraint of cloud space.

For Cultural and sports activities

The college has

- a playground measuring 9000 sq. ft. with a proper drainage system used for football, cricket, and athletic events.
- an indoor stadium with 588.15 sq. metres for Volleyball, badminton, and Table tennis
- the auditorium where cultural activities and events are conducted
- musical instruments, such as harmonium, tabla, musical keyboard, flute, mouth organ, khol, guitar, violin, dotora, dogor (khunjuri), etc.

For Yoga:

The Yoga Centre of the college organises yoga events for the benefit of the student and employee communities of the college. Invited yoga instructors are invited for yoga demonstrations.

Miscellaneous

The college has Day-care facility for the employees of the college who have infants.

There is the provision of overnight stay for guests with an AC facility.

File Description	Document
Upload Additional information	View Document

4.1.2

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

Response: 57.41

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

2021-22	2020-21	2019-20	2018-19	2017-18
43.81	93.37	46.65	50.20	65.11

File Description	Document
Institutional data in the prescribed format	View Document
Audited income and expenditure statement of the institution to be signed by CA for and counter signed by the competent authority (relevant expenditure claimed for infrastructure augmentation should be clearly highlighted)	View Document

4.2 Library as a Learning Resource

4.2.1

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

Response:

Library Management System:

Ghanashyam Talukdar Central Library, Barnagar College, Sorbhog was established to cater for the needs of around 4000 students, teachers and employees who are studying and teaching in different streams and is the main knowledge resource centre of the college utilised both by students and Teachers. The Library is equipped with the following facilities:

Name of ILMS software: KOHA (cloud hosting), an Integrated Library Management System with a range of features including a Web Online Public Access Catalogue (Web OPAC) module.

Version: 20.05.07.000

Nature of automation (fully or partially): Partially

Year of Automation: 2017

The LMS have all the modern modules needed for library management, library membership, membership login, issue item, return item, clearance certificate etc. Web OPAC facility is available in the ILMS and the users can search the books of their interest via the internet from their own place; one can know the availability status of a book. This helps readers to track books easily without wasting time. Data retrieval of all books is available subject-wise with accession number, ISBN, author and publisher name for ease of reference. Barcode technology is used for the circulation of books.

Digital wing: Access to online resources (remote access) via INFLIBNET N-LIST. E-resources including e-journals, e-books and databases are available via the NLIST subscription programme.

WEB OPAC: Remote accesses of the Online Public Access Catalogue (OPAC) are available via the Internet. Web OPAC is a simple and clear interface for users to perform searching books, journals and periodicals with the present status of the documents.

Library Webpage: The Library webpage <http://barnagarcollege-opac.kohacloud.org/> can be accessed

via the main college website <http://www.barnagarcollege.ac.in/library.php/library.php> provides all the information about the library, e-resources, useful links, instructions, services of the central library like library hours, circulation hours, rules etc.

Computer Facility: A total of 15 desktop computers are available in the library for use and among them, 11 computers with internet and Power backup facilities are available for the students in the computer lab of the library. Two sets of computers are available for data entry, one computer is used for the issue of books and updates of issue registers and the other one is available in the librarian's office for official work.

Old Question Paper Bank facility: After every End-Semester Examination of the University, Old question papers are collected from the Examination Branch and kept on Question paper shelves. The question papers after sorting subject-wise and making a booklet of the same are made available both in print and digital format. This helps the students to get a handy reference of previous year's Question papers and improve their learning skills and make them aware of the expected Programme or Course Outcomes.

4.3 IT Infrastructure

4.3.1

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

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

Response:

In conformity with its mission to keep pace with contemporary development, the college keeps on updating its IT facilities to the latest versions. The college has sanctioned a laptop/desktop to each of the Academic departments so that academic activities continue to run seamlessly. The departments distant from the administrative block have been assigned by the college printers together with PCs. However, the departments in proximity to the college office are allowed to get printouts (for academic purposes) using the office computers.

The software used in all the office computers is the latest version. For instance, the operating system used in all office PCs is **Windows 11**. In comparatively older computers, the optical HDDs are replaced by **SSDs** in order to get faster speed. The college has a subscription to Microsoft Office 365.

For online cyber security purposes, the **antivirus** is always kept **updated** to the latest version.

For **office automation**, the latest version of the automation software (*Pansoi*) is used.

Admissions are carried out **online**; there is no provision for submitting forms offline.

Earlier there were only two smart classrooms, however, in the session 2021-22 **four new smart**

classrooms were inaugurated in order to accommodate more students in smart teaching and learning environment.

In the academic session 2021-22, the college registered itself on **Google Workspace** which provided the college with **100TB cloud space** and gave the rights to the college to use email ids with *@barnagarcollege.ac.in* extension. It has given the college a new virtual identity and boosted the **IT infrastructure** of the college to a great extent.

The Workspace has also enabled the college to use Google LMS, Google Classroom revolutionizing the online teaching-learning experience.

Initial dial-up internet connections were replaced by BSNL broadband connections and eventually, broadband connections were updated to BSNL FTTH connections. Currently, there are **three broadband connections** available on the campus of **>100 mbps.** internet speed. Apart from the fixed line connections, the campus is supported by a Jio WiFi connection which is provided by more than 10 Jio-installed WiFi modems on the campus.

Besides updating the IT facilities, the college is sensitive towards the proper **disposal of obsolete or unusable ICT tools.** The college disposes of such items to the *registered e-waste disposing vendor.*

The college has replaced older means of **feedback** collection with an **online** one. Now feedback is collected online and analysed digitally.

The outdated, static and firm-dependent college website was updated to a **dynamic website** in the 2021-22 session. In dynamic websites, the college has the right to modify and upload data on its own. The college showcases on the website its academic, administrative, and financial activities in real-time. Faculty members update their individual profiles, whereas Departmental profiles are managed and updated by the respective HoDs.

In the library, SOUL has been updated to Koha management software. The Online Public Access Catalogues has be initiated so that students may access the library catalogue even from outside the library.

CCTV surveillance is available on the whole campus.

File Description	Document
Upload Additional information	View Document

4.3.2

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

Response: 211.09

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

Response: 11

4.4 Maintenance of Campus Infrastructure

4.4.1

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

Response: 23.69

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

2021-22	2020-21	2019-20	2018-19	2017-18
14.37	18.58	31.05	27.99	31.47

File Description

Document

Institutional data in the prescribed format

[View Document](#)

Audited income and expenditure statement of the institution to be signed by CA for and counter signed by the competent authority (relevant expenditure claimed for maintenance of infrastructure should be clearly highlighted)

[View Document](#)

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1

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

Response: 70.14

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

2021-22	2020-21	2019-20	2018-19	2017-18
1813	1953	1096	1017	662

File Description

Document

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

[View Document](#)

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

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

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

[View Document](#)

5.1.2

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

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

Response: A. All of the above

File Description	Document
Report with photographs on Programmes /activities conducted to enhance soft skills, Language and communication skills, and Life skills (Yoga, physical fitness, health and hygiene, self-employment and entrepreneurial skills)	View Document
Institutional data in the prescribed format	View Document

5.1.3

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

Response: 8.34

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

2021-22	2020-21	2019-20	2018-19	2017-18
378	100	100	100	100

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

5.1.4

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

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

Response: A. All of the above

File Description	Document
Proof related to Mechanisms for submission of online/offline students' grievances	View Document
Proof for Implementation of guidelines of statutory/regulatory bodies	View Document
Details of statutory/regulatory Committees (to be notified in institutional website also)	View Document

5.2 Student Progression

5.2.1

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

Response: 25.8

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

2021-22	2020-21	2019-20	2018-19	2017-18
116	108	81	41	32

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

2021-22	2020-21	2019-20	2018-19	2017-18
377	316	249	277	246

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

5.2.2

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

Response: 0.92

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

2021-22	2020-21	2019-20	2018-19	2017-18
02	06	02	0	0

File Description	Document
List of students qualified year wise under each category and links to Qualifying Certificates of the students taking the examination	View Document
Institutional data in the prescribed format	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

5.3 Student Participation and Activities

5.3.1

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

Response: 3

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

2021-22	2020-21	2019-20	2018-19	2017-18
02	0	0	0	01

File Description**Document**

Upload supporting document

[View Document](#)

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

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

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

[View Document](#)

5.3.2

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

Response: 6.6

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

2021-22	2020-21	2019-20	2018-19	2017-18
12	06	05	06	04

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

5.4 Alumni Engagement

5.4.1

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

Response:

The Alumni Association of Barnagar College, Sorbhog was established on the 2nd of October 2002, after that Alumni meets are held at regular intervals. The college has always approached the Alumni for their support and suggestions in the holistic development of the college. The Association was formed with the following objectives:

- Enabling interaction between the alumni, faculty, and the students.
- Fundraising for development works.
- Need-based construction of infrastructure.
- Harnessing possibilities of alumni-sponsored projects.

Working on these objectives, the Association takes the initiative to arrange regular Department Alumni meetings in which the present students get the opportunity to interact with the Alumni of the Department. This gives the present students an opportunity to realise the change that the college has undergone. In turn, the Alumni of the Departments get an opportunity to see how far the Department has evolved. The Alumni also provide valuable suggestions which surely enrich eventual Departmental activities.

Alumni meetings are also arranged at the department level. All the departments keep track of their outgoing students and try to record their progression and occupation.

Alumni Feedback is collected by the college every Academic year. Their insightful feedback helps the college to design and work on the future plans of the college.

Alumni participate in various events organised in the college, such as Fresher's Social, College Foundation Day, College Week, Saraswati Puja, and so on.

The college is assisted by the Alumni in both financial and non-financial ways. For instance, during the time of the science stream inauguration, many Alumni contributed financially. To name a few of them are

1. Mr. Mahen Das
2. Mr. Dasarath Adhikari
3. Mr. Mantu Das
4. Mr. Nayanjyoti Talukdar

All of them benevolently donated ?3lacs each for the purpose of Laboratory Construction in the 2017-18 session.

College Alumni help in holding programmes in the college as well, for instance, in 2022 on World Yoga Day, one of our Alumni, Ms. Suman Devi Choudhury conducted a yoga workshop.

The Central Alumni Meet for the session 2021-22 session was held on 2nd January 2022 in which the current executive committee was formed.

The registration of the Society under the Assam Societies Registration Act XXI of 1860 has been initiated and the Application Reference No is RFS-RS/2023/01458.

There is an alumni registration form link on the college website and the database is maintained and displayed on the Alumni Association Page. Further, there is a Facebook Group of Barnagar College Alumni.

File Description	Document
Upload Additional information	View Document

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1

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

Response:

The college is established in an area with a majority of economically and socially worse-off families, and its vision is to make Higher Education accessible to the marginalized and underprivileged sections of society. Its mission is to empower the youth and make them valuable noble human resources through the provision of quality and value-based education. With a view to fulfilling its mission and providing favourable cum uplifted teaching-learning environment on the campus, the college offers undergraduate programs in Arts, Science, and Commerce along with postgraduate programs in Assamese, History, and Political Science. It caters cheaply to the students, the majority of whom are belonging to economically and socially weaker sections of society such as BPL, OBC, SC, ST, and religious minority populations. Since the majority of students belong to poor families, more than 70 % of the entire admitted students of the college are covered by the fee waiver scheme recently launched by Assam Govt.

In this college, the mechanism of governance is guided by a policy of inclusion of different stakeholders of the institution. Placing the Governing Body at the apex position, the principal being the executive head of this institution, administers the affairs of both the Academic and the Non-Academic domains of the college. For its smooth governance, he consults regularly with different organizations of the college like the Teachers' Unit, Non-Teaching Unit, IQAC, Students' Union, etc. The principal welcomes their views and suggestions while taking any major decisions. Such a practice ensures the active participation of the stakeholders by creating a sense of belongingness in their minds.

Grievances raised by any quarter of the college are met with effective and immediate responses. Limitations of the college and its fraternity are openly discussed and addressed by convening meetings with different organizations of the college. Maintenance of a sense of transparency is encouraged and ensured in all such conventions.

With a view to providing a participative and decentralized model of functioning, the principal constitutes various committees like the Construction Committee, Purchasing Committee, Admission Committee, Examination Committee, Academic Committee, Library Committee, RUSA Committee, etc. Teachers and Non-teaching staff are members of such committees.

The principal and IQAC also constitute other cells and committees for Grievance Redressal, Anti-ragging monitoring, Extension activities, Sports, Cultural and Literary activities, Eco-club, Women's cell, Internal Complaints, SC/ST/OBC/Minority issues, etc. Besides the members of teaching and non-teaching staff students, alumni, and parents are included in these cells and committees. These cells and committees are encouraged to look into actively the academic, co-curricular, and extension activities,

The Governing Body being the apex body takes the final call regarding various developmental issues concerning the college. It comprises two teacher representatives and one representative of non-teaching staff and two parents. They not only present the needs and grievances concerning the college before the Governing Body but also participate actively in deliberations for major decisions. Two University Professors are also appointed as members of the GB. Moreover, the local MLA is appointed as a special invitee of the Governing Body.

6.2 Strategy Development and Deployment

6.2.1

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

Response:

Administrative setup

The organizational structure of the College consists of the Governing body (GB), the Principal, the employees and the students. Both the GB and the Principal keep in touch with the affiliating University and the Director of Higher Education (DHE), Govt. of Assam. The DHE formulates all important policies and programs in connection with the administration, service rules, promotions, and recruitments etc. The University looks into all academic matters like curriculum designing, registration, examination, affiliation etc.

The GB is the apex body of decision-making and is constituted as per the rules of the Government. Its President is nominated by the DHE. It has representatives from University, Teaching and Non-staff, Library, and Parents. The local MLA is also included in the BG as special invitee. It guides the Principal and staff on all matters for smooth functioning of the institution.

The Principal functions as the Secretary of the GB and he plays a key role in the matters of the general administration, academic affairs, finance, recruitments and maintains co-ordination with the DHE and the University. The Heads of the Departments, the Teaching and Non-Teaching staff, different committees or cells of the college and the Student Council extend their full co-operation to the Principal in dealing with all these matters.

The Academic Committee headed by the Principal convenes meetings for effective planning, execution and review of teaching-learning process, examination and results etc. The committee evaluates staff, assesses the methods of teaching learning and evaluation, monitors students' progress and so on.

Besides the Academic Committee, the Non-Academic Committee comprising Admission Cell, Office/Accounts Staff, Infrastructure Maintenance Cell etc. perform their assigned duties with coordination with the Principal, Governing Body and IQAC.

The Internal Quality Assurance Cell (IQAC) works towards realization of the goals of quality

enhancement and sustenance. It plays a pivotal role of monitoring the internal quality of the institution. It also provides mentorship to the different cells or sub-committees and promotes conscious, consistent and catalytic action plans to improve the quality of the institution.

The RUSA Project Monitoring Unit supervises all the development works under RUSA scheme and Principal works as the Data approver under PFMS.

The Student Council also plays a proactive role in decision making bodies, and hosts important events and functions, publishes the students' magazine, and organizes the annual freshmen's social and college week.

Service Rule

Like other provincialised colleges in Assam, the Assam Provincialised Colleges and Assam Non-Government College Management Rules, 2001 and the Assam Services (Discipline and Appeal) Rules 1964 are followed in this college for both the teaching and non-teaching employees.

Policies of Recruitment

All recruitments other than the appointment of contractual employees are made as per the Government of Assam Rules on Recruitment and the UGC guidelines. The contractual recruitments are made by the Governing Body.

Policies of Promotion

All promotions of both the teaching and non-teaching staffs are governed by the HEI Rules of the Government of Assam and UGC guidelines.

6.2.2

Institution implements e-governance in its operations

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

Response: C. 2 of the above

File Description	Document
Screen shots of user interfaces of each module reflecting the name of the HEI	View Document

6.3 Faculty Empowerment Strategies

6.3.1

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

Response:

The institution has effective welfare measures and Performance Appraisal System for teaching and non-teaching staff

The principal and the GB always put effort to make the college a workplace with a conducive and hassle-free atmosphere for the employees. The college undertakes several welfare measures, some such welfare measures being implemented and are in regular practice are mentioned below.

Leaves for Teachers and Employees:

The teachers are granted leaves for academic purposes like PhD, FDP, OC, RC, attending seminar, workshop, and conference. Female staff are provided with Maternity leave and Child Care Leave. Casual, Earned and Medical Leaves are also granted to all staff. Further, there has been provision of Duty Leave for teachers for examination related works and Government duties.

Different Facilities:

- Day Care facility for staff,
- House rent allowance, Group Insurance and Provident Fund as per Govt. rules
- Free Yoga sessions and facility for games and sports for all employees
- Provisional Pay Revision for Contractual teachers and non-teaching employees
- Financial Assistance for Medical treatment or for urgent needs of teachers and employees
- College Canteen facility for all employees
- Safe drinking water facility,
- Department Rooms with wash rooms,
- Department Library,
- Free Wi-Fi facility
- Parking space for vehicles of employees
- Library facility for all faculty members with permission of borrowing books and e-contents.
- Institutional e-mail IDs to teaching and non-teaching staff for official Communications
- Daily Allowance for teacher-in-charge accompanying students in off campus educational trips.
- Incentive and remuneration to employees who renders extra services for the welfare of the college like taking in-charge of conducting examinations, Evaluation Zone etc.

Performance Appraisal Mechanism of the Institution

The IQAC is entrusted with the responsibility to measure and verify the activities and progress of the teachers through Annual Performance Indicators (API). It submits the verified API of the teachers to the Subject Experts nominated by the parent university when they are due to be promoted to the higher stages under Career Advancement Scheme (CAS). Further, the performance of the teachers in the classroom is appraised through students' feedback collected in both offline and online modes. A Grievance Redressal and an Internal Complaint Committee are in place for the speedy redressal of the

grievances of teachers, staff and students. With a view to encourage the teachers for their own improvement with regard to their academic and administrative performance, Academic and Administrative Audit (AAA) is initiated by IQAC.

6.3.2

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

Response: 5.68

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

2021-22	2020-21	2019-20	2018-19	2017-18
0	15	0	0	0

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

6.3.3

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

Response: 48.97

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

2021-22	2020-21	2019-20	2018-19	2017-18
24	22	19	51	50

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

2021-22	2020-21	2019-20	2018-19	2017-18
15	15	15	15	15

File Description	Document
Institutional data in the prescribed format	View Document
Copy of the certificates of the program attended by teachers.	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

6.4 Financial Management and Resource Mobilization

6.4.1

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

Response:

The institution has a transparent and well-planned financial management system for the generation and proper utilization of the generated funds. The State Government, the UGC and the RUSA are the primary funding agencies providing financial grants to the college. A good amount of funds is also generated from the reimbursed students' admission fees by the State Government. The college also mobilises the fund from some other sources like Centre fees collected from a number of educational institutions and the Government by allowing them to use the college as a center for different examinations. The commerce stream of the college and girls hostel also help the college to generate a considerable amount of funds. Some other financial sources that help the college to generate funds are NCC and NSS units, surplus funds of University Examination Centre fees, and application fees received from candidates applying for recruitment in different posts.

With a view to utilize the funds in optimal manner, the Governing Body forms various committees like Construction Committee, Purchase Committee, RUSA Project Monitoring Committee etc. By monitoring proper utilization of the funds, these committees submit reports to the Principal.

The college conducts both internal and external audits regularly with a view to maintain transparency of financial transactions and utilizations. An internal audit is conducted by a Chartered Accountant appointed by the Governing Body (GB) of the college.

The external audit is conducted by the officials of Directorate of Audit (Local Fund) Govt. of Assam. The auditor verifies the transactions of the college under different heads such as Admission fees, Examination Fees, Scholarships, Grants and Aids received from different sources like UGC, RUSA and other Govt. and Non-Govt. agencies etc. Documents like vouchers, utilization statements, cash receipts, Ledger and cashbooks are scrutinized. Any objections raised by the auditor are reviewed in the GB's meetings. After the completion of the audit, the audit report is placed before the Governing Body of the college for its approval and necessary actions.

6.5 Internal Quality Assurance System

6.5.1

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

Response:

The IQAC continuously plays a key role in the improvement of the quality of the college with a healthy academic atmosphere. It takes initiative for institutionalizing all the quality assurance strategies and processes. Some of the important IQAC initiatives are:

- Designing Prospectus, Academic Calendar, Master Routine of the college,
- It suggests the departments maintain class diaries and prepare teaching and lesson plans.
- Suggests departments conduct remedial classes for slow learners and do mentoring.
- IQAC takes the initiative in the introduction of new Add-on Courses
- Departments are encouraged to organize excursions, field trips, etc.
- Regular Assessment of Faculty Performance and Appraisal with regard to Career Advancement Scheme (CAS) promotion.
- It conducts Orientation Programs each year for students after admission to make the students familiar with the syllabus, discipline, code of conduct, Program, and Course outcomes.
- Library Orientation is also conducted to make students aware of the facilities available in the college library.
- Encourage the Career Counseling and Placement Cell to conduct counseling sessions for students to make them aware of employment opportunities present in various sectors.
- Timely assessment and review of the various activities of the cells and committees and follow-up actions were suggested.
- Faculties were encouraged to undertake an online mode of teaching during the Covid Pandemic and also incorporate a blended mode of learning in the classroom for the benefit of the students.
- Various workshops and talks have been conducted by the IQAC for the benefit of teaching & non-teaching staff and students.

- Alumni Meet along have been organized and feedback has been collected from parents and alumni.
- The IQAC has regularly submitted the AQARs to NAAC, Annual Reports to University, and has participated in the All India Survey of Higher Education (AISHE)
- It has initiated the process of signing MoUs and forming linkages with other institutions of higher learning.
- It has also collected feedback from teachers, students, and alumni on the curriculum.
- The IQAC reviews the continuous evaluation process, and attainment of learning outcomes.
- It encourages the cells and committees to conduct various activities to develop the student's awareness regarding issues like gender sensitivity, employability, community development, personality development etc.
- It takes initiative for Academic & Administrative Audits, Green Audits, and Energy Audits.

The IQAC maintains and updates the college website and encourages all the departments to update their departmental profiles on the website for the benefit of all stakeholders.

6.5.2

Quality assurance initiatives of the institution include:

- 1.Regular meeting of Internal Quality Assurance Cell (IQAC); quality improvement initiatives identified and implemented**
- 2.Academic and Administrative Audit (AAA) and follow-up action taken**
- 3.Collaborative quality initiatives with other institution(s)**
- 4.Participation in NIRF and other recognized rankings**
- 5.Any other quality audit/accreditation recognized by state, national or international agencies such as NAAC, NBA etc.**

Response: A. Any 4 or more of the above

File Description	Document
Quality audit reports/certificate as applicable and valid for the assessment period.	View Document
NIRF report, AAA report and details on follow up actions	View Document
List of Collaborative quality initiatives with other institution(s) along with brochures and geo-tagged photos with caption and date.	View Document

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1

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

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

Response:

In the institution, promoting **gender equity** and ensuring a **safe** and **supportive environment** for **women** is a top priority. Various measures have been implemented to address the specific needs and concerns of women employees and students of the college:

Internal Complaints Committee (ICC) and Anti-Ragging Cell

- The institution has an **Internal Complaints Committee** constituted in accordance with the guidelines of the Hon'ble Supreme Court of India. Apart from being a part of awareness campaigns against sexual harassment, the **ICC** is responsible for receiving *complaints of sexual harassment*, *conducting impartial inquiries*, and *recommending necessary actions*. The committee ensures that all complaints are treated with utmost *confidentiality* and *sensitivity* and that *appropriate disciplinary actions* are taken against the perpetrators.
- The **Anti-ragging Cell** of the college arranges programmes on Anti-Ragging and deals with any kind of ragging-based incident on the campus.

Health Concerns and Maternity Leave:

- The College administration is highly sensitive to the health concerns of women employees, especially during the *pre* and *postpartum* phases.
- We adhere to the **Maternity** and **Child Care Leave** provisions as per the *Government of Assam Rule*, ensuring that women employees receive adequate leave and support during pregnancy and childbirth.

Women-Centric Facilities:

- To cater to the needs of female students, we have established a well-equipped girls' common room with a separate washroom on the campus.
- This washroom is equipped with sanitary pad disposal bins, promoting menstrual hygiene and convenience for female students. Further, in the Girls' hostel, there is a sanitary waste disposal system/incinerator.

Campus Security:

- The safety and security of all students and employees, especially women, are of utmost

importance to us. To ensure a secure environment, the entire college campus is under **CCTV surveillance**.

- The college has the provision of **day and night security guards** on the campus.

These provisions also make life in the **Girls' Hostel Safe and Secure**.

Dedicated Breastfeeding Room:

- Recognizing the importance of supporting working mothers, we have set up a dedicated **Day Care** room for **breastfeeding women**. This private space allows women employees to attend to their breastfeeding needs comfortably.

Training and Capacity Building:

- We regularly conduct training sessions and capacity-building programs for faculty, staff, and students to enhance their understanding of gender issues and encourage them to become advocates for gender equity.

Gender Studies Programs:

- The **Women Study Centre** offer a bi-annual **Add-on certificate course** on **Gender Sensitisation**. The Barnagar College Teachers' Unit has a **Women's Cell** which is actively functional in organising gender awareness talks and events. These courses and programs aim to raise awareness and encourage critical thinking about gender-related challenges and solutions.

Our institution is committed to promoting gender equity and creating an inclusive campus environment. We believe that providing women-centric facilities, ensuring their safety, and addressing their specific health concerns are integral to fostering a supportive and empowering atmosphere. By adhering to guidelines set by the Hon'ble Supreme Court of India and the Government of Assam, we uphold the rights and dignity of all women associated with our institution.

File Description	Document
Upload Additional information	View Document

7.1.2

The Institution has facilities and initiatives for

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

Response: A. 4 or All of the above

File Description	Document
Policy document on the green campus/plastic free campus.	View Document
Circulars and report of activities for the implementation of the initiatives document	View Document
Bills for the purchase of equipment's for the facilities created under this metric	View Document

7.1.3

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

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

Response: A. All of the above

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

7.1.4

Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and Sensitization of students and employees to the constitutional obligations: values, rights, duties and responsibilities of citizens (Within 500 words)

Response:

In the institution, fostering an inclusive environment that promotes tolerance, harmony, and sensitivity towards cultural, regional, linguistic, communal, and socioeconomic diversity is a core value. The

college firmly believes in the principle of *unity in diversity* and strives to create a space where every individual feels respected, valued, and welcomed. To achieve this, various efforts and initiatives have been undertaken:

Cultural Celebrations and Events: The college celebrates and embraces cultural diversity by organizing various cultural events, festivals, and activities that showcase the rich heritage and traditions of different regions and communities (e.g. *Saraswati Puja, Milad-e-Mehfil, Women's Day, Cultural Rally*, etc.) These celebrations not only promote cultural awareness but also provide an opportunity for students and employees to engage and learn from one another.

Equal Access to Education: The institute is committed to providing equal access to quality education for students from all backgrounds, irrespective of their socioeconomic status. **Financial aid and scholarships are offered to deserving students** to ensure that no one is deprived of education due to financial constraints.

Sensitization Workshops and Seminars: Sensitization workshops and seminars are conducted to raise awareness about the importance of tolerance, inclusivity, and social harmony. These sessions aim to sensitize students and employees to respect reciprocal differences and embrace diversity as a strength.

Community Engagement: The college fraternity actively engages with local communities to understand their needs and challenges. Through community outreach programs, our students learn about the realities of different socioeconomic backgrounds and cultures, fostering empathy and compassion.

Constitutional Values and Rights: Students and employees are regularly informed about their constitutional obligations, values, rights, duties, and responsibilities as citizens of the country. Workshops and discussions are organized to instil a sense of civic consciousness and encourage active participation in shaping a just and equitable society.

Open Dialogue and Grievance Redressal Mechanism: An open and transparent dialogue is encouraged to address any concerns related to diversity and inclusivity. The College has a robust grievance redressal mechanism to handle complaints and grievances related to discrimination or bias.

Zero Tolerance Policy: The institute has a zero-tolerance policy towards any form of discrimination, harassment, or bias. Any incidents of such behavior are dealt with promptly and strictly, ensuring a safe and supportive environment for everyone.

Through these institutional efforts and initiatives, Barnagar College, Sorbhog endeavours to nurture a campus environment that celebrates diversity and promotes unity, tolerance, and harmony. It is believed in the college that embracing different cultures, languages, and perspectives enriches the learning experience and prepares the students and employees to be responsible and compassionate global citizens. As we continue on this journey, we remain dedicated to creating a truly inclusive and equitable institution where every individual can thrive and contribute positively to society.

File Description	Document
Upload Additional information	View Document

7.2 Best Practices

7.2.1

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

Response:

BEST PRACTICE-I

Title of the Practice

Friendly student-teacher relationship

Objectives of the practice:

It is only when we are in a comfortable atmosphere that we can expect to be at our spontaneous best; and when we learn spontaneously, it is always quick and effective. The college believes in this ideology and therefore the authority and the IQAC encourage teachers and students to nurture a healthy and friendly relationship so that a student does not hesitate to approach the teacher to clarify his/her doubts.

The Context:

The necessity for developing a friendly student-teacher relationship is indeed relevant in the area where the college is situated. Most of the feeder schools of the college are situated in rural areas; in such schools, an open and friendly relationship is not expected. Therefore, when students from these schools are admitted to the college, it is always difficult and challenging for teachers and the college administration to motivate them to develop friendly relationships with their teachers. Therefore, both the authority and teachers need to approach such students in a sensitively designed way.

The Practice:

When students get admission into a higher education institute, they are already in the process of becoming adult individuals. They are susceptible to the happenings in their surroundings. Therefore, they need to be approached very sensitively. In the present time, one can see how juvenile violence, suicide, crime, etc. are on the rise. It is only because they are misunderstood or fail to understand others' perspectives. Even in institutes of national importance like IITs, the rise in suicide cases is alarming. All these hint towards the importance and relevance of developing a healthy and friendly relationship with such growing individuals so that they do not suffer from a sense of alienation.

This is the need of the hour to get students of higher education institutes involved in various activities so that a sense of self-importance can be inculcated within them. Once they can see their worth, they will scarcely stray away from the mainstream. This is possible only when they feel free with their teachers and participate in various activities spontaneously. This will further help them to realise what they are good at and how they can strengthen their good qualities.

In spite of all the above-mentioned virtues of maintaining a friendly teacher-student relationship, the practice is not very commonly observed or emphasised by higher education institutes. Therefore, the Barnagar College, Sorbhog is proud of this practice and deems it as one of its best practices.

Evidence of Success

Success does not come all of a sudden, it comes 'dropping slow'. In recent times, due to the practice of encouraging the development of a friendly teacher-learner relationship, there is a rise in students' involvement in various extension education activities, quizzes, debate competitions, etc.

Problems Encountered and Resources Required:

As students in the college mostly come from rural and somewhat conservative backgrounds and they are emotionally and mentally very sensitive, it is always problematic for the teachers to inculcate the spirit of trust in the friendly teacher-learner bonding outrightly; friendliness cannot be imposed on someone, it comes from within. Therefore, teachers need to create such an atmosphere that the students feel motivated to be a part of the friendly environment of the college.

BEST PRACTICE-II

Title of the Practice

Eco-friendly campus

Objectives of the practice:

With the passing of time, the world is getting more polluted every second. It is now imperative for us to make the coming generation conscious of the dangers that pollution may lead us to. They should be motivated to adopt an environment-friendly lifestyle. With that principle in the background, the college authority takes all possible measures to make the campus an eco-friendly one.

The Context:

In the present-day context, it is very challenging to maintain an environment-friendly campus. For instance, there are many of the students in the college who come by motorbikes, have the habit of chewing gutkha, etc.

The Practice:

The college authority together with the IQAC has taken many Green initiatives to ensure an eco-friendly campus. The authority has imposed a ban on the use of plastic bags inside the campus. There is a Green Campus Committee that runs frequent tree plantation drives both inside and outside the campus in order to maintain the greenery of the campus. Serving a good example to society, the college boasts of its rainwater harvesting system installed inside the campus. Further, emphasising the relevance of renewable energy, the college has been using the power generated in the solar plates installed inside the campus. The College conducts quality audits like Green Audit and Energy Audit. There is a solar plant on the campus with 15KW of capacity. The college has a proper wastemanagement system.

Evidence of Success

The success of the efforts made by the authority in maintaining the eco-friendly environment inside the campus can be seen in the changes observed in the students' and employees' behaviour. There is a significant drop in the use of plastic bags even outside the campus. People in the neighbouring area approach the college authority with their queries regarding rainwater harvesting and solar plant installation.

Problems Encountered and Resources Required:

In the initial phase, it was very difficult to keep the campus plastic free but repeated requests and a moderate restriction put things in place.

File Description	Document
Best practices as hosted on the Institutional website	View Document

7.3 Institutional Distinctiveness**7.3.1**

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

Response:**Performance in Fostering an Inclusive Learning Environment and Promoting Social Equity**

Barangar College, Sorbhog, has consistently demonstrated its commitment to fostering an inclusive learning environment and promoting social equity, which aligns with its mission and vision. The institution has implemented various initiatives and practices to ensure that all students, regardless of their background, have equal opportunities to access quality education, engage in meaningful interactions, and explore their potential to the fullest. This distinctive area of priority has significantly contributed to the college's overall performance and reputation as an institution dedicated to promoting educational excellence while addressing societal inequalities.

Inclusivity in Admission and Outreach:

One of the key areas where the college has excelled is in creating an inclusive admission process. The institution actively reaches out to students from diverse backgrounds, including those from economically disadvantaged communities, and remote areas. Through various outreach programs and awareness campaigns, the college encourages students from underrepresented sections of society to pursue higher education.

In the last five years, there has been a significant increase in the enrollment of students from different

sections of society. This inclusivity in admissions has not only enhanced the diversity within the college but has also opened up avenues for social mobility and empowerment for students from disadvantaged backgrounds.

Financial Support and Scholarships:

Barangar College actively facilitates government scholarship schemes for socially and economically weaker students. The Career Council Cell guides students in accessing financial aid, reducing drop-out rates, and promoting inclusivity. The college's advocacy for equitable access reaffirms its commitment to quality education for all.

In the last five years, the college has assisted thousands of students in getting scholarships, enabling them to pursue their academic aspirations without financial burdens. These scholarships have played a pivotal role in reducing the drop-out rate and increasing the retention of students from economically vulnerable backgrounds.

Equitable Access to Resources and Facilities:

Barangar College has made significant strides in providing equitable access to resources and facilities for all students. The institution ensures that students, irrespective of their communal, religious, social, cultural or linguistic identity have the same access to libraries, laboratories, and other infrastructural facilities as their counterparts from privileged backgrounds.

To bridge the digital divide, the college has set up computer labs and provides internet connectivity to facilitate e-learning for all students. Additionally, the college offers personalized support and counseling services to address the specific needs of students from diverse backgrounds, ensuring a conducive learning environment for all.

Community Engagement and Social Responsibility:

The college actively engages with the local community and takes up social responsibility initiatives to address the challenges faced by the marginalized sections of society. Through various outreach programs, the college sensitizes students about societal issues and encourages them to actively participate in community service.

The institution collaborates with local NGOs and government agencies to organize health camps, awareness drives, and skill development programs for the benefit of marginalized communities. These initiatives not only contribute to the holistic development of students but also instill in them a sense of social responsibility and empathy.

Promotion of Inclusive Pedagogy:

Barangar College has adopted inclusive pedagogical practices to ensure that the teaching-learning process caters to the diverse learning needs of students. Faculty members are encouraged to adopt innovative teaching methods that promote active participation and engagement among students.

The college organizes workshops and training sessions for faculty members to sensitize them about inclusivity in the classroom and address unconscious biases. As a result, classrooms have become more inclusive, and students from all backgrounds feel valued and respected in the learning process.

Conclusion:

Barangar College, Sorbhog, has made remarkable progress in fostering an inclusive learning environment and promoting social equity. The institution's commitment to providing quality education to students from diverse backgrounds and creating a conducive learning environment has positively impacted the lives of many. By prioritizing inclusivity and social equity, the college has not only enhanced its academic performance but has also contributed significantly to societal development and empowerment.

As the college moves forward, it will continue to build on its distinctive area of priority, striving to create a more equitable and inclusive society by empowering its students with the light of higher education and instilling in them moral and ethical values that will guide them to be responsible and accountable citizens of the world. Through its unwavering dedication to social equity and inclusivity, Barangar College is set to make a lasting impact on the lives of its students and the communities it serves.

File Description	Document
Appropriate web in the Institutional website	View Document

5. CONCLUSION

Additional Information :

In Cycle II of NAAC A&A, there were a few suggestions and recommendations given to Barnagar College, Sorbhog by the NAAC Peer Team.

1. Construction of a Language Lab
2. Signing MoUs with institutes of National Level
3. Establishing a Day-care centre

Working on these recommendations, the College established a Languages Lab in 2022 which is now operational.

Besides signing MoUs and forming Linkages with other institutes, Barnagar College has entered into an MoU with *Assam Don Bosco University, Tapesia*

The college has initiated the facility of a daycare center for all the working mothers of the college.

Further, a new building by the name *Ambedkar Bhawan* was constructed with a fund received from the Govt. of Assam. The Bhawan is equipped with the facility of a Conference Hall and two Guest Rooms

A State-of-the-art Seminar Hall was inaugurated in the year 2022. The facilities available in the hall are hard to be found in the entire district.

After Cycle-II A&A, the Science Stream of the college was approved by the Govt of Assam with 21 teaching and 6 Non-teaching posts.

Three PG Programmes: Political Science, Assamese, and History were introduced in 2017, 2018, and 2020, respectively.

There are various Add-on Certificate and Diploma courses that were introduced and offered at different times. Four new smart classrooms have been started in the college.

The college sincerely observes the days like International Yoga Day, World Environment Day, etc.

The College has undertaken a Green and Energy Audit for the 2021-22 session.

In the Academic and Administrative Audit, the college has been awarded an **A** grade

Concluding Remarks :

Barnagar College, Sorbhog is dedicated to serving society with knowledge and enlightenment. It has come a long way from the day of its inception, it has however distance to cross. In this journey, many people have significant contributions. They deserve sincere appreciation and regard from the entire Barnagar College, Sorbhog fraternity. Further, it must be acknowledged that the preparation of the Self Study Report (SSR) would

not have been possible without the sincere efforts of all members of the Barnagar College Family.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																				
1.2.1	<p>Number of Certificate/Value added courses offered and online courses of MOOCs, SWAYAM, NPTEL etc. (where the students of the institution have enrolled and successfully completed during the last five years)</p> <p>Answer before DVV Verification :</p> <p>Answer After DVV Verification :26</p> <p>Remark : DVV has made changes as per the report shared by HEI</p>																				
2.4.2	<p>Percentage of full time teachers with NET/SET/SLET/ Ph. D./D.Sc. / D.Litt./L.L.D. during the last five years (consider only highest degree for count)</p> <p>2.4.2.1. Number of full time teachers with NET/SET/SLET/Ph. D./ D.Sc. / D.Litt./L.L.D year wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>44</td> <td>47</td> <td>43</td> <td>37</td> <td>35</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>43</td> <td>41</td> <td>42</td> <td>37</td> <td>35</td> </tr> </tbody> </table> <p>Remark : DVV has made changes as per the report shared by HEI</p>	2021-22	2020-21	2019-20	2018-19	2017-18	44	47	43	37	35	2021-22	2020-21	2019-20	2018-19	2017-18	43	41	42	37	35
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44	47	43	37	35																	
2021-22	2020-21	2019-20	2018-19	2017-18																	
43	41	42	37	35																	
3.3.1	<p>Number of research papers published per teacher in the Journals notified on UGC care list during the last five years</p> <p>3.3.1.1. Number of research papers in the Journals notified on UGC CARE list year wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>15</td> <td>22</td> <td>13</td> <td>10</td> <td>7</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>21</td> <td>11</td> <td>07</td> <td>06</td> <td>01</td> </tr> </tbody> </table> <p>Remark : DVV has made changes as per the report shared by HEI</p>	2021-22	2020-21	2019-20	2018-19	2017-18	15	22	13	10	7	2021-22	2020-21	2019-20	2018-19	2017-18	21	11	07	06	01
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2021-22	2020-21	2019-20	2018-19	2017-18																	
21	11	07	06	01																	

3.3.2	<p>Number of books and chapters in edited volumes/books published and papers published in national/ international conference proceedings per teacher during last five years</p> <p>3.3.2.1. Total number of books and chapters in edited volumes/books published and papers in national/ international conference proceedings year wise during last five years</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="306 389 1046 524"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>17</td> <td>15</td> <td>32</td> <td>10</td> <td>06</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="306 602 1046 736"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>12</td> <td>27</td> <td>11</td> <td>04</td> <td>02</td> </tr> </tbody> </table> <p>Remark : DVV has made changes as per the report shared by HEI</p>	2021-22	2020-21	2019-20	2018-19	2017-18	17	15	32	10	06	2021-22	2020-21	2019-20	2018-19	2017-18	12	27	11	04	02
2021-22	2020-21	2019-20	2018-19	2017-18																	
17	15	32	10	06																	
2021-22	2020-21	2019-20	2018-19	2017-18																	
12	27	11	04	02																	
3.4.3	<p><i>Number of extension and outreach programs conducted by the institution through organized forums including NSS/NCC with involvement of community during the last five years.</i></p> <p>3.4.3.1. Number of extension and outreach Programs conducted in collaboration with industry, community, and Non- Government Organizations through NSS/ NCC etc., year wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="306 1135 1046 1270"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>23</td> <td>10</td> <td>7</td> <td>6</td> <td>7</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="306 1348 1046 1482"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>16</td> <td>10</td> <td>7</td> <td>2</td> <td>5</td> </tr> </tbody> </table> <p>Remark : DVV has made changes as per the report shared by HEI</p>	2021-22	2020-21	2019-20	2018-19	2017-18	23	10	7	6	7	2021-22	2020-21	2019-20	2018-19	2017-18	16	10	7	2	5
2021-22	2020-21	2019-20	2018-19	2017-18																	
23	10	7	6	7																	
2021-22	2020-21	2019-20	2018-19	2017-18																	
16	10	7	2	5																	
3.5.1	<p><i>Number of functional MoUs/linkages with institutions/ industries in India and abroad for internship, on-the-job training, project work, student / faculty exchange and collaborative research during the last five years.</i></p> <p>Answer before DVV Verification :</p> <p>Answer After DVV Verification :17</p> <p>Remark : DVV has made changes as per the report shared by HEI</p>																				
4.3.2	<p>Student – Computer ratio (Data for the latest completed academic year)</p> <p>4.3.2.1. Number of computers available for students usage during the latest completed academic year:</p>																				

Answer before DVV Verification : 22

Answer after DVV Verification: 11

Remark : DVV has made changes as per the report shared by HEI

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
16.99	22.46	33.94	32.34	34.88

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
14.37	18.58	31.05	27.99	31.47

Remark : DVV has made changes as per the report shared by HEI

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
0	7	5	8	0

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
02	06	02	0	0

Remark : DVV has made changes as per the report shared by HEI

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

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

the last five years

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
5	4	0	2	1

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
02	0	0	0	01

Remark : DVV has made changes as per the report shared by HEI. College events not considered

5.3.2

Average number of sports and cultural programs in which students of the Institution participated during last five years (organised by the institution/other institutions)**5.3.2.1. Number of sports and cultural programs in which students of the Institution participated year wise during last five years**

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
29	13	8	8	6

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
12	06	05	06	04

Remark : DVV has made changes as per the report shared by HEI

6.2.2

Institution implements e-governance in its operations

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

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: C. 2 of the above

Remark : DVV has made changes as per the report shared by the HEI

6.3.3

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

development /administrative training programs during the last five years

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
24	22	20	52	51

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
24	22	19	51	50

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
10	11	12	6	6

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
15	15	15	15	15

Remark : DVV has made changes as per the report shared by HEI

2.Extended Profile Deviations

ID	Extended Questions																				
1.1	Number of teaching staff / full time teachers during the last five years (Without repeat count): Answer before DVV Verification : 69 Answer after DVV Verification : 65																				
1.2	Number of teaching staff / full time teachers year wise during the last five years Answer before DVV Verification: <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>55</td> <td>58</td> <td>56</td> <td>52</td> <td>51</td> </tr> </tbody> </table> Answer After DVV Verification: <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>55</td> <td>54</td> <td>55</td> <td>50</td> <td>50</td> </tr> </tbody> </table>	2021-22	2020-21	2019-20	2018-19	2017-18	55	58	56	52	51	2021-22	2020-21	2019-20	2018-19	2017-18	55	54	55	50	50
2021-22	2020-21	2019-20	2018-19	2017-18																	
55	58	56	52	51																	
2021-22	2020-21	2019-20	2018-19	2017-18																	
55	54	55	50	50																	
2.1	Expenditure excluding salary component year wise during the last five years (INR in lakhs) Answer before DVV Verification: <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	2021-22	2020-21	2019-20	2018-19	2017-18															
2021-22	2020-21	2019-20	2018-19	2017-18																	

179.54	264.58	255.48	218.94	206.36
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Answer After DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
74.66	126.55	94.86	110.72	114.252