



# **SELF STUDY REPORT**

**FOR**

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

**BARPETA GIRLS' COLLEGE, BARPETA**

**KRISHNA NAGAR, SUNDARIDIYA P.O. AND DIST. BARPETA  
781301**

**[www.barpetagirlscollege.in](http://www.barpetagirlscollege.in)**

**Submitted To**

**NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL**

**BANGALORE**

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# 1. EXECUTIVE SUMMARY

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## 1.1 INTRODUCTION

Barpeta Girls' College, the only institution of higher education for women in Barpeta district of Assam, was established on the 7th of September, 1978 within the vicinity of Barpeta town renowned as one of the prominent sites of neo-Vaishnavite religion and culture propagated by Srimanta Sankardev and Sri Sri Madhavdev. Since inception, the college has been disseminating higher education to the girl students of Barpeta and its surrounding areas.

The college got Govt. concurrence at the Undergraduate level in 1994. Later the college was brought under the deficit grants-in-aid system on the 25th of March, 1998, and subsequently under the provincialized system in 2005. It obtained the UGC recognition under section 2(f) and 12 (B) of the UGC Act, 1956 on the 5th of January, 2007.

Affiliated to Gauhati University, Barpeta Girls' College went through the first cycle of the NAAC assessment and accreditation in 2004 and maintained 'C' Grade. The college secured 'B' Grade in the second cycle of the NAAC assessment and accreditation in 2016.

At present Barpeta Girls' College is an Arts college with 8 departments. The college also introduced Commerce stream a few years back on a self-financing mode. But, as most of the girl students who come to study in this college belong to economically disadvantaged families, it becomes difficult to run the stream solely on a self-financing mode, and hence, the college has discontinued the commerce stream and proposed to the Govt. of Assam to allow the college to run the Commerce stream as a provincialized one. The commerce stream still has the 1st year affiliation under Gauhati University.

The college also has the scope for imparting computer education with its well-equipped computer lab, and currently, the college is making plans in this direction. The college also offers Diploma, Degree and Master's Degree programmes in the ODL mode under the Krishna Kanta Handiqui State Open University as one of its active study centres.

Barpeta Girls' College is planning to convert its status to a co-educational institution and has already submitted a proposal to the Higher Education Department, Govt. of Assam.

### **Vision**

The vision of Barpeta Girls' College is to impart quality education to the female learners of Barpeta and its surroundings, so that they can achieve all round development that can make themselves stand independent in a society that is not always favourable to them. Most of the girl students who come to study in this college belong to socially and economically disadvantaged class, and are always facing evils like poverty, early marriage, gender discrimination etc. Many of the students even have to discontinue their studies because of the familial and societal issues. So, it is the vision of the college that it tries its level best to acquaint the students with the new vistas of higher education so that they can make themselves efficient enough to come out of the narrow confinement of their lives. The emphasis of the college is on imbuing in the female students a spirit to rise above their situations by being well-equipped academically and also from the point of view of their personality.

Besides all these, the college lays stress on inculcating in their minds positive attitudes towards democracy, co-operation and cultural sensitivity so that the students can get themselves ready to serve the society, the nation, and finally the world. The college adopts a holistic approach of education in spite of its limitation, and it has as its goal tilling the ground of motivation for the students. For those learners who cannot join the formal method of education, the college keeps the door to higher education open through the ODL system as a study centre of the Krishna Kanta Handiqui State Open University.

## **Mission**

1. Imparting Quality Education keeping in view the learners' own drawbacks, and providing life skills for solving real life problems.
2. Motivating the students to rise above their situations and dream bigger so that they can be part of the global milieu.
3. Introducing the students with the oft-changing academic scenario of the world.
4. Inspiring the students to break the social barrier that limits their roles.
5. Building leadership quality and imbibing in them futuristic vision.
6. Introducing more and more job-oriented and vocational programmes keeping in view the local realities.
7. To organize community development programmes in the neighborhood with the help of which the learners can be imbued with a sense of social responsibility.
8. Introducing the learners with the Indian Knowledge System by incorporating within the academic framework of the college relevant activities.
9. Introducing the learners with the diversity of Indian culture and society.
10. Initiating a holistic approach of education, so that the learners can have an all-round development cutting across the programmes they are enrolled in.

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

### **Institutional Strength**

1. Only Girls' College in the entire Barpeta district disseminating higher education for nearly 46 years, making the girl students, who originally have weak academic performances and who are also from poor socio-economic background, ready for excelling in studies.
2. Accredited by NAAC with B grade in 2016 during 2nd cycle of assessment and accreditation.
3. Participated in AISHE.
4. Registered under IIC, Government of India.
5. Signed 7 MoUs with reputed organizations/institutions.
6. Conducted Mentoring Programmes for the wellbeing of students.
7. Organised Conferences, Seminars/ Webinars, Workshops, Popular/Special Talks.

8. Financial Assistance received from the ICSSR to organize seminar.
9. Study Centre of ODL under Krishna Kanta Handiqui State Open University (KKHSOU) (for PG, UG, Diploma and Certificate courses).
- 10.. Grants received from RUSA under RUSA 2.0 Scheme.
11. CCTV surveillance.
12. Wi-Fi enabled campus.
13. A clean, safe, and secured, ragging free campus including Girl's Hostel.
14. Registered Alumni Association.
15. ICT enabled classroom, conference hall and computer centre.
16. Spacious and serene college campus conducive for academic activity.
17. Pollution free and eco-friendly campus.
18. Perfect academic discipline.
- 19.. Strong and efficient Governing Body.
- 20.. Highly dedicated teaching and non teaching staff.
21. Central library, reference book section and well furnished reading room facility.
22. Indoor and outdoor stadium to promote the spirit of sports and games.
23. Counselling for personality development of students.
28. Biometric attendance system for the teaching and non teaching staff.
29. Plastic, alcohol and tobacco free campus.

### **Institutional Weakness**

1. Insufficient environment-friendly alternative power source.
2. Use of the available resources is not up to the mark.

## **Institutional Opportunity**

1. Though the college is situated at an urban area, most of the students who come to the college are from rural areas, and therefore, the college has a wide opportunity to explore the area of vocational courses on agro and livestock farms and impart the students skill development courses to make them self sufficient, besides teaching them the traditional courses.
2. Many students who have talents in the fields of sports, cultures etc. but don't get opportunity to nurture their talents can be provided with scopes for developing their talents in their respective fields.
3. The college has the opportunity for research on the Satra culture, ancient scripts etc., as the college is surrounded by a lot of Satras.
4. As the majority of the students are of poor academic background with socially and economically disadvantaged situations, the college can have academic planning keeping in view these students.
5. With nod from the State Government, the college can have a provincialized commerce stream, creating an ambience for multidisciplinary education.
6. If the State Government allows, the departments of Anthropology and Home Science, which are at present temporary, can be converted to permanent departments with sanctioned posts of teachers.

## **Institutional Challenge**

1. Financial constraints resulted from low enrolment.
2. The college is situated at a low lying area for which during the rainy season occasionally the college campus gets inundated in flood water.

## **1.3 CRITERIA WISE SUMMARY**

### **Curricular Aspects**

Barpeta Girls' College takes care so that effective delivery of curriculum can be achieved. For this, it creates a mechanism through its Prospectus, Academic Calendar, Class routine, Individual Lesson Plan, Mentoring System, Sessional Examinations and End Semester Examinations. To ensure effective curriculum delivery, the college encourages the faculty members to continually upgrade their knowledge and technical skill by participating in Faculty Development Programmes, attending seminars/conferences and publishing research articles, books and book chapters. As Barpeta Girls' College is affiliated to Gauhati University, the college has no autonomy to prepare curriculum and has to follow the curriculum prepared by the university. Since the academic session 2019-20, the college has been offering B.A programmes in CBCS system. Now, as Gauhati University has started Four Year Undergraduate Programme in the line of the NEP-2020, Barpeta Girls' College also adopts it in the 1st and the 2nd semester. Barpeta Girls' College prepares its own Academic Calendar on the basis of that prepared by Gauhati University and follows it for the entire academic activities in each academic session. Besides the regular courses (UG) under Gauhati University, the institution has also study center of Krishna Kanta Handiqui State Open University inODL mode. The institution follows a systematic academic plan which includes Academic Monitoring Council meetings, Departmental meetings etc. for smooth management of academic programmes. The curriculum that Barpeta Girls' College follows incorporates cross-

cutting issues like Gender, Environment, Human Values, Professional Ethics etc., which are reflected in the syllabi prepared by the parent university. The institution also deals with such issues by organizing various programmes, such as seminars, talks etc. so as to create awareness amongst the student community. The academic programmes offered by Barpeta Girls' College also have rooms for project works and experimental learning. The college has developed both offline and online modes for obtaining feedbacks from students, teachers, alumni and guardians, which are also analyzed and actions are taken accordingly.

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

The main thrust of Barpeta Girls' College is to impart Quality, Holistic Education and provide equal opportunity for students from all spheres of the society. The institution offers B.A. Programmes in Under Graduate (UG) level and follows the entire academic activities in accordance with the guidelines of its affiliating university, Gauhati University. The institution follows the Govt. rules for reservation of seats for various categories in students' admission. Admission procedure is done on the basis of merit. The Teaching-Learning Process is regularly monitored by the Principal, Vice-Principal, and Academic Monitoring Committee of the Institution. The institution assesses the learning levels of the students through their responses in the classes and performances in academic activities namely Sessional and End semester examinations, Seminars, Home Assignments, Group Discussion etc. The institution has an effective Mentoring System with the help of which students are given information, counselling and emotional support. Especially the slow learners are identified and provided with all necessary supports and given remedial and tutorial classes whenever necessary. The advance learners are also identified and given special care so that they can prepare themselves for greater achievements. Besides classroom teaching students are provided with experiential and participative learning through field visit, project works, seminars and group discussions. The students are also encouraged to work together to understand the value of team work. Along with the traditional chalk and blackboard method, the teachers of the institution occasionally use ICT enabled tools to enhance teaching learning process. In continuous evaluation process, internal assessment of the students are done and grievances related to internal assessment are addressed in accordance with the guideline of the parent University. The programme outcomes and course outcomes are evaluated through the student's performance in internal and end semester examination; student's progression towards higher studies; employability of students and feedbacks on academic performance of the institution. The college also conducted Academic Audit.

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

The main emphasis of Barpeta Girls' College lies in imparting quality education to learners in the best possible way. Keeping in view this notion, Barpeta Girls' College has given much importance on Research, Innovation and Extension. The college has tried to accomplish research promotion and knowledge generation. The institution organised national and state level seminars, besides the institutional seminars. The college received financial assistance from ICSSR to organise National Seminar on the NEP-2020. The college also collaborated

with the Barpeta chapter of Asom Sahitya Sabha, the most prominent literary organization of the state, to organize National Seminar on literature. Special importance is given to familiarize the students with research culture, and therefore, the students are involved in project works, surveys etc. inside and outside their curriculum. They are also encouraged to present seminar papers in department level seminars. The college published one collection on articles on the NEP-2020 with ISBN. The Principal as well as various faculties have published research oriented books with ISBN and research articles in Care-listed/peer reviewed journals during the last five years. One faculty has received Ph.D. degree during this period and two faculties are pursuing Ph.D. The faculties have also attended FDPs/Short Term Courses/Seminars etc. to widen the horizon of their knowledge.

The college is trying its level best to explore its limited scope for innovative practices. It has signed MOUs with various agencies and academic institutions so that some new approaches can be added to its academic scenario. The college has also taken up plans to prepare the students so that they can utilize the resources available for them for development of entrepreneurship.

The college has also laid much emphasis on extension activities so that the students can learn their societal roles and responsibilities. The NSS and the Scout and Guide units of the college have taken up programmes such as Swachh Bharat, cleanliness drive in the neighbouring areas etc. The Research, Innovation and Extension Cell has also conducted various programmes in the neighborhood, particularly the adopted village, such as health awareness, environmental awareness etc. in which the students were also involved.

### **Infrastructure and Learning Resources**

In spite of all limitations, Barpeta Girls' College maintains a very good infrastructure and learning resources so that it can cater to the needs of the students. With 7 acres of land, the campus has three academic blocks, separate departmental rooms, central library with reading room and reference section, administrative block with Principal's chamber, girls' hostel, digital classroom, laboratories for anthropology, home science and education department, computer centre, IQAC room, examination board room, canteen etc. The college has 17 classrooms out of which there are 2 ICT enabled classrooms, besides one digital classroom. The college has three laboratories for Home Science, Anthropology and Education Departments. One digital library is under construction. The college has good infrastructure for curricular and co-curricular activities that includes computers, LCD Projectors, indoor stadium, outdoor stadium, uninterrupted power supply with two DG sets. The central library has more than 17,500 books. The IT and Wifi facilities in the college are regularly updated. For wifi the college uses BSNL Fiber with 60 to 100 mbps. The College website is regularly updated. The whole campus is under CCTV surveillance. The college also uses biometric attendance system for the teaching and the non-teaching staff. The infrastructure and campus facilities are well maintained by the college authority through technical experts, professionals and labourers. The college has a girls' common room with drinking water facility and incinerator. The Students' Union, the NSS unit, Yoga centre has separate rooms, in which they can conduct their activities. The college has cycle stand and car parking area. The campus also has two gardens and one afforestation project for medicinal plants. The Study Centre of Krishna Kanta Handiqui State Open University has its own office room. The college also has a pond in which a small fishery has been developed and there is also a plan to introduce a course based on fishery in the near future.

## **Student Support and Progression**

Barpeta Girls' College provides a conducive environment for holistic development of students. The various academic activities are given in detail in the academic calendar and are implemented accordingly. The students of the college are benefited by various scholarship schemes of the Government, such as Pragyan Bharati (Fee Waiver) Scheme for BPL students, UGC Ishan Uday Scholarship, Scholarship from the Central Government, such as Post Matric Scholarship for Minorities, Post Matric Scholarship for Students with Disabilities, Scholarship from the State Government like Post Matric Scholarship for ST/SC/OBC, Combined Merit Scholarship etc. Apart from these, the college also helps needy students from its own Students' Welfare Fund, which is created with the contributions from the teachers. The college organizes skill development programmes and career counseling programmes, besides students' seminars, popular talks, quiz competitions etc. The college has already registered under Institution Innovative Council and also signed MOUs with various agencies and educational institutions. Students are encouraged to take part in cultural and sports competitions in Youth Festivals and Government programmes. The students are also given opportunity to learn the basics of computer in the computer centre free of cost. The college has a Students' Union with democratically elected representatives of the students. Every year the college organizes Freshers' Social, College Week, Saraswati Puja, International Yoga Day, Independence Day, Republics Day, National Unity Day, Gandhi Jayanti, International Women's Day, National Mother Tongue Day etc. The NSS, the Red Ribbon Club, the Students' Union, the Women's Cell, the Research, Innovation and Extension Cell, Student Support and Progression Cell etc. conduct various programmes for the benefit of the students. The college has Internal Complaint Committee under the 'Sexual Harassment of Women at Workplace (Prevention, Prohibition and Redressal) Act, 2013', Anti Ragging Committee and Anti Ragging Cell, besides 'Student Grievance Redressal Cell' under the UGC guidelines. There is a hostel management and discipline committee, which regularly visits the hostel and try to know the problems of the boarders. The Alumni Association and the departments maintain records of the passed out students who have gone for higher education or got placement.

## **Governance, Leadership and Management**

In respect of governance, Barpeta Girls' College adopts the policies of decentralization and participatory approach with a transparent mechanism. The college has a well-defined Vision and Mission as well as Policies and the governance of the college reflects them. The apex body of the college is the Governing Body which is formed according to the Government rules and regulations. All major decisions are taken and approved by the Governing Body for smooth management and all-round development of the college. The college has various committees with teachers and non-teaching staff, and occasionally students, as members, which play pivotal roles in framing various policy decisions in different aspects of college management and implementing them. The institution follows all the rules and guidelines of the UGC and the State Government for recruitment of teaching and non-teaching post, admission, utilization of Government funds, maintaining discipline and overall management. The college has introduced partially e-governance in the field of Administration, Finance and Accounts, Student Admission and Support, and Examination. In the academic matters, the college follows the rules and regulations of the affiliating University, i.e. Gauhati University. To discuss various issues, sometimes



the Principal convenes meetings of the teaching and the non-teaching staff and decisions are taken in the meeting. The Principal monitors and supervises all the administrative and the academic matters with the help of the Vice Principal, the Coordinator of the IQAC and the Heads of the Departments.

The management encourages the faculty members to participate in FDP/RC/OP/Professional Development Programmes, seminars, workshops, while the non-teaching staff are encouraged to go for various trainings. The college conducts Internal and External financial audits. Internal Audit is conducted by Chartered Accountant and External Audit is conducted by the Directorate of Audit (Local Fund), Govt. of Assam. The institutional strategic/perspective plan is effectively deployed by the college. The institution has effective welfare measures and Performance Appraisal System for teaching and non-teaching staff as per government rules. The teaching and the non-teaching staff are allowed to avail of leaves and other benefits admissible as per the Leave Rules, 1934 and the Assam College Employees (Provincialization) Rules, 2010.

### **Institutional Values and Best Practices**

In order to foster gender sensitization and equity, Barpeta Girls' College has constituted Internal Complaints Committee, Student Grievance Redressal Committee and Women's Cell. The institution has a girls' hostel with all the basic amenities. The whole campus is under CCTV surveillance. The college addresses environmental, social, gender related issues through seminars, workshops and other activities, and tries its best to build awareness among the students on these issues. The college is constantly working to make the campus eco-friendly. It has done Energy Audit and Green Audit. It has adopted measures like plantation, usage of LED bulbs, energy conservation, judicious use of water etc. The college has taken initiatives to enhance students' creative thinking by organizing seminars, programmes, competitions etc. Considering the fact that most of the students that come to this college belong to poverty-stricken rural families, the college tries to encourage them to go for entrepreneurship and adopt innovative ideas about how to use the locally available resources to earn livelihood. Early marriage of the students is a stumbling block for the college and it increases the drop-out rate, and therefore, the college conducts awareness programmes against early marriage with the help of the District Legal Service Authority. Students and employees are sensitized towards constitutional obligations by organizing events that foreground the citizens' rights and duties. Constitution Day, National Voters' Day, National Unity Day etc. are duly celebrated. The institution celebrates national, international commemorative events i.e. Independence Day, Republic Day, International Women's Day, National Youth Day, birth and death anniversaries of great Indian personalities etc.. The academic output has been enhanced by using ICT, digitization, automation in library services etc. Through awareness campaigns on health, cleanliness drives, activities of NSS, Red Ribbon Club, village adoption programmes etc., the college nurtures a sense of social responsibility among its stakeholders. Various workshops, seminars, surveys are conducted by the college to spread the message of tolerance and harmony towards cultural, regional, linguistic, communal, socio-economic and other diversities. The college also prepares a handbook of professional code of conduct for all the stakeholders including Principal, teaching staff, non-teaching staff and students.



## 2. PROFILE

### 2.1 BASIC INFORMATION

Name and Address of the College	
Name	BARPETA GIRLS' COLLEGE, BARPETA
Address	KRISHNA NAGAR, SUNDARIDIYA P.O. AND DIST. BARPETA
City	BARPETA
State	Assam
Pin	781301
Website	<a href="http://www.barpetagirlscollege.in">www.barpetagirlscollege.in</a>

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	BIRINCHI KUMAR DAS	03665-235800	9954398969	-	barpetagirlscollege.barpeta@gmail.com
IQAC / CIQA coordinator	AKBAR ALI AHMED	-	7002432781	-	akbaraliahmed112@gmail.com

Status of the Institution	
Institution Status	Government

Type of Institution	
By Gender	For Women
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details	

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

Details of UGC recognition		
Under Section	Date	View Document
2f of UGC	05-01-2007	<a href="#">View Document</a>
12B of UGC	05-01-2007	<a href="#">View Document</a>

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

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

Location and Area of Campus				
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	KRISHNA NAGAR, SUNDARIDIYA P.O. AND DIST. BARPETA	Urban	7	4459.35

## 2.2 ACADEMIC INFORMATION

<b>Details of Programmes Offered by the College (Give Data for Current Academic year)</b>						
<b>Programme Level</b>	<b>Name of Programme/Course</b>	<b>Duration in Months</b>	<b>Entry Qualification</b>	<b>Medium of Instruction</b>	<b>Sanctioned Strength</b>	<b>No.of Students Admitted</b>
UG	BA,Political Science,HONOURS	36	H.S.	Assamese	60	39
UG	BA,Political Science,REGULAR	36	H.S.	Assamese	195	182
UG	BA,English, Regular	36	H.S.	English	60	10
UG	BA,English, HONOURS	36	H.S.	English	45	10
UG	BA,Assamese,MIL REGULAR	36	H.S.	Assamese	180	137
UG	BA,Assamese,ELECTIVE REGULAR	36	H.S.	Assamese	45	15
UG	BA,Assamese,HONOURS	36	H.S.	Assamese	60	27
UG	BA,Philosophy,REGULAR	36	H.S.	Assamese	90	85
UG	BA,Philosophy,HONOURS	36	H.S.	Assamese	60	21
UG	BA,Education,HONOURS	36	H.S.	Assamese	75	71
UG	BA,Education,REGULAR	36	H.S.	Assamese	195	188
UG	BA,Economics,HONOURS	36	H.S.	Assamese	30	0
UG	BA,Economics	36	H.S.	Assamese	60	13

	cs,REGULAR					
UG	BA,Anthropology,REGULAR	36	H.S.	Assamese	60	37
UG	BA,Home Science,REGULAR	36	H.S.	Assamese	60	15
UG	BCom,Commerce,REGULAR	36	H.S.	Assamese	45	0
UG	BCom,Commerce,ACCOUNTANCY HONOURS	36	H.S.	Assamese	30	0
UG	BCom,Commerce,MANAGEMENT HONOURS	36	H.S.	Assamese	30	0

### 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				9				9			
Recruited	0	0	0	0	5	4	0	9	6	2	0	8
Yet to Recruit	0				0				1			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				5			
Recruited	0	0	0	0	0	0	0	0	0	4	0	4
Yet to Recruit	0				0				1			

<b>Non-Teaching Staff</b>				
	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Total</b>
Sanctioned by the UGC /University State Government				11
Recruited	8	3	0	11
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				0
Recruited	0	0	0	0
Yet to Recruit				0

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

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

<b>Permanent Teachers</b>										
<b>Highest Qualification</b>	<b>Professor</b>			<b>Associate Professor</b>			<b>Assistant Professor</b>			<b>Total</b>
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/ LLD/DM/M CH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	3	3	0	3	0	0	9
M.Phil.	0	0	0	0	1	0	0	1	0	2
PG	0	0	0	2	0	0	3	1	0	6
UG	0	0	0	0	0	0	0	0	0	0

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



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

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

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

<b>Programme</b>		<b>From the State Where College is Located</b>	<b>From Other States of India</b>	<b>NRI Students</b>	<b>Foreign Students</b>	<b>Total</b>
UG	Male	0	0	0	0	0
	Female	288	0	0	0	288
	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	0	0	0	0
	Female	23	28	30	27
	Others	0	0	0	0
ST	Male	0	0	0	0
	Female	1	0	0	0
	Others	0	0	0	0
OBC	Male	0	0	0	0
	Female	12	8	5	2
	Others	0	0	0	0
General	Male	0	0	0	0
	Female	60	55	57	48
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	314	243	209	211
	Others	0	0	0	0
Total		410	334	301	288

### Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	(i) Bapeta Girls' College is basically an Arts College, which also ran the Commerce Stream on self-financing mode. As most of the students who study in the college belong to financially disadvantaged families, the college had to discontinue the stream on self-financing mode, and now, the college has submitted a proposal to the Government to permit the college to introduce the Commerce Stream as a provincialized stream. (ii) Being an Arts College, the college hasn't yet taken any measure for integrating humanity and science with STEM. But it has organized some talks on scientific topics so that the students can get a scope to see beyond their discipline. (iii) Barpeta Girls' College has chalked
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	<p>out its plan for adopting holistic multidisciplinary/interdisciplinary mode of education as aimed at by the National Education Policy, 2020, and in this respect, it follows all the instructions and guidelines of its affiliating university, Gauhati University. From the Academic Session, Gauhati University has started Four Year Undergraduate Programme as demanded by the NEP-2020, in which the students have to opt for four Common Courses that include Multidisciplinary Courses, Value Added Courses, Ability Enhancement Courses and Skill Enhancement Courses. These will help the college to create a multidisciplinary/interdisciplinary environment in the college. In the earlier CBCS system, which is still going on for the students who got admitted to the undergraduate programmes in the earlier academic sessions, there are courses which encourage the students to widen their knowledge on environment, gender, human rights, ethics etc. (iv) The Four Year Undergraduate Programme introduced by Gauhati University, which the college is following, gives opportunity for multiple entry and exit. The whole pattern it has prepared is such that a student can exit the programme after one, two and three years for which they will be given certificate, diploma and degree respectively. Similarly, if a student leaves the programme and then decides to come back, the student is allowed to do so. (v) Barpeta Girls' College has planned to engage the students in making surveys in the socio-economic environment of the remote societies so that their pressing problems and challenges can be well understood by the students.</p>
2. Academic bank of credits (ABC):	<p>In the Four Year Undergraduate Programme introduced by Gauhati University from the academic session 2023-24 in the line of the NEP-2020, , Gauhati University has made it mandatory for every student to register themselves in the Academic Bank of Credit. Accordingly, the college has also encouraged and helped the students to get registered in the ABC. All the students of the college, who have joined the college in the academic session 2023-24 are registered in the ABC.</p>
3. Skill development:	<p>i)Gauhati University to which our college is affiliated has given special emphasis on skill development of students. In both the FYUGP and the CBCS, there are courses such as Ability Enhancement Courses and</p>

	<p>Skill Enhancement Courses, so that development of skill of students becomes part of the curriculum. For Skill Enhancement Courses, the university offers a pool of subjects out of which the colleges have to select some as per their convenience. Being an affiliated college of Gauhati University, Barpeta Girls' College offers Ability Enhancement Courses and Skill Enhancement Courses keeping in view the needs of the students. (ii) In collaboration with Nandi Foundation, Barpeta Girls' College organized Mahendra Pride Classrooms run by the Mahindra and Mahindra Group for the development of students' soft skills and other skills. (ii) Barpeta Girls' College offered some short term courses on skill development in (a) cutting and knitting, (b) modern dance and (c) beautician. The college also organized some programmes so as to make the students familiar with basics of computer application. (iii) In collaboration with the Department of Anthropology of M.K. College, the Department of Anthropology of Barpeta Girls' College organized skill related orientation programmes. (iv) The Department of Anthropology also organized Food Festival among students so that the students could showcase their skill in culinary.</p>
<p>4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):</p>	<p>Barpeta Girls' College gives importance on integrating Indian Knowledge System with the teaching and learning process in the undergraduate level. The curriculum framed by its affiliating University, Gauhati University, has components that are closely related to the Indian Knowledge System. In the FYUGP system, the subject Education in the 4th Semester has papers such as Educational Philosophy (Indian Schools of Philosophy) and Development of Education in India. The subject Philosophy has papers like Ancient Indian Thought (1st Semester) and Theory of Knowledge (Indian) (5th Semester). In the CBCS system, the subject Education has papers like Development of Education in India –I and II (HC 2026 and HC 3016 respectively). In the same subject there are papers like History of Education in India (both HG 4016 and RC 4016). In the subject English, there is a paper like Indian Classical Literature (HC 1016). In the subject Philosophy, Indian Philosophy is studied in HC 1016, HG 2016 and HC 3026. The subject Philosophy also covers Philosophy of Upanishad (HE 5016), Philosophy of Gita (HE 5026), Isa Upanishad with</p>

	Sankara Bhasya (HE 5036), Indian Philosophy (RC 2016) and Indian Yogic Tradition (GE 5016)
5. Focus on Outcome based education (OBE):	Barpeta Girls' College gives utmost importance on outcome based education. The syllabus of each course clearly states the course outcomes, from which the students can know about it. Moreover, at the beginning of the session, each department gives the students a clear idea about the course outcomes. The learning objectives are clearly specified and the course deliveries are planned in an organized manner accordingly. Efforts are made to accomplish the learning objectives through experimental and participative learning, besides organizing seminars, popular talks, lectures, project works, field visits, home assignments etc. The college also takes care so that the learning in the college can be helpful for the students in choosing their careers in future.
6. Distance education/online education:	Barpeta Girls' College has a Study Centre of Krishna Kanta Handiqui State Open University, through which the college offers undergraduate and postgraduate education in distance mode. The Study Centre is run by the Study Centre Management Committee formed as per the guidelines of the concerned University. The Study Centre conducts induction programme after every new semester admission, and also renders all the necessary supports to the learners, including counseling on the courses by the faculty members of the college. During the lockdown resulted from the Covid-19 breakdown in the years 2020 and 2021, the college teachers conducted online classes, as physical classes were not possible at that time.

### Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	Yes, Barpeta Girls' College set up Electoral Literacy Club (ELC) in the following manner. 1. Dr. Iqbal Hussain Khan, Associate Professor, Department of Political Science (Contact No. 9954184964) – Coordinator, 2. Dr. Deepa Patgiri Das, Associate Professor, Dept. of Assamese (Contact No. 8011375667)—Member, 3. Harendra Kumar Kalita, Assistant Professor, Dept. of Economics (Contact No. 9954712652) – Member, 4. Hiranmayee Pathak,
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	<p>Associate Professor, Dept. of Economics (Contact No. 9706482045) – Member, 5. Pallavi Hazarika, Assistant Professor, Dept. of Education (Contact No. 7002949744) – Member, 6. Dipshikha Das, Junior Assistant (Contact No. 7002980358)—Member, 7. Harekrishna Das, Library Assistant (Contact No. 9101767105)—Member, 8. Papari Das, Student (Contact No. 9395119867) – Students’ Coordinator, 9. Shilpirekha Choudhury, Student (Contact No. 6003324648) -- Member, 10. Shajida Khatun, Student (Contact No. 8453685814) -- Member</p>
<p>2. Whether students’ co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?</p>	<p>The Co-ordinator, the Students’ Coordinator and other members are appointed by the Principal of the college. The Electoral Literacy Club is functional and is organizing various programmes to encourage new voters to enroll themselves in the Voters’ List. The Electoral Literacy Club is also cooperating with the District Election Office in respect of the Govt. programmes for sensitization of the young voters. The Electoral Literacy Club is representative in nature, because it includes members from the faculty, the non-teaching staff and the students.</p>
<p>3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.</p>	<p>The Electoral Literacy Club undertook Voter Awareness Programme among the students in which they were told about the electoral processes and also the importance of voting in a democratic country like India. The students who were to attain the voting age were motivated to register themselves as voters. The students were made aware of ethical voting irrespective of caste, creed and other differences. The Electoral Literacy Club also organized National Voters’ Day, emphasizing the importance of being a voter in a democratic country. As a part of 'Mera Pehla Vote Desh Ke Liye' campaign launched by the Ministry of Education in collaboration with the Ministry of Youth Affairs, Govt. of India, the Electoral Literacy Club of Barpeta Girls' College organized an interactive seminar on the Importance of voting. Electoral Literacy Club also assisted the District Election Office in organizing awareness campaign at the college about enrolment or new voters. Students themselves got involved in the processes of the District Election Office to register themselves as voters.</p>
<p>4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research</p>	<p>The Electoral Literacy Club put much emphasis on creating awareness among the students, who will</p>

<p>projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.</p>	<p>carry the messages to their own communities. Therefore, the college organized awareness programmes on the Constitution Day and National Voters' Day, and also on other occasions, so that the students could be made aware of the values of democracy and importance of voting maintaining the ethical standards and keeping aside all other concerns such as caste, creed, language and personal benefits.</p>
<p>5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.</p>	<ul style="list-style-type: none"> <li>• ELC of the institution distributed Form-6 for registration of new voters attaining 18 years of age.</li> <li>• Links for registration of new voters are provided on institution's website <a href="http://www.barpetagirlscollege.ac.in">www.barpetagirlscollege.ac.in</a></li> </ul>

## Extended Profile

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### 1 Students

#### 1.1

Number of students year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
301	334	410	386	463

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

### 2 Teachers

#### 2.1

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

Response: 17

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

#### 2.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
17	17	17	17	17

### 3 Institution

#### 3.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
76.10	40.24	29.7	137.54	66.88



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

## 4. Quality Indicator Framework(QIF)

### Criterion 1 - Curricular Aspects

#### 1.1 Curricular Planning and Implementation

##### 1.1.1

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

**Response:**

**Prospectus:** Every year, Barpeta Girls' College prepares its prospectus, in which the entire course structure as prescribed by the affiliating university Gauhati University is given. The prospectus is also uploaded in the college website.

**Academic Calendar:** The college prepares its own Academic Calendar every year, which is on a par with the Academic Calendar prepared by Gauhati University the college is affiliated to.

**Academic Monitoring Committee's and Departmental Meeting:** Meetings of the Academic Monitoring Committee are held to take important academic decisions. The Departments also hold their own meeting to distribute among the faculty members the course contents.

**Class Routine:** Classes are held according to a central routine prepared by the Routine Committee. The class routine is displayed on the college notice board, and also made available to the students through the WhatsApp groups.

**Assessment and Result:** The end-semester examinations are held according to the guidelines of Gauhati University, which prepares the Examination programmes and also declares the results. In case of the sessional examinations, the college itself prepares the programme. The marks obtained by the students in the practical examinations are uploaded in the university portal. The internal assessment is done by the departments following the guidelines of the university and the marks are uploaded in the university portal. The departments also organize class tests from time to time for continuous assessment of the students.

**Skill Based Courses:** In order to develop various skills of the students keeping in view the present-day necessity, the college runs some short term skill based courses, such as cutting and knitting, modern dance, computer application etc. Some skill oriented programmes under Mahindra Pride Classroom have also been organized in collaboration with Naandi Foundation. The Four Year Undergraduate Programmes and the Three Year Degree Courses (CBCS) under Gauhati University that the college is running have compulsory Skill Enhancement Courses.

**Study Centre for Distance Education:** The institution has Study Centers of K. K. Handiqui State Open University (PG, UG, Diploma, Certificate courses).

**Feedback:** The college collects and evaluates feedback from students, teachers, alumni and guardians. In order to make the curriculum more effective a Students Satisfaction Survey is conducted and action is

also taken on the basis of it.

**Learning beyond Classrooms:** The college organizes various lectures, seminars, projects, field study through surveys, and educational trips to give its students opportunities to learn outside classroom.

**Faculty Improvement:** The college gives the faculty members opportunities to participate in workshops, seminars, conferences, Faculty Development Programmes so that they can expand their knowledge and make their curriculum delivery more effective.

**Class Monitoring:** The classes are regularly monitored by Principal, Vice Principal and the Heads of the Departments.

**Mentoring System:** The college has adopted mentoring system in which students of each class are divided into smaller groups and each group is put under to one particular teacher for mentoring.

**Online Academic Transaction:** The teachers use WhatsApp groups for direct online transaction with the students on academic and related matters.

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

## 1.2 Academic Flexibility

### 1.2.1

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

**Response:** 0

File Description	Document
List of students and the attendance sheet for the above mentioned programs	<a href="#">View Document</a>
Institutional programme brochure/notice for Certificate/Value added programs with course modules and outcomes	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>
Evidence of course completion, like course completion certificate etc. Apart from the above:	<a href="#">View Document</a>

### 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:** 0

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

2022-23	2021-22	2020-21	2019-20	2018-19
00	00	00	00	00

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

## 1.3 Curriculum Enrichment

### 1.3.1

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

**Response:**

Crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability etc. are incorporated into the curriculum, and integrated through the syllabi as well as various programmes organized by the college.

The Syllabus: The syllabi prescribed by Gauhati University that the college follows incorporates issues such as Professional Ethics, Gender, Human Values, Environment and Sustainability. 'Environmental Studies' is included in the Four Year Undergraduate Programme as Value Added Course, while in the earlier Three Year Degree Course, it was compulsorily taught in Semester II.

Moreover, following tables show how issues like Professional Ethics, Gender, Human Values, Environment and Sustainability etc. are incorporated in the syllabi of various courses.

FOUR YEAR UNDERGRADUATE DEGREE COURSE			
SUBJECT	SEMESTER/PAPER	PAPER TITLE	ISSUE ADDRESSED
Economics	6th	Environmental Economics	Environment, Sustainability
Education	4th	Human Rights, Values and Peace Education	Human values
Education	5th	Environmental Education	Environment.
Education	6th	Gender Studies	Gender
English	Paper 12	Women's Writings	Gender
English	Paper 13	Literature & the Environment	Environment
Philosophy	4th	Ethics	Ethics
Pol.Science	6th	Human Rights: Traditions and Debates	Human values
Pol.Science	6th	Feminism: Theory and Practice	Gender
THREE YEAR DEGREE COURSE			
Education	HC 3036	Value and Peace Education	Human Values
Education	HE-5036/ RE 5036	Human Rights Education	Human Values
Education	HE 6046/ RE 6046	Women and Society	Gender
Economics	HE 6016/ RE 5036	Environmental Economics	Environment
English	HC 5026	Women's Writings	Gender
English	HG 2026/ RG 5016	Contemporary India: Women & Empowerment	Gender
Philosophy	HC 3036/ HG 3016/ RC 3016	Ethics	Ethics
Philosophy	HC 6026	Meta Ethics	Ethics
Philosophy	HE 6036	Applied Ethics	Ethics
Political Science	HE 5016	Human Rights	Human Values
Political Science	HE 6016	Human Rights in India	Human Values
Political Science	HE 3036	Women, Power and Politics	Gender

Curriculum Enrichment: Building awareness among the students about professional ethics, gender, human values, the environment and sustainability etc. is also attempted by the college through various lectures, awareness programmes, seminars etc.

**Gender Issues:**

The college has the Internal Complaint Committee in accordance with the Sexual Harassment of Women at Workplace (Prevention, Prohibition and Redressal) Act, 2013 and the University Grants Commission (Prevention, prohibition and redressal of sexual harassment of women employees and students in higher educational institutions) Regulations, 2015, besides Student Grievance Redressal Committee as per the UGC regulations. The Women Cell of the college organizes various seminars, lectures, awareness programmes for gender sensitization.

**Environment and Sustainability:**

Environment issues are dealt with in various programmes organized by the NSS, the Students' Union etc. On the occasion of the World Environment Day as well as on other occasions, programmes such as plantation, seminar, popular talks etc. are organized in the college.

Human Values and Professional Ethics: The NSS, Students' Union, Research, Innovation and Extension Cell and various departments organize programmes on the occasion of International Yoga Day, World Environment Day, Teachers' Day, Independence Day, Republic Day, National Voters' Day, Constitution Day, International Women's Day etc. to promote human values and professional ethics. The college has also released a handbook on 'human values and professional ethics' for the teachers, the non-teaching employees and the students.

File Description	Document
Upload Additional information	<a href="#">View Document</a>

<p><b>1.3.2</b></p> <p><b>Percentage of students undertaking project work/field work/ internships (Data for the latest completed academic year)</b></p> <p><b>Response:</b> 9.3</p>
<p><b>1.3.2.1 Number of students undertaking project work/field work / internships</b></p> <p><b>Response:</b> 28</p>

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

## 1.4 Feedback System

### 1.4.1

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

**Response:** E. Feedback not collected

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

## Criterion 2 - Teaching-learning and Evaluation

### 2.1 Student Enrollment and Profile

#### 2.1.1

##### Enrolment percentage

**Response:** 52.67

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

2022-23	2021-22	2020-21	2019-20	2018-19
117	130	195	152	196

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

2022-23	2021-22	2020-21	2019-20	2018-19
300	300	300	300	300

#### 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](#)

#### 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:** 8.65

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



2022-23	2021-22	2020-21	2019-20	2018-19
10	7	10	4	17

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

2022-23	2021-22	2020-21	2019-20	2018-19
111	111	111	111	111

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

## 2.2 Student Teacher Ratio

### 2.2.1

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

**Response:** 17.71

## 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:**

### **Experimental Learning:**

Teaching is more effective and fruitful when students actively participate in the learning process. To make teaching learning more effective the college incorporates participative and collaborative methodologies, apart from traditional learning processes, to inculcate critical thinking, problem solving, decision making skills among the students.

? The Departments of Education, Home Science and Anthropology provide experimental learning by means of laboratory work. The students are given ample scope to make experiments of what they are taught individually.

? The students are given to undertake project works, surveys, field trips in the courses of Education, Political Science, Environmental Studies etc. so that they can obtain first hand information of specific topics from their curriculum.

? Educational tours, Excursions etc. are also organized by the college as a part of experimental learning.

### **Participative Learning**

? Some departments of the college have signed MOUs with their counterparts in some neighboring higher educational institutions as a part of which some faculty exchange programmes are organized for sharing of knowledge and ideas.

? Group Project- Students of Home Science and Anthropology engage themselves in group projects under the guidance of their teachers.

? Students are provided opportunities to visit other Higher Educational Institutions to pursue participative learning in their respective domain.

? Department of Education organizes Mock Classroom Teaching (practice teaching) to encourage and motivate students in the teaching learning process.

? The students engaged in the NSS & Scout and Guide take part in various activities which provide them a scope for participative learning.

? As a part of participative learning the college organizes competitions such as quiz, debate etc.

? In order to improve reading/writing and thinking skills of the students, some departments engage their students for book/literature review.

### **Problem Solving Methodologies:**

? Students are assigned Project work as a part of their Curriculum under supervision of particular teachers.

? Learners are given assignments in which they get some problems relating to their course works, and

they have to solve those problems

? Group discussions on some problems are given to students to promote communication ability, besides generating ideas and interpersonal skills.

?Socio-Economic surveys are conducted by the students to identify specific problem of a particular area needed to be solved, and in this process, they get accustomed to problem solving processes.

?The cadets of the NSS and Scout& Guide of the college are engaged in various activities which enhance their ability to solve various problems.

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

## 2.4 Teacher Profile and Quality

### 2.4.1

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

**Response:** 100

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

2022-23	2021-22	2020-21	2019-20	2018-19
17	17	17	17	17

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

### 2.4.2

**Percentage of full time teachers with NET/SET/SLET/ Ph. D./D.Sc. / D.Litt./L.L.D. during the last**

*five years (consider only highest degree for count)*

**Response:** 55.29

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

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

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

## 2.5 Evaluation Process and Reforms

### 2.5.1

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

**Response:**

As the college is affiliated to Gauhati University, the college holds both the internal and external examination as per the guidelines of the University. The internal examinations are conducted following the college's own schedules, prepared according to the university academic calendar, but the external examinations are conducted as per the programmes prepared by the university. The college takes utmost care in examination system to minimize the grievances relating to examination. Tentative date of internal (Sessional) Examination is published in the academic calendar of the college, which reflects most of the academic calendar of Gauhati University, at the commencement of each academic year. Moreover notification is circulated in advance in the central notice board and departmental boards as well. If any complaints arise, the grievance redressal cell of the college under the chairpersonship of the principal is entrusted to look into the matter. Appropriate measures are taken sensibly transparently within specific time...

**Grievance related to External examination.**

If any objection/complaint is raised by a student in respect of external examination, it is redressed as early as possible. The student has to apply in a prescribed form prepared by the university, which is forwarded by the Principal to the Controller of Examinations, Gauhati University.

If a student is not satisfied with his/her marks obtained in a particular paper/ subject he/she may apply for re-scrutiny, re-evaluation or seek photocopy of the answer script by depositing prescribed fees.

For any other examination related matter, matter the application is forwarded to the Controller of Examinations.

**Grievance related to internal examination:**

? The marks of the students in sessional examination are displayed in the notice board immediately after evaluation is done, and the notice also clearly mentions that in case of any dissatisfaction about the marks, they can raise their objections to the HODs of the respective departments within a stipulated date. After that their answer scripts are shown to them. If they are convinced about the marks they have got, the matter is in this way resolved. But if they are not convinced, there is face-to-face discussion between aggrieved students and teachers.

If any dissatisfied student wants to reappear in the sessional examination, or if any student gets left out in the earlier sessional examination, another scope is given to such students for appearing in the newly conducted sessional examination.

Answer Scripts of Unit Test/ Class test are given back to the students and any grievance pointed out by student is looked into at the departmental level.

? In case any objection is raised, the students can apply to grievance redressal cell. The cell convenes a meeting under the chairpersonship of the principal to solve the problem.

File Description	Document
Upload Additional information	<a href="#">View Document</a>

## 2.6 Student Performance and Learning Outcomes

### 2.6.1

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

**Response:**

The Program Outcomes (PO) and Course Outcomes (CO) are emphasized in all programs offered by the institution in accordance with Gauhati University guidelines to which the institution is affiliated. The syllabi of all programmes are provided by the affiliating University. Learning outcomes of each paper or course are specified in the syllabus of each course/paper, and for its easy access by the students and the guardians, these are also uploaded in the college website. The Institution offers B. A. Programmes in the Under Graduate level with departments Assamese, English, Economics, Education, Political Science, Philosophy, Anthropology and Home Science. There are various courses in the B.A. programme, from which the students can choose the course they want to study. After completing Undergraduate Programme in specific subjects (Major / Honours), a student may acquire in-depth knowledge of the subjects studied in the UG programme and become competent for further Higher Studies, to prepare for competitive examination and to pursue career of their interest. Before the commencement of each academic session a General meeting is organized for the 1st Semester students to Inform about the Semester System, Programme and Programme Specific Outcomes in which they are enrolled for pursuing their higher study. At the beginning of every semester, an orientation or induction programme is organized by each department for students to inform about their respective courses and the topics included in the courses. This briefing is provided in the very first initiation class held by the respective departments. The syllabus for every course is distributed among the students through their respective WhatsApp groups. The programme outcomes are evaluated directly through End Semester University Examination conducted by the affiliating University. Similarly, Course Outcomes are evaluated through the performance of the students in class, home assignments, seminar or group discussion, besides marks obtained in sessional examination and end semester examination for every course. Attainment of POs, PSOs and COs are also measured by progression of total number of students towards higher studies such as P.G., B. Ed., L.L.B. etc. in different higher educational institutions. Employability of students upon successful completion of undergraduate programme is one of the most important bases to attain Programme Outcome. In this regards number of students employed either in Government or private sectors and number of self employed students are taken into consideration. In this regard, emphasis is placed more on the skill that a student learned during practical sessions. Feedback system is another significant method to identify learning outcomes attained by the students. In this regards the institution collects feedback from students, parents, teachers, alumni etc. and takes necessary steps to improve teaching-learning process based on such feedbacks.

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

## 2.6.2

*Attainment of POs and COs are evaluated.*

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

**Response:**

Barpeta Girls' College, affiliated to Gauhati University, offers the undergraduate programme, following the curriculum designed by Gauhati University. The Programme Outcomes and the Course outcomes are clearly mentioned in the syllabi, and the college also uploads them in the college website. At the beginning of the session, there is an Induction Programme in which the Programme Outcomes and the Course Outcomes are explained to the students. The departments also, while beginning the classes, let the students clearly know about what they are going to learn with what outcome. The Programme outcomes and course outcomes are evaluated by the institution and the same are communicated to the students in the formal way of the discussion in the classroom and departmental notice board. The results and findings of the assessment and evaluation of the POs and COs are placed in the staff meetings for discussion and accordingly appropriate measures are taken to improve the Teaching Learning process to bring the outcomes to a desired level. Though each year, the college gets many weak learners, the college is able to keep the pass percentage of the students at a satisfactory level. Besides, students' progression to the higher studies that is from Under Graduate to Post Graduate or B.Ed. or L.L.B. seems to be increasing consistently and rapidly in the last five years. In a similar way, the ratio of students' placement is also increasing. The institution takes measuring the level of attainment of Pos and COs quite seriously, and follows formal as well as informal mechanism for the measurement of attainment of the outcomes. Even the institutions takes feedback from all the stakeholders in this respect and try to take necessary steps accordingly.

Barpeta Girls' College takes the following measures to ensure that the POs and the COs are maintained properly.

1. The institute follows its own Academic Calendar which is based on the Academic Calendar of the affiliating university.
2. Teachers of all the departments maintain Academic Diary in every academic year.
3. All the teachers prepare Semester-Wise evaluation Reports.
4. The Academic Monitoring Committee analyzes the evaluation reports of the students, and takes appropriate measures if there is any lapses noticed.
5. The college considers Feedbacks from the Stakeholders for measuring the attainment of the POs and the Cos.
6. The IQAC makes review of the Students' Progression to Higher Studies and their Placement.
7. The college also takes feedback from the alumni to learn about how they get benefitted by the programmes they had pursued.

In addition, the students' performance in class tests, seminar, group discussion and quiz etc. are also taken as the measures for analyzing the course outcomes. Besides that, the institution records the performance of the students in the extra-curricular activities conducted by the college under different internal agencies such as the Students' Union, N.S.S. unit, Red Ribbon Club etc.

File Description	Document
Upload Additional information	<a href="#">View Document</a>

### 2.6.3

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

**Response:** 69.43

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

2022-23	2021-22	2020-21	2019-20	2018-19
86	68	65	63	45

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

2022-23	2021-22	2020-21	2019-20	2018-19
98	91	89	109	84

File Description	Document
Institutional data in the prescribed format	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

## 2.7 Student Satisfaction Survey

### 2.7.1



**Online student satisfaction survey regarding teaching learning process****Response:** 3.14

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

## Criterion 3 - Research, Innovations and Extension

### 3.1 Resource Mobilization for Research

#### 3.1.1

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

**Response:** 0

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

2022-23	2021-22	2020-21	2019-20	2018-19
00	00	00	00	00

#### File Description

#### 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:**

With its limited scope, Barpeta Girls' College always tries to give the creativity of students a scope to flourish by providing them with some opportunities through ecosystem for innovation, and also creation and transfer of knowledge.

Promoting Innovation:

The college has set up Institution's Innovation Council (IIC) as per the guidelines of the MHRD and the AICTE and registered it in the Ministry of Education, Govt. of India's Innovation Cell portal.

Indian Knowledge System:

#### LIST OF COURSES THAT INCORPORATES INDIAN KNOWLEDGE SYSTEM

LIST OF COURSES THAT INCORPORATES INDIAN KNOWLEDGE SYSTEM	
	FOUR YEAR UNDERGRADUATE DEGREE COURSE

SUBJECT	SEMESTER/PAPER	TOPIC
Education	4th	Educational Philosophy (Indian School of Philosophy)
Education	4th	Development of Education in India
Philosophy	1st	Ancient Indian Thought
Philosophy	5th	Theory of Knowledge (Indian)
		T.D.C. (C.B.C.S.)
Education	HC 2026	Dev. Of Education in India -1
Education	HC 3016	Dev. Of Education in India -II
Education	HG 4016/ RC 4016	History of Education in India
English	HC 1016	Indian Classical Literature
Philosophy	HC 1016	Indian Philosophy
Philosophy	HG 2016	Indian Philosophy
Philosophy	HC 3026	Indian Philosophy II
Philosophy	HE 5016	Philosophy of Upanishad
Philosophy	HE 5026	Philosophy of Gita
Philosophy	HE 5036	Isa Upanishad with Sankara Bhasya
Philosophy	RC 2016	Indian Philosophy
Philosophy	GE 5016	Indian Yogic Tradition

#### IPR Awareness:

The college has an IPR Cell, which organizes lectures on Intellectual Property Rights and other programmes to create awareness about it among the students.

#### Awareness Programmes and Workshops:

The institution organizes various awareness programmes and workshops in the neighbouring areas. The students were involved in some socio-economic surveys and awareness programmes conducted in the neighbouring villages like Palahar Tol, Bamuna etc. so that they could understand the social reality they were surrounded with.

#### Memorandum of Understandings:

In a bid to explore the possibilities of building a suitable ecosystem for innovation as well as for creation and transfer of knowledge, Barpeta Girls' College signed MOUs with various organizations and educational institutions. The college has signed an MOU with Assam Electronics Development Corporation Ltd. in order to explore the scopes for employability and upskilling Services (Apprenticeship/Internship/Trainee/Employee). The College has also signed MOUs with Girijananda Chowdhury University and Assam Royal Global University so as to introduce students with diverse academic fields. The departments of Political Science, Education, Anthropology and Assamese of Barpeta Girls' College also signed MOUs with their counterparts in M.K. College, Uttar Barpeta College and Krishnaguru Adhyatmik Viswavidyalaya, and Faculty Exchange Programmes were conducted

between these departments.

#### Research Publication:

Barpeta Girls' College lays particular emphasis on creating a research culture among the students. In the subjects like Education and Anthropology, project works are taken up as part of the curriculum, and the students are asked to write project reports on the works they perform. Workshops on research methodology are also organized in which students as well as teachers can take part. Departmental seminars are organized with students presenting their papers. The Students' Union of the college regularly publishes its annual magazine, besides a wall magazine, in which the students get the opportunities to showcase their creative talents.

File Description	Document
Upload Additional information	<a href="#">View Document</a>

### 3.2.2

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

**Response:** 12

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

2022-23	2021-22	2020-21	2019-20	2018-19
10	0	1	0	1

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

## 3.3 Research Publications and Awards

### 3.3.1

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

**the last five years****Response:** 0.12**3.3.1.1 Number of research papers in the Journals notified on UGC CARE list year wise during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
1	0	0	0	1

<b>File Description</b>	<b>Document</b>
Link to the uploaded papers, the first page/full paper(with author and affiliation details)on the institutional website	<a href="#">View Document</a>
Links to the papers published in journals listed in UGC CARE list or	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

**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:** 0.53**3.3.2.1 Total number of books and chapters in edited volumes/books published and papers in national/ international conference proceedings year wise during last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
5	1	1	0	2

<b>File Description</b>	<b>Document</b>
List of chapter/book along with the links redirecting to the source website	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>
Copy of the Cover page, content page and first page of the publication indicating ISBN number and year of publication for books/chapters	<a href="#">View Document</a>

### 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:**

Barpeta Girls' College has taken up many extension activities in the neighboring villages so that the students of the college can be sensitized to social issues that may help them to achieve holistic development.

**Adopted village:**

Barpeta Girls' College has adopted a nearby underprivileged village Sundaridia Dakshinhati so that the institution-community interaction can be improved. The college organized various awareness programmes, particularly about health and hygiene in that village so that the college can contribute to a better living of the people of that locality.

**Experiential Learning through NSS:**

To inculcate a sense of responsibility towards society among the students, Barpeta Girls' College, through its NSS unit, organized several activities in which students were actively engaged. The NSS took up cleanliness programmes in the neighbourhood so that the students could apprehend the importance of community services. The NSS also organized programmes like plantation, yoga camps, anti-tobacco drives, awareness programme about harm of the single use plastics etc.

**Environmental awareness:**

In a bid to make the students grow as responsible future citizens, the NSS, the Students' Union etc. organize various programmes such as plantation, cleanliness, seminars on climate change and global warming on a regular basis. World Environment Day is celebrated at the college every year as an important occasion. Moreover, the college has also taken part in various environment related Government programmes.

**Gender sensitization:**

Barpeta Girls' College, being a college exclusively for the girl students, tries to sensitize the students as regards the issues pertaining to gender. World Women's Day is regularly celebrated at the college by the Women's Cell of the college, in which various women-centric issues are taken up. Seminars and awareness programmes on the gender issues are also organized to make the students aware of various important aspects related to the gender dynamics of the society. The college lays particular emphasis on prevention of child marriage, and in association with the District Legal Services Authority, organized several programmes to motivate the students to stand against child marriage.

**Celebration of Days:**

Various important Days, such as Independence Day, Republic Day, International Women's Day, World Environment Day, National Voters' Day, Constitution Day, International Mother Tongue Day, World Unity Day, Gandhi Jayanti, International Yoga Day, International Youth Day, National Language Day, Students' Day, Anti Tobacco Day, National Sports Day, International Girl Child Day, World AIDS Day, birth and death anniversaries of various important personalities etc. are celebrated in the college in order to inspire the students and inculcate in them the values pertaining to these days.

File Description	Document
Upload Additional information	<a href="#">View Document</a>

### 3.4.2

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

##### **Response:**

Though Barpeta Girls' College has not received any significant award for its external activities, still the college has got some recognitions from the Government and Government-related organizations for certain significant activities. The list of such recognitions is given below.

1. Dr. Birinchi Kumar Das, Principal and Dr. Abhijeet Bora, Assistant Professor separately received 'Leadership Certificates' as ToFEI Leader for Tobacco Free Educational Institution (ToFEI) Programme organized by Sambandh Health Foundation under National Health Mission.
2. Barpeta Girls' College received 'Certificate of Appreciation' for taking part in the activities in connection with AZADI KA AMRIT MAHOTSAV initiated by the Ministry of Culture, Govt. of India.
3. Barpeta Girls' College received 'Certificate of Appreciation' for organizing sports and fitness activities on the occasion of the National Sports Day, 2023 under Fit India Movement from the Sports Authority of India.
4. Dr. Birinchi Kumar Das, Principal received 'Certificate of Appreciation' for taking part in the Govt. initiated MERI MAATI MERA DESH PROGRAMME.
5. Dr. Birinchi Kumar Das, Principal received 'Pledge Certificate' under Amrit Brikshya Andolan for taking pledge to plant saplings on 17 September, 2023.
6. Barpeta Girls' College and its Principal Dr. Birinchi Kumar Das received separately 'Certificates of Appreciation' for contributing in Shramdaan for Swachh Bharat on the 1st of October, 2023 under the Swachh Bharat Mission.

File Description	Document
Upload Additional information	<a href="#">View Document</a>

**3.4.3**

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

**Response:** 17

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

2022-23	2021-22	2020-21	2019-20	2018-19
8	4	1	2	2

**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:** 2



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

## Criterion 4 - Infrastructure and Learning Resources

### 4.1 Physical Facilities

#### 4.1.1

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

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

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

#### **Response:**

Barpeta Girls' College is organized into the main building, administrative building, new building and digital classroom building. Most of the classrooms, central library, computer centre and some departmental common rooms are in the main Assam type building, while some classrooms and departmental common rooms are situated in the new building and the administrative building.

**Classrooms:** The number of classrooms of Barpeta Girls' College is 17, which are all clean, well-lit with sufficient furniture.

**Wifi Facility:** Wifi facility is made available in the entire college campus by installing Wi-Fi routers with BSNL leased line connection of a speed 60 mbps.

**ICT Facility:** The college has a digital classroom and also two ICT enabled classrooms with LCD projectors. A building for digital classrooms and digital library has already been constructed with the partially released fund from the Assam Government. The digitalization process of the building will be completed after receiving the remaining amount.

**Laboratories:** Barpeta Girls' College has one laboratory each for Anthropology, Home Science and Education Departments with necessary equipment.

**Computer:** The computer centre in Barpeta Girls' College has 20 PCs to be used for academic purposes. The departments also have their own computer sets with internet connection. The college office including the Principal's room has 5 computers (desktop and laptop), the central library has 3 computers, and the IQAC and Exam. Board have one computer each.

**Facilities for Divyangjan:** In the college, there are facilities for the physically challenged, such as ramps, classes and examinations on the ground floor, and priority seating on the first bench in each classroom.

**Common Rooms:** There is one Girls' common room in the college with an incinerator. There are separate departmental rooms for each of the 8 departments.

**College library:** The central library of the college, named Nibaran Chandra Choudhury Library, is a key learning resource with ample books and journals as well as separate reading spaces for students and

teachers.

**Safety and Security:** The College's campus and buildings are under the CCTV surveillance. There is also a Night Chowkider to look after the college campus at night.

**Drinking Water:** The college provides purified drinking water to the staff and the students with three water purifiers.

**Canteen:** The institution has a small canteen to provide the students with hygienic food.

**Girls' Hostel:** The Girls' Hostel of the college is situated in two buildings, one two storied and one Assam type. The Hostel can accommodate 60 students.

**Cultural facilities:** Barpeta Girls' College has its own musical instruments, mike sets etc. with the help of which cultural activities can be arranged.

**Yoga Centre:** The college uses one hall as the Yoga Centre, and periodic Yoga programmes are organized in the hall.

**Sports and games facilities:** The College has a playground for outdoor games, which is actually developed as a hockey playground, but it is also used for other sports and games activities. There is also an incomplete indoor stadium which is used regularly for playing badminton, and occasionally for other sports and games activities..

File Description	Document
Upload Additional information	<a href="#">View Document</a>

#### 4.1.2

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

**Response:** 52.36

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

2022-23	2021-22	2020-21	2019-20	2018-19
60	3.496	0	70	50

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

## 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:

Response:

The Central Library of Barpeta Girls' College, named Nibaran Choudhury Memorial Library, is a small library with traditional system of service. It is worth mentioning here that since its inception, the library is facing severe financial crunch, for which the growth of the library has not been able to reach the position in tune with the demand of the time.

But with the passage of time, the library, following the advice of the NAAC peer team in its second cycle, has started the automation part through SOUL 2.0. It is in partial automation stage, and the work is in progress.

The library resources can be categorized as follows.

Text Book – 12,000

Reference Book – 5500

Journal – 3

Newspaper – 2

Popular Magazine – 5

Besides, the library has some special collection of some rare books and old popular magazine of regional publication.

The library under its institutional repository maintains a section of MRP Dissertation, Ph.D. Thesis of the faculties and publication of faculties and the institution.

The college library is fortunate to receive a grant from the Govt. of Assam under Infrastructure Development for construction of a Digital Library and the work is going on. It is expected that the project will provide a hybrid platform by creating digital library environment along with the traditional service.

The library is planning to enroll as a member under N-List programme, which will be completed very soon.

Since its inception, the library has been facing some serious problems particularly in collection development, automation, and digitized service. Another problem is the frequent change of course curriculum. It is a bigger problem to collect all the reading materials i.e. text and reference books due to the financial constraints. But this problem has been overcome through RUSA 2.0 grant during 2020-21 to some extent.

With the limited facilities, like financial constraints, lack of adequate staff etc., the library is always trying to satisfy its users, especially the students, which is the biggest concern for the library administration. Most of the students solely depend on library books. Besides, the library has a corner of competitive examination books and provides its services through personal guidance also.

The college library also has the following facilities—(1) CCTV, (2) Xerox facility (3) Book Bank (4) Career Counseling (5) Library Orientation

Archive:

Being surrounded by Vaishnavite Satras including Barpeta Satra, the Library of Barpeta Girls' College has established an archive for old Sattriya manuscripts, so that it can be a very useful repository to provide researchers with materials to study.

File Description	Document
Upload Additional information	<a href="#">View Document</a>

### 4.3 IT Infrastructure

#### 4.3.1

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

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

**Response:**

As most of the students of this college come from underprivileged families, the college regards it as a duty to provide the students with a conducive atmosphere in which they can acquaint themselves with modern amenities of education. They are given an opportunity to use IT facilities in the best possible way to enrich their learning. The college has its own system for deploying and upgrading its IT infrastructure.

Under a Government Funded Project, a computer centre was built by the concerned Government Department with the help of Amtron, with supply of 20 computers and accessories, the record of which hasn't been handed over to the college. But the college is utilizing the facility for the benefit of the students.

The IT infrastructure of Barpeta Girls' College comprises computing equipment and internet facilities. The college takes care so that the IT infrastructure of the college is properly used. There is a mechanism of timely maintenance of the IT facilities of the college, and all the matters pertaining to the maintenance of the IT infrastructure are looked after by the Technical Maintenance Committee.

All the departments have desktop computers. The entire college is connected with Wifi facility and LAN. The computer centre of the college has 20 PCs and the office has 5 computers (Desktop and Laptop). There is a digital classroom and two more ICT enabled classrooms with LCD projectors.

The college uses IT facility for online conference sessions etc. The college primarily uses platforms such as Google Meet, YouTube, Zoom, Webex etc. for online conferences and similar programmes. Moreover, E-mail and WhatsApp are used as a form of digital communication so that use of paper can be minimized. For academic and other communication with students, the college authority and the departments use WhatsApp.

The college website [www.barpetagirlscollege.ac.in](http://www.barpetagirlscollege.ac.in) is administered and updated regularly. It provides all the data pertaining to the college, besides important Government documents.

For admission purpose, the college uses e-Samarth portal, while the college has its own online admission portal, which stores various admission related data. All the information of the students and the staff are digitally archived.

The college has biometric attendance system for both the teaching and the non-teaching staff. It is upgraded regularly with licensed copies of software and antivirus protection.

Computer is formatted in case of a corrupt operating system, and hardware replacement is also done whenever required. Outsourcing Technical personnel are engaged for the campus's hardware and IT infrastructure maintenance.

Barpeta Girls' College has e-governance in areas such as finance and accounts, admission, examination and administration.

File Description	Document
Upload Additional information	<a href="#">View Document</a>

**4.3.2**

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

**Response:** 21.5

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

Response: 14

File Description	Document
Purchased Bills/Copies highlighting the number of computers purchased	<a href="#">View Document</a>
Extracts stock register/ highlighting the computers issued to respective departments for student's usage.	<a href="#">View Document</a>

**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:** 1.33

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

2022-23	2021-22	2020-21	2019-20	2018-19
0.97843	0.156	2.24881	0.74822	0.52

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



## 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:** 83.53

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

2022-23	2021-22	2020-21	2019-20	2018-19
301	236	411	235	399

#### File Description

#### Document

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

[View Document](#)

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

[View Document](#)

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

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

#### 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:** D. 1 of the above

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

### 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:** 2.64

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

2022-23	2021-22	2020-21	2019-20	2018-19
00	00	50	00	00

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

### 5.1.4

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

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

**Response:** C. 2 of the above

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

## 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:** 12.54

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

2022-23	2021-22	2020-21	2019-20	2018-19
11	18	12	00	00

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

2022-23	2021-22	2020-21	2019-20	2018-19
86	68	65	63	45

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

### 5.2.2

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

**Response:** 1.05

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

2022-23	2021-22	2020-21	2019-20	2018-19
1	0	2	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	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

## 5.3 Student Participation and Activities

### 5.3.1

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

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

**Response:** 1

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

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	0	1

**File Description**

**Document**

Upload supporting document

[View Document](#)

Institutional data in the prescribed format

[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:** 1.8

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

2022-23	2021-22	2020-21	2019-20	2018-19
3	2	00	2	2

**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:**

Barpeta Girls' College has an Alumni Association, which has been registered under the Societies Registration Act, 1860 with Registration No. RS/BAR/237/RFSRS/202303854 of 2023-24. The college has created a small accounts in which each member of the Alumni Association contributions a small amount of money. Different small programmes are organized with the help of that fund. Besides this, the members of Alumni Association help the college in organizing various extension activities outside the college campus. They are the important links between the college and the society. Some alumni are also members of various committees of the college, such as IQAC etc.

The Alumni Association has contributed a water purifier for the Students' Day Home. Besides this, they have also contributed some books to the library. Three alumni, namely Bina Das Patowary, Nitu Das and Dipanjali Das guided the students of the college in skill oriented activities such as cutting and knitting, beauty and well being, and modern dance respectively.

One alumna Mamoni Barua Pathak released her book at the college and on this occasion, she also gave a lecture to the students on how to lead a successful and happy life.

The Alumni Association of the college also organized an alumni meet, in which the alumni pledged to help the college in all sorts of ways.

<b>File Description</b>	<b>Document</b>
Upload Additional information	<a href="#">View Document</a>

## Criterion 6 - Governance, Leadership and Management

### 6.1 Institutional Vision and Leadership

#### 6.1.1

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

#### **Response:**

The vision of Barpeta Girls' College is to impart quality education to the female learners so as to make them achieve all round development that can properly empower them. The college tries its best to make the girls capable of fighting social evils like poverty, early marriage, gender bias etc. It is of utmost importance for the college to make the girls independent, socially responsible and nation-loving citizens.

The mission of the college comprises imparting quality education, leading the students towards a global perspective, inspiring the students to fight the social evils, making them attain leadership quality and futuristic vision, providing opportunity to them to achieve holistic development with understanding of social responsibility, cultural sensibility, besides skills that can make them economically independent.

The Governance and leadership of Barpeta Girls' College properly follows the above-mentioned vision and mission, and it is reflected in various practices of the college, which are briefly stated below.

#### **Implementation of the NEP-2020**

Barpeta Girls' College, with its limited scope, is trying its best to adopt the basic ideas of the NEP-2020. Though the college can't frame its own curriculum as it's an affiliated College of Gauhati University, it has adopted the Four Year Undergraduate Programme started by Gauhati University in the line of the NEP-2020 from 2023-24. The governance and leadership of the college has also laid emphasis on use of technology in teaching-learning process at an increased rate, research and innovation, incorporation of Indian Knowledge System etc. according to the NEP-2020. A holistic approach has been adopted by the college in delivering education to the students.

#### **Sustained Institutional Growth**

Barpeta Girls' College is trying to increase the number of students as well as infrastructural facilities in a strategic manner, focusing on its future goal.

#### **Decentralization**

The system of governance of the college is such that the teachers, the non-teaching employees and even the students can have their say in the policy making process. The apex body of the college, i.e. the Governing Body, has its members from the teaching and the non-teaching staff. Principal of the college is duly assisted by the Vice Principal and the Heads of all the Departments in implementing the policies taken up by the Governing Body. The RUSA works are carried out by the co-ordinator who is a teacher,

while the Project Monitoring Unit of the RUSA has teachers, non-teaching employees and students as members.

### Participation in the Institutional Governance

There are various committees formed by the Governing Body and the Principal, which take the responsibility of certain works associated with the development of the college. These committees, which are formed with the teachers, non-teaching employees and occasionally students, can make the modalities for their functioning, and take decisions for greater interest of the college, which are given due importance by the Governing Body and the Principal.

### Institutional Perspective Plan

The college has an Institutional Perspective Plan based on the vision and mission of the college, which reflects the governance and leadership of the college.

File Description	Document
Upload Additional information	<a href="#">View Document</a>

## 6.2 Strategy Development and Deployment

### 6.2.1

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

#### Response:

The apex decision making body at the college is the Governing Body (GB) of the college which is at the top of the organizational structure of the college followed by the Principal who is the Secretary of the GB. The principal of the college coordinates with the other stake holders of the GB and calls meeting on important issues with prior discussion with the president of the GB. The entire Governing Body is formed as per the guideline of Director of Higher Education, Government of Assam. The GB formulates the policy decisions of the college, which are implemented through the different cells and committees under the leadership of the Principal. The members of the teaching and non teaching staff are the members of different cells and committees.

The administrative setup of the college is well depicted by the organogram of the college which is uploaded in the college website.

New recruitments are made in a transparent manner by publishing advertisements in widely circulated daily newspapers of the state and displaying in the college website as per directives from UGC and State Government from time to time. All appointment to the Assistant Professor and Non teaching staff of the college are made as per the guidelines of Director of Higher Education, Assam. In case of service rules



the college follows “Provincialisation of College Employees Act, 2005” and “Assam College Employees (Provincialization) Rule 2010” of the Govt. of Assam. Again, in case of curriculum implementation and evaluation the college follows the rules and regulations, syllabi of courses, academic calendar of the affiliating Gauhati University. In all important events and celebrations of the college office staff are included in the organizing committees and are assigned important roles and responsibilities. The management meets the staff periodically to discuss various academic and administrative issues. Staff meetings are held as and when required and are used as an important forum to discuss academic and administrative issues. Suggestions from the office staff are always sought and the authority gives due importance to them. For promotion of the in-service teachers the college follows the rules and guidelines of the Govt. of Assam . The promotion of the faculties is done through Career Advancement Scheme (CAS) and promotion of the non-teaching staff is implemented as per vacancy and seniority. For approval of the promotion of the teaching and non-teaching staff the college sends proposals to the Director of Higher Education, Assam. Besides these, all the necessary decisions regarding classes, examinations, freshman social, college week, holding of union body election and other academic matters are taken in the meeting of HoDs & Academic Monitoring Council under the chairpersonship of of the principal. As a part of the institutional strategic plan, the college is in the process of the complete implementation of e-governance, including of online system in the field of Admission, sharing information with teaching and non teaching staff and students, examination form fill-up, online financial transaction, e-payment through PFMS, purchase through GeM etc.

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

## 6.2.2

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

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

**Response:** C. 2 of the above

<b>File Description</b>	<b>Document</b>
Screen shots of user interfaces of each module reflecting the name of the HEI	<a href="#">View Document</a>
Annual e-governance report approved by the Governing Council/ Board of Management/ Syndicate Policy document on e-governance	<a href="#">View Document</a>

## 6.3 Faculty Empowerment Strategies

### 6.3.1

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

**Response:**

**Performance Appraisal System:**

The system of Performance Appraisal for the teaching and the non-teaching staff follows the directions of the Director of Higher Education, Assam, Govt. of Assam. The Clause 26 of the Assam College Employees (Provincialization) Rules, 2010, speaks of preparation of the Annual Confidential Reports of all the college teachers and employees, in which the Principal is the recording officer and the Governing Body will be the Reviewing and Accepting authority.

**Welfare measures:**

**Pension/Gratuity Benefit** – The teachers and the non-teaching employees in the permanent posts are entitled to pension benefits (either OPS or NPS) including Gratuity from the government of Assam after their retirement. There is also the Government provision for family pension for the family of a deceased employee.

**Group Insurance Scheme** – It's a State Government scheme for all the employees of the college, whose contribution to the scheme is deducted from the salary according to the rank and position of the employee.

**General Provident Fund** – GPF is a scheme run with monthly contributions of the employees as fixed by the Government as per their rank and position. After retirement, the employee gets all the amount deposited with interest.

**New Pension Scheme:** The employees who were appointed after 2005 have New Pension Scheme according to the Government rules and regulations. The structure of the NPS is as follows: 10% of the basic pay & DA of an employee is deducted from salary every month, which is added by 14% as the Govt. contribution. After retirement, an employee gets 60% of the total amount deposited and the rest 40% is paid as a monthly pension.

**Leave Encashment Benefit** – It is paid to a retired person, being an amount equal to 300 days salary in case of non-vacation and 180 days salary for vacation employees, if they have that period of unutilized leave.

**Mukhya Mantri Lok Sevak Arogya Yojana:** As a part of Atal Amrit Abhijanm the Government of Assam has introduced this scheme for the State Government employees for medical coverage. The employees offer monthly contributions towards scheme as fixed by the Government of Assam as per their rank and position, and the contributions are directly deducted from the salary.

**Employees' Welfare Fund:** It is a fund created by the staff members with an aim to financially assist the members at the time of their financial necessity. The members of this fund contribute to it regularly and there is a committee to look after the fund.

**Leaves:** The Teaching and the Non-Teaching Staff can avail various types of leave as per the Leave Rule, 1934.

**Leaves for women employees:** The women employees can avail 26 weeks of maternity leave and 2 years of Child Care Leave as per Govt. rule with full pay.

**Special Leave:** All the faculty members are granted leave to participate in seminars, workshops to enhance their academic and professional skills. Senior teachers are also granted Duty Leave for visiting other colleges as Subject Experts and Externals in Practical Examinations, Viva etc.

File Description	Document
Upload Additional information	<a href="#">View Document</a>

### 6.3.2

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

**Response:** 0

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

2022-23	2021-22	2020-21	2019-20	2018-19
00	00	00	00	00

File Description	Document
Institutional data in the prescribed format	<a href="#">View Document</a>

### 6.3.3

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

**Response:** 6.43**6.3.3.1 Total number of teaching and non-teaching staff participating in Faculty development Programmes (FDP), Management Development Programmes (MDPs) professional development /administrative training programs during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
02	01	01	03	02

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

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

<b>File Description</b>	<b>Document</b>
Refresher course/Faculty Orientation or other programmes as per UGC/AICTE stipulated periods, as participated by teachers year-wise.	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>
Copy of the certificates of the program attended by teachers.	<a href="#">View Document</a>
Annual reports highlighting the programmes undertaken by the teachers	<a href="#">View Document</a>

**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:**

Barpeta Girls' College has adopted certain strategies for mobilization and optimal utilization of resources and funds from various sources in spite of its limitations, and it also conducts financial audit.

**Mobilization of Fund:**

Barpeta Girls' College seeks to mobilize government and non-government grants for infrastructure and resource development from various agencies, such as the UGC, the RUSA, the State Government, Member of Parliament, Member of Legislative Agency and private donors. It also welcomes contributions from the Study Centre of ODL such as Krishna Kanta Handiqui State Open University for conducting centres in its premises. The college also collaborates with other organizations/institutions in organizing jointly sponsored academic programmes. The funds required for the salary of permanent employees is provided by the state Government. The college has also leased out its pond for a specific period of time. Moreover, Barpeta Badminton Academy is allowed to use the incomplete indoor stadium for the purpose of training up young players of badminton against a monthly rent.

#### **Mobilization and Utilization of Resources:**

The College premises are used for holding various State level Govt Competitive Exams. It has Study Centres of K.K. Handiqui State Open University (for PG, UG, Diploma and Certificate Courses) The Premises are also used for organizing meetings, training programmes etc. by the district administration and various other government departments from time to time. Institution has strategies for mobilization and optimal utilization of resources and funds. The college was granted Rs. 2 crore under the Infrastructure Grant to College by the RUSA 2.0, out of which Rs. 1.5 crore has already been received and utilized for building of classrooms and canteen, development of campus and administrative buildings, renovation of classrooms, procurement of computers, lab equipments and books. The college also received a grant of Rs. 1 crore from the state Government as Infrastructure Development Grant for construction of digital library, out of which an amount of Rs. 75 lakh has been released in two instalments, and the amount was fully utilized according to the approved plan and estimate.

#### **Financial Audits:**

Barpeta Girls' College conducts financial audits (both external and internal) regularly. The external audit is done by the Department of Audit (Local Fund), Govt. of Assam as per their own rules and regulations. The objections raised by the Audit Officer during audit are met immediately, and the audit report received from the Director of Audit (Local Fund) is discussed in the Governing Body and measures are taken to settle audit-related issues, if any. The Internal Audit is mainly done by a Chartered Accountant. Particularly when utilization certificates are to be submitted against the grants received from the RUSA, the UGC and the State Government, internal audits are done by a Chartered Accountant, who also provides the college with the required utilization certificate. The funds of the Centre Committee and the KKHSOU Study Centre are audited by persons appointed by the Governing Body, or the Principal with due approval from the Governing Body.

File Description	Document
Upload Additional information	<a href="#">View Document</a>

## **6.5 Internal Quality Assurance System**

### **6.5.1**

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

**Response:**

The Internal Quality Assurance Cell (IQAC) of Barpeta Girls' College has been relentlessly working on quality enhancement in the academic process of the college through various practices and initiatives.

**Quality Enhancement Initiatives:**

1. Framing of quality enhancement strategies and policies for the college.
2. Monitoring of the activities of various departments, cells and committees in respect of quality enhancement.
3. Timely addressing of the quality related issues pertaining to the college, keeping in view various directions received from the UGC, Gauhati University and the Higher Education Department of the Govt. of Assam.
4. Preparation of the Prospectus of the college keeping in view the future goals that the college wants to follow, also reflecting the academic policies of the affiliating university, Gauhati University.
5. Organizing of seminars, workshops, special lectures and talks etc. in a bid to open up the wide vista of knowledge before the faculties and the students.
6. Organizing of alumni meets so that they can be involved with the process of progress that the college wants to adopt.
7. Organizing of guardians' meet so that they can be made aware of the academic and other status of their wards, and also that they can be involved in the developmental policies of the college.
8. Collection and analysis of feedbacks from students, alumni, parents, employees etc. with a view to determining future course of action for the college.
9. Carrying out of Student Satisfaction Survey on overall institutional performances.
10. Establishment of linkages and collaborations, signing of MOUs with other agencies and institutions.
11. Encouraging faculty members and students to get involved in various extension activities and social outreach programmes through various cells of the college.
12. Timely submission of the AQAR to the NAAC.
13. Conduct of academic and administrative audit, green audit, energy audit, gender audit etc.
14. Encouraging the faculties to join Faculty Development Programmes, seminars, workshops, research projects etc. outside the college.
15. Calculation of the APIs of the faculties annually; this is required for placement of them in higher positions.

**Review of teaching learning process etc.**

1. Preparation of the Academic Calendar which is on a par with that prepared by Gauhati University, and also ensuring that all the academic and other activities are done as per the Academic Calendar.
2. Initiation of meetings of the Academic Monitoring Committee to discuss the future plan of action as regards teaching-learning.

3. Initiation of departmental meetings on distribution of course contents and assessment of coverage of the syllabus.
4. Initiation of establishment of Mentor-Mentee groups and monitoring of the mentoring processes.
5. Analysis of the examination results and the learning outcomes, emphasizing what remedial measures are to be taken in case of the shortcomings.
6. Encouraging the faculties to use ICT tools as far as possible in the process of teaching-learning.
7. Encouraging the faculties for innovative approaches in respect of curriculum and co-curricular activities.
8. Monitoring of whether the teaching-learning process reflects the proposed course outcomes.

File Description	Document
Upload Additional information	<a href="#">View Document</a>

### 6.5.2

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

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

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

File Description	Document
NIRF report, AAA report and details on follow up actions	<a href="#">View Document</a>
Link to Minute of IQAC meetings, hosted on HEI website	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

## Criterion 7 - Institutional Values and Best Practices

### 7.1 Institutional Values and Social Responsibilities

#### 7.1.1

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

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

#### **Response:**

Barpeta Girls' College being a college exclusively for women gives gender issues a top priority. Many gender related issues come up frequently in the college, and the college have to address them with utmost sensitivity and care.

#### **Major gender-related issues faced by the college:**

1. Early marriage of students, resulting in a high dropout rate.
2. Health issues pertaining to the women, caused by malnutrition and other women-centric matters.
3. Many students have to face unfavourable social atmosphere in which gender bias is very common.

**Gender Audit:** Barpeta Girls' College has conducted gender audit to learn the status of the women studying in this college, and to take appropriate measures that can help the students in future course of life.

**Gender in Curriculum:** Gender issues are incorporated in the syllabi of various subjects in both FYUGP and TDC under Gauhati University.

FOUR YEAR UNDERGRADUATE DEGREE PROGRAMME		
SUBJECT	SEMESTER/PAPER	PAPER TITLE
Education	6th	Gender Studies
English	Paper 12	Women's Writings
Pol.Science	6th	Feminism: Theory and Practice
THREE YEAR DEGREE COURSE		
Education	HC 3036	Value and Peace Education
Education	HE 6046/ RE 6046	Women and Society
English	HC 5026	Women's Writings
English	HG 2026/ RG 5016	Contemporary India: Women & Empowerment
Political Science	HE 3036	Women, Power and Politics



**Gender sensitization through extra-curricular efforts:** The College has a Women Cell, which organizes various programmes on the occasion of International Women's Day, and on other occasions too, for gender sensitization. The programmes cover awareness about women's health and hygiene, women's constitutional rights, social equality etc. The college also observes International Girl Child's Day in a bid to sensitize the students about the gender disparity in the society.

**Awareness against Child Marriage:** Barpeta Girls' College organized various awareness campaigns against early marriage. Some of these programmes are organized in collaboration with District Legal Services Authority, Barpeta.

**Internal Complaint Committee:** As per the provision laid down in the 'Sexual Harassment of Women at Workplace (Prevention, Prohibition and Redressal) Act, 2013, and also the University Grants Commission (Prevention, prohibition and redressal of sexual harassment of women employees and students in higher educational institutions) Regulations, 2015, an Internal Complaint Committee has been set up to address grievances of women of the college including students related to sexual harassment.

**Student Grievance Redressal Cell, Anti-Ragging Committee and Anti-Ragging Squad:** Following instructions of the UGC, the college has set up 'Student Grievance Redressal Cell', 'Anti Ragging Committee' and 'Anti-Ragging Squad' so that any kind of grievances of the students can be addressed instantly, and also the college and the girl's hostel can be freed from the menace of ragging.

**Health and Hygiene:** The College has separate toilets for women employees. There is a Girls' Common Room for the students, in which toilet facilities are available. There is also an incinerator placed in the Girls' Common Room. There is also a Girls' Hostel with all the basic amenities available. Awareness campaigns are organized among the students with particular emphasis on the women-related health issues.

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

### 7.1.2

**The Institution has facilities and initiatives for**

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

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

<b>File Description</b>	<b>Document</b>
Policy document on the green campus/plastic free campus.	<a href="#">View Document</a>
Geo-tagged photographs/videos of the facilities.	<a href="#">View Document</a>
Circulars and report of activities for the implementation of the initiatives document	<a href="#">View Document</a>

### 7.1.3

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

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

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

<b>File Description</b>	<b>Document</b>
Report on Environmental Promotional activities conducted beyond the campus with geo tagged photographs with caption and date	<a href="#">View Document</a>
Policy document on environment and energy usage Certificate from the auditing agency	<a href="#">View Document</a>
Green audit/environmental audit report from recognized bodies	<a href="#">View Document</a>

### 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:**

Barpeta Girls' College is committed to building up of an inclusive environment. The college has students with religious, linguistic, social, economical diversities.

**Tolerance and harmony:** Barpeta Girls' College is situated at Barpeta, which is a prominent site for

dissemination of the ideals of Mahapurush Sankardev and Mahapurush Madhavdev, who spoke about human values, such as universal brotherhood, social harmony, peace and compassion towards all irrespective of all differences. These ideals are reflected in various programmes taken up by Barpeta Girls' College as mentioned below.

- Saraswati Puja: Though Saraswati Puja is a Hindu festival, the Hindu and the Muslim girls join its celebration at the college with equal enthusiasm. Sometimes, even Muslim girls take the responsibility of the secretary of the Puja Celebration Committee.
- Awareness Programmes: Barpeta Girls' College celebrated National Voters' Day, Republic Day, Independence Day, Gandhi Jayanti, Teachers' Day, Azadi Ki Amrit Mahotsav, World Philosophy Day, International Yoga Day, National Unity Day etc. Celebration of all these occasions had one common purpose – to instill in the minds of the students and staffs a sense of duty, obligation and responsibility towards the nation, society and the constitution of India at large. These occasions are also used to spread the message of unity and harmony among the students and the employees irrespective of their religious, linguistic, social and economical identities. On the National Unity Day, students were encouraged to prepare a wall magazine with the message of unity.
- Socio-economic survey: The college undertook a socio-economic survey at a neighbouring village Palahor Tol by the students, so that they could have a first-hand experience of the socio-economic diversity in the society.
- Cultural Exchange Programme: On the occasion of the Foundation Day of Barpeta Girls' College on the 7th of September, 2023, a cultural exchange programme was organized to mark the communal harmony. In this programme, a group of Hindu girls sang a Jikir and a group of Muslim girls sand a Holigeet.

### **Sensitization of students and employees to the constitutional obligations**

- Constitution Day: The college organized programmes on the Constitution Day in which the main spirit of the constitution was discussed by many speakers. The aim of such programme was to sensitize the employees and the students in respect of the constitutional values, rights, duties and responsibilities of the citizens.
- Electoral Literacy: Under the aegis of the Electoral Literacy Club, the college organized programmes to create awareness among the new voters about how to use the right to vote properly in the interest of the nation. The District Election Office also organized sensitization programme among young students who were going to touch the minimum age to qualify as a voter to enroll themselves as voters.
- College Election: Each year, the Students' Union is formed through election in which the bona fide students can vote. The election sensitizes the students about democratic spirit.
- Ek Bharat Shrestha Bharat: Under 'Ek Bharat Shrestha Bharat', the students of the college prepared a wall magazine highlighting life and culture of Rajasthan.

File Description	Document
Upload Additional information	<a href="#">View Document</a>

## 7.2 Best Practices

### 7.2.1

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

**Response:**

INSTITUTIONAL BEST PRACTICE-I

**Financial Literacy among UG level students**

**Objectives:**

- 1.To equip them with essential knowledge and skills to make informed and effective financial decision.
- 2.To foster an understanding of budgeting, saving, investing, credit management and debt payment.
- 3.To develop healthy financial habits, avoid common financial pitfalls.
- 4.To build a foundation to long-term financial stability
- 5.To empower students to understand and navigate complex financial product and system, enhancing their confidence in handling personal finances and contributing to their overall economic well-being.

**The context:**

First of all financial literacy is essential not only for the people in general but also for the students particularly college students. Overall financial literacy promotes among students responsible financial behaviors that can lead to long-term financial stability and success.

Secondly, most of the students belong to economically downtrodden families. Managing their economic affairs is troublesome. Under such circumstances, the college initiated a process of making them financially literate by organizing awareness programs among them about how to manage financial matters despite having financial crunch, a little bit of saving which can give them a scope to overcome financial constraint in near future.

**The Practice:**

Implementing a financial literacy programme for UG level students can be highly beneficial for their personal and professional lives.

The structure approached under this Practice consists of the following steps:

**STEP-I**

1. Discussed with three nationalized Bank for two awareness programs under CSR Scheme.
2. Approached topic like banking, budgeting, savings, investing, understanding credit with additional information on cyber crime in banking sector etc.

**STEP-II**

1. Organized Awareness programmes for the UG level student
2. Invited Resource Persons from all the three banks namely SBI, RBI and UCO Bank respectively for two separate programs.
3. Designed & delivered the content as approached by the Resource Persons from both the Banks.

**STEP-III**

1. Organized spot Quiz on the delivered topics and presented Prizes to the winner in the shape of book on Banking Service recruitment and other competitive examinations.
2. Collected Feedback from the Participants for analysis.

**Evidence of Success:**

The success rates of the programs were satisfactory. The concept & clarity of the programs depend on the feedback mechanisms. The participants were attracted to a large extent as the concept was much interesting with a new light in their student life because this part, which is very much important in the present day context, was always ignored.

The table can highlight the success as follows:

Program Name	Theme	Date of commencement	Nos. of Participant
Awareness Program	E-Banking	19-11-2022	77
Awareness Program	Financial literacy and career in RBI	07-11-2023	100
Awareness Program	Financial literacy	29-02-2024	80

**Report of the Feedback Analysis:**

The Report shows that 99% participants were satisfied.

**Problems encountered:**

It was a hard task to convince the students that financial literacy would give them an exposure in terms of limited financial support along with other aspects as:

1. There is often a lack of access to resource and technology in the home atmosphere in terms of computer and reliable internet.

2. Cultural and conceptual factor plays a role; students from this background might have different financial habits and needs compared to their urban counterparts.
3. Financial constraint is another hurdle.
4. There was a general lack of awareness and interest in financial literacy.

## INSTITUTIONAL BEST PRACTICE-II

### **Career Planning and Development among UG level students of Humanities**

#### **Objectives:**

1. To help students understand their interests, strengths and values under self awareness and exploration in career paths.
2. To enhance hard and soft skills that are essential for job market as well as interdisciplinary skill that can open up diverse career opportunities under skill development.
3. To provide access to career counseling services to guide students in making informed career decisions
4. To encourage participation in internship, co-op programs and volunteer works to gain real-world experiences under practical experience and internship.
5. To teach student how to create effective resumes, cover letters and portfolios.
6. To provide training for job search strategies, interview techniques and negotiation skills.

#### **The context:**

Implementing these objectives can significantly enhance the career readiness and opportunities for students of humanities, helping them to effectively bridge the gap between their academic pursuits and professional aspiration, and therefore, the college decided to make the students aware of diversified options that are open for them in respect of career. It is our responsibility to show the students areas where they can seek employment opportunity according to their choices.

#### **The Practice:**

The structure approached under this Practice consists of the following steps:

##### STEP-I

1. Discussed with two Career Planning and Development agency for two awareness programs.
2. Approached to deliver lecture and conducting workshop in this respect.

##### STEP-II

1. Organized Awareness programmes for the UG level student
2. Invited the agencies for the programmes
3. Designed & delivered the content suitable for the students

##### STEP-III

1. Conducted Group discussion, Brain storming session among the participants
2. Collected Feedback from the Participants for analysis.

**Evidence of Success:**

The success rate of the programs was satisfactory. We could assure that the students, basically those in the final semester, were more benefited through these programs.

The table can highlight the success as follows:

Program Name	Theme	Date of commencement	Nos. of Participant
Awareness Program	Mahindra Classroom organized by Naandi Foundation.	Pride 11-16 September, 2023	46
Awareness Program	Financial literacy and career in RBI	7 November, 2023	100

**Report of the Feedback Analysis:**

The Report shows that 100% participants were satisfied.

**Problem encountered:**

1. There is often a lack of economic support to the student from the college to get then assisted regularly by some paid hired career agencies.
2. There is a lack of industry exposure in this respect. The college has not been able to establish linkage with the industries till date as there is no such industries in this locality.
3. There is a lack of skill development training centre for vocational course.
4. Finally, there was a general lack of awareness and interest in career related field.

**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:**

When Barpeta Girls' College was established in 1978, the visionaries behind its establishment had the notion that this college would provide opportunity for pursuing higher education to those girls who couldn't pursue it on account of poverty, social barriers etc. Since then, in the last forty six years, Barpeta Girls' College has remained the platform for socially and economically disadvantaged girl students to make themselves independent and fully empowered. So, the area distinctive to the vision of the college is 'Women Empowerment through Higher Education'. In this process, the college has laid emphasis on the fact that the students that the college gets have to struggle with many hurdles, and the college tries to address these issues.

#### **Students with poor academic performance**

Most of the students who come to take admission in this college have poor academic background, because usually those who cannot get seats in the bigger colleges in the neighborhood come to take admission here. The college puts efforts to bring these students from the margin to the centre so that they can identify their own qualities and can move forward in their lives.

#### **Issue of Drop-outs**

1. A majority of the students come from the religious minority community living in the remote rural areas, and among some of them, early marriage is quite common. As a result, many girls get married when they are still children, and after marriage, most of them have to discontinue their studies. Those girls who continue their studies even after marriage also face many difficulties in study because they have to look after their spouses' households. The college tries its best to create an awareness among the students against early marriage.
2. Poverty is another reason why many girl students fail to continue their studies. Though the State Government has waived the fees of the students living below poverty line, still the students, mostly living in remote areas, have a recurring expenditure for coming to college, and their parents cannot bear even that. The college puts extra efforts so that such students don't have to discontinue their studies.

#### **Ensuring Quality Education**



Irrespective of the quality of the students, Barpeta Girls' College is dedicated in respect of imparting quality education to students. The students are treated according to their needs. The good students are identified and it is tried so that they can acquaint themselves with the vast area of knowledge with a global perspective. For the students who are at a weak position in respect of merit, the college tries to help the students to cope with their weaknesses and improve themselves academically.

### **Use of technology**

Within its limitation, college puts thrust on introducing the disadvantaged students with the modern technological methods of education, so that they don't have to feel left out in the greater sphere of society. The college arranges computer training for students, classes and seminars are arranged for students with the help of ICT tools etc.

### **Use of learner-centric method**

In order to engage the students in the process of learning actively, the college adopts learner-centric method. During the classes, the teachers follow question-answer technique, so that the teachers ask questions on the topics taught, and also students are given opportunity to ask question to teachers. The teachers encourage critical thinking among the students. It is also seen that the students can participate in the process of learning. They are given home assignments; seminars and group discussions etc. are also arranged for the students. Project works and field studies etc. give the students more scope for participative learning.

### **Addressing Gender Issues**

As empowering women is one of the main objectives of this college, it often addresses the gender issues. Programmes are arranged in the college to give orientation to the students about the gender disparity in the society and the ways how to combat it, the evils of the early marriage, women-centric health and hygiene issues, legal provisions against sexual harassment of women etc.

### **Evidences of Success**

1. Though the college is not yet successful in curtailing the drop-out rate, still it is successful in motivating a large number of students to set their goals in life. Many girls have understood that

they have a significant role to play in the society, and for that they have to enter into the outside world. This is evident from the fact that many girl students have taken part in the Independence Day and Republic Day parades besides cultural and sports events organized by the District Administration outside college. Many girls have also taken part in cleanliness drives and awareness programmes outside college.

2. The participation of girls of the college in the Government programmes organized on the occasion of the 400 year birth anniversary of Lachit Barphukan, Har Ghar Tiranga, Azadi Ki Amrit Mahotsav etc. was quite notable.
3. Though the pass percentage of the college was not as expected, still many students individually succeeded against all odds.
4. Many students joined courses like L.L.B., B. Ed. etc. after passing out the undergraduate course from this college.
5. Many students were able to grab employment opportunity, be it government service, private sector jobs or entrepreneurship.
6. Some students showed their excellence in cultural fields also.

File Description	Document
Appropriate web in the Institutional website	<a href="#">View Document</a>

## 5. CONCLUSION

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### Additional Information :

Keeping in view the changing scenario of higher education in the country apart from what the National Education Policy 2020 suggests, Barpeta Girls' College is in the process of preparing itself to address certain issues as follows.

1. A major problem of the college is its low enrolment, and the college is now adopting new strategies so that its enrolment can be increased and in this process, the college can contribute to increasing the Gross Enrolment Ratio of the state. It includes changing the status of the college to a co-educational college, introduction of full fledged Commerce stream and transformation of the Home Science and the Anthropology Departments into full fledged departments with the Government permission, introduction of other new courses including add-on courses etc., so that the college can be transformed into a multidisciplinary institution with special emphasis on the skill-oriented studies.
2. Most of the students that Barpeta Girls' College has to teach don't have sound educational background, but the college doesn't take it as a drawback for it. Rather, the college

has tried its best to transform this weakness into its strength. This college is bringing those students into the compass of higher education, who will, otherwise, have to be left behind. The college organizes programmes in which the students with poor educational performances can be motivated to set their aims in life and move forward accordingly.

1. The college is trying its best to introduce its students to various aspects of human endeavour, and therefore, it has started Literary Association, Reading Forum etc. These organizations are meant for promotion of interest in literature and creation of reading habit among the students.
2. As ours is a girl college and most of the students of the college come from a society in which the status of women is not so high, the college puts special emphasis on the issues of women empowerment and organizes programmes accordingly.
3. The college has students from various religious, linguistic and caste based identities, and the college organizes programmes so that a cross-cultural interaction among them can be achieved.

### Concluding Remarks :

Barpeta Girls' College has passed a long 46 years trying its best to fulfil the dreams of those visionaries who were behind establishment of the college. During this long period of its existence, the college passed through many rough phases, and it is one reason why the college has not been able to accomplish the position it deserves in the higher education scenario of the state. But the college is now trying to gear up so that its earlier lapses can be overcome, and the college can be made relevant in the changing circumstances of higher education. With the National Education Policy 2020 proceeding to gain its momentum, the higher educational institutions of the country have to change themselves so that they can fulfil the new demands made by the Policy. Barpeta Girls' College also doesn't want to lag behind in this process. It wants to fully utilize what it already has, but at the same time, it also wants to add many new things which are the need of the hour. Barpeta Girls' College does not want to confine itself merely to classroom teaching. It knows that it can play many

societal roles, particularly in the fields of women empowerment and of health and hygiene. With most of the students coming from the economically backward families, the college can bear the torch for the poor, downtrodden people. It can also work for social harmony as well as for bridging the urban-rural divide. Barpeta Girls' College is ready to meet all the challenges that are to come in the near future.

## 6.ANNEXURE

### 1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																				
1.2.1	<p><b>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)</b></p> <p>Answer before DVV Verification : 2 Answer After DVV Verification :0</p>																				
1.2.2	<p><b><i>Percentage of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years</i></b></p> <p>1.2.2.1. Number of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>40</td> <td>00</td> <td>00</td> <td>00</td> <td>00</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>00</td> <td>00</td> <td>00</td> <td>00</td> <td>00</td> </tr> </tbody> </table>	2022-23	2021-22	2020-21	2019-20	2018-19	40	00	00	00	00	2022-23	2021-22	2020-21	2019-20	2018-19	00	00	00	00	00
2022-23	2021-22	2020-21	2019-20	2018-19																	
40	00	00	00	00																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
00	00	00	00	00																	
1.4.1	<p><b><i>Institution obtains feedback on the academic performance and ambience of the institution from various stakeholders, such as Students, Teachers, Employers, Alumni etc. and action taken report on the feedback is made available on institutional website</i></b></p> <p>Answer before DVV Verification : A. Feedback collected, analysed, action taken&amp; communicated to the relevant bodies and feedback hosted on the institutional website Answer After DVV Verification: E. Feedback not collected</p>																				
2.1.1	<p><b>Enrolment percentage</b></p> <p>2.1.1.1. <b>Number of seats filled year wise during last five years (Only first year admissions to be considered)</b></p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>117</td> <td>130</td> <td>195</td> <td>152</td> <td>196</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>117</td> <td>130</td> <td>195</td> <td>152</td> <td>196</td> </tr> </tbody> </table>	2022-23	2021-22	2020-21	2019-20	2018-19	117	130	195	152	196	2022-23	2021-22	2020-21	2019-20	2018-19	117	130	195	152	196
2022-23	2021-22	2020-21	2019-20	2018-19																	
117	130	195	152	196																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
117	130	195	152	196																	

**2.1.1.2. Number of sanctioned seats year wise during last five years**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
200	200	200	200	200

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
300	300	300	300	300

Remark : Values have been updated in 2.1.1.2 as per the sanction letter provided by the HEI.

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
13	13	15	15	27

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
10	7	10	4	17

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
74	74	74	74	81

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
111	111	111	111	111

Remark : Values have been updated in 2.1.2.2 considering 37% reservation as per the copy of letter provided by the HEI.

**2.4.1 Percentage of full-time teachers against sanctioned posts during the last five years****2.4.1.1. Number of sanctioned posts year wise during the last five years**

Answer before DVV Verification:

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

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
17	17	17	17	17

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
12	11	9	9	9

Answer After DVV Verification :

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

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
14	0	1	0	1

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
10	0	1	0	1

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
4	2	0	0	1

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
1	0	0	0	1

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
7	1	3	1	3

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
5	1	1	0	2

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
13	5	2	2	3

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
8	4	1	2	2

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

Answer before DVV Verification : 9

Answer After DVV Verification :2



4.1.2	<p><b>Percentage of expenditure for infrastructure development and augmentation excluding salary during the last five years</b></p> <p>4.1.2.1. <b>Expenditure for infrastructure development and augmentation, excluding salary year wise during last five years (INR in lakhs)</b>          Answer before DVV Verification:</p> <table border="1" data-bbox="304 389 1046 524"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>61.2</td> <td>3.94</td> <td>0.85</td> <td>101.4</td> <td>51.1</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="304 602 1046 736"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>60</td> <td>3.496</td> <td>0</td> <td>70</td> <td>50</td> </tr> </tbody> </table>	2022-23	2021-22	2020-21	2019-20	2018-19	61.2	3.94	0.85	101.4	51.1	2022-23	2021-22	2020-21	2019-20	2018-19	60	3.496	0	70	50
2022-23	2021-22	2020-21	2019-20	2018-19																	
61.2	3.94	0.85	101.4	51.1																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
60	3.496	0	70	50																	
4.3.2	<p><b>Student – Computer ratio (Data for the latest completed academic year)</b></p> <p>4.3.2.1. <b>Number of computers available for students usage during the latest completed academic year:</b>          Answer before DVV Verification : 22          Answer after DVV Verification: 14</p>																				
4.4.1	<p><b>Percentage expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component, during the last five years (INR in Lakhs)</b></p> <p>4.4.1.1. <b>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)</b>          Answer before DVV Verification:</p> <table border="1" data-bbox="304 1335 1046 1469"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>13.7</td> <td>12.4</td> <td>13.5</td> <td>11.8</td> <td>7.5</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="304 1547 1046 1682"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>0.97843</td> <td>0.156</td> <td>2.24881</td> <td>0.74822</td> <td>0.52</td> </tr> </tbody> </table>	2022-23	2021-22	2020-21	2019-20	2018-19	13.7	12.4	13.5	11.8	7.5	2022-23	2021-22	2020-21	2019-20	2018-19	0.97843	0.156	2.24881	0.74822	0.52
2022-23	2021-22	2020-21	2019-20	2018-19																	
13.7	12.4	13.5	11.8	7.5																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
0.97843	0.156	2.24881	0.74822	0.52																	
5.1.2	<p><b>Following capacity development and skills enhancement activities are organised for improving students' capability</b></p> <ol style="list-style-type: none"> <li>1. <b>Soft skills</b></li> <li>2. <b>Language and communication skills</b></li> <li>3. <b>Life skills (Yoga, physical fitness, health and hygiene)</b></li> <li>4. <b>ICT/computing skills</b></li> </ol> <p>Answer before DVV Verification : B. 3 of the above</p>																				

	Answer After DVV Verification: D. 1 of the above																														
5.1.3	<p><b>Percentage of students benefitted by guidance for competitive examinations and career counseling offered by the Institution during the last five years</b></p> <p><b>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</b></p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>131</td> <td>00</td> <td>50</td> <td>00</td> <td>00</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>00</td> <td>00</td> <td>50</td> <td>00</td> <td>00</td> </tr> </tbody> </table>	2022-23	2021-22	2020-21	2019-20	2018-19	131	00	50	00	00	2022-23	2021-22	2020-21	2019-20	2018-19	00	00	50	00	00										
2022-23	2021-22	2020-21	2019-20	2018-19																											
131	00	50	00	00																											
2022-23	2021-22	2020-21	2019-20	2018-19																											
00	00	50	00	00																											
5.1.4	<p><i>The institution adopts the following for redressal of student grievances including sexual harassment and ragging cases</i></p> <ol style="list-style-type: none"> <li><b>1. Implementation of guidelines of statutory/regulatory bodies</b></li> <li><b>2. Organisation wide awareness and undertakings on policies with zero tolerance</b></li> <li><b>3. Mechanisms for submission of online/offline students' grievances</b></li> <li><b>4. Timely redressal of the grievances through appropriate committees</b></li> </ol> <p>Answer before DVV Verification : A. All of the above Answer After DVV Verification: C. 2 of the above</p>																														
5.2.1	<p><b>Percentage of placement of outgoing students and students progressing to higher education during the last five years</b></p> <p><b>5.2.1.1. Number of outgoing students placed and / or progressed to higher education year wise during the last five years</b></p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>14</td> <td>23</td> <td>16</td> <td>05</td> <td>01</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>11</td> <td>18</td> <td>12</td> <td>00</td> <td>00</td> </tr> </tbody> </table> <p><b>5.2.1.2. Number of outgoing students year wise during the last five years</b></p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	2022-23	2021-22	2020-21	2019-20	2018-19	14	23	16	05	01	2022-23	2021-22	2020-21	2019-20	2018-19	11	18	12	00	00	2022-23	2021-22	2020-21	2019-20	2018-19					
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11	18	12	00	00																											
2022-23	2021-22	2020-21	2019-20	2018-19																											
5.2.2	<b>Percentage of students qualifying in state/national/ international level examinations during the last five years</b>																														

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
2	0	2	1	0

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
1	0	2	0	0

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

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

Answer before DVV Verification:

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

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	0	1

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
22	15	00	15	15

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
3	2	00	2	2

**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 : B. 3 of the above

Answer After DVV Verification: C. 2 of the above

Remark : Input has been updated as per the supporting documents.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
06	01	01	03	03

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
02	01	01	03	02

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
08	08	10	10	10

Answer After DVV Verification :

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

Remark : Value has been updated in 6.3.3.2 for no. of non-teaching staff as per the IIQA document; Also the values have been updated in 6.3.3.1 as the multiple participation of the faculty in the same academic year has been considered as one and also excluding the less than 5 days FDPs as per NAAC SOP.

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)

	<p>4. <b>Participation in NIRF and other recognized rankings</b></p> <p>5. <b>Any other quality audit/accreditation recognized by state, national or international agencies such as NAAC, NBA etc.</b></p> <p>Answer before DVV Verification : C. Any 2 of the above Answer After DVV Verification: D. Any 1 of the above</p>
7.1.2	<p><b>The Institution has facilities and initiatives for</b></p> <ol style="list-style-type: none"> <li>1. <b>Alternate sources of energy and energy conservation measures</b></li> <li>2. <b>Management of the various types of degradable and nondegradable waste</b></li> <li>3. <b>Water conservation</b></li> <li>4. <b>Green campus initiatives</b></li> <li>5. <b>Disabled-friendly, barrier free environment</b></li> </ol> <p>Answer before DVV Verification : B. 3 of the above Answer After DVV Verification: D.1 of the above</p>
7.1.3	<p><b>Quality audits on environment and energy regularly undertaken by the Institution. The institutional environment and energy initiatives are confirmed through the following</b></p> <ol style="list-style-type: none"> <li>1. <b>Green audit / Environment audit</b></li> <li>2. <b>Energy audit</b></li> <li>3. <b>Clean and green campus initiatives</b></li> <li>4. <b>Beyond the campus environmental promotion activities</b></li> </ol> <p>Answer before DVV Verification : B. Any 3 of the above Answer After DVV Verification: D. Any 1 of the above</p>

## 2.Extended Profile Deviations

ID	Extended Questions																				
1.1	<p><b>Number of teaching staff / full time teachers during the last five years (Without repeat count):</b></p> <p>Answer before DVV Verification : 18 Answer after DVV Verification : 17</p>																				
1.2	<p><b>Number of teaching staff / full time teachers year wise during the last five years</b></p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>18</td> <td>17</td> <td>17</td> <td>17</td> <td>18</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>17</td> <td>17</td> <td>17</td> <td>17</td> <td>17</td> </tr> </tbody> </table>	2022-23	2021-22	2020-21	2019-20	2018-19	18	17	17	17	18	2022-23	2021-22	2020-21	2019-20	2018-19	17	17	17	17	17
2022-23	2021-22	2020-21	2019-20	2018-19																	
18	17	17	17	18																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
17	17	17	17	17																	